

AN ANALYSIS ON THE MODERATING EFFECT OF EMOTIONAL INTELLIGENCE ON
THE RELATIONSHIP BETWEEN JOB SATISFACTION AND WORK-LIFE BALANCE AT
THE UNIVERSITY OF NAMIBIA'S MAIN CAMPUS IN WINDHOEK, NAMIBIA

A MINI THESIS IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN INDUSTRIAL PSYCHOLOGY

OF

THE UNIVERSITY OF NAMIBIA

BY

ALICIA FERNANDES

201501495

APRIL 2022

SUPERVISOR: DR. C.K. HLATYWAYO

THE UNIVERSITY OF NAMIBIA

ABSTRACT

The world of work has undergone numerous changes. Emotional intelligence, job satisfaction and work-life balance are becoming increasingly important to parties in the employment relationship. The study sought to explore the moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance among University employees. 206 academic and administrative staff members at the University of Namibia's main campus in Windhoek were selected to be part in the study. A cross sectional research design was used with information collected through the means of online questionnaires. SPSS version 27 and process macro were used for the analysis of the data. Study findings revealed that emotional intelligence had a positive relationship with job satisfaction ($r = 0.56$; $p = <0.0001$). Emotional intelligence had a positive relationship with work-life balance ($r = 0.65$; $p = <0.0001$). Job satisfaction had a positive relationship with work-life balance ($r = 0.78$; $p = <0.0001$). Emotional intelligence however, did not have a moderating effect on the relationship between job satisfaction and work-life balance, as results revealed a significance level of 5%. Organisations need to invest in positive psychological variables, as a curb to the low levels of emotional intelligence, as well as develop policies which enhance job satisfaction and work-life balance in the institution. The researcher proposes that the University trains its employees on emotional intelligence. The organisation is also advised to constantly review its policies on job satisfaction and work-life balance.

Keywords: emotional intelligence, job satisfaction, work-life balance, academic staff, university employees

ACKNOWLEDGMENTS

First of all, I would like to express my sincere gratitude to my God and Lord. It is truly by His grace and mercy that this thesis was made possible. To my supervisor, Dr Hlatywayo, I would like to extend my appreciation and gratitude, for his unrelenting mentorship, guidance and support throughout this journey.

A special thanks to my parents, as well as my brother and sister, who have offered me great love and support throughout this study. Thank you for always believing in me.

To the staff members of the University of Namibia's main campus, my friends, colleagues and relatives who took time out of their schedules to participate in this study – thank you. Your contributions and support, however small, have made this process easier.

Lastly, I would like to thank all the scholars and other individuals who have in one way or another contributed to the completion of this thesis, without whom this would not be possible.

DEDICATION

I would like to dedicate this thesis to my parents, Mrs. Marinela and Mr. Viriato Fernandes.

Thank you for granting me the opportunity to reach this milestone. I would not be where I am today if it weren't for you!

DECLARATION

I, **Alicia Fernandes**, hereby declare that this study is a true reflection of my own research, and that this work or part thereof, has not been submitted for a degree in any other institution of higher education.

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form, or by any means (e.g. Electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or the University of Namibia, on that behalf.

I, **Alicia Fernandes**, grant the University of Namibia the right to reproduce this dissertation in whole or in part, in any manner or format, which the University of Namibia may deem fit, for any person or institution requiring it for study and research; provided that the University of Namibia shall waive this right if the whole dissertation has been or is being published in a manner satisfactory to the University.

ALICIA FERNANDES

DATE

TABLE OF CONTENT

CHAPTER ONE: INTRODUCTION

1.1	Orientation of the study	1
1.2	Statement of the problem	2
1.3	Research Questions	3
1.4	Hypothesis of the study	3
1.5	Significance of the study	4
1.6	Limitations of the study	5
1.7	Delimitations of the study	5
1.8	Thesis outline	5
1.9	Conclusion	6

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction	7
2.2	Conceptual Literature	7
2.2.1	Emotional Intelligence	7
2.2.1.1	Emotions	7
2.2.1.2	Intelligence	8
2.2.1.3	Antecedents of Emotional Intelligence	12
2.2.1.3.1	Personality Traits	12
2.2.1.3.2	Curiosity	14
2.2.1.3.3	Motivation	14
2.2.1.4	Constructs of Emotional Intelligence	18
2.2.1.4.1	Self-Awareness	18

2.2.1.4.2	Self-Regulation	19
2.2.1.4.3	Motivation	20
2.2.1.4.4	Empathy	20
2.2.1.4.5	Social Skills	21
2.2.2	Job Satisfaction	22
2.2.2.1	Antecedents of Job satisfaction	24
2.2.2.1.1	Environment	24
2.2.2.1.2	Personal Factors	28
2.2.2.2	Constructs of Job Satisfaction	29
2.2.2.2.1	Pay	29
2.2.2.2.2	Promotion	30
2.2.2.2.3	Co-Workers	30
2.2.2.2.4	The Work Itself	31
2.2.2.2.5	Supervisors	31
2.2.2.2.6	Fringe benefits	32
2.2.2.2.7	Contingent rewards	32
2.2.2.2.8	Operating conditions	33
2.2.2.2.9	Communication	33
2.2.3	Work-Life Balance	33
2.2.3.1	Work-Life Conflict	35
2.2.3.2	Antecedents of Work-life balance	38
2.2.3.2.1	Work Demands	39
2.2.3.2.2	Family Demands	40
2.2.3.2.3	Resources	41
2.2.3.2.4	Supervisor Support	42

2.2.3.2.5	Job autonomy	44
2.2.3.3	Different Generations and Work-Life Balance	44
2.2.3.3.1	The Baby Boomers	45
2.2.3.3.2	Generation X	46
2.2.3.3.3	Millennials/Generation Y	46
2.2.3.3.4	Generation Z	46
2.2.4	The Self-Determination Theory (SDT)	47
2.2.5	The effect of job satisfaction on work-life balance	49
2.2.6	The effect of emotional intelligence on job satisfaction	53
2.2.7	The effect of emotional intelligence on work-life balance	56
2.2.8	The moderating effect of emotional intelligence on job satisfaction and work-life balance	59
2.3	Theory Synthesis	62
2.4	Conclusion	64

CHAPTER THREE: RESEARCH METHODS

3.1	Introduction	66
3.2	Research design	66
3.2.1	Interpretivism	66
3.2.2	Pragmatism	67
3.2.2.1	Validity	68
3.2.3	Positivism	68
3.2.4	Quantitative Research	69
3.3	Population	70

3.4	Sample	71
3.5	Research Instruments	71
3.5.1	Job Satisfaction Survey (JSS)	71
3.5.2	Work-Family Conflict Questionnaire	72
3.5.3	Trait Emotional Intelligence Questionnaire – Short Form	72
3.6	Procedure	73
3.7	Data Analysis	73
3.8	Research Ethics	74
3.9	Conclusion	76

CHAPTER FOUR: ANALYSIS OF RESULTS

4.1	Introduction	77
4.2	Internal consistency	77
4.3	Demographic Variables	78
4.3.1	Percentage distribution by sex	79
4.3.2	Percentage distribution by race	80
4.3.3	Percentage distribution by marital status	81
4.3.4	Percentage distribution by number of dependents	82
4.3.5	Percentage distribution by educational qualification	83
4.3.6	Percentage distribution by level within the organisation	83
4.3.7	Means analysis on perception of respondents on the study’s theoretical variables and constructs	84
4.3.8	Means analysis on Job Satisfaction (Independent Variable)	85

4.3.9	Means analysis on Emotional Intelligence and Work-Life Balance (Moderator and Dependent Variable)	87
4.4	Inferential Analysis: Correlation analysis	89
4.5	Hypothesis testing using linear regression models.	92
	Hypothesis 1: The job satisfaction on work-life balance hypothesis	93
	Hypothesis 1 Post Hoc analysis using the step-wise multiple linear regression model on the job satisfaction on work-life balance hypothesis	94
	Hypothesis 2: The emotional intelligence on job satisfaction hypothesis	97
	Hypothesis 2 Post Hoc analysis using the step-wise multiple linear regression model on the emotional intelligence on job satisfaction hypothesis	98
	Hypothesis 3: The emotional intelligence on work-life balance hypothesis.	100
	Hypothesis 3 Post Hoc analysis using the step-wise multiple linear regression model on the emotional intelligence on work-life balance hypothesis.	101
	Hypothesis 4: The moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance.	104
4.7	Conclusion	106

CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1	Introduction	107
5.2	Job satisfaction and its effect on the work-life balance of employees	107
5.3	Emotional intelligence's effect on the job satisfaction of employees	109
5.4	Emotional intelligence's effect on the work-life balance of employees	111
5.5	Theory Synthesis	112

5.6	Recommendations and suggestions for future research	113
5.7	Conclusion	116
	Reference List	116
	ANNEXURE 1 ETHICAL CLEARANCE CERTIFICATE	153
	ANNEXURE 2 QUESTIONNAIRE	155

FIGURES

Figure 1.1 Authors interpretation of Study Conceptual Model	4
Figure 2.1 General Study Model	39
Figure 4.1 Distribution of respondents by gender	80
Figure 4.2 Distribution by race	81
Figure 4.3: Distribution of respondents by marital status	81
Figure 4.4: Distribution of respondents by number of dependents	82
Figure 4.5: Distribution of respondents by highest educational qualification	83
Figure 4.6: Distribution of respondents by level within the organisation	84
Figure 4.7: Conceptual model and hypothesis for the moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance	105

TABLES

Table 4.1: Reliability Analysis	78
Table 4.2: Descriptive statistics for personal biographical profile of respondents	79
Table 4.3: Summary of descriptive statistics of job satisfaction	85
Table 4.4: One-sample T- tests for the mean responses of job satisfaction and respective constructs	87
Table 4.5: Summary of descriptive statistics of emotional intelligence and work-life balance	88
Table 4.6: One-sample T-tests for the mean responses of emotional intelligence and work- life balance and their respective constructs.	89
Table 4.7: Pearson’s correlation coefficients (r) and significance probabilities (p) for relations of job satisfaction and work-life balance.	90
Table 4.8: Pearson’s correlation coefficients (r) and significance probabilities (p) for relations of emotional intelligence and job satisfaction.	91
Table 4.9: Pearson’s correlation coefficients (r) and significance probabilities (p) for relations of emotional intelligence and work-life balance.	92
Table 4.10: Simple linear regression model fit summary for job satisfaction on work-life balance.	93
Table 4.11: Parameter estimates for the job satisfaction on work-life balance model.	94
Table 4.12: A summary of stepwise multiple regression analyses testing job satisfaction constructs in the prediction of work-life balance	96
Table 4.13: Parameter estimates for the stepwise regression of job satisfaction constructs in the prediction of work-life balance	96

Table 4.14: Simple linear regression model fit summary for emotional intelligence on job satisfaction.	97
Table 4.15: Parameter estimates for the emotional intelligence and job satisfaction model	98
Table 4.16: A summary of stepwise multiple regression analyses testing emotional intelligence constructs in the prediction of job satisfaction	99
Table 4.17: Parameter estimates for the stepwise regression of emotional intelligence constructs in the prediction of job satisfaction	99
Table 4.18: Simple linear regression model fit summary for emotional intelligence on work- life balance	100
Table 4.19: Parameter estimates for the emotional intelligence on work-life balance model	101
Table 4.20: A summary of stepwise multiple regression analyses testing emotional intelligence constructs in the prediction of work-life balance.	103
Table 4.21: Parameter estimates for the stepwise regression of emotional intelligence constructs in the prediction of work-life balance	103
Table 4.22: Parameter estimates	104
Table 4.23: Summary of the regression results	106

CHAPTER ONE

INTRODUCTION

1.1 Orientation of the study

We are living in a rapidly changing and an ever-modernising world (Prince, 2017). These developments pose as disruptions to the economies of developed and developing nations (Adekoya-Sanni, 2015) such as Namibia. Employees bear the brunt from the turmoil in the economy as it becomes increasingly difficult to find a balance between their work and private lives. Work-life balance is the ability to equally measure and deal with personal responsibilities, while ensuring optimum job performance (Murase et al., 2012). A balance is needed in order to combat stress, promote efficiency and improve the overall wellbeing of an individual (Al Hazemi & Ali, 2016). Job satisfaction has been determined to be one of the most determining factors that affect an employee's balance between their work and personal lives (Walga, 2018). Job satisfaction has been defined by Adekoya-Sanni (2015) as an employee's attitude and fulfilment within their job. Employees that are satisfied within their job, not only perform better in their job role, but they also experience better relationships with their colleagues and are emotionally stable (Sharma, 2017).

A lack of emotional stability can greatly affect an employee's job satisfaction (Arthaud-Day et al., 2017). Emotional intelligence can be defined as one's internal ability to identify and understand one's own emotional state as well as the feelings of others and use them to direct actions and respond in various situations (Lata & Yadav, 2019). A lack of emotional intelligence within an organisation can lead to conflict between colleagues, poor job performance and may fail to enable employees to withstand emotional pressure (Lee, 2018). Emotional intelligence, job satisfaction and work-life balance are all linked and influence each other (Haider et al., 2019). The overall aim

of the study is to explore the moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance. Emotional intelligence, job satisfaction and work-life balance have become discussions of paramount importance during the Covid-19 pandemic. There is however not much literature on these areas within the Namibian context to support organisations. The researcher therefore aims to add to the literature within the Namibian context.

1.2 Statement of the problem

Having a balanced work-life has been determined to be nearly impossible due to our vast access to technology, odd working hours and lack of free time (Cottineau, 2014). Matias (2016) states that Namibians are not emotionally intelligent and not fully satisfied in their jobs, as they struggle to manage and balance both their work and private lives (Watermeyer, 2016). The environment in which an employee works in also plays a role in how satisfied they are within their jobs. Within the context of this study, the University was undergoing restructuring which is known to create job dissatisfaction and poor work performance within the workplace (Özçelik et al., 2020) as well as dealing with the impact and effects that Covid-19 has had on the normal working day such as changing their mode of work and struggling with issues brought about by the pandemic (Kaushik & Guleria, 2020). This could also influence their job satisfaction. Not much research has been carried out within the Namibian context to fully understand the moderating effects of emotional intelligence on job satisfaction and work-life balance. Therefore, predicting association amongst different levels of emotional intelligence within the Namibian context and its influence to job satisfaction and work-life balance is paramount. More research is needed within the Namibian workforce to add to the literature and give insight on where the employees can improve on in order to greatly improve the job satisfaction levels and work-life balance within the country.

1.3 Research Questions

What effect does emotional intelligence have on the relationship between job satisfaction and work-life balance? If any, to what extent is the effect?

1.4 Hypothesis of the study

H1₀ Job satisfaction has a positive effect on the work-life balance of employees at the University of Namibia's main campus in Windhoek, Namibia.

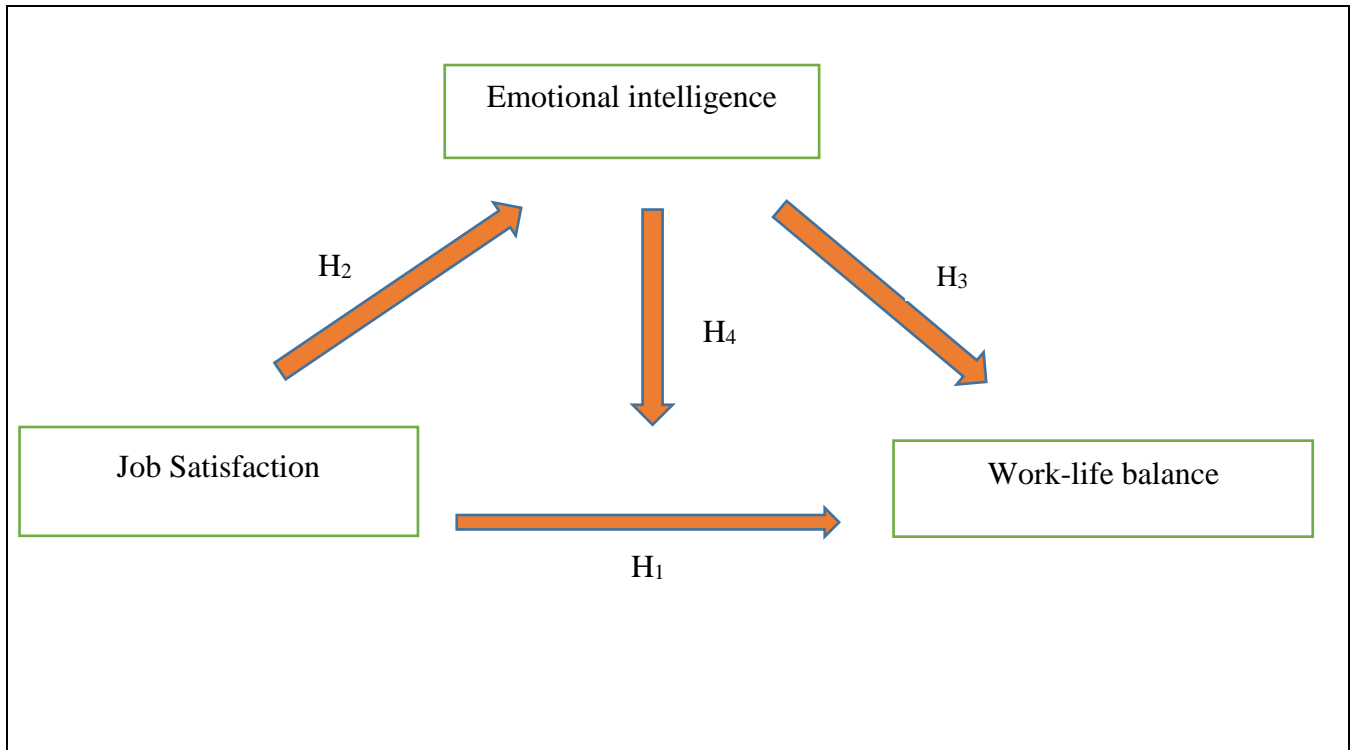
H2₀ Emotional intelligence has a positive effect on the job satisfaction of employees at the University of Namibia's main campus in Windhoek, Namibia.

H3₀ Emotional intelligence has a positive effect on the work-life balance of employees at the University of Namibia's main campus in Windhoek, Namibia.

H4₀ Emotional intelligence moderates the relationship between job satisfaction and work-life balance of the employees at the University of Namibia's main campus in Windhoek, Namibia.

Figure 1.1

Author's interpretation of the study conceptual model



1.5 Significance of the study

Research has shown a relationship between emotional intelligence, job satisfaction and work-life balance (Lata & Yadav, 2019). Emotional intelligence is advantageous in the pursuit of a successful and productive nation, as it equips individuals to improve the overall productivity and economy of the nation (Bosco et al., 2018). There is however scant research on the association between the study's variables within the Namibian context. This study could aid in providing additional information to research done within the Namibian context and make recommendations for further areas to be studied within its scope. This study could also equip organisations within Namibia with tools that can help improve their employee job satisfaction and aid employees in improving their emotional intelligence as well as their work-life balance. This study sought to

disclose the significant differences of the effects of these variables within the Namibian context in comparison to other countries around the world.

1.6 Limitations of the study

The inability to control the environmental and emotional factors that may have been deterrents of the responses of the participants, such as having a stressful day or being anxious is a limiting factor in the study. The study was carried out during a period of restructuring within the University and the global Covid-19 pandemic, therefore those factors may have influenced the results. As the data was conducted through questionnaires, close ended questions were required which did not allow clarification on certain points. Financial resources were also a limitation as a wider sample could have been targeted if there were additional funds available. Lastly, longitudinal effects could also be a limitation as the study could not monitor changes and identify if whether or not the awareness has caused a change.

1.7 Delimitations of the study

The delimitations within this study included the sample size as it was not a full representation of Namibia due to the fact that the study was only conducted on employees from the University of Namibia's main campus in Windhoek. This will affect the generalisability of study findings.

1.8 Thesis outline

This thesis is divided into five chapters:

Chapter One introduced the study's concept

Chapter Two will provide a review of related and relevant literature

Chapter Three will outline the methodology used to conduct the study

Chapter Four will present the analysis of the results obtained from the study

Chapter Five will discuss the results of the study, conclude the thesis and offer recommendations.

1.9 Conclusion

This chapter has proffered and discussed the background of the study, statement of the problem, research objectives, significance of the study, limitations of the study as well as the delimitation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter introduced the concepts and definitions of emotional intelligence, job satisfaction and work-life. This chapter will give an in-depth outline into the concepts and delve into the theory which grounds the study. The antecedents of each variable are discussed as well as the relationship between each variable. The applicability of the Self-determination theory to the study context will also be explored.

2.2 Conceptual Literature

This section will define the terms adopted in the study. The terms being emotional intelligence, job satisfaction and work-life balance.

2.2.1 Decoding Emotional Intelligence

It is important to understand what emotional intelligence is comprised of in order to fully understand it.

2.2.1.1 Emotions

Emotions are experienced by every human on a daily basis. They are subjective and are said to be linked to the nervous system of an individual which is influenced by neuropsychological changes in their thoughts, behavioural responses etc. and consist of feelings such as fear, sadness, joy etc. (van Kleef & Côté, 2022). Emotions are known to be strategic in that they serve as guides to choices (Hwang & Matsumoto, 2019). They are also thought to be trainable (Mohr et al., 2021).

2.2.1.2 Intelligence

The term intelligence was primarily analysed after an examination of the results of a mental aptitude test in which it was concluded that intelligence is the general ability of humans to reason, solve problems and learn (Spearman, 1961; DeYoung, 2020; Zajenkowski & Dufner, 2020). It is believed that there are five types of intelligence; musical intelligence, interpersonal intelligence, intrapersonal intelligence, kinesthetic intelligence and numerical/logical reasoning intelligence (Furnham & Petrides, 2004; Thambu, 2021).

Emotional intelligence is therefore the capability to control and understand emotions and use them in a positive way in one's everyday life (Goleman, 2021). Emotional intelligence may have an influence on every aspect of an individual's life, ranging from their mental health to their physical health (Rathore et al., 2017). Literature has revealed that having higher levels of emotional intelligence is an important component to have in an organisation as it can greatly affect one's work performance and one's relationship with co-workers as well as your stress levels and job engagement (Côté, 2014; Goleman, 2021; Khalili, 2012).

Emotional intelligence has been studied by many scholars throughout history (Sadri, 2021). The concept can be dated all the way back to 1920, but only grew tremendously from 1990. Thorndike defined social intelligence as the ability of an individual to communicate with others, understand others and partake in social relations (Thorndike, 1920). Social intelligence is gained through experiences that one faces in life such as successes and failures which help one identify acceptable forms of behaviour and communication (Wang & Matsumoto, 2019). Wechsler (1940), who pioneered the field of cognitive psychology, defined intelligence as the ability to perceive, control

and evaluate emotions. He proposed that intelligence has different components, namely; intellective and non-intellective intelligence. Intelligence is believed to be an effect where non-intellective factors such as personality influence an individual's intelligence levels and could influence the level of success within individuals (Wechsler, 1940). Maslow (1962) brought focus to how individuals can build their emotional strengths. He believed that individuals can build their emotional strengths and cultivate their capability to efficiently handle their emotions.

Gardner (1991) developed the theory of multiple intelligences in order to explain the different forms in which individuals absorb and obtain information. It is believed that individuals are not born with all the forms of intelligence that they will possess throughout their life span and that one has both intrapersonal and interpersonal intelligence (Ganiev et al., 2021). Intrapersonal intelligence is one's ability to look internally whereas interpersonal intelligence has to do with interactions with others (Gardner, 1991). Gardner's theory states that multiple intelligences range from introspection, words, pictures, music, numbers, physical movement, being in tune with nature as well, to social interactions (Yavich & Rotnitsky, 2020). Thorndike (1936) devised the term social intelligence as an individual's ability to interact and form bonds with others through compassion and assertiveness through the ability to control an individual's feelings. The term "emotional intelligence" was then devised by expanding on the concept of social intelligence. This was through the inclusion of the fact that social intelligence not only involves regulating one's emotions but also, monitoring those of other's while using that information in everyday situations (Herzig et al., 2019).

The concept of emotional intelligence was then further promoted by Goleman (1996) in his work entitled 'Emotional Intelligence: Why it can matter more than IQ'. With the history of the concept of emotional intelligence and all the theories within it, emotional intelligence can be defined as one's instinctive ability to identify, control and evaluate one's feelings and state of mind as well as be able to decipher and understand those of others and use that knowledge in the relevant situations (Druskat et al., 2013). The concept of emotional intelligence has stimulated multiple debates amongst theorists as to whether or not it is a learned ability or if one is simply born with it (Murphy, 2014).

Kiyosaki and Wheeler (2013) released a book entitled "Why 'A' students work for 'C' students and 'B' students work for the government". This book describes 'C' students as efficient, effective and focused. They state that 'C' students are more creative and are more interested in the approach rather than the actual grade obtained. While 'A' and 'B' students seek external security through the means of good grades, C students have realised that their security is internal. Lastly, while 'A' and 'B' students try to learn and do everything themselves, 'C' students have realised and accepted that they cannot do everything on their own and that they need other people who are more competent in the areas where they are weaker.

This is a classic example of emotional intelligence. In this depiction, one would say that 'C' students are more emotionally intelligent than 'A' and 'B' students simply because 'C' students are; analytical (they know what is worth putting energy into and what isn't), are self-aware (they know their weaknesses and their strengths), they are curious and analytical (they do not just cram answers and theories into their minds but rather try to understand the concepts behind them), lastly,

they are internal with their processes meaning that they believe in their abilities and realise that they are not always externally influenced (Xu et al., 2019). This is relatable to the workplace as it shows the difference that can be made by having highly emotional intelligent people in the workplace.

There are four levels of emotional intelligence. The first one is to be able to **perceive** one's own emotions and that of others (Kanesan & Fauzan, 2019). This comes by understanding verbal and non-verbal cues. The second level is to **reason** with those emotions (Matthews et al., 2012). This entails paying attention and truly trying to decipher these emotions. The next level is to **understand** the emotions. Once the emotions have been perceived and reasoned out internally, it will be easy for an individual to understand what they or someone else is feeling and why they are feeling that way (Sadri, 2012). The last level is to **manage** emotions (Kanesan & Fauzan, 2019). The ultimate test is how these emotions are handled and regulated. This will ensure that an individual can accurately respond appropriately to different situations presented to them.

Emotional intelligence has been said to be comprised of five constructs (Goleman, 2021), namely; self-awareness, self-regulation, motivation, empathy and social skills, which will be discussed under 2.2.1.4 Constructs of Emotional Intelligence. Emotional intelligence has been found to directly influence the job satisfaction and work-life balance of an employee, as an employee's mental state of health has been found to influence all aspects of their lives (Goleman, 2021). It is therefore important for organisations to invest in developing the emotional intelligence of their employees. Emotional Intelligence can however also be actively developed by the employees themselves. Things such as training, personal reflection and being in-tune with their emotions can

help them develop their emotional-intelligence (Druskat et al., 2013). Emotional Management can be defined as the ability of an individual to be in-tune with their negative and positive emotions as well as know how to handle them (Goleman, 2021). The ability to respond to these emotions and manage the negative emotions is known as Emotional Control (Goleman, 2021). These emotions can range from anger, frustration or even hostility. This capability is useful in both an individual's personal life as well as their work life.

2.2.1.3 Antecedents of Emotional Intelligence

Emotional Intelligence is a concept that has come of great interest to researchers and theorists (Goleman, 2021). Emotional intelligence was used by many researchers and organisations to identify how it plays a role in areas such as organisational change (Khalili, 2012), leadership styles (Lubbadeh, 2020), critical thinking (Sadri, 2012), positive work attitudes (Goleman, 2021) and cognitive-based performance (Murphy, 2014). For one to truly understand the concept of emotional intelligence and how exactly it plays a role in the workplace, it is important to know the antecedents of emotional intelligence. It has commonly been linked to the personality traits of an individual, curiosity and motivation (Alegre et al., 2019; Hong et al., 2011).

2.2.1.3.1 The Personality Traits

Personality can be defined as individualistic differences in the way individuals think, behave and feel and is believed to be composed of five traits known as the big five personality traits (Fiske, 1949; Hampson, 2019). These are; openness to experiences, conscientiousness, extraversion, agreeableness and neuroticism or OCEAN as it is commonly known (Hassan et al, 2016). These personality traits are often thought to range between two extremes and each individual falls in-between this range (Khalili, 2012). Openness has to do with individuals who enjoy learning new

things and new experiences (Ryback, 2012). Employees who score high on openness would bring more creativity to the organisation and be able to put the organisation at an advantage over competitors as they find new ways of doing things (Hampson, 2019). Individuals with higher levels of emotional intelligence are often more open to new experiences (Goleman, 2021). Conscientiousness has to do with being thorough and vigilant (Hassan et al., 2016). A highly conscientious employee is more likely to complete tasks timeously as they are able to prioritise, will produce work of a qualitative nature as they pay more attention to detail and be more productive and efficient as they are cautious (Farhadi et al., 2012). Employees with higher levels of emotional intelligence are actively aware of their action and take precaution when taking certain actions (Goleman, 2021). Extraversion has to do with an individual's sociability and decisiveness (Anglim et al., 2019). Employees who score high in extraversion are more likely to socialize with their colleagues and build work relationships, they are more sociable which means that they would be better suited at interacting with customers and enjoy meeting new people which could serve well for the marketing purposes of an organisation (Wilmot et al., 2019).

Agreeableness has to do with the cooperativeness, level of sympathy, level of empathy and trust of an individual (Guay et al., 2016). Employees who are more agreeable tend to be more cooperative and have a genuine care for others (Bradley et al., 2013). Higher levels of emotional intelligence is often associated with agreeableness as it is believed that individuals with higher levels of emotional intelligence are more sympathetic and empathetic towards others (Goleman, 2021). Neuroticism is an interesting personality trait, as the higher an individual scores in neuroticism, the more an individual is prone to feeling anxious, fearful, guilty or depressed (Hassan et al., 2016). Employees who score high in neuroticism are more likely to feel stressed, feel anxious,

are not resilient and are easily upset (Johar, 2013). Employees who score low in neuroticism are more emotionally stable, can better deal with stress, are more resilient and are generally happier (Wilmot et al., 2019; Hlatywayo et al., 2013). Emotional intelligence is often associated with low levels of neuroticism as individuals with higher levels of emotional intelligence are better able to deal with stressful situations as well as negative emotions (Goleman, 2021).

2.2.1.3.2 Curiosity

With regards to curiosity we will look at the curiosity quotient. The curiosity quotient is an individual's need for knowledge and more information (Bradley et al., 2013). Employees with a high curiosity quotient are often bored with routine and always strive to find new and exciting ways to get things done (Chamorro-Premuzic, 2014). Emotionally intelligent people are often curious and find different and unique ways to do things (Goleman, 2021). Not much literature exists with regards to the emotional intelligence of employees within Namibia. Even more so on how it influences and effects the job satisfaction levels and the work-life balance of Namibians.

2.2.1.3.3 Motivation

Motivation is a concept that plays a big role in our lives. It determines how we complete our tasks and go about life (Deci & Ryan, 2012a). Motivation can be defined as a reason for doing a particular activity (Elliot & Dweck, 2013). These reasons are influenced by the cognitive forces, biological factors, emotional factors and social factors of an individual (Weiner, 2013). Motivation serves as a guiding force for individuals and within an organisation, it keeps employees engaged in their work, produces efficiency and keeps employees happy (Ganta, 2014). Motivation

is said to have three major components; activation, persistence and intensity (Tulis & Fulmer, 2013).

There are four types of motivation. Firstly, intrinsic motivation is a central determination that drives an individual to perform an activity simply because they enjoy it and not necessarily because of an external reward (Rheinberg & Engeser, 2018). This is said to be the best form of motivation because it is not based on an external outcome or an award but simply from internal satisfaction, it is long lasting and self-sustainable (Kim, 2019). An intrinsically motivated employee will carry out their role or complete a task because they enjoy doing it. This often means that they have a passion for the task and are more likely to complete it in the best way possible (Ganta, 2014). They would have a greater understanding of the task and its components and therefore know the best way to go about completing it. They would also want to increase their knowledge of the task or role in order to do it to the best of their ability and find new and creative ways to complete the task (Gerhart & Fang, 2015). This improves the performance within the organisation. There are three drives of intrinsic motivation, namely; autonomy, mastery and purpose (Cerasoli & Ford, 2014). In order for employees to be fully motivated, they need to have some control over their work with regards on how to do it, when to do it and who to work with (Dysvik & Kuvaas, 2011; Kim, 2019). Autonomy breeds innovation and creativity within an organisation which could give the organisation a competitive advantage in the market (Gagné & Bhave, 2011).

Mastery is an individual's desire to grow and improve (Cerasoli & Ford, 2014). Employees who are intrinsically motivated by mastery are always striving to develop their skills and knowledge in an effort to progress and grow (Parker et al., 2012). They will constantly be engaged in learning

and training and seek opportunities to improve on what they know (Gerhart & Fang, 2015). Purpose entails working towards a greater goal or finding a purpose in the job (Barrick et al., 2013).

Although intrinsic motivation is seen as the best form of motivation due to its ability to achieve long term objectives and keep, it is difficult to state that any form of motivation is best as each type of motivation influences human behaviour differently and effects each individual in a different way (Ganta, 2014). This is because each form of motivation possesses their own pros and cons. Although intrinsic motivation may help an employee complete a task, it does not necessarily mean that what was achieved through the motivation is what should have been achieved (Cho & Perry, 2012). Intrinsic motivation may be increased in an organisation through genuine positive feedback, praise, giving employees challenging work that provides autonomy (Yidong & Xinxin, 2013), allowing employees to choose which tasks they want to complete in connection with their skills, growth opportunities or even simply involving them in decision making (Cho & Perry, 2012). Sometimes, when an individual receives too much praise for completing mundane tasks, their intrinsic motivation may decrease.

The second type of motivation is extrinsic motivation. Extrinsic motivation is the opposite of intrinsic motivation and entails actions driven by an external reward or even in order to avoid a negative outcome (Gerhart & Fang, 2015). External rewards can be extremely effective to get employees to be more productive and influence their behaviour, it may even create interest within a task that the employee did not have previous interest in (Deci & Ryan, 2014). In most organisations, external rewards include salaries, compensation packages, bonuses, health benefits

or even awards (Gerhart & Fang, 2015). These often encourage employees to learn new skills, take on new challenges or perform better in their roles (Hennessey et al., 2015).

Extrinsic motivation within employees can be increased through offering monetary rewards for milestones reached, offering bonuses or awards for the employee of the month or even offering promotions for high performing employees (Kim, 2019). Extrinsic motivation on the other hand also poses a number of cons. Extrinsic motivation may repress creativity within employees and repress their intrinsic motivation (Mafini & Dlodlo, 2014). Often times the motivation only lasts as long as the external reward and therefore it is not feasible for a long-term solution (Dang & Chou, 2019). Extrinsic rewards may also lose their effect if there is no variety. Extrinsic motivators are often best used when employees have little or no interest in performing a specific task or where they lack in certain skills (Gerhart & Fang, 2015; Kim, 2019).

The third type of motivation is introjected motivation. Introjected motivation is very similar to intrinsic motivation, however, the source of this motivation is often shame, guilt or worry (Hennessey et al., 2015). This form of motivation is often associated with issues such as anxiety and/or depression (Ciani et al., 2011; Kim, 2019). Employees or individuals would then carry out or complete the specific tasks in order to avoid feeling guilty or anxious. The fourth type of motivation is identified motivation. Identified motivation is where an individual carries out a specific task or role only when it has value or becomes personally important to them (Gerhart & Fang, 2015). Organisations need highly motivated and engaged employees which could serve as the missing link between higher performance and thorough engagement within an organisation. It is highly important to study one's employees and determine which form of motivation suits each

individual. Not only will this save time and resources but it can also help the organisation retain top talent and allow the employees to feel cared for and noticed by their employer (Lăzăroiu, 2015).

2.2.1.4 Constructs of Emotional Intelligence

Gumede (2018) concedes with literature on the work of Goleman which believes that emotional intelligence consists of five dimensions; self-awareness, self-regulation, motivation, empathy and social skills. Each dimension shall be discussed in detail.

2.2.1.4.1 Self-Awareness

Self-awareness is the ability of an individual to view their actions and reactions objectively in order to better understand why one feels a certain way or behave in a specific way (Kagan, 2013). Self-awareness is an important human aspect as it influences the personal development of an individual (Nida-Rümelin, 2017). Humans are not completely born self-aware as the emergence of self-awareness is only noted from the age of one (Kagan, 2013). Goleman describes three competencies of self-awareness; emotional self-awareness which is the recognition of one's emotions and their effect on one's life and those of others, accurate self-assessment which is knowing one's limitations and strong points and self-confidence which can be defined as a sense of and individuals' value and competences (Morin, 2011). Self-awareness is a key component of emotional intelligence and can greatly benefit organisations. Individuals who are self-aware are better able to deal with stress as they can easily identify stressors within their environment and avoid them or find ways to manage them, this would also enable them to feel less burnt out (Sutton, 2016). Employees who score higher in self-awareness are also able to manage their time better which means that their tasks would be completed on time and they are also able to handle feedback

better as they are introspective can better handle constructive criticism (Rasheed et al., 2019). They are also more likely to identify what they are passionate about and this can enable to align their passion to their skills. Higher levels of self-awareness have also been linked to higher levels of job satisfaction as individuals are able to identify what best suits them (Kagan, 2013).

Being too self-aware also comes with its drawbacks as it can have an employee feel an inflated sense of self which could often come off as arrogance and it can also cause an individual to over analyse and overthink situations which could cause issues where there are none (Taylor et al., 2012).

2.2.1.4.2 Self-Regulation

Self-regulation can be defined as how individuals deal with stressors in order to produce a positive outcome in a given situation (Vohs & Baumeister, 2016). There are two types of self-regulations; behavioural self-regulation is where an individual's controls their behaviour and emotional self-regulation where an individual controls their emotions (Koole et al., 2011). Albert Bandura first defined self-regulation as the act of monitoring, judging and reacting to one's behaviour (Bandura, 2012). Individuals who score higher in self-regulation are able to contain their anger and calm themselves down in heated situations. They are also just as likely to be able to cheer themselves up when they feel sad or upset about something (Inzlicht et al., 2021). Within the organisation, these individuals are able to adapt better to different working conditions are able to work well with their colleagues, work better under stress and are more resilient (Rothstein et al., 2016). They also make better choices within the organisation and are able to help steer the organisation away from foreseen problems (Vohs & Baumeister, 2016). There are certain ways that organisations can help

increase self-regulation within their employees. This is by creating effectual communication channels, encouraging proper communication, having suitable measures in place to resolve conflicts in a healthy and productive manner, helping employees with time management through training and courses and keeping them motivated to do their best (Steinbauer et al., 2018). Employees who score low in self-regulation are more likely to be poor at time management, have poor communication skills and are not able to handle pressure from the organisation (Inzlicht et al., 2021).

2.2.1.4.3 Motivation

Previously in the study, intrinsic motivation was discussed as an antecedent of emotional intelligence. Intrinsic motivation has to do with completing a task or performing a certain action because of internal interest and not because of an external form of reward (Lepper & Malone, 2021).

2.2.1.4.4 Empathy

Empathy can be defined as the ability to perceive someone else's emotions and experience it from their point of view (Hall & Schwartz, 2019). There are three main types of empathy; cognitive empathy, emotional empathy and compassionate empathy (Howe, 2012). Cognitive empathy is the ability of an individual to put themselves in someone else's place and feel what they are feeling. This type of empathy has more to do with the thought rather than the feeling component of being empathetic (Decety & Yoder, 2016). Emotional empathy is more intense than cognitive empathy due to the fact that in this case an individual feels the exact emotions and feelings as the person in the situation (Sze et al., 2012). This form of empathy enables an individual to truly empathise with another, which is adequately needed to help others. A cognitive empathetic person might not

necessarily be able to cope mentally when absorbing another individual's emotions (Hall & Schwartz, 2019), thus the importance of self-regulation and self-awareness. Being aware of and being able to regulate ones' emotions can help prevent an individual from reaching the point of mental breakdown. The last type of empathy is compassionate empathy. This form of empathy is often the one that is most noticed in society as this is the one where individuals feel another's pain or sympathises with them and does something to help that person (Powell & Roberts, 2017). Empathetic people are important in an organisation because, as it shows, a deep care and respect for colleagues and supervisors, improves interactions which would improve communication (Stueber, 2013). All this would increase the overall productivity and performance of the organisation.

2.2.1.4.5 Social Skills

Humans are social beings and have thus developed numerous ways to get messages and thoughts across to others. Social skills can be defined as the skills used to communicate with others (Riggio, 2020). This can be through verbal or non-verbal forms of communication. Verbal communication can be defined as the use of words to express one's self, whereas non-verbal communication can be defined as the use of gestures and mannerisms or physical expressions to communicate (Al Odhayani & Ratnapalan, 2011). The most important social skills often sought for in an organisation, are cooperation (which is essentially important for team work and helping the organisation achieve its goals) (Fuller et al., 2020), listening (listening is an important skill as it enables employees to carry out exactly what has been requested of them as well as help clients and understand their needs) (Tyagi, 2013), empathy (employees and employers should be able to understand how the other is feeling as well as be able to sympathise with clients in order to help

solve their issues) (Madera et al., 2011), verbal and written communication (employees are expected to be able to express themselves using a clear and concise language both when speaking and when writing) (Binsaheed et al., 2016) and lastly non-verbal communication skills (these are important in order to be able to empathetically express concern for other through gestures or even better understand the feelings and emotions of colleagues in certain situations which would develop collegial relationships (Binsaheed et al., 2016).

2.2.2 Job Satisfaction

Job satisfaction has been an area of interest for quite a while in the psychological sphere (Aziri, 2011; Locke, 1969; Lu, 2019; Thorndike, 1935). There are two aspects to the term job satisfaction, the first being the job and the second being the satisfaction within or derived from the job. A job can be defined as the tasks, duties and responsibilities carried out usually in exchange for pay (Slinkov, 2016). Satisfaction can be defined as a sense of fulfilment or gratification within a particular situation or for a particular reason (Oliver, 2014). Edwin Locke's Range of Affect Theory is determined to be one of the original definitions of the term job satisfaction. The theory was developed in order to determine the differences between what employees want from their jobs and what they have (Locke, 1969). Therefore, job satisfaction can be defined as the fulfilment and gratification derived from one's tasks duties and responsibilities within one's job role (Subarto et al., 2021).

Job satisfaction has been found to be an important aspect in an employee's life as it has a direct effect on the organisation (Fassoulis & Alexopoulos, 2015). The satisfaction of employees plays out in many areas within an organisation such as its productivity, employee engagement and its

levels of employee retention (Locke & Schatte, 2019). Employees are one of the organisation's largest assets and can give organisations an edge ahead of their competitors. Every employee is unique and each finds joy and gratification in their own way (Subarto et al., 2021). Identifying what brings satisfaction to employees within an organisation is an important aspect for employers to invest in as it plays a role in their organisational well-being as well as benefits the organisation wholly (Fassoulis & Alexopoulos, 2015). Most studies have focused on job satisfaction in developed countries around the world (Abdulla et al., 2011; Ciani et al., 2011; Razafindrakoto & Roubaud, 2013; Sabri et al., 2011; Subarto et al., 2021) whereas very little studies have been conducted in Africa as compared to the other continents (Razafindrakoto & Roubaud, 2013). There are two types of job satisfaction, namely; intrinsic job satisfaction and extrinsic job satisfaction (Bektaş, 2017). Intrinsic job satisfaction has to do with the task being performed whereas extrinsic motivation has to do with the working conditions of the job (Locke & Schatte, 2019; Sardžoska & Tang, 2015). Intrinsic factors include responsibility, self-directedness, accomplishments and skill development (factors related to self-actualization) (Kumari & Rachna, 2011; Sabri et al., 2011). Extrinsic factors include things such as compensation eg. salary, organisational policies, job security, organisational working conditions, work load, supervision, colleagues, personal life, external rewards, supervision and status (Lorber & Skela Savič, 2012). A lot of research has been done in the field of social psychology with regards to the influence of intrinsic factors on job satisfaction (Zhu, 2013). Although both intrinsic and extrinsic factors have an influence on the job satisfaction of an employee, intrinsic factors have been found to have a greater impact on how satisfied the employees are within their job (Abdulla et al., 2011; Subarto et al., 2021).

2.2.2.1 Antecedents of Job satisfaction

The job satisfaction of an employee may be influenced by a number of factors (Subarto et al., 2021; Van Dijk & Kluger, 2011). It is therefore important to know the different antecedents of job satisfaction in order to find ways to improve the job satisfaction within employees. These include the environment and personal factors.

2.2.2.1.1 Environment

The environment in which an employee is exposed to, has a great influence on their overall well-being as well as their productivity (Ramli, 2019). The University was undergoing a restructuring process during the time that this study was conducted and that may have created an atmosphere of great uncertainty and anxiety. Restructuring within an organisation has been found to create great job insecurity, anxiety, job dissatisfaction and poor work performance amongst employees (Blackmore & Kuntz, 2011). It can therefore be said that the atmosphere of an organisation also greatly influences the overall satisfaction of its employees. Most environmental factors can be handled and maintained by an organisation, however, some factors such as the current global pandemic (Covid-19), are not necessarily controllable, but can greatly influence the job satisfaction of an employee (Kaushik & Guleria, 2020). For the purpose of this study, the environmental perspective has to do with the job task, content, nature of the job and the job design (Badrianto & Ekhsan, 2020). Hackman and Oldham's job characteristics theory perfectly depicts the environmental factors needed by an employee in order to feel fully satisfied (Hackman & Oldham, 1974). This model believes that the task itself has a great influence on the employee's motivation (Johari & Yahya, 2016). They state that adding challenging and meaningful roles to employee's roles enhances their motivation and influences employees to perform well (Taylor,

2015). The design of the tasks is also said to influence their motivation and Hackman and Olham (1974) stated that there are five factors that can greatly influence the satisfaction of employees. These factors include feedback, autonomy, task significance, task identity and skill variety. Feedback involves giving the employees relevant feedback on their performance and tasks (Blanz, 2017). Feedback helps employees see where they can improve while praising them for their achievements helps them feel appreciated and acknowledged (Ramli, 2019). Many employers merely focus on the errors and mistakes that their employees make, and fail to acknowledge and give them feedback on their successes (Van Dijk & Kluger, 2011). Feedback is important for an employee as it ensures that all expectations are clearly stated, it creates channels for communication, helps employees learn from their mistakes and avoid repeating them, it makes employees critical of their own work and thus helping them see where they can improve, it helps develop an employee's character and exposes areas that need improvement (Baker et al., 2013); Fong et al., 2019; García et al., 2019). When employees do not receive regular feedback or do not receive feedback at all, they may repeat mistakes that can be avoided, they may produce low quality work, become self-critical and some may judge themselves solely on their success and achievements rather than noticing their shortcomings (Anderson et al., 2016; Kester & Oludeyi, 2017).

Autonomy is a vital aspect of employee satisfaction (Kim et al., 2019). This has become evident especially during the 2020 Covid-19 pandemic which forced most employees to work remotely (Kaushik & Guleria, 2020). Autonomy can be defined as the level of independence and judgement an employee has to carry out their tasks (Gagné & Bhawe, 2011). This includes when, where and how an employee carries out their duty. Autonomy may ensure that employees are more

productive, make employees feel more valued, contributes to their well-being, helps employees maintain a better work-life balance and helps employees be more engaged within the organisation (Backström et al., 2013; Cijan et al., 2019; Slemp et al., 2015). A lack of autonomy within an organisation has been found to result in less job satisfaction, less creativity, less work engagement and less motivation (Slemp et al., 2015; Trépanier et al., 2013).

Task significance is defined as carrying out a job or task that is significant and beneficial to the wellbeing of others (Allan, 2017). There has been a great increase in research that shows that many people are now searching for meaningful jobs instead of just earning a salary (Allan, 2017). Task significance can be associated with meaningfulness in jobs as the employees are more likely to invest time and energy to complete the task to the best of their abilities (Sluss et al., 2012). When employees perceive their roles as significant and meaningful, it increases their well-being and thus translates in their organisational output (El-Asmar, 2013). These employees are most likely to find a good balance between their work and personal lives as well as be more productive, more creative (Abendroth & Den Dulk, 2011), go the extra mile to complete a task and are more engaged in their roles (Goštautaitė & Bučiūnienė, 2015). When employees do not feel that their roles are significant, they are most likely to only work to earn a salary (Allan, 2017). This may mean that no extra effort will be exerted and the organisation can lose a lot of talented employees as well as creative ideas which could give their organisation an advantage over their competitors.

Task identity is the next factor in Hackman and Oldham's model. Task identity is the ability of an employee to work on the whole process of completing a task or job, this being from start to finish (Oyserman et al., 2017). Employees may find more meaning in their jobs when they are able to

visualise a complete outcome to their tasks, having been fully participative in the process. Task identity is a motivating factor as employees are more likely to look forward to completing the task and put efforts in which could lead to creativity and more productivity (Oyserman et al., 2017). Skill variety can be defined as the different skills and abilities that is needed in order to complete a task or certain role (Li et al., 2020). Skill variety in a job is an important component as it is said to reduce the likelihood of burnout as it enriches the job role, reduce boredom which means that employees will be more motivated, engaged and productive (Hakanen et al., 2011; Zaniboni et al., 2013). Skill variety is also said to help employees find meaning in their work as they see the development of their skills as an investment (Zaniboni et al., 2013). This could result in low levels of absenteeism, as employees will look forward to utilising their skills and making a difference as they feel included and needed (Li et al., 2020).

Role ambiguity and role conflict have also been found to be environmental antecedents of job satisfaction (Moura et al., 2014). Role ambiguity may be defined as unclear expectations of an employee's task or role (Schulz, 2013ri). This usually happens due to lack of communication or unclear job descriptions (Cengiz, 2021). Role conflict can be defined as a contradiction between the different characters that an individual plays every day or incompatible demands placed on the individual within their different roles (Schulz, 2013). An example of role conflict could be if a priest were to work at a bar. This is a role conflict because he teaches on the consequences of drinking and getting drunk. He preaches on how it is a sin to get drunk and advises people to abstain from such practices, however, during his job at the bar he has to serve drinks to his customers and watch some of them get drunk which is against what he stands for. This conflicts with his role at his job and his beliefs. Role ambiguity and role conflict negatively affect

organisational stress levels, job performance and productivity (Schulz, 2013). This is because with role ambiguity, employees are more likely to feel unfulfilled, anxious and unhappy when no clear role is known (Cengiz, 2021). They will not be able to fully execute their tasks without knowing what is expected of them. It is therefore important for employers to clearly communicate what is expected of their employees and ensure that they are suited for the role. The University of Namibia was undergoing a restructuring which could have caused great role ambiguity within its staff members as much uncertainty may have emerged due to the fact that many staff members were being reshuffled to other departments and units. This may have affected the satisfaction and productivity of the staff members.

2.2.2.1.2 Personal Factors

Along with environmental antecedents, there are also personal factors that affect the job satisfaction of an employee. These include person-job fit and the personality of the employee (Aboramadan et al., 2020). Person-job fit is a theory that believes that individual's personality characteristics, skills and competencies should be able to fit into their work environment in order for them to experience greater levels of job satisfaction (Christensen & Wright, 2011). Person-job fit has been associated with higher levels of employee engagement, productivity and reduced levels of turnover (Tims et al., 2016). This is due to the fact that the employee's personality and skills fits with the role that they were placed in and thus enjoy executing their roles. When an employee's skills and personality are perfectly in line with their job, they are more likely to advance within their career and strive for greater achievements (Aboramadan et al., 2020). This acts as motivation for employees and can bring about talent and creativity which are essential to give organisations a competitive edge over other organisations (Boon & Biron, 2016).

2.2.2.2 Constructs of Job Satisfaction

Job satisfaction is a complex concept. Although an employee may find their job meaningful and enjoyable there may be other factors that leave them feeling dissatisfied such as their lack of promotion opportunities or even their colleagues (Yalabik et al., 2017). The Job Descriptive index by Smith et al. (1969) was developed in order to measure what is known as the five facets of job satisfaction. The facets are pay, promotion, co-workers, the job itself and supervision (Yalabik et al., 2017). It is believed that employees have to be fully satisfied within these facets in order for them to be fully satisfied within their jobs (Froese & Xiao, 2012) and having an insight on these facets may provide organisations with an insight on the attitudes, needs and motivation of their employees (Shaikh et al., 2012). Recently, four more facets have been studied as determinants of job satisfaction. These include, fringe benefits, contingent rewards, operating conditions and communication.

2.2.2.2.1 Pay

The satisfaction experienced with the remuneration of an employee includes their perception and attitude associated with the amount that they receive as compared to what is expected or what others are earning as compared to them (Aslam et al., 2019). Remuneration is an important role in the satisfaction of an employee, as it may play a role in their productivity and engagement (Jung & Yoon, 2015). Employees who may feel that they are underpaid as compared to others or as compared to their job title may be hesitant to be productive to their fullest capacity, may not be as engaged and may even opt to leave the organisation in search of a better salary (Malik et al., 2012). This could result in the organisation having a high turnover rate and losing top talent (Jung & Yoon, 2015).

2.2.2.2.2 Promotion

When employees feel that there is a possibility for them to be promoted, they are more likely to be more productive and engaged in order to be able to attain this opportunity (Rinny et al., 2020). This allows them to feel that there is a possibility of advancement within their careers which could enable them to develop more skills. This has been found to lead to job satisfaction (Kosteas, 2011). Being promoted would mean personal and career growth and development which is highly sought by employees. Organisations are more likely to see a retention in their workforce when they offer opportunities that allow growth and development (Froese & Xiao, 2012).

2.2.2.2.3 Co-Workers

The relationship that employees have with their co-workers greatly has an influence on how satisfied they feel (Raziq & Maulabakhsh, 2015). When employees feel as though they do not fit into the organisational culture or do not get along with their colleagues they are more likely to be detached and feel dissatisfied within the organisation (Aziri, 2011; Hussin, 2011; Wang & Brower, 2019). Employees usually feel dissatisfied within their workplace when they experience social detachment or do not feel emotionally seen in the workplace (Wang & Brower, 2019). This is not beneficial to an organisation as it may result in higher turnover rates as employees may leave due to this dissatisfaction (Parvin & Kabir, 2011). The employees may also not be very productive and engaged and may even have conflict within the workplace (Aziri, 2011).

2.2.2.2.4 The Work itself

Job-fit falls into this category. Job-fit is crucial to an employee's as well as an organisations success (Aboramadan et al., 2020). It can be defined as an employee's ability to fit into a job, both

with their skills and their character (Lin et al., 2014). It is crucial for organisation to hire employees who are capable and competent within the expected role (Wang & Brower, 2019). Being in the wrong job role can greatly decrease the job satisfaction of an employee (Aziri, 2011). If organisations fail to hire employees with these factors in mind, it may result in poor job satisfaction which could lead to decreased levels of organisational commitment and higher levels of organisational turnover (Lin et al., 2014).

2.2.2.2.5 Supervisors

Similar to the relationship with co-workers, the relationship with supervisors also has an impact on the satisfaction of employees (Parvin & Kabir, 2011). The relationship between supervisors and employees is a complex thing. The relationship between a supervisor and an employee can make or break their morale as well as affect how the employee will work on attaining organisational and personal goals (Mathieu et al., 2016). The supervisor-employee relationship also has an impact on the turnover rate of an organisation, which shows that the different leadership styles within an organisation also has an effect on the satisfaction of the employee (Wang & Brower, 2019). A study by Parvin and Kabir (2011) found that the support given to an employee by their supervisor may increase their confidence and is a crucial component of the growth and development of the employee. This ties down with Hackman and Oldham's (1974) job characteristics model which states that feedback is an important aspect of employee satisfaction. It enables employees to feel valued and seen especially there is a good bond between themselves and their supervisor (Okediji et al., 2011). A poor supervisor-employee relationship may result in great conflict, stress, low levels of productivity and even burnout. It is therefore essential for organisations to ensure that employees and their supervisors have a good working relationship.

2.2.2.2.6 Fringe benefits

Fringe benefits can be defined as contributions that an organisation makes to third parties to benefit their employees (Kulikowski & Sedlak, 2020). This includes contributions towards medical aid, retirement funds/pension, education etc. (Adeoye, & Obanewo, 2019). Fringe benefits are often very attractive to individuals and employees often seek organisations that offer these packages. Fringe benefits motivate employees as well as attract and keep talented employees within their organisation (Konrad & Piotr, 2020). Fringe benefits can also ensure that employees remain loyal to their jobs and that their employees feel cared for.

2.2.2.2.7 Contingent Rewards

Contingent rewards are rewards given to employees as an incentive for achieving their goals (Saether, 2020). They act as encouragement for employees to reach their targets, but are usually only effective if the employee sees value within the rewards (Xu et al., 2019). These rewards include appreciation, recognition, promotions and bonuses (Seather, 2020; Xu et al., 2019). Contingent rewards allow employees to feel appreciated, recognised and motivated to perform their tasks.

2.2.2.2.8 Operating Conditions

Singh et al., (2019) found that the operating conditions of an employee have an effect on their level of job satisfaction. Working conditions can be defined as the circumstances in which an employee works in. These include whether or not it is a stressful environment, the number of hours an employee has to work as well as their safety during work (Ratia & Tuzlukaya, 2019). Employees need to feel safe and enjoy a peaceful environment in order to feel satisfied within their jobs.

2.2.2.2.9 Communication

Healthy communication within the workplace is of great importance. It ensures that there is a clear understanding of what is expected of an employee as well as what they expect from their employer (Mehra & Nickerson, 2019). Effective communication ensures healthy relationships within the workplace, boost employee morale as well as happy and satisfied employees (Usman, 2019).

2.2.3 Work-Life Balance

In a fast-paced ever challenging world, it has become somewhat difficult to put your personal well-being above other responsibilities such as work and other personal roles that individuals take on (Delina & Raya, 2013). Work-life balance has in the past been associated with work hours, formal employment, health, burnout and maternity rights (Dizaho & Othman, 2013; Haar et al., 2019; Sirgy & Lee, 2018). This is because work has always been considered to be a means of financial support in order to provide a good life for one's self and one's family (Schoukens & Barrio, 2017). The concept of work-life balance has grown in momentum lately due to a lack of time, a shift in gender roles, newer generations, quality of work-life and an increase in workload (Sirgy & Lee, 2018).

It is highly essential to retain a balance between the two areas as they affect one's physical, mental and emotional state (Kelliher et al., 2019). The concept of Work-life balance was originally coined in order to establish that an individuals' life does not only consist of the work component, but also other important aspects to living (Booth, 1869). Work-life balance can therefore be defined as an individual's ability to fully and competently execute their expected work role while at the same time prioritise one's personal life (Kelliher et al., 2019). Work-life balance also deals with internal pressures that an individual places on themselves. Lyness and Judiesch (2014) found that there is

a difference in the perception of what men and women view as the life component in work-life balance. While women are more likely to view it as time to be spent with family and taking care of household responsibilities, men view it as a time to catch up on leisure activities (Chanrda, 2012). This may be attributed to pre-conceived theories of gender norms which found men to be dominantly in the working world whereas women often stayed home to raise the kids (Alesina, 2013). This shift has caused a reverse in gender roles and now both men and women heavily rely on work-life balance policies to balance their family life and work obligations (Yucel, 2019).

The strain caused by not having a proper work-life balance often causes mental and emotional issues such as anxiety and depression amongst employees (Mayor, 2015). This is due to the fact that they are not adequately equipped with the emotional tools or skills to deal with the issues that arise in both aspects of their lives. Employees who are constantly faced with mental issues such as anxiety and depression are less likely to be completely engaged and productive in their work and have a higher chance of having lower levels of job satisfaction (Kelliher et al., 2019). Time plays a role in both the work-life and the personal-life of the individual. If the person is overwhelmed on either end, both sides may suffer (Yalabik, 2017). Work-life balance has further been suggested to contain three components; time balance, which involves devoting an equal amount of time to both occupational and non-occupational roles, involvement balance, which entails having an equal level of psychological involvement with both sides and lastly satisfaction balance, which entails having equal satisfaction levels in both work and personal roles (Akinyele et al., 2016; Kelliher et al., 2019). Every human is different and therefore each may achieve work-life balance differently by doing what is meaningful to them. A failure to maintain a balanced work-life balance often leads to work-life conflict (Padmanabhan & Kumar, (2016).

2.2.3.1 Work-Life Conflict

Work-Life conflict occurs when an individual fails to maintain a proper work-life balance which as a result inhibits the proper execution of their responsibilities in both roles (Hämmig & Bauer, 2014). Work-Life conflict can be divided into three types of conflict. Namely; time-based conflict, which is when an individual's time demand on either their work role or personal life role does not leave enough time for the other role (Kossek & Lee, 2017), strain-based conflict is when the stress produced by one role of the individual's life is carried over to the next role and reduces productivity in that role (Suter & Kowalski, 2020), finally, behaviour-based conflict is when the behaviour of one role contradicts the behaviour of the other role (Khan & Fazili, 2016). These conflicts appear differently at different stages of an employee's life. During the early career stages of an employee, they may be experiencing a different kind of stress within their lives as this is the time that they are most likely dealing with paying off student loans, finding employment, finding accommodation and even building and forming intimate relationships (Darcy et al., 2012). These may pose as challenges as they leave the individual constantly having to deal with issues that arise. The early to mid-career stages are usually stressful with regards to; finding and finally adapting to a suitable job, finding appropriate accommodation fitting to one's lifestyle or affordability, advancing in one's career or position ranking and then eventually realising that activities outside the work place or job role is needed for one's overall wellbeing. (Kandiko-Howson et al., 2018). These include finding new hobbies and engaging in their community. This is also the stage in an employee's life where they have to deal with their own personal relationships (Darcy et al., 2012). The mid to late career stages include issues with aging parents and adult children (Huffman et al., 2013). It becomes a stressful time for employees as the fear of losing their parents arises, more time, money and effort is invested in their parents and they feel the need to cherish every moment

with them (Dorenkamp & Ruhle, 2019). At the same time, this is the stage where their children are now adults and very likely in pursuit of independence (Demerouti et al., 2012). This is also a stressful time as the employees start to think about and plan their retirement and examine new leisure activities to partake in, once more time is available. The last stage involves retired employees. Employees in this stage either move on to different forms of employment or completely leave the working sphere (Beehr & Bennett, 2015). As the world advances, the age of retirement has greatly been increased as the older generation is still active and capable of carrying out their tasks and roles (Post et al., 2013). Employees are retiring later and some of them hardly go into retirement (Dorenkamp & Ruhle, 2019). They are also greatly beneficial to organisation with regards to sharing their wisdom and years of experience with the younger generation (Sargent et al., 2013). Organisations can boost employee engagement and productivity by helping employees manage their work-life conflict (Dorenkamp & Ruhle, 2019). This would also show that the organisation cares about its employees and thus attracting talent and preserving top talent or reduce the staff turnover within the organisation (Kossek & Lee, 2017). Employees feel more engaged and cared for in both their professional and personal lives when they are part of a healthy work environment (Dorenkamp & Ruhle, 2019).

When dealing with work-life balance, there are quite a number of theories that depict the importance of having a balance within these two areas. Maslow's Hierarchy of needs clearly depicts how an individual needs both a balance between work and life in order to feel fulfilled. Maslow's theory is a pyramid model which has 5-tiers of human needs. He stated that human needs at the top of the pyramid can only be attained once the bottom layer needs are fulfilled (Hopper, 2019). The base of the pyramid contains physiological needs. These include basic human needs

such as shelter, water, food, sleep, sex and clothing which are essential for human survival (Sadri, 2012). The layer above the physiological needs include the safety needs (Hale et al., 2019). Once a human's basic needs are met, the next concern includes stability and control in their lives. These safety needs include employment, medical care and financial security (Dorenkamp & Ruhle, 2019). The next tier includes love and the need to belong. This layer deals with interpersonal relationships that a human needs to possess and fulfil (Hopper, 2019). The next level are esteem needs. Maslow has divided this layer into two parts; esteem for oneself which deals with an individual's dignity and independence and; the desire for reputation or respect from others which deals with one's prestige or status (Lester, 2013).

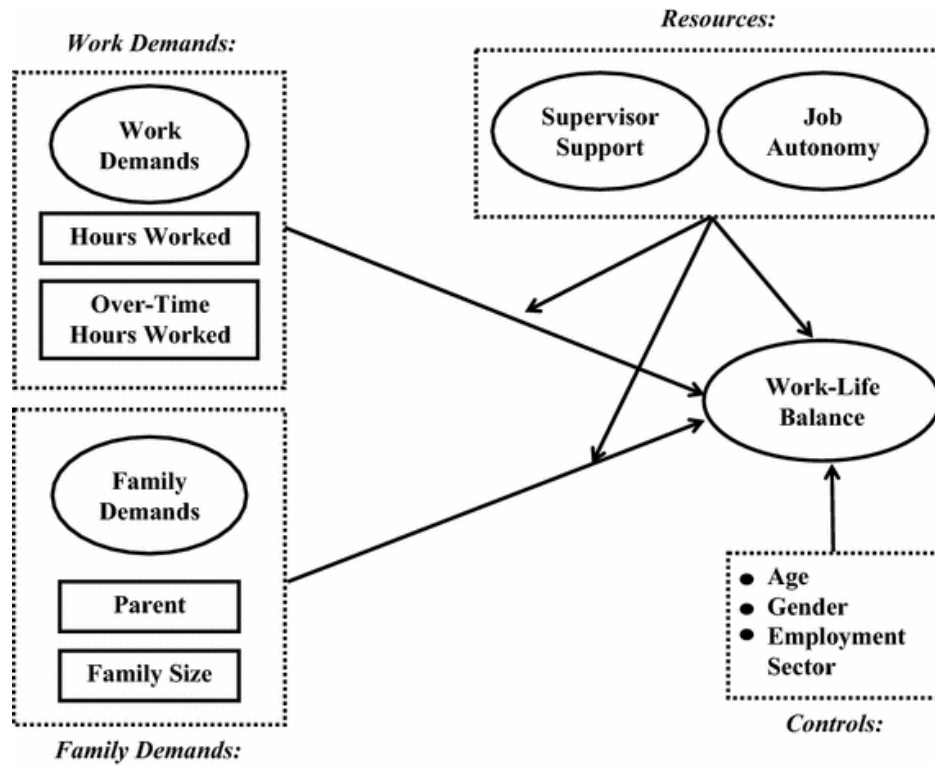
The final layer and top tier include self-actualisation needs. This is at the top of Maslow's hierarchy of needs and includes the realisation of an individual's fullest potential and self-fulfilment (Jonas, 2016). There have albeit been many criticisms with regards to Maslow's hierarchy of needs theory (Kaur, 2013) and an extra 3 tiers have been added in support of these criticisms. Critics believe that cognitive needs should come as a fifth tier after esteem needs (Nemati, 2013). As individuals also desire knowledge and their curiosity needs to be fulfilled. Aesthetic needs were placed as the sixth tier as individuals need to be able to appreciate beauty and form (Valizadeh & Bijani, 2017). Self-actualisation was then moved to the 7th tier and transcendence needs became the 8th and highest tier. This last tier has to do with an individual's values which exceed outside the personal self (Nain, 2013). This includes areas such as religion and science. The new version of Maslow's hierarchy of needs is known as Maslow's Motivational Model (Bouzenita & Boulanouar, 2016).

2.2.3.2 Antecedents of Work-life balance

The work-life balance of an employee is one of the most important components of any healthy work environment (Jones, Burke & Westman, 2013). The ability to find a balance between one's work and personal life has become an ever-growing challenge (Poulose & Sudarsan, 2018). With a change in how organisations function, a new force of women in the workplace, advances in technology, globalisation and a new generation of workers all playing a role in today's workforce requires that a new way of finding a work-life balance is needed (Dorenkamp & Ruhle, 2019; Sirgy & Lee, 2018; Zhang & Liu, 2011). A number of antecedents have been identified for work-life balance as found by Haar et al. (2019). These are work demands, family demands, resources and controls as depicted in Fig.1 below which shows how each variable has an influence on the work balance of an individual.

Fig. 2.1

General study model (Haar et al., 2019, p. 267)



2.2.3.2.1 Work Demands

Work demands include the hours worked by an individual as well as over-time hours worked (Shagvaliyeva & Yazdanifard, 2014). The amount of time that employees have to spend with their families and personal issues is greatly reduced by having longer working hours (Al-Hazemi & Ali, 2016). This produces a poor work-life balance and results in low productivity levels and job satisfaction (Sirgy & Lee, 2018). Having little control over how an employee can spend their time has also been associated with occupational stress (Mosadeghrad, 2014). Organisations can help employees avoid this through different plans. A helpful and strategic method would be by offering employees a flexible work schedule. This would mean that employees may choose the time that

they start and end work, provided that they complete their tasks and required working hours (Ma, 2018). Work location also greatly contributes to work flexibility as being able to access work remotely affects the satisfaction of an employee (Choudhury et al., 2020). When employees are able to perform their work role in the comfort of their own home, it gives them a greater sense of control over their time. Haar et al. (2019) found that work demands and the hours worked by an employee have a negative effect on the work-life balance of that employee.

2.2.3.2.2 Family Demands

The past few decades has seen a dramatic shift in the roles within a family (Lindsey, 2015). Globalisation has affected the family as women have now also become breadwinners and many families have shifted into the dual-earner setting while some have found themselves in single parent situations (Achour et al., 2017; Cotter et al., 2011). This means that employee's expectations and perceptions have also changed towards their work. Employees are now seeking for organisations that encourage life-long learning, flexibility, personal and career development and work-life balance policies (Arora & Dhole, 2019; Choi, 2011; Dorenkamp & Ruhle, 2019). Studies have found that high levels of work-life conflict are associated with numerous health issues as well as issues within the family structure which could lead to a break-down of families. According to Achour et al., (2017), there are three ways in which employees may face work-family conflict, these are time-based, strain-based and behaviour-based conflicts. Time-based conflict is when there is a discrepancy between the time allocated between the work and life aspects of an individual (Bagger et al., 2014). Strain-based conflict occurs when stress from one role of an individual's life results in issues (usually emotional) being carried over into the other aspect of an individual's life (Buonocore & Russo, 2013).

Behaviour-based conflict occurs when an individual's behaviour in one role is contrary to the behaviour in the other role (Kalliath & Kalliath, 2015). Haar et al. (2019) found that family demands were negatively related to work-life balance, which means that it is important to ensure harmony between work life and family life in order for employees to be fully efficient (Achour, et al., 2017). Organisations need to ensure that they provide employees with support in order for them to have a positive familial and working relationship. The family size of an employee also has an impact on how well they are able to balance their professional and personal lives (Yalabik et al., 2017). A study by Wepfer et al. (2015) found that particularly when women become mothers and give birth, they often have more demanding roles within their private lives than their counterparts as men experience higher demands in their work life, regardless of level of employment.

2.2.3.2.3 Job Resources

Job resources can be defined as aspects/things that help employees reduce and deal with work-life conflict (Borst et al., 2019; Clausen & Borg, 2011). These include job related resources as well as policies needed to carry out either role. The Job Demands-Resources Model by Bakker and Demerouti (2007), perfectly explains the relationship between job resources and job requirements. The Job Demands-Resources Model was developed in order to help organisations achieve well-being for their employees by realising the different needs required by employees to function optimally within their roles (Borst et al., 2019). This model encourages the well-being and optimum functioning of employees through dividing working conditions into two components; job requirements and job resources (Schaufeli, 2017). Job resources can be defined as the physical and social factors that enable employees to fulfil their objectives within their role (Lesener et al., 2019). Or simply put, job resources are things that help employees avoid experiencing work-life conflict

(Borst et al., 2019). Examples of job resources include mentoring and coaching, training, career growth opportunities, autonomy and a positive work environment and good relationships with their co-workers and supervisors (Demerouti & Bakker, 2011; Van den Broeck et al., 2013) These resources are utilised in order to fulfil the expected job requirements.

The model states that when job resources are low, then the job requirements become higher (Schaufeli, 2017). This has been attributed to numerous issues faced by employees such as high levels of stress, burnout, depression and even anxiety (Schaufeli & Taris, 2014). This has negative effects on the organisation as an employee who is not functioning at their optimum level is most likely not to be fully productive (Demerouti & Bakker, 2011). Having a balance between job resources and job requirements is an important component of an organisation as this will promote job satisfaction within the employees (Schaufeli & Taris, 2014). They are also more likely to be goal oriented and work towards reaching personal and organisational goals (Borst et al., 2019). Organisations can help employees with job resources such as family friendly policies or flexibility within their job schedules in order to help employees have an effective work life balance (Adil & Baig, 2018). It is however also important to note that although employees may have the necessary job resources, conflict may still arise if there is no balance within their personal lives (Borst et al., 2019).

2.2.3.2.4 Supervisor Support

Supervisors are meant to guide their subordinates through providing clear guidance, offering training opportunities, career development advice and guidance as well as assist with coordinating development (Abendroth & Den Dulk, 2011; Talukder et al., 2018). Good supervisors care for the

well-being of their subordinates and know how to communicate their expectations well (Ariani, 2015). They understand the need for training and development of their employees and provide them with opportunities that help them grow and develop (Gordon et al., 2019). They also understand that employees are human and that they have personal lives and sometimes issues may arise that affect their performance at work (Abendroth & Den Dulk, 2011). Supervisors also need to ensure that they motivate their employees which will enable them to be more productive and efficient (Rahim et al., 2020). Employees who have supportive supervisors will experience greater levels of job satisfaction and are more likely to want to remain with the organisation (Ariani, 2015). Abendroth and Den Dulk (2011) and Gordon et al., (2019) found that these employees also experience lower levels of work-life conflict, find their jobs more fulfilling and are prone to better health, experience reduced work-life conflict and increased fulfilment within their lives. Supervisors have the ability to influence employees to make use of the family friendly policies that organisations provide and can help employees maintain the balance within the two roles.

In the past, organisations were more lenient and supportive of women who took leave for family matters as opposed to men (Wall & Escobedo, 2013). There has been a dramatic shift in this practice as men in the workplace today are able to take paternal leave in order to care for their families (O'Brien & Wall, 2017). These are attractive policies for employees and could bring possible talent within the organisation as well as retain top talent (Chen et al., 2015). Apart from these policies, supportive supervisors also enable employees to have policies for flexible working hours and schedules, which could increase the job satisfaction of the employees (Shagvaliyeva, & Yazdanifard, 2014). The supervisor and subordinate relationship should be an open one that allows

for communication and clarification, as well as provides an opportunity for the employee to develop their skills and gain new abilities (Gordon et al., 2019).

2.2.3.2.5 Job autonomy

Autonomy within the workplace refers to how much freedom the employee has whilst they perform their tasks (Seppälä et al., 2011). This may include setting their schedules and deciding how they will carry out a given responsibility (Cho et al., 2021). Autonomy differs from organisation to organisation. A study by Gözükar and Çolakoğlu, (2016) found that higher levels of autonomy have been linked to higher levels of job satisfaction. Studies have shown that autonomy is often linked with higher levels of productivity as well as greater quality of work (Yucel, 2019). Autonomy has also been linked to motivation within employees and an increase in their well-being (Cho et al., 2021). There is however a downside to providing employees with too much autonomy. Too much autonomy may result in some employees not fully executing their tasks, not fully understanding what is expected of them, and some may not be fully engaged in their roles which could be counteractive to their productivity (Schmidt, 2014).

2.2.3.3 Different Generations and Work-Life Balance

Work-life balance has a different meaning to each generation (Sánchez-Hernández et al., 2019). For some employees a good work-life balance could be working on their schedule, starting work later, leaving work earlier in order to have time for familial affairs or even something such as being able to work from home (Jones et al., 2013). As the working world has changed, there has been a notable difference in the generational mix that has emerged. Improving an employee's work-life balance can help decrease stress levels and increase productivity as well as reduce employee

turnover and knowing what each generation views as a good work-life balance could help this quest (Neville & Brochu, 2019).

Today's modern society proves that there are different views and stances of work within the organisations. A number of studies have looked at how different generations have achieved work-life balance for themselves (Campbell et al., 2015; Cugin, 2012; Lyons & Kuron, 2014; Sánchez-Hernández et al., 2019). The working world today is comprised of four generations. Namely, Generation Z, Generation Y/Millennials, Generation X and the Baby Boomers. Not much literature has been done on the relationship between the supervisor's age and the generational employee work-force with regards to work-life balance, which could pose as a threat to organisations due to the lack of understanding of what the age difference could mean to each generation's wants and needs (Johnson, 2015). There have however been studies conducted in order to see the influences of the generational views on work-life balance (Cugin, 2012; Neville & Brochu, 2019).

2.2.3.3.1 The Baby Boomers (born between 1946 and 1964)

This generation was mostly concerned with job security as opposed to work-life balance as most of them had gone through the great depression which saw a lot of families jobless and hungry (Beckett, 2016). Despite reaching the retirement age, most boomers are opting to continue working due to financial needs and some due to the meaning that they've found within their jobs (Johnson, 2015). It is important for organisation to discover what the baby boomers perceive as work-life balance as they are a great asset to any organisation and retaining them would give the organisation an advantage over their competitors as well as ensure efficiency (Robbins, 2013).

2.2.3.3.2 Generation X (born between 1965 and 1979)

Most employees who fall under this group find work-life balance in simple things such as being able to pick their kids up from school as well as being able to partake in some of their school activities (Burch & Kelly, 2014). They also don't mind working long hours as long as their employer recognises their efforts (Beckett, 2016). It is also important for employers to address their work-life balance needs in order to keep them interested in staying within the organisation.

2.2.3.3.3 Millennials/Generation Y (born between 1980 and 1995)

There is an estimate that baby boomers and millennials make up the highest percentage of the workforce today (Gilley et al., 2015). Many organisations have found it difficult to retain this generation and this is because this generation demands more flexibility and more emphasis on their well-being from their jobs (Sánchez-Hernández et al., 2019). Millennials are more demanding than their predecessors (Gilley et al., 2015). They have completely changed the work culture in organisations as whichever job they take must be able to support a healthy work-life balance (Johnson, 2015). A healthy work-life balance to millennials entails being able to thrive outside of their work (Johnson, 2015). Millennials value family time and therefore policies that encourage and support family life is very attractive to millennials (Beckett, 2016). Organisations that offer a mixture of these lifestyle and job opportunities are more likely to attract and retain millennials (Benson & Brown, 2011; Sánchez-Hernández et al., 2019).

2.2.3.3.4 Generation Z (born between 1996 and 2010)

The major portion of this generation is either in university or just entering the workforce (Gaidhani et al., 2019). This generation values having paid-time off, having their mental health cared for and

activities which increase their well-being (Singh & Dangmei, 2016). Generation Z employees are extremely interested in doing work that brings them purpose and meaning (Gaidhani et al., 2019). This has resulted in a notion where this generation sees less segregation between work and life and thus want to have work feel less like work and more of something that they enjoy doing as part of their daily lives (Blanz, 2017). Therefore, they strive to integrate work and life in order to be able to work anywhere, anytime and from anything (Singh, 2014).

Although organisations are made up of a mixture of generations, most of them strive to work for organisations that offer flexibility, promote wellness, offer growth and development opportunities, favourable working conditions and an organisational culture that is conducive for them to have a proper work-life balance (Haeger & Lingham, 2014; Kapoor & Solomon, 2011). When organisations provide employees with these opportunities they have a great influence on the job satisfaction of the employees (Sánchez-Hernández et al., 2019). Organisations should look into what each employee values and try to meet their individual preferences through mentoring, coaching and training (Lyons & Kuron, 2014).

2.2.4 The Self-Determination Theory (SDT)

The Self-Determination theory centres its attention on the influence of motivation and personality on humans (Deci & Ryan, 2012b). It deals with the ability of individuals to make their own choices and manage their own lives (Ryan & Deci, 2017). This theory states that there are certain needs which have to be met in order to ensure psychological well-being of an individual and equip individuals to become self-determined when their need for autonomy, competence and connection (relatedness) are met (Wong, 2013). Autonomy, as previously discussed, has to do with the

employee's ability to feel like they have control over their work/role. Employees with a higher sense of autonomy are thought to be more engaged, motivated and productive, more valued and have a better work-life balance (Kelliher et al., 2019). Competence entails individuals gaining new skills and being able to accomplish tasks with this newly added knowledge (Ahn & Back, 2019). Competent employees feel more confident to perform certain tasks and this can greatly increase the productivity within an organisation (Ng et al., 2012).

Lastly, connection or relatedness to others has to do with the employee's need to feel a sense of belonging or to feel as though they are part of the organisation (Adams et al., 2017). The relationships that employees have with their colleagues or superiors has a great influence on their experience within the organisation (Gordon et al., 2019). This can determine how engaged they are within their organisation, how productive or even how absent they are (Deci & Ryan, 2012b). The self-determination theory typically has two assumptions, the first being that humans are drawn to growth and seek to overcome challenges and the second being that autonomous or intrinsic motivation is of great importance, whilst the influence of extrinsic motivators also influence different aspects of the individual (Legault, 2017). When the three self-determination needs are met, employees are more likely to be motivated, however if they are not met then they will be demotivated (Ryan & Deci, 2017).

With the self-determination theory, satisfaction within one's job is one of the key components of an employee (Ryan & Deci, 2011). It states the different needs that need to be fulfilled in order for an employee to achieve this satisfaction within their role. In turn, this satisfaction emanates to their personal lives as allows them to find a balance between their roles as they may start to feel fulfilled

(Wong, 2013). Emotional intelligence is however a key determinant in how these factors influence an individual and work in their favour. This is because emotional intelligence is needed in order to be able to grasp and attain these factors and fully utilise them to the advantage of the employee (Ahn & Back, 2019).

2.2.5 The effect of job satisfaction on work-life balance

Job satisfaction has been categorised as one of the most frequently studied attitudes in the field of organisational behaviour (Haar et al., 2014). A study done by Gaur and Saminathan (2018) found that there is a substantial positive relationship between job satisfaction and work life-balance. This means that employees who are satisfied with their jobs are better at handling and finding a balance between their private and work lives as the strain is taken away from one side. When organisations strive to help employees find a balance in their lives, they increase their job satisfaction and this in turn empowers and motivates employees to want to do more for the organisation and be more effective (Mas-Machuca et al., 2016). As the job satisfaction of an employee is determined by their level of perception of the job and whether or not they feel appreciated, it would be beneficial for organisations to find out what employees require in order to feel satisfied within their jobs (Haar et al., 2014). Job satisfaction is linked to lower levels of employee turnover, higher levels of productivity and organisational commitment (Sudibjo & Suwarli, 2020). The researcher has not found a study that found a negative relationship between job satisfaction and work-life balance. This shows that in order to have a balanced life one needs to be satisfied within their job and in order to be satisfied with your job, one needs to be satisfied with their life. Job dissatisfaction on the other hand is linked to low employee productivity, high employee turnover rates, low work

engagement as well as demotivation within the workplace (Haar et al., 2014; Mas-Machuca et al., 2016; Sudibjo & Suwarli, 2020).

The success of an organisation is dependent on its employees and the job satisfaction of an employee is the reflection of how much value and emphasis the organisation places on this knowledge (Lu et al., 2019). Employees however, also strive to have satisfaction within their personal lives (Mafinin & Dlodlo, 2014). Achieving satisfaction in every area of an individuals' life increases the value that they place on their inter-personal relationships as well as their productivity and engagement within their job (Lu et al., 2019). Job satisfaction is also a great indicator of an employee's emotional well-being which is a great component in the work-life balance of an employee (Haar et al., 2014). Having a balanced work life and personal life improves an employee's quality of life and their performance within their organisational roles (Sudibjo & Suwarli, 2020). The more control that an employee has over their working conditions, the more they are able to try to balance their personal and professional lives on their own. As work-life balance can help reduce work-life conflict (Delecta, 2011; Kelliher et al., 2019), job satisfaction is therefore an important aspect for an employee to possess as the more satisfied an employee is with their job the easier it is to achieve work-life balance (Sudibjo & Suwarli, 2020). A strong and cooperative organisational culture is needed in order to create an atmosphere of job satisfaction and employee retention (Ekandjo, 2017).

When employees feel that they are valued as individuals beyond their role as an employee and seen as individuals within the workplace, they are more likely to be satisfied with their jobs. Employees want to feel noticed and accepted within the organisation and feeding this need can

help them feel more satisfied within their role. An organisation can greatly tell the levels of job satisfaction within an organisation by the output and service delivery produced by their employees (Azizi, 2011; Gordon, 2019). Work-life balance has also been found to increase employee's loyalty towards their organisations (Delecta, 2011; Goleman, 2021). An employee's role within the organisation and their role within their personal lives have been found to be positively connected (Haider et al., 2019). A study by Walga (2018) found that pay can be determined as a mediating variable when it comes to work life balance in that it may increase an employee's job satisfaction. Workers are more likely to feel satisfied within their jobs when they are able to enjoy work life balance benefits offered by their employer.

Research has found a positive correlation between job satisfaction and work life balance (Haar et al., 2014; Sudibjo & Suwarli, 2020). This means that when employees are satisfied within their job roles, they are satisfied within their personal lives. There is a difference between employees who are happy and satisfied within their jobs and those who are not. Employees who are satisfied with their jobs tend to work harder towards achieving the goals of the organisation, are more creative, more participative and more willing to do more than what is required (Azizi, 2011; Mafini & Dlodlo, 2014). On the contrary, employees who are not satisfied within their jobs are often less productive, do not put in any extra effort to be innovative and offer new ideas that could benefit the organisation and the employee and they are also less likely to go the extra mile for the organisation and perform tasks that are beyond their role (Walga, 2018).

A lack of work-life balance may result in employees losing confidence within their job roles and thus can result in a lack of motivation which ultimately results in a lack of job satisfaction (Ealias

& George, 2012; Haider et al., 2019). The same can be said about job satisfaction. It has been found that a lack of job satisfaction may result in employees losing confidence within their personal life roles and thus can result in lack of motivation with carrying out their expected roles which ultimately results in a lack of work-life balance (Ekandjo, 2017). Job dissatisfaction has diverse effects on an employee and the organisation. On the employee, it has an effect on their well-being and overall health which in term has an influence on the organisation as this would mean an increase in absenteeism, higher levels of employee turnover, lower levels of productivity and efficiency as well as lower outcome levels (Sudibjo & Suwarli, 2020). One of the greatest effects of dissatisfied employees is a loss of skilled workers. This has dire costs on an organisation as it means more costs in recruitment, hiring and training of new staff members to replace this talent (Aziri, 2011; Bektaş, 2017). Considering the different aspects that influence the relationship between work-life balance and employee job satisfaction, it is safe to say that job satisfaction has an influence on how organisations retain their employees. This is therefore an important area to look at in research. This shows that job satisfaction has an influence on the personal life of an employee.

Job satisfaction often depends on the employee's perception of how they are respected and viewed within an organisation (Chen et al., 2015). If organisations work on improving the job satisfaction of their employees, they will see greater levels of creativity, reduced job stress levels and employee loyalty (Kumari & Rachna, 2011; Lu et al., 2019). Literature has found that job satisfaction increases with an improved life balance and vice versa therefore there has to be a proper balance between work and life in order to avoid feelings of frustration, loneliness and unproductivity in

both areas. Organisations need to actively help employees strike a balance between these two areas of their employees' life in order to reap the best benefits from their task force.

2.2.6 The effect of emotional intelligence on job satisfaction

Emotional intelligence and job satisfaction are terms that have grown in interest within the research and business world. They serve as a competitive edge in both the personal and organisational life of an employee as well as for the organisation (Abdulla et al., 2011; Anari et al., 2016; Sudibjo & Suwarli, 2020). In today's world, an individual's success is dependent on many personal factors such as their level of education, their skills, who they know and their mental attitude (Anglim et al., 2019; Awad, 2014). Studies have shown that certain dimensions of emotional intelligence have a positive influence on job satisfaction (Ealias & George, 2012; Goleman, 2021). These include; emotional stability, integrity, self-development, altruistic behaviour and managing relations (Goleman, 2021; Serrat, 2017). Emotional stability can be defined as an individual's ability to develop a combined and balanced way of perceiving problems of life (Ryback, 2012). This translates in the organisation as employees who are better able to handle issues and problems within the organisation. They would be more likely to be cooperative and unproblematic, and be better at and eager to find solutions to issues that may arise (Sharma, 2008). When there are fewer problems within an organisation, employees are more satisfied with their jobs (Rinny, 2020).

Being moral and doing what's right is also a much-needed trait within an organisation. This is known as integrity (Froese, & Xiao, 2012). The work output of an employee with integrity, is likely to reflect a disposition of loyalty, honesty and reliability e.g, they will act morally towards their colleagues, do the work that is expected of them, as well as act honourable when making

decisions affecting the organisation (Cogin, 2012; Golema, 2021). These employees are exceedingly valuable to an organisation. These values can be enhanced through self-development. Self-development can be defined as learning new skills and behaviours in order to better one's self (Deci & Ryan, 2012a; Deci & Ryan, 2012b). There are three aspects of self-development. These include; spiritual development (which is the development of one's personality towards a spiritual personality) (Brown, 2012), physical development (which is the development of the mind and the body) (Adams et al., 2017) and mental development (which usually starts as a child and is the development of one's thinking patterns and making sense of the world) (Haar et al., 2014). Self-development is an essential component of job satisfaction within an organisation. (Pradhan et al., 2016). Employees are more likely to be satisfied with their jobs when they are able to develop in all aspects of their lives. Offering growth opportunities such as training and mentorship can greatly increase the job satisfaction and productivity of an employee.

Just as self-development is needed with an employee, altruism is a social trait that they need to possess in order to be able to interact with others. Altruism can be defined as the motivation to help someone else (Nagel, 2016). In an organisational setting, Altruism encourages good work relationships amongst colleagues. Employees will act in ways that benefit and help each other as well as their clients/customers. This however also has a negative side as it can lead to burnout and stress if boundaries are not set (Nagel, 2016). Lastly, managing relations entails creating and maintaining good relationships within an individual's life (Rahim et al., 2020). Within an organisation it translates into creating a partnership with colleagues and clients that goes beyond a transactional relationship. This creates and builds a greater sense of loyalty within an organisation and builds better relationships within the organisation which can ultimately decrease

work conflict, create a better work culture and increase employee engagement and satisfaction (Lu et al., 2019; Raziq, 2015).

This means that many intrinsic dimensions of emotional intelligence have an influence on how satisfied an employee is within their jobs. Studies have found that employees with higher levels of emotional intelligence, experience higher levels of job satisfaction (Anari, 2012; Goleman, 2021). This is because these employees are better able to handle their emotions, thus deal with stress appropriately and overcome obstacles easier as opposed to those employees who score lower in emotional intelligence (Ealias & George, 2012; Lubbadah, 2020). Having employees with higher levels of emotional intelligence is also beneficial within an organisation as these employees often have an influence on their colleagues, which could in turn create a more agreeable environment. Employees who are more emotionally intelligent are also better able to express themselves, empathise with others, have a better work-life balance and are more observant than their counterparts (Goleman, 2021). They experience greater levels of job satisfaction, are able to control their emotions and identify how different situations affect them. They often also have a better relationship with their colleagues and clients as they can communicate better, express themselves and understand others better. This ultimately leads to higher levels of job satisfaction as the employee feels heard, has better relationships within the organisation and can better handle stressful situations (Nanda & Randhawa, 2020). As mentioned previously, job satisfaction is needed for a proper work-life balance. Therefore, emotional intelligence is also needed in order to have a balanced work and life. This has been proven by literature as emotional intelligence has been found to be beneficial in an individual's personal life as well as their work-life (Druskat et al., 2013; Goleman, 2021).

Employees who are more emotionally intelligent have been found to better express themselves and their feelings, are more empathetic and observant, are more helpful, satisfied and experience a better work-life balance (Jung & Yoon, 2016). Experiencing this within an organisation enables an employee to be satisfied within their jobs and this satisfaction resonates not only in their internal abilities within their roles but it also resonates in their personal lives (Elias & Goerge, 2012; Lu et al., 2019).

2.2.7 The effect of emotional intelligence on work-life balance

Employees who are more emotionally intelligent are said to have better interpersonal skills, leadership abilities and are better able to handle stressful situations (Rathore et al., 2017; Suleman et al., 2015). Emotional intelligence is a valuable skill needed within the workplace. Employees who are more emotionally intelligent are self-aware and self-regulatory (Nanda & Randhawa, 2020). These are essential skills both in their professional and personal lives (Ryback, 2012). These skills can determine how balanced an individual's work and personal life is. Due to the fact that individuals with higher levels of emotional intelligence are able to regulate their emotions, understand their strengths and weaknesses as well as have stress coping mechanisms, they are able to handle their work and life pressure (Goleman, 2021; Ryback, 2012). Emotional intelligence is therefore a crucial component of work-life balance. Emotional intelligence has been found to have a positive effect on the work-life balance of an employee as this internal ability helps to keep them stable (Goleman, 2021). A positive relationship would mean that employees are better able to explain, express and control their emotions when they have higher levels of emotional intelligence. This is in both their personal and work lives. This may aid them in reducing negative experiences.

In order for an employee to have a proper work life balance both aspects of their lives have to be effective, this includes their personal and work lives (Nanda & Randhawa, 2020). Employees with higher levels of emotional intelligence are able to control their emotions, deal more effectively with their co-workers, are more productive and know how to handle different scenarios within the workplace. Individuals with higher levels of emotional intelligence were found to be happier and experience richer and healthier personal relationships (Jha & Bhattacharya, 2021). In order for an employee to have a proper work-life balance they need to handle stressful situations both within their personal lives and professional lives. Being able to regulate one's emotions and be able to handle stressful situations has been found in individuals who have higher levels of emotional intelligence (Gumede, 2018). This is because emotionally intelligent individuals know how to handle stressful situations and are better equipped to handle people that may affect their emotions.

Emotional intelligence is a trait that would highly benefit organisations. When employees are highly emotionally intelligent, they make decisions that not only benefit themselves but also benefit their organisation (Ealias & George, 2012; Goleman, 2021). This is because they find ways to motivate themselves and work towards achieving the goals of the organisation. Employees with higher levels of emotional intelligence are also better known to be team players, more innovative, make wiser choices and are better able to help the organisation find ways that could put them at a competitive advantage (Goleman, 2011; Jha & Bhattacharya, 2021). Emotional intelligence has been a topic that has gained great interest in the field of research due to the fact that it poses many benefits to organisations and individuals alike. Emotional intelligence has been found to influence many areas of an individual's life and can determine how they experience satisfaction within their work and personal lives.

Our emotional responses stem from where we appraise our experiences (Goleman, 2021). The constraints of emotional intelligence were discussed earlier in this study which include empathy, self-awareness, self-regulation, intrinsic motivation and social skills. These constructs taught us that these five characteristics have a great influence and can determine how emotionally intelligent an individual is. This was backed up by research as it was found that emotionally intelligent individuals possess these five characteristics (Goleman, 2021; Matthews et al., 2012). These characteristics feed into an individual's work life as well as their personal lives. Having empathy as an individual and an employee can not only assist you in empathising with your co-workers and social circle, but it also creates a greater sense of care and better relationships within an individual's work and private life (Powell & Roberts, 2017). Having good relationships has a positive effect on the work-life balance of an employee as it positively affects both aspects (Rahim et al., 2020). Being self-aware in both settings will enable an individual to be able to handle different situations that could mentally and physically affect the employee (Goleman, 2021). With self-regulation, they are able to better handle stressful situations which would ultimately mean that there would be more peace and happiness within the employee's life (Rasheed et al., 2019). Stress in either the work or personal life of an employee can affect both areas of their lives (Mayor, 2015).

If these negative aspects are managed on either side, then both the work and personal lives of an individual will thrive. Self-regulation also goes hand in hand with self-awareness because with self-regulation the employee is better able to handle their emotions and understand what they're feeling both at work and in their personal time (Rasheed et al., 2019). This would better improve their reactions which in turn helps their mental health and can also improve their relationships. Intrinsic motivation enables an individual to strive for the best within their work and personal lives

(Deci & Ryan, 2012a). This would mean that their rewards are not dependent on external factors as they gain motivation and rewards internally. This is important for an individual because their happiness would also be internal and not from external sources therefore it would be harder for external factors to fully influence them at work and within their personal lives. Lastly, social skills are important in both aspects of an employee's life (Decety & Yoder, 2016). Being able to socially interact at work and in personal situations has an influence on the relationship that an individual has with others (Deci & Ryan, 2012a).

Employees with higher levels of emotional intelligence interact differently and are generally happier with their lives (Goleman, 2011). This is in both their work lives and personal lives and as a result allows them to enjoy a better work life balance.

2.2.8 The moderating effect of emotional intelligence on job satisfaction and work-life balance

An important aim of this study is to determine whether or not emotional intelligence plays a moderating role in the relationship between job satisfaction and work-life balance. Within research, moderating variables help to explain the link between two variables and may determine the cause and effect. However, whether or not there is a moderating effect, a relationship will still exist between the two variables. A moderating variable in research is often used in order to explain the link between an independent and a dependent variable (Smyth, 1998). An independent variable is a variable that is not altered by another variable while a dependent variable is a variable that can be altered by another variable (Flick, 2018).

Moderating variables help researchers identify if unrelated independent variables function at different points in time. Within this study, emotional intelligence was the moderating variable between job satisfaction and work-life balance. Job satisfaction is the independent variable and work-life balance is the dependent variable. Emotional intelligence has been used in numerous studies in order to identify its effect as a moderating variable. These studies have been carried out in order to determine the effect of emotional intelligence as a moderator between personality and employee and creativity (Jafri, 2020), the relationship between conscientiousness and performance (Douglas et al., 2004) and even the emotional responses to leadership (Dasborough, 2019). All these studies have indeed found emotional intelligence to be a moderating variable and to have an influence on the other independent variables.

As emotional intelligence is comprised of different skills, traits and abilities, it enables individuals to react differently in different situations. It often influences the reasons why individuals enjoy certain areas in their lives and why they behave in certain ways (Jafri, 2020). These reactions and behaviours could ultimately determine the job satisfaction and work-life balance of an employee. As a moderator, the level of emotional intelligence would therefore be useful in helping to determine the possible reaction of an individual in a given situation.

A study conducted by Basu (2019) found that 67% of a sample of 2000 Indian professionals were still fixated on work even when they were engaged in private matters. This shows how work-life balance is an important aspect in the work environment. Emotional intelligence has been found to help maintain a good work-life balance (Anari, 2012; Goleman, 2021). Emotional intelligence is therefore a crucial component in an employee's life as it may ensure that employees are able to

have a balanced work life and experience greater levels of job satisfaction. Organisations should be able to help employees increase their emotional intelligence levels in order to not only assist the employees, but to help the organisation as a whole (Khalili, 2012).

Emotional intelligence has a positive effect on both the job satisfaction and the work-life balance of an employee. As Emotional Intelligence has been found to help maintain an employee's job satisfaction levels as well as work-life balance, it can therefore be assumed that it indeed plays a moderating role. Research itself has found that job satisfaction is a greater predictor of work-life balance and can be moderated by emotional intelligence (Anari, 2012; Lu et al., 2019). Without higher levels of emotional intelligence, employees may struggle to fully enjoy their job as they would solely rely on the organisation to fulfil their needs (Shukla & Srivastava, 2016). Similarly, without higher levels of emotional intelligence, individuals may solely rely on other individuals and external factors to feel satisfied with their lives (Nelson & Louw, 2011, Ramli, 2019).

Emotional intelligence within an individual's life ensures that the individual is more resilient, better able to handle their emotions which in turn influences their relationships and personal interactions with others, as well as ensure that an individual knows how to react appropriately at a given time (Goleman, 2021). It can therefore be said that emotional intelligence has an effect on how satisfied these employees are with their jobs and how satisfied they are with their personal lives. Both influence an individual's work-life balance levels.

A study by Ealias and George (2012) found that emotional intelligence was directly linked to job satisfaction. This means that job satisfaction is greatly influenced by the level of emotional

intelligence possessed by the employee. A similar study conducted by Jyothi Sree and Jyothi, (2012) found that the work-life balance of an employee is directly correlated to the level of emotional intelligence possessed. Literature has shown the results of studies conducted in order to see how these three variables interact and affect each other, however, not much literature exists within the Namibian context on the interaction of these variables. This indicates a gap in research that would provide great insight for the development of literature in this context. Most of the countries possess different organisational cultures however, great interest arises when one thinks of the possible results that can be obtained within the Namibian context as opposed to the other studies carried out. If work-life balance is ultimately dependent on an employee's ability to maintain job satisfaction and both variables require an individual to be able to handle their emotions and effectively be able to deal with aspects in these areas, it is safe to say that emotional intelligence is needed in order to moderate the effectiveness of these two variables.

2.3 Theory synthesis

Individuals, specifically employees, process and deal with emotions differently. This is determined by their level of emotional intelligence (Goleman, 2021; Perreault et al., 2014). Emotional Intelligence has been found to be an important component of the psychological well-being of an individual and has a great impact on the job satisfaction of employees (Jha & Bhattacharya, 2021). Job satisfaction and emotional intelligence have been linked to the work-life balance of an employee and determine that in order for an employee to be able to experience a balanced work and personal life, they need to be both emotionally intelligent and be satisfied within their jobs (Pradhan et al., 2016). The self-determination theory states that autonomy, competence and connection (relatedness) are all needed in order for employees to be fully satisfied and functional

(Deci & Ryan, 2012b). Being competent, autonomous and connected within an organisation has been found to lead to great levels of job satisfaction (Arifin, 2015; Lee et al., 2013; Naqvi et al., 2013). Greater levels of job satisfaction have been linked to a greater work-life balance (Khalili, 2012) and emotional intelligence has been identified to be a moderating variable between the relationship between job satisfaction and work-life balance (Gumede, 2018).

When an individual is competent and possesses the necessary skills and abilities to perform their roles at work, they are more likely to be satisfied within their jobs (Anari, 2012). As they are better able to carry out their tasks and accomplish their goals, not only in their job roles but also within their personal lives. This therefore also ensures that they would have a balanced work-life as they have the necessary abilities to handle each situation. Emotional intelligence has been found to influence the competency levels of an individual as their perception and understanding of the different skills and abilities needed to be used and applied in also determined on their judgment and perception of their environment (Dashborough, 2019). Autonomy has been linked to job satisfaction, emotional intelligence and work-life balance (Federici, 2013; Littrel & Lee, 2016). With job satisfaction, autonomy allows an employee to be able to make decisions for themselves, be more productive, feel motivated and feel part of the organisation (Gumede, 2018). This in-turn influences their work-life balance as they feel in control of their choices and situations. Emotional intelligence has been found to influence the perception of the autonomy levels of an employee (Kamil & Nasurdin, 2016). This is because emotional intelligence is comprised of self-awareness and self-regulation which influence how an individual utilizes autonomy (Jafri, 2020).

The Self-determination theory also depicts that the two types of motivation, intrinsic and extrinsic motivation are needed in order for employees to be more productive (Deci & Ryan, 2012b). Motivation is said to be on a continuum and is not a fixed state of mind, hence why it is important for employees to have higher levels of emotional intelligence, work satisfaction and a proper work-life balance to be fully motivated (Anari, 2012). The components of the self-determination theory point to how emotional intelligence can act as a moderating variable between job satisfaction and work-life balance. This is because, emotional intelligence is needed in each component in order to ensure efficiency and effectiveness (Jha & Bhattacharya, 2021). The self-determination theory will enable us to comprehend and explain the different components needed to determine how exactly emotional intelligence moderated the selected variables as well as which components were evident in the results.

2.4 Conclusion

In this chapter the concepts of emotional intelligence, job satisfaction and work-life balance were discussed. Emotional intelligence was explained with its antecedents as well as its dimensions. Job satisfaction was defined and discussed, its antecedents were considered and the five facets of job satisfaction were broken down. Thirdly, work-life balance was thoroughly discussed and defined, its antecedents were deliberated and the concept and factors of work-life conflict were argued. The Self-determination theory was also discussed as well as its link to motivation as well as a theory synthesis was provided. Finally, the relationship between emotional intelligence, job satisfaction and work-life balance discussed with regards to the self-determination theory. The next chapter, Chapter Three, will discuss the methodology adopted in the study.

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

As the previous chapter touched on the literature review of this study, this chapter will describe the research design adopted for the study. It will also describe the population chosen, the research instruments used, the procedure and data analysis as well as the research ethics implemented in the study.

3.2 Research design

The research design of a study can be defined as the overall strategy that a researcher chooses to use in order to carry out their studying order to address a research problem (Kazdin, 2021). It outlines the method of data collection, the instruments used as well as the analysis of the data (Marczyk et al., 2021). Scientific research has a very broad scope of philosophies and different theories on the research design of a study. The section below will discuss the underlying research philosophies. The researcher identified pragmatism, interpretivism and positivism and then drives the philosophy on which the study is grounded on.

3.2.1 Interpretivism

Interpretivism is a theory that was coined by Dworkin in 1982 in which he states that humans gain knowledge through interpreting and understanding the meanings that are attached to actions (Capps, 2019). This means that individuals themselves shape their environment and not the other way around. This is the opposite of positivism. Interpretivists believe that the world cannot be seen in an objective way as all individuals' experience and go through life differently. This theory therefore advocates for the use of qualitative research methods such as interviews and direct

observations as opposed to quantitative methods of data collection which will be discussed later on in the chapter.

Interpretivists believe that in order to truly understand the world, one has to get the subjective views from the individuals that are going through the situation. They believe that individual interactions shape an individual's identity which in turn shapes their whole environment (Alharahsheh & Pius, 2020). Humans have rich and different inner worlds and perceive situations differently. This belief was derived from the Social Action Theory which believes that individuals cannot merely be observed in order to draw up conclusions, but rather they need to be understood and emphasised with (Capps, 2019). The Social Action Theory was coined by Max Weber in 1922 and emphasised on the term *Verstehen* (Weber, 1947). *Verstehen* is a German word which means to understand the human behaviour in an empathetic way (Weber, 2009). This word perfectly describes what Interpretivism is all about. The theory believes that more information and detail can be derived from individual assessments which can provide empathetic understanding as opposed to quantitative methods that are objective.

3.2.2 Pragmatism

Pragmatism is another scientific research theory which states that the best research methodology is the one that best answers a research question in the simplest terms (James, 1975). This is with regards to viewing situations in a practical way without having to use theory to define it. Words and thoughts are used to predict behaviour as opposed to instruments (Rotry, 2020). Pragmatists believe that if an idea through thought is satisfactory, it shall be accepted without it having to be collectively true, as actions should be judged based on outcomes (Hikman, 2019). There are three main principles of pragmatism, the first being that it is an emphasis on actionable knowledge which

means that it should be relevant to the whole world. The second being the recognition of the interconnectedness between experiences, knowing and acting. Lastly a view of inquiry as an experiential process. This means that humans learn through experience as their senses interact with the environment (Rotry, 2020). Validity has been identified as a major component in this philosophy.

3.2.2.1 Validity

There are four main types of validity. Internal validity, external validity, construct validity and statistical conclusion validity (Christensen et al., 2011). Internal validity can be defined as the degree to which the results of the study are a true representation of the population and not due to methodological errors (Heppner et al., 2015). External validity can be defined as the extent to which a researcher can generalise the findings of their study to other setting or populations (Findley et al., 2021). Construct validity is the extent to which the measure selected by the researcher is consistent with the theories identified (Marczyk et al., 2021). Lastly, statistical conclusion validity is when the conclusions drawn by the researcher from their study are statistically significant and correct (Heppner et al., 2015).

3.2.3 Positivism

One of the most popularly known research method is positivism. Positivism states that all the information possessed by humans are derived from the scientific investigation of real, quantifiably observed data and that society shapes an individual (Comte, 1975). Positivists believe that humans are shaped by their exposure to socialisation and that the true point of research is to determine the factors that direct human behaviour in order to predict probable future behaviour (Alharahsheh &

Pius, 2020). This data is obtained through quantitative methods such as questionnaires and surveys, a term which will be discussed later on in the chapter (Ryan, 2018).

Positivism associates trends and patterns as a mean of generalisation rather than looking at the individuals themselves (Comte, 1975). They therefore often compare or look for a relationship between two variables. Positivism is said to be directed by five principles that can be summarised as follows; the first principle is that unity needs to exist in the use of the scientific method (Heikkinen et al, 2007). This simply means that there should be a consistent analysis across all social and natural sciences. The second principle stated that science is aimed at explaining and predicting results (Ryan, 2018). The third states that scientific knowledge is testable (Caldwell, 2015). This means that research should be provable through practical and experimental means. This is why hypothesis are often formulated in order to prove a theory through evidence based research. The fourth principle is that science does not equal common sense (Comte, 2015). Researchers should avoid letting their own perceptions of common sense and biases direct their research. Lastly, science should be as value-free as possible (Ryan, 2018). Science is aimed at producing knowledge and should therefore be mediated by reason and formulated for general use, therefore all statements should be true at all times, making this the best research method for the study.

3.2.4 Quantitative Research

Quantitative research can be described as obtaining numerical data and analysing them through statistical means, in order to gather information in response to a research question (Devault, 2019). A quantitative approach was utilised for this research. Quantitative research enables a researcher

to get specific quantities that can be used to generalize the opinions of a larger population. Quantitative research also allows the researcher to reach a larger sample size as opposed to qualitative research (Plonsky, 2017). The data collected is also said to be more consistent and reliable and is easier and faster to collect (Neumaye & Plümper, 2017). The results obtained from the quantitative research can also be duplicated as the results point towards the same data.

This study adopted the positivism theory and made use of the quantitative approach for data collection. A cross sectional research design (which is a type of observational research) was used with information collected through the means of online questionnaires. A cross sectional research design was the most suited as it is a positivism paradigm which ensures that the researcher's values and biases do not influence the results obtained (Marczyk et al., 2021). The demographical variables of the employees, their emotional intelligence levels, quality of work-life and their levels job satisfaction were also obtained through the questionnaires.

3.3 Population

Population within a study can be defined as a set of people with specialised characteristics that are needed in order for a researcher to carry out a study (Marczyk et al., 2021). The University of Namibia's staff members are dispersed in seven regions across Namibia (Matengu, 2020). The chosen population for this study consisted of 2200 staff members at the University of Namibia's main campus in Windhoek, Namibia, which consists of both men and women in academic and administrative roles within the university (Matengu, 2020).

3.4 Sample

The sample in a study refers to the subset of a population (Christensen et al., 2011). A sample is needed within a study because it is often not possible to study the whole population, therefore samples allow the researcher to make generalisations back to the population (Neumayer & Plümper, 2017). The sample consisted of 206 Windhoek based employees from the University of Namibia's main campus, which was 122 participants short of the anticipated sample size. The sample of 328 was chosen for the sake of reliability (Ebling, 2004) and was calculated using the sample size calculator for a confidence level of 95%. The study therefore had a response rate of 62.8%. ($\frac{206}{328} \times \frac{100}{1} = 62.80$) which is considered to be a good response rate (Willot, 2019). Convenience sampling was adopted for the study. Convenience sampling entails selecting the sample based on the most practical group (Sedwig, 2013). This sampling method was chosen in order to have a sample population which would be a close representation of the whole population.

3.5 Research Instruments

The data was collected through the means of an online questionnaire which comprised of four sections. Section A contained the demographic information of the respondents. This includes their race, gender, marital status, number of dependents, level of qualification and management level within the university. The rest of the questionnaire was divided as follows:

3.5.1 Job Satisfaction Survey (JSS)

Section B consisted of the Job Satisfaction Survey (JSS) developed by Spector (1994) which consists of 36 items, including nine components scales namely; promotion, work nature, fringe benefits, salary, supervision, communicating with other employees, procedure for operations,

contingency rewards and co-workers. It consists of a 6-point Likert scale and the questions range from statements such as “My supervisor is quite competent in doing his/her job” to “There is too much bickering and fighting at work”. The questions ranged from statements such as “My supervisor is quite competent in doing his/her job” to “There is too much bickering and fighting at work”. The reliability of the measure was found to have an internal Cronbach’s alpha consistency between the nine components of 0.87, a content validity index and content validity coefficient of 0.69 and 0.83, which is an exceptional value (Ching-Siang et al., 2014) and has been successfully used in the Namibian context (Ekandjo, 2017).

3.5.2 Work-Family Conflict questionnaire

Section C measured the work-life balance of the employees. The 14-item Work-family conflict inventor (6-point Likert scale) was used to gather this data (Greenhaus et al., 2000). The questions ranged from statements such as “My job makes it difficult to be the kind of spouse, partner I’d like to be” to “My family takes up time I would like to spend working.” The measure was found to be valid and recorded a Cronbach’s alpha of 0.73 for Work-Family conflict and 0.86 for Family-Work Conflict (Greenhaus et al, 2000) although no studies have been found by the researcher in the Namibian context.

3.5.3 Trait Emotional Intelligence Questionnaire-Short Form

Section D comprised of the Trait Emotional Intelligence Questionnaire-Short which was developed by Petrides (2009) which consists of 30 items and was found to be valid and was found to have an internal consistency and test-retest scale reliability of 0.71 and 0.76 respectively. This instrument had a 7-point Likert scale and had statements that ranged from “I generally don’t find

life enjoyable” to “Others admire me for being relaxed”. This tool has been successfully used in the Namibian context (Lange, 2014). All three instruments adopted in the study are freely available online.

3.6 Procedure

The link to the questionnaire was shared electronically via email and WhatsApp to the chosen sample. The questionnaire was shared with contacts within the researcher’s realm and requests were made for staff members to share the questionnaire with others that they were in contact with. The participants had to click on the consent option on the first page before they were be able to move on to the questions. Once they had fully answered the questionnaire, the data was saved and they were able to leave the website. The website did not collect any information about the participants (this also includes their email address and location or anything which could possibly link an individual to a specific questionnaire). The only information that was collected were the responses to the questions. Data collection took place between the 17th March 2021 and the 31st July 2021 and took each participant \pm 20 minutes to complete. By the end of the data collection period, the online questionnaire was closed and the data was converted to an excel sheet. The sheet and information were electronically kept with a password and can only be accessed by the researcher and supervisor.

3.7 Data Analysis

SPSS version 27 and process macro were used for analysis at specified levels of significance. SPSS is an acronym for Statistical Package for the Social Sciences and is used to analyse statistical data (Foley, 2018). Firstly, the Cronbach’s alpha coefficient was used to test for the reliability of the research instrument. A descriptive approach combined with a one- sample T-test for the mean

responses of main variables was conducted in order to form the perceptions of the participants on the established theoretical variables. The researcher used descriptive statistics such as graphical tables, pie charts and bar graphs to aid the analysis of data and make the results more presentable. A parametric correlational analysis coupled with linear regression models were utilized to determine whether any significant effects exist for the hypothesized frameworks. In order to identify constructs that will account for a significant higher proportion of variance within the hypothesized frameworks, a stepwise multiple linear regression model was used. Multiple linear regression models using the process macro were used to test the moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance by assessing the interaction effect. Tests for normality were done using the normal plots of the standardized residuals. Accessing these plots, it was found that the points of the expected against the observed cumulative probabilities were lying on the line, hence the normality assumption for linear regression modelling was satisfied. In addition, assumptions dealing with outliers, homoscedasticity and auto-correlation of errors were met suggesting a robust sample.

3.8 Research Ethics

Ethics within research are extremely important. Ethics can be defined as a broad set of written and unwritten rules that direct one's behaviour as well as those of others (McKenna & Gray, 2018). Within research, ethics guide researchers in acquiring scientific data in an ethical manner and ensures that researchers are held accountable for their conduct (Resnik, 2018). Ethics within research ensures that confidence and trust can be held and maintained by everyone involved in the study, it ensures that ethical practices are held, especially when research is done on human or animals (Gillan & Pickerill, 2012). It also ensures that funds from funded research are used appropriately.

There are typically five broad ethical areas that are considered when conducting research. The first area is informed consent. Informed consent can be defined as a participant knowingly and voluntarily giving their permission for their data to be used for a study as well as partake in the study (McKenna & Gray, 2018). The second area is anonymity, which is to protect the identity of the participant (Resnik, 2018). If anonymity cannot be maintained, then the next area is used which is confidentiality. Confidentiality not sharing the information collected about an individual with other individuals other than those permitted in the beginning of the study (Resnik, 2018). The fourth area is the respect to privacy which ensures that the participant has every right to decide how, when and what information of theirs will or will not be shared (McKenna & Gray, 2018). The last area is the protection of vulnerable groups. Vulnerable groups can be defined as individuals within society who are unable to protect their rights and wellbeing (Gillan & Pickerill, 2012).

For this study, firstly ethical clearance was obtained from the University of Namibia's Ethics Committee (Ethical Clearance Number: UNAM-DEC-HSS/08/03/2021). As stipulated by the research code of ethics it is essential that the study should have been conducted on a voluntary basis and therefore participants were informed of their right to withdraw from the study and that their refusal to be part of the study would entail no consequences. As women were part of the population and sample size (both men and women work at the university), they were also part of the study which categorised them in the vulnerable group. None of their names or information that could link them individually to the study were obtained, thereby posing no threat to the women. All participants provided their consent to be part of the study by clicking the option before continuing with the questionnaire. No names or contact details were collected from either

participant in order to maintain anonymity and confidentiality. As all data was collected online, the data was stored and kept secure on Google's cloud storage which is secured with a password that is only accessible by the researcher and supervisor. This data will be kept for a period of five years after which the information will be deleted and no traces of it shall be founds.

3.9 Conclusion

This chapter looked at the research design, population, sample, research instruments, procedure, data analysis and research ethics that were considered within the study. It gave a brief introduction of each and a detailed description of each section's role within the study. The data was collected using the stipulated methods and the analysis of the results will be discussed in the next chapter.

CHAPTER FOUR

RESULTS

4.1 Introduction

Chapter three looked at the methodology adopted in the study. This chapter will explain and present the overall findings of this research as well as the inferential statistics which measured association between variables and descriptive statistics for the demographic variables and computing means. All study instruments adopted had high reliability scores.

4.2 Internal consistency

Table 4.1 shows the internal consistency of the data collection instrument. Cronbach's alpha coefficient was used to test for the reliability of the research instrument. The Cronbach's alpha for the scales show acceptable reliability coefficients for all the research variables and constructs. According to Nunnally and Bernstein (1994) Cronbach alphas of 0.7 and higher are satisfactory. In addition, a general accepted rule is that a Cronbach's alpha coefficient of 0.60 to 0.70 indicates an acceptable level of reliability (Hulin, Netemeyer, & Cudeck, 2001).

Table 4.1*Reliability analysis*

Main Theoretical Variables	Valid N	Items Used	Cronbach's α
Emotional Intelligence	206	30	0.93**
1. Self-Awareness	206	12	0.80**
2. Self-Regulation	206	6	0.79**
3. Motivation	206	3	0.71**
4. Empathy	206	3	0.62**
5. Social Skills	206	6	0.73**
Job Satisfaction	206	36	0.92**
1. Pay- <i>Satisfaction with pay and pay raises</i>	206	4	0.61**
2. Promotion- <i>Satisfaction with promotion opportunities</i>	206	4	0.73**
3. Supervision- <i>Satisfaction with person's immediate supervisor</i>	206	4	0.85**
4. Fringe Benefits- <i>Satisfaction with fringe benefits</i>	206	4	0.63**
5. Contingent Rewards- <i>Satisfaction with rewards</i>	206	4	0.67**
6. Operating Conditions- <i>Satisfaction with rules and procedures</i>	206	4	0.67**
7. Co-workers- <i>Satisfaction with co-workers</i>	206	4	0.71**
8. Nature of Work- <i>Satisfaction with the type of work done</i>	206	4	0.77**
9. Communication- <i>Satisfaction with communication</i>	206	4	0.60**
Work-Life Balance	206	14	0.83**
1. Work-Life Conflict	206	7	0.78**
2. Work Demands	206	7	0.66**

**Significantly acceptable reliability

4.3 Demographic Variables

Before a detailed analysis of the data was done, basic distributions according to the study's personal biographical profile was initially performed. A descriptive approach was used to describe the biographical variables of the study (see Table 4.2 below).

Table 4.2*Descriptive statistics for personal biographical profile of respondents*

Variable	Levels	df	f	Valid %
Sex	Male	1	84	40.8
	Female		122	59.2
Race	White	2	45	22.0
	Black		98	47.8
	Coloured		62	30.2
Marital Status	Single	3	82	39.8
	Married		98	47.6
	Divorced		16	7.8
	Widowed		10	4.9
Dependents	0 to 3	2	149	72.7
	4 to 6		49	23.9
	7+		7	3.4
Qualification	Degree	3	194	94.2
	Diploma		7	3.4
	Certificate		5	2.4
Level of Management	Lower Level	2	122	59.5
	Middle Level		82	40.0
	Top Level		1	0.5

N=206

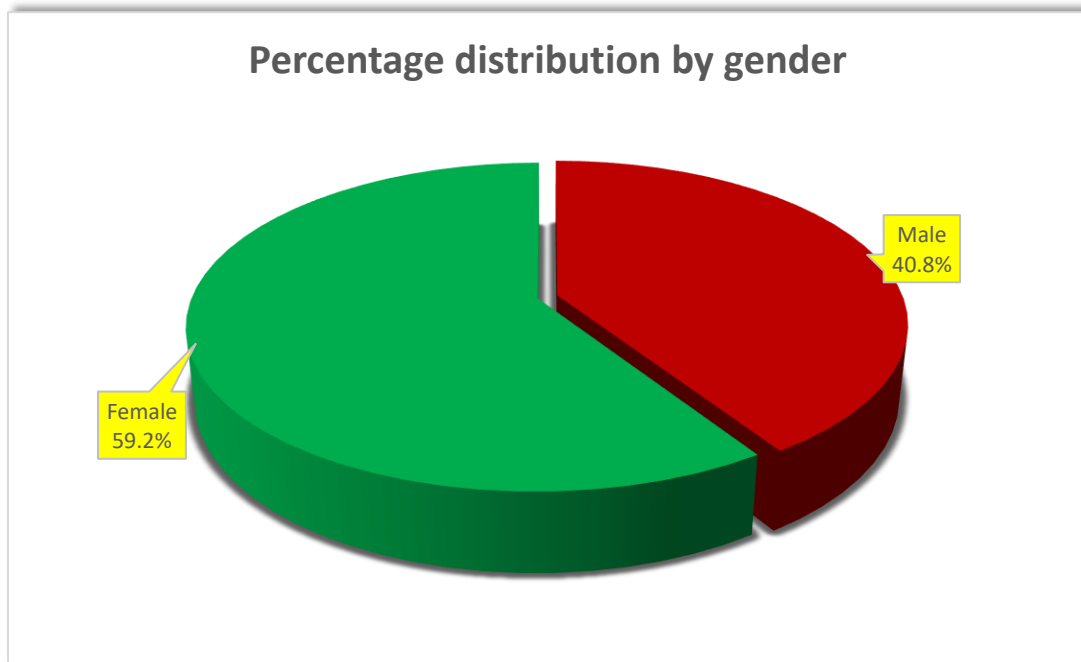
A graphical presentation and description of the descriptive statistics of the biographical information is outlined below.

4.3.1 Percentage distribution by gender

Figure 4.1 depicts the gender of respondents. The majority of the respondents (59.2%, $n = 122$) were female respondents, while male respondents comprised 40.8% of the sample ($n = 84$).

Figure 4.1

Distribution of respondents by gender

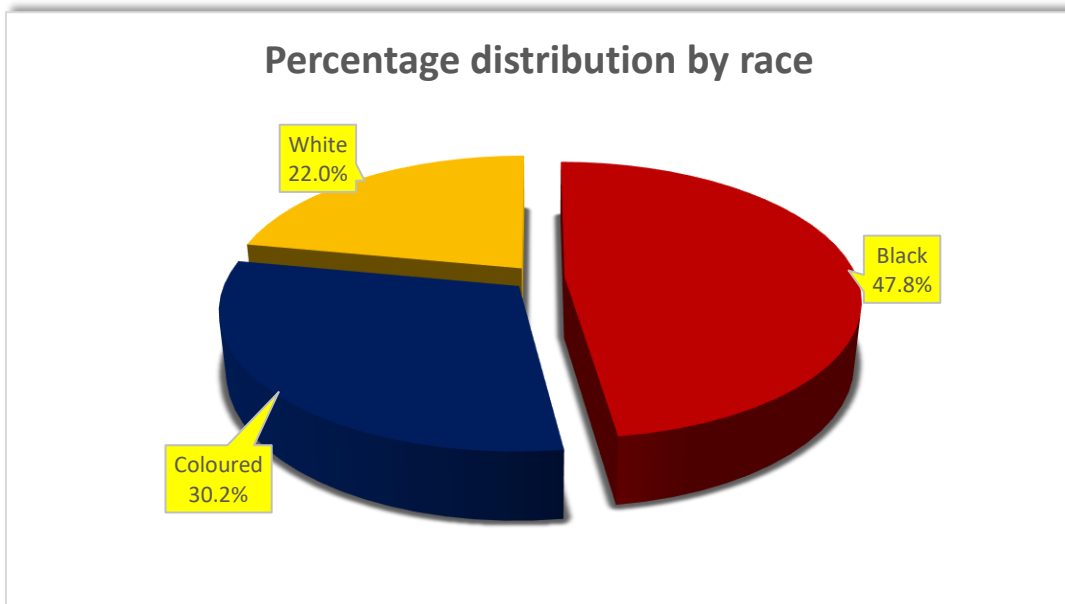


4.3.2 Percentage distribution by race

Figure 4.2 below depicts the distribution of respondents in relation to their race within the sampled institutions. Most of the respondents (47.8%, $n = 98$) are Black African followed by Coloureds who constitute 30.2% ($n = 62$) of the sample. Whites constituted 22.0% ($n = 45$) of the sample.

Figure 4.2

Distribution by race



4.3.3 Percentage distribution by marital status

Figure 4.3

Distribution of respondents by marital status

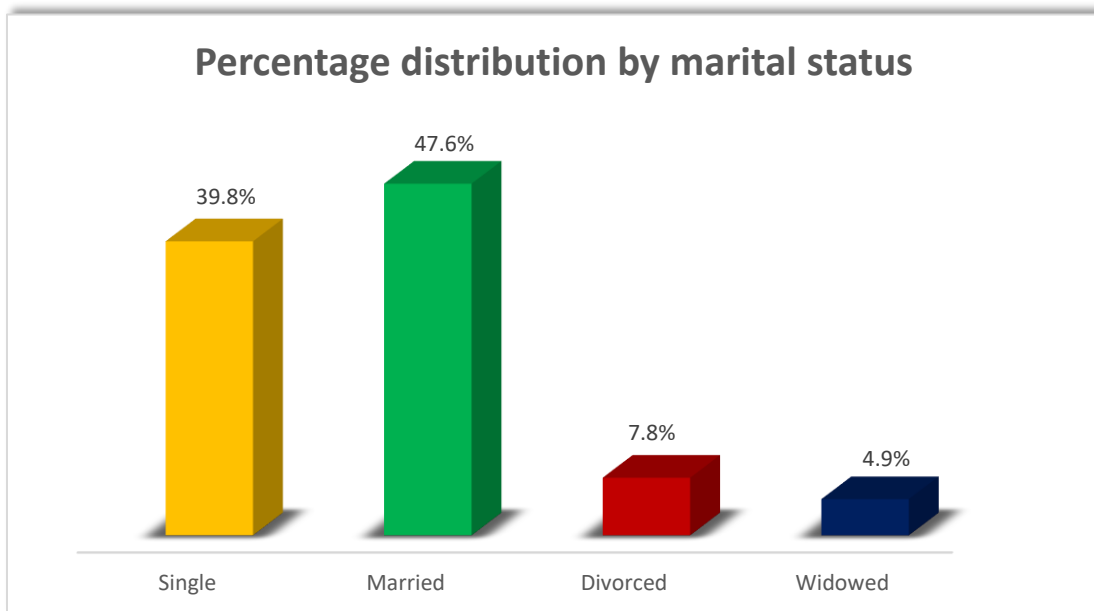


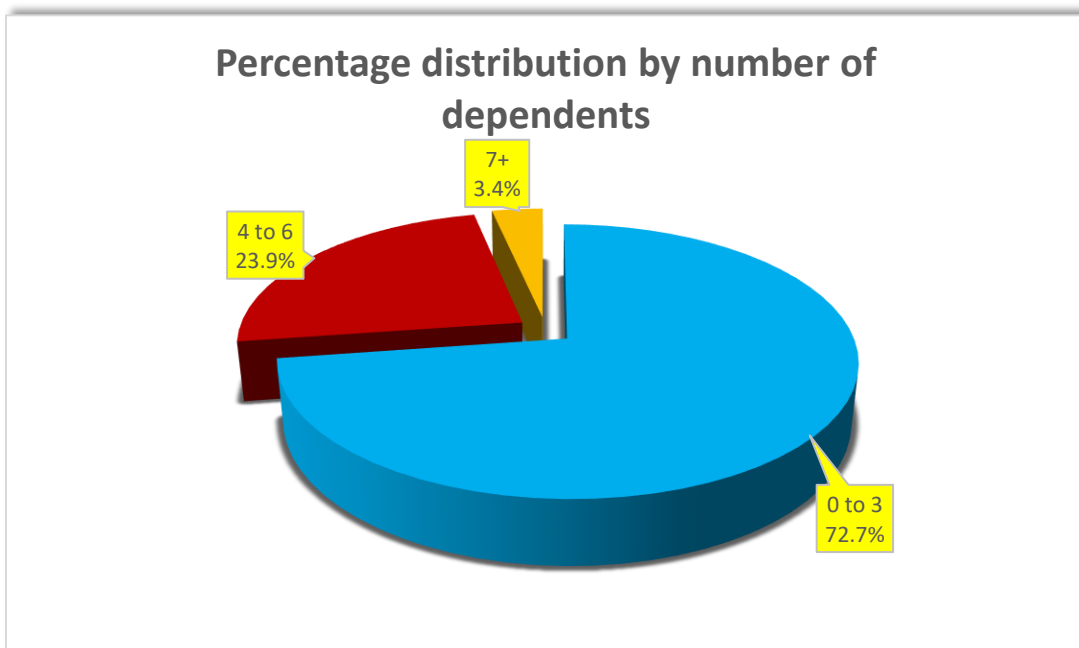
Figure 4.3 shows the distribution of respondents in relation to their marital status. Most of the respondents (47.6%, n = 98) are married, while 39.8% (n = 82) are single. Sixteen respondents (7.8%) are divorced, whilst 10 (4.9%) are widowed.

4.3.4 Percentage distribution by number of dependents

Figure 4.4 below shows the distribution of respondents in relation to the respondent's number of dependents. The majority of the respondents (72.7%, n = 149) had 0 to 3 dependents, while 23.9% (n = 49) had 4 to 6 dependents. Only seven (3.4%) had 7 and above dependents.

Figure 4.4

Distribution of respondents by number of dependents

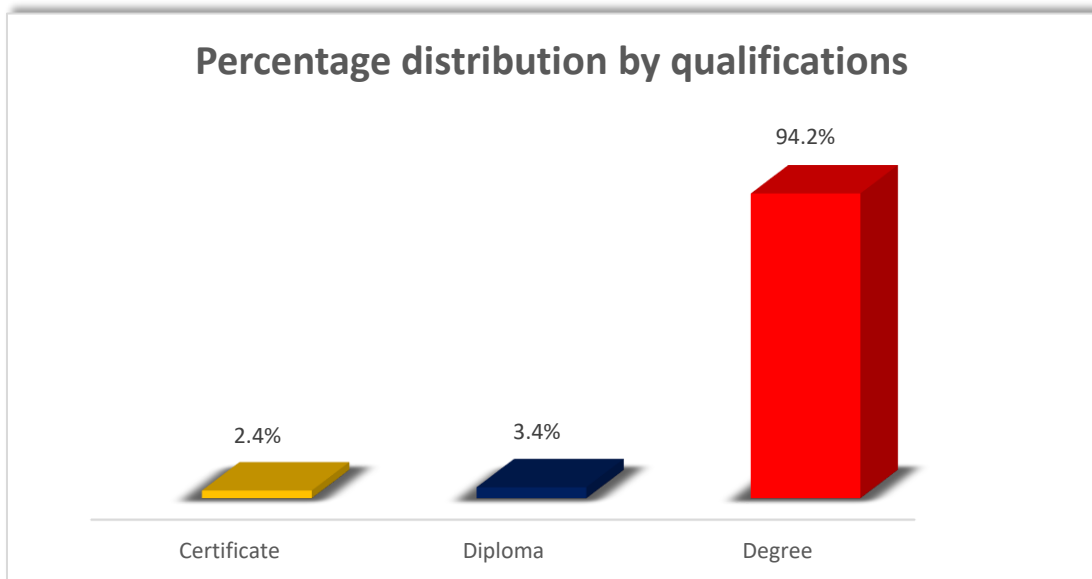


4.3.5 Percentage distribution by educational qualification

Figure 4.5 illustrates the highest educational qualification categories of the respondents. The graph shows that the majority of the respondents (94.2%; n = 194) had a Degree. Out of the 206 respondents, 7 respondents (3.4%) had a Diploma as their highest qualification, whilst only 5 respondents (2.4%) had a certificate as their highest educational qualification.

Figure 4.5

Distribution of respondents by highest educational qualification

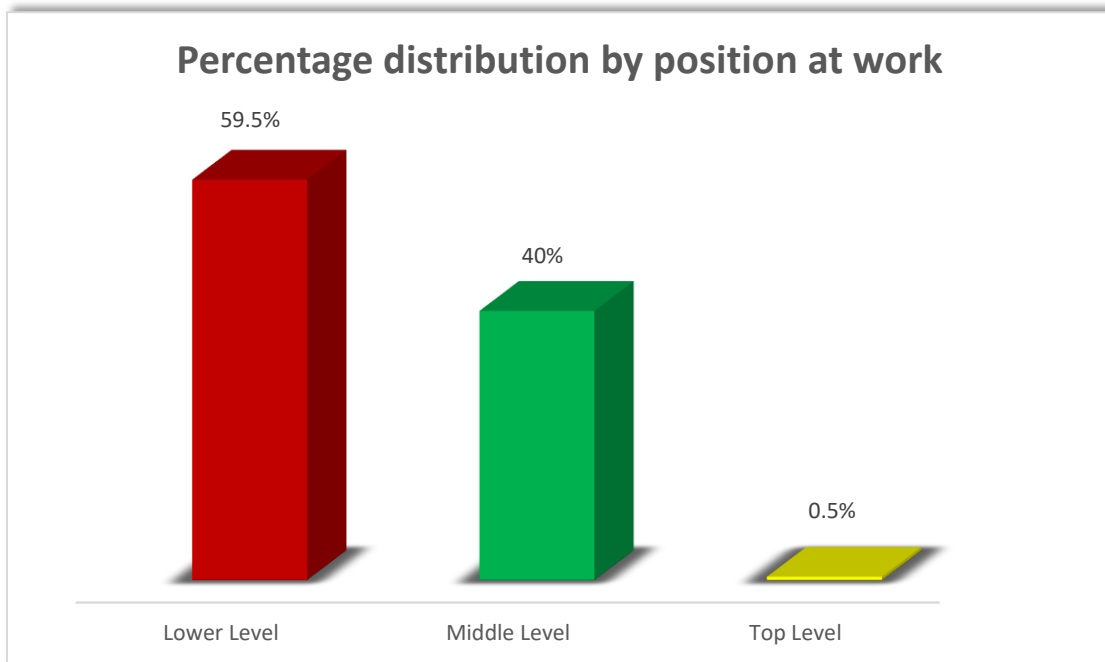


4.3.6 Percentage distribution by level within the organisation

Figure 4.6 illustrates the percentage distribution by level within the organisation. The graph shows that the majority of the respondents (59.5%; n = 122) were in the lower management level, 82 respondents (40.0%) were in the middle management, whilst 1 respondent (0.5%) was in the top management.

Figure 4.6

Distribution of respondents by level within the organisation



4.3.7 Means analysis on perceptions of respondents on the study's theoretical variables and constructs.

It was imperative to conduct a means analysis on perceptions of respondents on the study's theoretical variables and constructs. For clarity the researcher looked at the scales considering the nature of Likert scales used. Thus, firstly the researcher looked at job satisfaction which was measured on a 6-point Likert scale then later work-life balance (6-point Likert scale) and emotional intelligence which was measured on a 7 point Likert scale. A descriptive analysis coupled with a one-sample T-test was used to establish the perceptions of the participants on the established theoretical variables.

4.3.8 Mean analysis on job satisfaction (Independent variable)

Table 4.3 shows the summary of the descriptive statistics of the variable job satisfaction and its respective constructs. Data is displayed in terms of the total number of respondents, minimum, maximum, mean scores and standard deviation of the data set from the sample.

Table 4.3

Summary of descriptive statistics of job satisfaction

Variable	N	Min	Max	Mean	SD
Job Satisfaction	206	1.44	5.47	3.72	0.66
1. Pay	206	1.00	5.75	3.69	0.81
2. Promotion	206	1.00	5.50	3.23	0.88
3. Supervision	206	1.00	6.00	4.09	1.11
4. Fringe Benefits	206	1.25	5.50	3.65	0.81
5. Contingent Rewards	206	1.50	6.00	3.70	0.97
6. Operating Conditions	206	1.50	5.50	3.26	0.68
7. Co-workers	206	1.25	6.00	3.96	0.92
8. Nature of Work	206	1.75	6.00	4.48	0.90
9. Communication	206	1.00	5.75	3.46	0.87

Measured on a 6-point Likert scale the results shows a moderate mean level of the main variables job satisfaction (mean = 3.72; SD = 0.66). This was a similar case with pay (mean = 3.69; SD = 0.807), fringe benefits (mean = 3.65; SD = 0.81), contingent rewards (mean = 3.70; SD = 0.97) and co-workers (mean = 3.96; SD = 0.92). On the other hand, supervision (mean = 4.09; SD = 1.11) and nature of work (mean = 4.48; SD = 0.90) had highly moderate mean ratings. Lastly for the theoretical construct promotion (mean = 3.23; SD = 0.89), operating conditions (mean = 3.26; SD = 0.68) and communication (mean = 3.46; SD = 0.87) had somehow lower mean ratings than the other dimensions of job satisfaction. Generally, the respondents agreed to the items used to measure these scales. However, in order to establish whether there was indeed, a significant

evidence for this claim a one-sample T-test was conducted and the results are presented in Table 4.4 below.

In each case, the observed means for job satisfaction and its respective constructs were compared to a theoretical mean of 3.5 since their statements were rated on a 6-point scale. Mean levels significantly higher than 3.5 were regarded as respondents agreeing to the respective items which measured that particular variable or construct. Those which are significantly lower than 3.5 were regarded as respondents disagreeing to the item/s. There was a strong significant evidence from the data gathered in the study that there were low levels of promotion (mean = 3.23; test statistic = -4.35; $p = <0.0001$). There was also statistically significant evidence to suggest that respondents had lower mean ratings for operating conditions (mean = 3.26; test statistic = -5.06; $p = <0.0001$). This suggests that respondents generally disagreed to the items measuring these scales. This was also a similar case with communication (mean = 3.46; test statistic = -0.04; $p = 0.50$) which showed no significant difference from the hypothesized mean of 3.5. On the other hand, the data suggested that the respondents were generally agreed to the items measuring overall job satisfaction (mean = 3.72; test statistic = 4.890; $p = <0.0001$). This was a similar case with pay, supervision, fringe benefits, contingent rewards, co-workers and nature of work.

Table 4.4*One-sample T- tests for the mean responses of job satisfaction and respective constructs.*

Variable	Observed Mean	SD	Mean Diff	Test Statistic	Asymptotic Sig. (2-tailed test)
Job Satisfaction	3.723	0.66	0.22	4.89	0.000
1. Pay	3.689	0.81	0.19	3.36	0.001
2. Promotion	3.231	0.88	-0.27	-4.35	0.000
3. Supervision	4.092	1.11	0.59	7.67	0.000
4. Fringe Benefits	3.650	0.81	0.15	2.66	0.008
5. Contingent Rewards	3.696	0.97	0.20	2.91	0.004
6. Operating Conditions	3.258	0.68	-0.24	-5.06	0.000
7. Coworkers	3.955	0.92	0.46	7.06	0.000
8. Nature of Work	4.480	0.90	0.98	15.60	0.000
9. Communication	3.458	0.87	-0.04	-0.68	0.498

For Job Satisfaction, statements were rated on a 6-point scale. (*) Represents statistically lower mean. (i.e., Lower than 3.5). (**) Represents statistically higher median. (i.e., Higher than 3.5).

4.3.9 Mean analysis on emotional intelligence and work-life balance (Moderator and Dependent variable)

Table 4.5 shows the summary of the descriptive statistics of emotional intelligence and work-life balance and their respective constructs. Data is displayed in terms of the total number of respondents, minimum, maximum, mean scores and standard deviation of the data set from the sample.

Table 4.5*Summary of descriptive statistics of emotional intelligence and work-life balance*

Variable	N	Min	Max	Mean	SD
Emotional Intelligence	206	2.77	6.47	4.86	0.66
1. Self-Awareness	206	2.58	6.50	4.89	0.66
2. Self-Regulation	206	2.50	6.33	4.73	0.78
3. Motivation	206	2.67	6.33	4.93	0.87
4. Empathy	206	1.67	6.33	4.58	0.80
5. Social Skills	206	2.33	6.50	4.81	0.77
Work-Life Balance	206	2.79	6.50	4.73	0.72
1. Work-Life Conflict	206	2.29	6.57	4.75	0.85
2. Work Demands	206	3.00	6.57	4.71	0.68

Measured on a 6-point Likert scale the results shows a moderate mean levels of both emotional intelligence and work-life balance together with their respective constructs. Generally, the respondents agreed to the items used to measure these scales. However, in order to establish whether there was indeed, a significant evidence for this claim a one-sample T-test was conducted and the results are presented in Table 4.6 below. In each case, the observed means for both emotional intelligence and work-life balance together with their respective constructs were compared to a theoretical mean of 4 since their statements were rated on a 7-point scale. Mean levels significantly higher than 4 were regarded as respondents agreeing to the respective items which measured that particular variable or construct. Those which are significantly lower than 4 were regarded as respondents disagreeing to the item/s. There was strong significant evidence from the data gathered in the study that suggests that respondents generally agreed to the items measuring all the scales.

Table 4.6

One-sample T-tests for the mean responses of emotional intelligence and work-life balance and their respective constructs.

Variable	Observed Mean	SD	Mean Diff	Test Statistic	Asymptotic Sig. (2-tailed test)
Emotional Intelligence	4.86	0.66	0.86	18.82	0.000**
1. Self-Awareness	4.89	0.66	0.90	19.60	0.000**
2. Self-Regulation	4.73	0.78	0.73	13.40	0.000**
3. Motivation	4.93	0.87	0.93	15.30	0.000**
4. Empathy	4.58	0.80	0.59	10.44	0.000**
5. Social Skills	4.81	0.77	0.81	15.15	0.000**
Work-Life Balance	4.73	0.72	0.73	14.59	0.000**
1. Work-Life Conflict	4.75	0.85	0.75	12.72	0.000**
2. Work Demands	4.71	0.68	0.71	14.99	0.000**

For Emotional intelligence and Work-Life Balance, statements were rated on a 7-point scale. (*) Represents statistically lower median. (i.e., Lower than 4). (**) Represents statistically higher median. (i.e., Higher than 4).

4.4 Inferential analysis: Correlation analysis

Firstly, it was necessary to check whether there was a linear relationship in the data which allowed for a linear regression analysis. To achieve this a parametric Pearson's correlation coefficient (one-tailed test) was used. Tables 4.7 to 4.9 shows the Pearson's correlations (r) and significance probabilities for relations of the hypothesized frameworks.

Table 4.7

Pearson's correlation coefficients (r) and significance probabilities (p) for relations of job satisfaction and work-life balance.

Theoretical Constructs	Work-Life Balance	
	r	P
Job Satisfaction	0.78	<0.0001**
1. Pay	0.56	<0.0001**
2. Promotion	0.44	<0.0001**
3. Supervision	0.59	<0.0001**
4. Fringe Benefits	0.55	<0.0001**
5. Contingent Rewards	0.64	<0.0001**
6. Operating Conditions	0.47	<0.0001**
7. Co-workers	0.67	<0.0001**
8. Nature of Work	0.67	<0.0001**
9. Communication	0.55	<0.0001**

** Correlation is remarkable when the significant level is 0.01(One-tailed test).

Table 4.7 shows the correlations that applies to the first hypothesis. The findings reveal that for the linear relations between work-life balance and job satisfaction, work-life balance had a strong and positive significant linear relationship with overall job satisfaction ($r = 0.78$; $p = <0.0001$). Work-life balance had significant and positive relationships with all the dimensions of job satisfaction. Thus, contingent rewards ($r = 0.64$; $p = <0.0001$), co-workers ($r = 0.67$; $p = <0.0001$) and nature of work ($r = 0.67$; $p = <0.0001$) had moderately high, positive and significant linear relationship with work-life balance. On the other hand, all the remaining dimensions of job satisfaction had moderate and moderate correlation with work-life balance.

Table 4.8

Pearson's correlation coefficients (r) and significance probabilities (p) for relations of emotional intelligence and job satisfaction.

Theoretical Constructs	Job Satisfaction	
	r	p
Emotional Intelligence	0.56	<0.0001**
1. Self-Awareness	0.54	<0.0001**
2. Self-Regulation	0.49	<0.0001**
3. Motivation	0.47	<0.0001**
4. Empathy	0.36	<0.0001**
5. Social Skills	0.51	<0.0001**

** Correlation is remarkable when the significant level is 0.01(One-tailed test).

In Table 4.8 we have correlations that relates to the second hypothesized framework. Job satisfaction had a moderate, positive and significant linear relationship with overall emotional intelligence ($r = 0.56$; $p = <0.0001$). In addition, job satisfaction also had significant, moderate and positive linear relationship with self-awareness ($r = 0.54$; $p = <0.0001$), self-regulation ($r = 0.49$; $p = <0.0001$), motivation ($r = 0.47$; $p = <0.0001$) and social skills ($r = 0.51$; $p = <0.0001$). However, job satisfaction had a low moderate, significant and positive linear relationship with empathy ($r = 0.36$; $p = <0.0001$).

Table 4.9

Pearson's correlation coefficients (r) and significance probabilities (p) for relations of emotional intelligence and work-life balance.

Theoretical Constructs	Work-Life Balance	
	r	p
Emotional Intelligence	0.65	<0.0001**
1. Self-Awareness	0.60	<0.0001**
2. Self-Regulation	0.59	<0.0001**
3. Motivation	0.56	<0.0001**
4. Empathy	0.40	<0.0001**
5. Social Skills	0.58	<0.0001**

** Correlation is remarkable when the significant level is 0.01(One-tailed test).

Lastly, Table 4.9 shows the correlations that applies to the third hypothesis. For the linear relations between work-life balance and overall emotional intelligence, the results suggest that there exist a highly moderate and positive significant linear relationship ($r = 0.65$; $p = <0.0001$). This was also a similar case with self-awareness ($r = 0.60$; $p = <0.0001$) which had a moderately high and positive significant linear relationship with work-life balance. Self-regulation ($r = 0.59$; $p = <0.0001$), motivation ($r = 0.56$; $p = <0.0001$), empathy ($r = 0.40$; $p = <0.0001$) and social skills ($r = 0.58$; $p = <0.0001$) had a moderate and positive correlations with work-life balance.

4.5 Hypothesis testing using linear regression models.

This section addresses the research hypotheses. It is evident that from the hypothesized frameworks the results of the correlational analysis show that there exist statistically significant correlations in all cases. It is therefore imperative to use linear regression models to further test these hypothesized frameworks in order to establish the usable models as well as the effects that exist. The Durbin-Watson test for auto-correlation was used and to test the assumption of

homoscedasticity and normality of residuals special Q-Q plots were used. Results of the linear regression analysis are presented below.

Hypothesis 1: The job satisfaction on work-life balance hypothesis

H10: Job satisfaction has no significant and positive effect on the work-life balance of employees at the University of Namibia’s main campus in Windhoek, Namibia.

H11: Job satisfaction has a significant and positive effect on the work-life balance of employees at the University of Namibia’s main campus in Windhoek, Namibia.

To determine whether there is a significant effect of job satisfaction on work-life balance a simple linear regression model was examined. Job satisfaction was modelled as an explanatory variable and this resulted in a significant model ($F = 309.71; p = <0.0001$). The model fit and model summary statistics are presented in Table 4.10. In this model, job satisfaction explained a significant amount of the variation in the dependent variable ($R^2 = 0.60, R^2$ Adjusted = 0.60). The Durbin-Watson $d = 1.52$, is between the two critical values of $1.5 < d < 2.5$ and therefore we can assume that there is no first order linear auto-correlation in our linear regression data.

Table 4.10

Simple linear regression model fit summary for job satisfaction on work-life balance.

Source	Sum of Squares	df	Mean Square	F Value	Pr>F
Regression	63.82	1	63.82	309.71	<0.0001*
Residual	42.04	204	0.21		
Total	105.86	205			
<i>Model Summary</i>					
R ² (Adjusted R ²)			0.603(0.601)		
Durbin-Watson Test - Test for auto-correlation			1.52		

* Significant fit. Note: Independent variables: Constant, Job Satisfaction; Dependent variable: Wok-Life Balance

Table 4.11 shows that the parameter estimates of the resultant model are all statistically significant ($\beta_0 = 1.57$; $t = 8.58$; $p = <0.0001$ and $\beta_1 = 0.85$; $t = 17.60$ $p = <0.0001$). Since our β_1 coefficient is significant, thus there is sufficient evidence at 5% level of significance to reject the null hypothesis and conclude that job satisfaction has a significant and positive effect on the work-life balance of employees at the University of Namibia's main campus in Windhoek, Namibia. The resultant unstandardized model is:

$$\text{Wok-Life Balance} = 1.57 + 0.85 * \text{Job Satisfaction} + \text{residual } \varepsilon$$

Table 4.11

Parameter estimates for the job satisfaction on work-life balance model.

Parameter	Unstandardized Coefficients		Standardized	t	Sig
	B	Std Error	Coefficients B		
Constant	1.57	0.18		8.58	0.000*
Job Satisfaction	0.85	0.05	0.78	17.60	0.000*

* Significant fit. Note: Independent variables: Constant, Job Satisfaction; Dependent variable: Work-Life Balance

Hypothesis 1 Post Hoc analysis using the step-wise multiple linear regression model on the job satisfaction on work-life balance hypothesis

In order to identify the predictor variable/s (Job satisfaction constructs) that adds unique variance in predicting work-life balance a stepwise multiple linear regression model was used and yielded five significant models. Table 4.13 below shows that the final significant model was the one with nature of work, rewards, operating conditions, co-worker and pay as predictor variables on work-life balance ($F\Delta = 7.44$; $p = 0.007$). The unstandardized β coefficients in Table 4.13 show that all these dimensions had significant and positive effect on work-life balance. Thus, nature of work (β_1

= 0.28; t = 6.20; p = 0.000), rewards ($\beta_2 = 0.10$; t = 2.00; p = 0.05), operating conditions ($\beta_3 = 0.18$; t = 3.52; p = 0.001), co-worker ($\beta_4 = 0.18$; t = 3.49; p = 0.001) and pay ($\beta_5 = 0.14$; t = 2.73; p = 0.007) all had significant positive effect on work-life balance. From Table 4.12 below, the $R^2\Delta = 0.649$ shows that the final model explains 64.9% of the variation in the dependent variable. The collinearity diagnostics in shows that multi-collinearity does not exist in the regression model (Tol > 0.1 or VIF < 10 for all variables). Promotion, supervision, fringe benefits and communication were excluded from the final model. Thus, these dimensions do not add any significant influence in the model. The final unstandardized regression equation is:

$$\begin{aligned} \textit{Work-Life Balance} = & 1.28 + 0.28*\textit{Nature of Work} + 0.10*\textit{Rewards} + 0.18*\textit{Operating} \\ & \textit{Conditions} + 0.18*\textit{Coworker} + 0.14*\textit{Pay} + \textit{residual} (\varepsilon) \end{aligned}$$

Table 4.12

A summary of stepwise multiple regression analyses testing job satisfaction constructs in the prediction of work-life balance.

Independent Variables	Dependent Variable: Work-Life Balance					
	R^2	Adjusted R^2	$R^2\Delta$	$F\Delta$	$df2$	Sig. $F\Delta$
^a Nature of work	0.45	0.45	0.45	169.61	204	<0.0001*
^b Rewards	0.57	0.57	0.12	57.22	203	<0.0001*
^c Operating conditions	0.62	0.62	0.04	24.68	202	<0.0001*
^d Co-worker	0.64	0.63	0.02	8.35	201	0.004*
^e Pay	0.65	0.64	0.01	7.44	200	0.007*

*Significant change in the amount of variation of dependent variable being explained by the predictors.

a. Predictors: (Constant), Nature of work

b. Predictors: (Constant), Nature of work, Rewards

c. Predictors: (Constant), Nature of work, Rewards, Operating conditions

d. Predictors: (Constant), Nature of work, Rewards, Operating conditions, Co-worker

e. Predictors: (Constant), Nature of work, Rewards, Operating conditions, Co-worker, Pay

Table 4.13

Parameter estimates for the stepwise regression of job satisfaction constructs in the prediction of work-life balance

Model/Parameter	Unstandardized		Standardized	T	Sig.	Collinearity	
	B	S.Error	Beta			Tol	VIF
5 (Constant)	1.28	0.20		6.49	0.000		
Nature of work	0.28	0.05	0.36	6.20	0.000	0.53	1.88
Rewards	0.10	0.05	0.13	1.99	0.048	0.40	2.52
Operating conditions	0.18	0.05	0.17	3.52	0.001	0.72	1.40
Co-worker	0.18	0.05	0.23	3.49	0.001	0.41	2.46
Pay	0.14	0.05	0.16	2.73	0.007	0.52	1.91

Note; Dependent Variable: Work-life Balance; Predictors in the Model: (Constant), Nature of work, Rewards, Operating conditions, Co-worker, Pay

Hypothesis 2: The emotional intelligence on job satisfaction hypothesis

H2₀: Emotional intelligence has no significant and positive effect on the job satisfaction of employees at the University of Namibia's main campus in Windhoek, Namibia.

H2₁: Emotional intelligence has a significant and positive effect on the job satisfaction of employees at the University of Namibia's main campus in Windhoek, Namibia.

To determine whether emotional intelligence has a significant linear relationship with job satisfaction, a simple linear regression model was examined. Emotional intelligence was modelled as an explanatory variable and this resulted in a statistically significant model ($F = 92.06$; $p = <0.0001$). The model fit and model summary statistics are presented in Table 4.14. In this model, emotional intelligence explained a significant amount of the variation (31.1%) in the dependent variable ($R^2 = 0.31$, R^2 Adjusted = 0.31). The Durbin-Watson $d = 1.73$, is between the two critical values of $1.5 < d < 2.5$ and therefore we can assume that there is no first order linear auto-correlation in our linear regression data.

Table 4.14

Simple linear regression model fit summary for emotional intelligence on job satisfaction.

Source	Sum of Squares	df	Mean Square	F Value	Pr>F
Regression	27.49	1	27.49	92.08	<0.0001*
Residual	60.90	204	0.30		
Total	88.39	205			
<i>Model Summary</i>					
R ² (Adjusted R ²)			0.311(0.308)		
Durbin-Watson Test - Test for auto-correlation			1.73		

* Significant fit. Note: Independent variables: Constant, Emotional intelligence; Dependent variable: Job Satisfaction

Table 4.15 shows that the parameter estimates of the resultant model are all statistically significant ($\beta_0 = 1.02$; $t = 3.63$; $p = <0.0001$ and $\beta_1 = 0.56$; $t = 9.60$; $p = <0.0001$). Since our β_1 coefficient is positive and significant, thus there is sufficient evidence at 5% level of significance to reject the null hypothesis and conclude that emotional intelligence has a significant and positive effect on the job satisfaction of employees at the University of Namibia's main campus in Windhoek, Namibia. The resultant unstandardized model is:

$$\text{Job Satisfaction} = 1.015 + 0.557 * \text{Emotional intelligence} + \text{residual } \varepsilon$$

Table 4.15

Parameter estimates for the emotional intelligence and job satisfaction model.

Parameter	Unstandardized		Standardized	t	Sig
	Coefficients		Coefficients		
	B	Std Error	B		
Constant	1.02	0.29		3.56	0.000*
Emotional intelligence	0.56	0.06	0.56	9.60	0.000*

* Significant fit. Note: Independent variables: Constant, Emotional intelligence; Dependent variable: Job Satisfaction

Hypothesis 2 Post Hoc analysis using the step-wise multiple linear regression model on the emotional intelligence on job satisfaction hypothesis

In order to identify the predictor variable/s (Emotional intelligence constructs) that adds unique variance in predicting job satisfaction a stepwise multiple linear regression model was used and yielded two significant models. Table 4.17 below shows that the final significant model was the one with self-awareness and social skills as predictor variables on job satisfaction ($F\Delta = 6.66$; $p = 0.010$). The unstandardized β coefficients in Table 4.17 show that all these dimensions had significant and positive effect on job satisfaction. Thus, self-awareness ($\beta_1 = 0.36$; $t = 3.87$; $p =$

0.000) and social skills ($\beta_2 = 0.20$; $t = 2.584$; $p = 0.01$) all had significant positive effect on job satisfaction. From Table 4.16 below, the $R^2\Delta = 0.311$ shows that the final model explains 31.1% of the variation in the dependent variable. The collinearity diagnostics in shows that multicollinearity does not exist in the regression model ($Tol > 0.1$ or $VIF < 10$ for all variables). Self-regulation, motivation and empathy were excluded from the final model. Thus, these dimensions do not add any significant influence in the model. The final unstandardized regression equation is:

$$\text{Job Satisfaction} = 1.01 + 0.36*\text{Self-awareness} + 0.20*\text{Social Skills} + \text{residual } (\epsilon)$$

Table 4.16

A summary of stepwise multiple regression analyses testing emotional intelligence constructs in the prediction of job satisfaction.

Independent Variables	Dependent Variable: Job Satisfaction					
	R^2	Adjusted R^2	$R^2\Delta$	$F\Delta$	df2	Sig. $F\Delta$
^a Self-awareness	0.29	0.29	0.29	82.78	204	<0.0001*
^b Social skills	0.31	0.31	0.02	6.68	203	0.010*

*Significant change in the amount of variation of dependent variable being explained by the predictors.

a. Predictors: (Constant), Self-awareness

b. Predictors: (Constant), Self-awareness, Social skills

Table 4.17

Parameter estimates for the stepwise regression of emotional intelligence constructs in the prediction of job satisfaction

Model/Parameter	Unstandardized		Standardized	T	Sig.	Collinearity	
	B	S.Error	Beta			Tol	VIF
2 (Constant)	1.01	0.29		3.48	0.001		
Self-awareness	0.36	0.09	0.35	3.87	0.000	0.40	2.48
Social skills	0.20	0.08	0.24	2.58	0.010	0.40	2.48

Note; Dependent Variable: Job Satisfaction; Predictors in the Model: (Constant), Self-awareness, Social skills

Hypothesis 3: The emotional intelligence on work-life balance hypothesis.

H3₀: Emotional intelligence has no significant and positive effect on the work-life balance of employees at the University of Namibia’s main campus in Windhoek, Namibia.

H3₁: Emotional intelligence has a significant and positive effect on the work-life balance of employees at the University of Namibia’s main campus in Windhoek, Namibia.

To determine whether emotional intelligence has a significant effect on work-life balance, a simple linear regression model was examined. Emotional intelligence was modelled as an explanatory variable and this resulted in a significant model ($F = 145.56$; $p = <0.0001$). The model fit and model summary statistics are presented in Table 4.18. In this model, emotional intelligence explained a significant amount of the variation (41.6%) in the dependent variable ($R^2 = 0.42$, R^2 Adjusted = 0.41). The Durbin-Watson $d = 1.63$, is between the two critical values of $1.5 < d < 2.5$ and therefore we can assume that there is no first order linear auto-correlation in our linear regression data.

Table 4.18

Simple linear regression model fit summary for emotional intelligence on work-life balance.

Source	Sum of Squares	df	Mean Square	F Value	Pr>F
Regression	44.08	1	44.08	145.56	<0.0001*
Residual	61.78	204	0.30		
Total	105.86	205			
<i>Model Summary</i>					
R ² (Adjusted R ²)			0.416(0.414)		
Durbin-Watson Test - Test for auto-correlation			1.63		

* Significant fit. Note: Independent variables: Constant, Emotional Intelligence; Dependent variable: Work-Life Balance

Table 4.19 shows that the parameter estimates of the resultant model are all statistically significant ($\beta_0 = 1.30$; $t = 4.53$; $p = <0.0001$ and $\beta_1 = 0.71$; $t = 12.07$; $p = <0.0001$). Since our β_1 coefficient is positive and significant, thus there is sufficient evidence at 5% level of significance to reject the null hypothesis and conclude that emotional intelligence has a significant and positive effect on the work-life balance of employees at the University of Namibia’s main campus in Windhoek, Namibia. The resultant unstandardized model is:

$$\text{Work-Life Balance} = 1.30 + 0.71 * \text{Emotional Intelligence} + \text{residual } \varepsilon$$

Table 4.19

Parameter estimates for the emotional intelligence on work-life balance model.

Parameter	Unstandardized		Standardized	t	Sig
	Coefficients		Coefficients		
	B	Std Error	B		
Constant	1.30	0.29		4.53	0.000*
Emotional Intelligence	0.71	0.06	0.65	12.07	0.000*

* Significant fit. Note: Independent variables: Constant, Emotional Intelligence; Dependent variable: Work-Life Balance

Hypothesis 3 Post Hoc analysis using the step-wise multiple linear regression model on the emotional intelligence on work-life balance hypothesis.

In order to identify the predictor variable/s (emotional intelligence constructs) that adds unique variance in predicting the work-life balance a stepwise multiple linear regression model was used and yielded four significant models. Table 4.20 and 4.21 below shows that the first significant model was the one with self-awareness as a predictor variable on work-life balance ($F\Delta = 115.21$; $p = <0.0001$). The second significant construct that was added to the model was self-regulation which yielded a significant model ($F\Delta = 15.79$; $p = <0.0001$). Empathy was the third dimension to

be added to the model. The last significant construct that was added to the model was competence which yielded a significant model ($F\Delta = 4.97$; $p = 0.03$). The collinearity diagnostics in Table 4.21 shows that multi-collinearity does not exist in this regression model ($Tol > 0.1$ or $VIF < 10$ for all variables). Parameter estimates show that all predictors variables, that is, self-awareness, self-regulation, empathy and social skills had a significant effect on work-life balance and the unstandardized regression coefficients are $\beta_1 = 0.39$ ($p = <0.0001$), $\beta_2 = 0.29$ ($p = 0.001$), $\beta_3 = -0.18$ ($p = 0.02$) and $\beta_4 = 0.190$ ($p = 0.03$), respectively. Thus, self-awareness, self-regulation and social skills had significant and positive linear relationships with work-life balance. On the other hand, self-awareness, self-regulation, empathy had a significant negative effect. Thus, using the stepwise regression approach self-awareness, self-regulation, empathy and social skills adds unique variance ($R^2 = 0.44$, Adjusted $R^2 = 0.42$) in predicting work-life balance. Thus, the final unstandardized regression equation for work-life balance is:

$$\mathbf{Work-Life Balance} = 1.36 + 0.39 * \mathbf{Self-awareness} + 0.29 * \mathbf{Self-regulation} - 0.18 * \mathbf{Empathy} + 0.19 * \mathbf{Social Skills} + \mathbf{residual} (\varepsilon)$$

Table 4.20

A summary of stepwise multiple regression analyses testing emotional intelligence constructs in the prediction of work-life balance.

Independent Variables	Dependent Variable: Work-Life Balance					
	R^2	Adjusted R^2	$R^2\Delta$	$F\Delta$	$df2$	Sig. $F\Delta$
^a Self-awareness	0.36	0.36	0.36	115.21	204	<0.0001*
^b Self-regulation	0.41	0.40	0.05	15.79	203	<0.0001*
^c Empathy	0.42	0.41	0.01	4.85	202	0.029*
^d Social skills	0.44	0.42	0.01	4.97	201	0.027*

*Significant change in the amount of variation of dependent variable being explained by the predictors.

a. Predictors: (Constant), Self-awareness

b. Predictors: (Constant), Self-awareness, Self-regulation

c. Predictors: (Constant), Self-awareness, Self-regulation, Empathy

d. Predictors: (Constant), Self-awareness, Self-regulation, Empathy, Social skills

Table 4.21

Parameter estimates for the stepwise regression of emotional intelligence constructs in the prediction of work-life balance

Model/Parameter	Unstandardized		Standardized	T	Sig.	Collinearity	
	B	S.Error	Beta			Tol	VIF
4 (Constant)	1.36	0.29		4.69	0.000		
Self-awareness	0.39	0.11	0.36	3.67	0.000	0.30	3.37
Self-regulation	0.29	0.08	0.31	3.477	0.001	0.36	2.80
Empathy	-0.18	0.07	-0.20	-2.43	0.016	0.43	2.34
Social skills	0.19	0.09	0.20	2.23	0.027	0.34	2.95

Note; Dependent Variable: Work-life balance; Predictors in the Model: (Constant), Self-awareness, Self-regulation, Empathy, Social skills

Hypothesis 4: The moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance.

H4₀: Emotional intelligence does not moderate the relationship between job satisfaction and work-life balance.

H4₁: Emotional intelligence moderates the relationship between job satisfaction and work-life balance.

The process macro was used to test for the moderating effect of emotional intelligence to the relationship between job satisfaction and work-life balance. The Hayes’ process macro is very convenient for conducting a number of different types of regression analyses that involve moderation and mediation analysis. The parameter estimates of the resultant model shows that the interaction term ($\beta_3 = 0.10$; $t = 1.81$; $p = 0.07$) has no significant effect in the model. Thus, there is sufficient evidence at 5% significance level not to reject the null hypothesis and conclude that emotional intelligence does not moderate the relationship between job satisfaction and work-life balance. Results are presented in Table 4.22.

Table 4.22

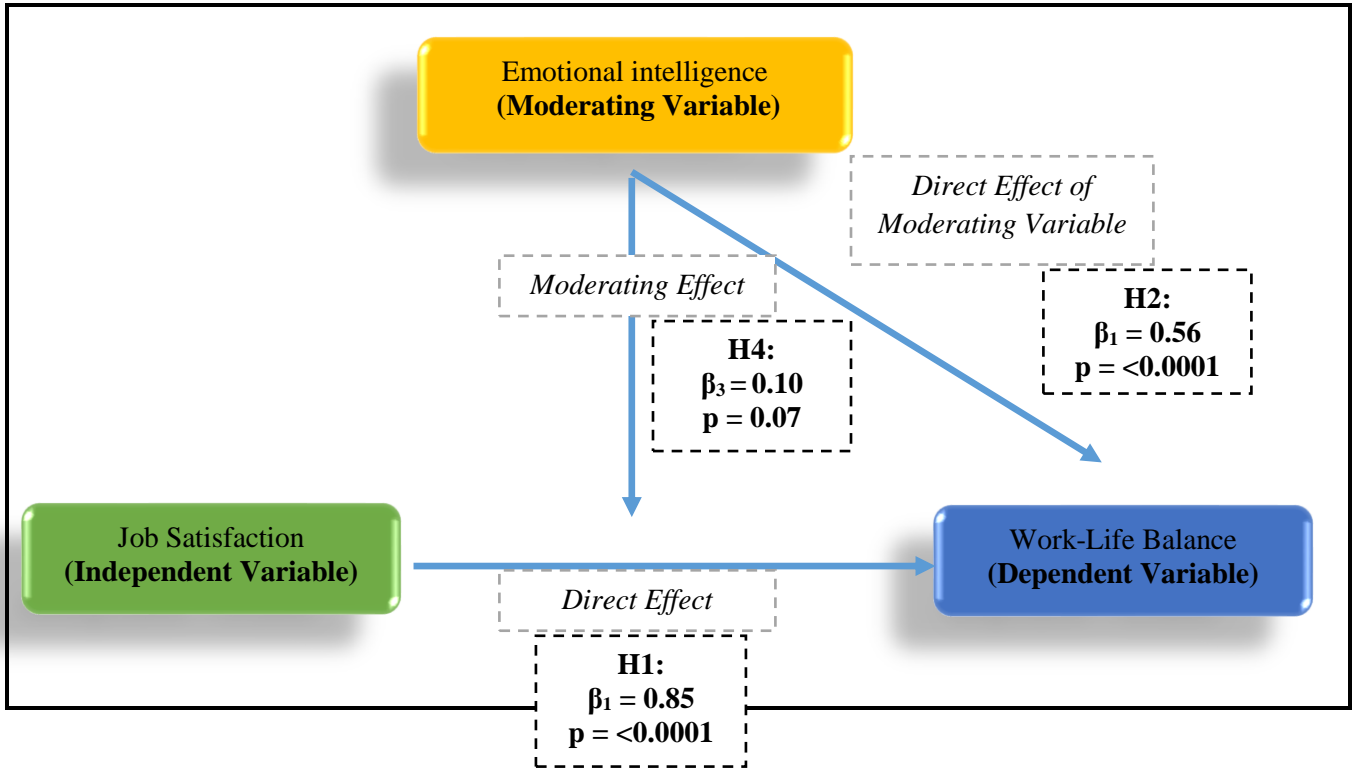
Parameter estimates

Parameter	Unstandardized		t	Sig	95% CI	
	Coefficients				LLCI	ULCI
	B	Std Error				
(Constant)	2.45	1.03	2.38	0.02	0.42	4.49
Job Satisfaction	0.14	0.29	0.48	0.63	-0.44	0.72
Emotional Intelligence	-0.03	0.21	-0.13	0.90	-0.44	0.38
Interaction Effect	0.10	0.06	1.81	0.07	-0.01	0.21

* Significant fit. Note: Independent variables: (constant), Job Satisfaction, Emotional intelligence and Interaction Effect (Emotional intelligence * Job Satisfaction); Dependent variable: Work-life Balance.

Figure 4.7

Conceptual model and hypothesis for the moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance.



In view of the above results and the interpretations of the statistical analysis, a summarized table is given below.

Table 4.23*Summary of the regression results*

	Description (Null Hypothesis)	Test Statistic	P-value	Decision
H1₀	Job satisfaction has a positive effect on the work-life balance of employees at the University of Namibia's main campus in Windhoek, Namibia.	$\beta_1 = 0.85$	<0.0001	Reject
H2₀	Emotional intelligence has a positive effect on the job satisfaction of employees at the University of Namibia's main campus in Windhoek, Namibia.	$\beta_1 = 0.56$	<0.0001	Reject
H3₀	Emotional intelligence has a positive effect on the work-life balance of employees at the University of Namibia's main campus in Windhoek, Namibia.	$\beta_1 = 0.71$	<0.0001	Reject
H4₀	Emotional Intelligence has a moderating effect on the relationship between work-life balance and Job satisfaction of employees at the University of Namibia's main campus in Windhoek, Namibia.	$\beta_3 = 0.10$	0.072	Accept

Alpha = 0.05 (reject the Null Hypothesis when P-value < Alpha)

4.6 Conclusion

In this chapter, the properties of the questionnaires were analysed. The results revealed that there is a positive relationship between the variables and due to these findings the results can be compared to other similar studies as will be further discussed in Chapter Five. With the analysed results, recommendations can be drawn for future studies.

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter discusses the results obtained in Chapter Four, by linking and comparing the results obtained to literature and findings from other studies. These include the effect of job satisfaction on the work-life balance, the effect of emotional intelligence on work-life balance and the moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance of employees at the University of Namibia's main campus in Windhoek, Namibia. This chapter also provides recommendations and suggestions for future research and concludes by highlighting the importance of the findings.

5.2 Job satisfaction and its effect on the work-life balance of employees

The study's results rejected the null hypothesis that job satisfaction has no significant and positive effect on the work-life balance of employees at the University of Namibia's main campus in Windhoek, Namibia ($r = 0.78$; $p = <0.0001$). These results are similar to the findings of Gaur and Saminathan (2018) who found that job satisfaction indeed has a positive effect on the work-life balance of employees in Dheli, India. The results revealed that work-life balance had significant and positive relationships with all the dimensions of job satisfaction which were identified to be contingent rewards ($r = 0.64$; $p = <0.0001$), co-workers ($r = 0.67$; $p = <0.0001$) and nature of work ($r = 0.67$; $p = <0.0001$) These results support those of the study conducted by Gerhart and Fang (2015) and Kostea (2011) who found that pay, co-workers, operating conditions, the nature of work and rewards all influence the job satisfaction of an employee. This is due to the fact that

employees require money to make a living which ultimately affects their personal lives (Kumari & Rachna, 2011). Employees' daily interactions and motivation for working also directly influences their satisfaction with their jobs. This satisfaction or dissatisfaction will affect their personal lives as well (Lorber & Skela Savič, 2012), therefore job satisfaction will have a significant and positive effect on the work-life balance of employees. An increase in job satisfaction will result in an increase in the work-life balance of an employee.

There is a gap in literature within the Namibian context on how job satisfaction effects the work-life balance of employees, however a study carried out by Ekandjo (2017) found that job satisfaction was found to improve the job performance of employees in an organisation, which ultimately leads to satisfaction within their personal lives. A positive relationship between job satisfaction and work-life balance means that employees who are happy within their jobs project that happiness and satisfaction in their personal lives as well. These employees are better equipped to separate their personal time from their work time (Khan & Fazili, 2016). They are able to make time for their families and to take care of themselves without neglecting their job roles. This enables them to be more productive and engaged in both their personal and professional roles, which enables them to enjoy their working experience and further enjoy life (Al Hazemi & Ali, 2016). A negative relationship on the other hand would mean that being satisfied within a job role negatively influences their satisfaction within their personal lives. This would mean that although an employee is happy and satisfied within their job, it does not positively affect every aspect in their personal lives.

The results derived from this study indicate that it is indeed vital for organisations to invest in the job satisfaction and work-life balance of their employees. Organisations can increase the job satisfaction of their employees by recognizing and awarding their efforts, by ensuring that the job-fit role corresponds with the employee and by ensuring that employees are reasonably compensated for their work and that they receive benefits that would entice them to be more productive and engaged (Abdulla et al., 2011; Aziri, 2011; Fassoulis & Alexopoulos, 2015). By offering training and mentorship opportunities that could improve the skills and competencies of their employees as well as offering growth opportunities for their employees, organisations would also be increasing the job satisfaction levels of their employees (Arifin, 2015). Employees also require a good and healthy work environment to work in as well as clear communication within the organisation which could avoid role ambiguity and allow them to feel as part of the team will also greatly influence the job satisfaction of an employee (Hussin, 2011).

5.3 Emotional intelligence's effect on the job satisfaction of employees

The study's results rejected the null hypothesis that emotional intelligence does not have a positive effect on the job satisfaction of employees at the University of Namibia's main campus in Windhoek, Namibia ($r = 0.56$; $p = <0.0001$). Job satisfaction within the employees was found to have a positive relationship on all the dimensions of emotional intelligence. These included self-awareness ($r = 0.54$; $p = <0.0001$), self-regulation ($r = 0.49$; $p = <0.0001$), motivation ($r = 0.47$; $p = <0.0001$), social skills ($r = 0.51$; $p = <0.0001$) and empathy ($r = 0.36$; $p = <0.0001$). The study's results confirm the conclusions drawn from multiple other studies (Anari, 2012; Coetzee & Harry, 2014; Ealias & George, 2012), however, these results do not correspond with the study conducted by El-Badway and Magdy (2015) who found no substantial association between emotional

intelligence and job satisfaction. Emotional intelligence has been found to significantly affect the job satisfaction of employees due to the fact that being aware of one's interpersonal emotions aids one to regulate negative feelings which creates a better working environment as one is able to deal with the different forms of stress and pressures, rules, regulations, procedures etc. experienced in the workplace (Coetzee & Harry, 2014). This in turn results in better job performance which also translates to job satisfaction (Khalili, 2012). Ultimately, it means that a positive effect of emotional intelligence on job satisfaction equates that the ability of employees to identify their emotions and those of others, leads to them being equipped to find greater satisfaction within their jobs as they know how to handle different situations. On the other hand, a negative effect of emotional intelligence on job satisfaction would mean that being aware of one's emotions and feelings would negatively influence how satisfied one is within one's job role and would not be able to equip them with the ability to handle different situations.

Not much literature exists within the Namibian context which specifically investigates emotional intelligence's effect on the job satisfaction of its employees, however, a study conducted by Akintayo and Babalola (2012) on Nigerian workers revealed that emotional intelligence has a positive effect on the job satisfaction of employees. This can relate these findings to the African continent. Emotionally intelligent employees are better equipped to handle different types of employees and situations. They are able to intrinsically find motivation within themselves to be productive and efficient as well as be creative and innovative (Anari, 2012). This ultimately results in them enjoying their job as it is influenced by their own ability to control their emotions and situations. They are able to attribute reasons to feelings and understand other co-workers and/or

supervisors better which also positively influences their interactions (Ealias & George, 2012). Simply put, an increase in emotional intelligence results in an increase in job satisfaction.

5.4 Emotional intelligence's effect on the work-life balance of employees

The study's results rejected the null hypothesis that emotional intelligence has no significant and positive effect on the work-life balance of the employees at the University of Namibia's main campus in Windhoek, Namibia ($r = 0.65$; $p = <0.0001$). The study indeed found a positive effect with all constructs of emotional intelligence, which are self-regulation ($r = 0.59$; $p = <0.0001$), self-awareness ($r = 0.60$; $p = <0.0001$), motivation ($r = 0.56$; $p = <0.0001$), empathy ($r = 0.40$; $p = <0.0001$) and social skills ($r = 0.58$; $p = <0.0001$) and work-life balance. Not much literature exist with regards to how emotional intelligence effects the work-life balance of employees within Namibia. However, a study carried out in South Africa by Du Plessis (2021) indeed found that emotional intelligence has a positive effect on the work-life balance of employees. This is because employees with higher levels of emotional intelligence are better able to handle their emotions and effectively handle different situations within their work and personal lives. This enables them to enjoy either side more. A positive effect of emotional intelligence on work-life balance thus means that when employees have higher levels of emotional intelligence, they are more likely to be able to find a balance between their job role and their personal role without letting either side be negatively affected. A negative effect would mean that higher levels of emotional intelligence would result in employees not being able to experience a positive work-life balance but rather failing to handle the two different roles in a healthy manner.

5.5 The moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance.

The results yielded significant evidence supporting the null hypothesis that emotional intelligence has a moderating effect on the relationship between job satisfaction and work-life balance, as the results yielded a significance level of 5%. This was found to be similar in a study carried out by Carmeli (2003) which found that emotional intelligence does not have a moderating effect on the relationship between job satisfaction and work-life balance. Not much literature exists within the Namibian context on the moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance. Although emotional intelligence positively affects the job satisfaction of an employee as well as positively affects the work-life balance of an employee, not many studies have found it to have a mediating effect on the relationship between job satisfaction and work-life balance (Carmeli, 2013). A study conducted by Nanda and Randhawa (2020) found a significant moderating effect of emotional intelligence on the relationship between job satisfaction and work-life balance, however, this was inclusive with work-related wellbeing and not just job satisfaction and work-life balance.

These results could be due to the fact that each variable has different constructs within themselves and although certain constructs may influence job satisfaction and work-life balance, not all constructs have a similar effect on these variables. Self-awareness, self-regulation and empathy were found to have a negative effect on the work-life balance of an employee. Therefore, it can be concluded that an increase in emotional intelligence does not mean that an employees' current level of job satisfaction will increase their work-life balance or vice versa.

5.6 Recommendations and suggestions for future research

The study was carried out during a time of much distress and uncertainty due to the Covid-19 pandemic. Many staff members and Namibians as a whole were emotionally scarred and traumatised by great loss and fear. This may have influenced many of their responses as they may have not been responding with their general feelings towards work but rather their current perception of the situation. This also posed an issue when it came to data collection as staff members were not comfortable with hardcopy questionnaires and thus made data collection more difficult. The data had to be collected electronically and took longer as staff members had to be constantly reminded and requested to complete the questionnaires. The study suggests that in future, mechanisms should be put in place that motivate staff members to partake in online questionnaires that could benefit their work experience (such as explaining the benefits of the study) or that the questionnaire be physically administered. Restructuring within the University was also taking place during the time that the study was carried out and that may have also had an influence on the responses received as many individuals felt anxious and unsure about their future. They may have even felt that the questionnaires were set by the University itself to get information from them. This also resulted in a lower response rate than what was expected as well as a longer period of time taken to collect the data. A comparative study can be carried out in this regard in order to see whether or not the outcome would be different post the pandemic and the restructuring process.

Emotional intelligence is a variable that can be worked on and improved by both the employer as well as the employee. For employees it is important to practice self-regulation and become more self-aware of one's emotions (Druskat, 2013). This can be done by asking questions about why

one feels the way that they feel and what could have possibly triggered those feelings. This will equip employees with tools to help them regulate their emotions and interact better in stressful situations. Another aspect that an employee could work on is improving their social skills (Ealias & George, 2012). Learning to communicate effectively is a trait that can help anyone both in their professional as well as their personal lives. This will enable better interactions as well as result in improved relationships with co-workers and personal members (Carmeli, 2013). Organisations can help improve the emotional intelligence of their employees by offering training and workshops that may equip them to better handle situations and their own emotions (Côté, 2014). Providing team building activities where employees can get to know each other better and gain more knowledge on the different personalities that they interact with on a daily basis will also enable and equip them to know how to better handle their co-workers.

Job satisfaction can be improved by ensuring that the environment in which employees work in is conducive (Sabri et al., 2011). This includes their equipment, work-space/station, air, environmental cleanliness, surrounding colours etc. (Rinny et al., 2020). Employers should also ensure that their employees are fit for the roles in which they place them in and that they have the skills and competencies to complete the job (Singh et al., 2019). Employees could try to find satisfaction within their jobs by clearly setting schedules and tasks, taking regular health breaks, communicating frustrations and concerns with their employers and finding innovative ways to make their jobs more enjoyable for themselves.

Organisations can help improve the work-life balance of an employee by respecting the boundaries when it comes to working hours and personal hours (Khan & Fazili, 2016). Employees should be

able to have time to spend on their own leisure activities and family without being constantly interrupted by work. Organisations can also allow flexibility within the workplace in order to accommodate parents with children, who may have to attend activities or pick their children up at times outside of the typical lunchtime break. (Delecta, 2011). Not only would this help parents, but it can also assist employees who are more productive at different times of the day as opposed to the typical 8-5 set working hours. This includes remote working. This can be facilitated through policies that support work-life balance within organisations (Poulose & Sudarsan, 2018). Good health coverage is also a great benefit to the work-life balance of an employee as their well-being and health is a great deterrent on their productivity and efficiency levels (Demerouti et al., 2012). Even something as simple as allowing unpaid time off to deal with life events could positively influence the work-life balance of an employee (Delecta, 2011). The researcher proposes that the University trains its employees on emotional intelligence. The organisation is also advised to constantly review its policies on job satisfaction and work-life balance

Men and women are also perceived to have different work and personal life roles and thus, separate studies can be conducted in order to have a better representation on the moderating effect that emotional intelligence may have on the relationship between job satisfaction and the work-life balance of either gender. The response rate of top management was also extremely low with only one respondent being from top management. This means that the generability of the study may be hampered as the results were only a representative of the middle to lower management. Future research can be done solely on management level in order to see how different their results are from the rest of the staff members within the University. A longitudinal study can also be conducted on the employees after being trained in emotional intelligence in order to see how it

would affect the outcome. Lastly, the study was only conducted on the staff members of the University of Namibia's main campus and therefore it is suggested that future research can be done on all the campuses to have a better representation of the university or it can also be done on all the Universities within the country in order to have a broader view of University employees within Namibia.

5.7 Conclusion

The results of this study revealed that the job satisfaction and work-life balance of the employees at the University of Namibia have been positively linked to emotional intelligence. The results however could not link emotional intelligence as a moderating variable within the relationship between job satisfaction and work-life balance. The study was carried out during a time of great psychological distress as the employees were going through a restructuring process within the University as well as a global pandemic (Covid-19) and thus could be a reason for these results.

The results of the study have thus been able to answer the research question on whether or not emotional intelligence has a mediating effect on the relationship between job satisfaction and work-life balance on the employees of the University of Namibia's Main Campus in Windhoek, Namibia, and if so, to what extent. Emotional intelligence was found to not have a moderating effect on the relationship between the variables, but was found to positively affect each one separately. Job satisfaction was also found to positively affect the work-life balance of the employees. These results enabled recommendations to be made for the University as well as Namibia as a whole to increase the job satisfaction, work-life balance and emotional intelligence of the employees to ensure efficiency, productivity and engagement.

In conclusion, this study adds to the Namibian literature, as not much literature with these variables exist in the country. This study has therefore given the country some insight on how these variables exist within the employees at the University of Namibia, as well as what can be done in order to improve the overall satisfaction and quality of the life for the employees within the country. The results strengthen and highlight the need for employers within Namibia to invest in helping employees maintain a positive work-life balance, find greater satisfaction within their jobs as well as develop their emotional intelligence.

6. Reference list

- Abendroth, A. K., & Den Dulk, L. (2011). Support for the work-life balance in Europe: The impact of state, workplace and family support on work-life balance satisfaction. *Work, Employment and Society, 25*(2), 234-256.
- Abdulla, J., Djebarni, R., & Mellahi, K. (2011). Determinants of job satisfaction in the UAE. *Personnel Review, 40*(1), 126-146.
- Aboramadan, M., Dahleez, K., & Hamad, M. (2020). Servant leadership and academics' engagement in higher education: Mediation analysis. *Journal of Higher Education Policy and Management, 42*(6), 617-633.
- Achour, M., Khalil, S. B. A., Ahmad, B. B., Nor, M. R. M., & Yusoff, M. Y. Z. B. M. (2017). Management and supervisory support as a moderator of work-family demands and women's well-being. *Humanomics, 33*(3), 335-356.
- Adams, N., Little, T. D., & Ryan, R. M. (2017). *Self-determination theory. Development of self-determination through the life-course*. Springer, Dordrecht.
- Adebayo, S. O., & Ezeanya, I. D. (2011). Task identity and job autonomy as correlates of burnout among nurses in Jos, Nigeria. *International Review of Social Sciences and Humanities, 2*(1), 7-13.
- Adekoya-Sanni, M. O. (2015, April 24). Why employees' satisfaction is paramount. *The Namibian*. <https://www.namibian.com.na/136199/archive-read/Why-employees%E2%80%99-satisfaction-is-paramount>
- Adil, M. S., & Baig, M. (2018). Impact of job demands-resources model on burnout and employee's well-being: Evidence from the pharmaceutical organisations of Karachi. *IIMB Management Review, 30*(2), 119-133.

- Arifin, H. M. (2015). The influence of competence, motivation, and organisational culture to high school teacher job satisfaction and performance. *International Education Studies*, 8(1), 38-45.
- Ahn, J., & Back, K. (2019). The role of autonomy, competence and relatedness: applying self-determination theory to the integrated resort setting. *International Journal of Contemporary Hospitality Management*, 31(1), 87-104.
- Akintayo, D. I., & Babalola, S. S. (2012). The impact of emotional intelligent on workers' behaviour in industrial organisations. *Inkanyiso: Journal of Humanities and Social Sciences*, 4(2), 83-90.
- Akinyele, S. T., Peters, M. C., & Akinyele, F. E. (2016). Work-life balance imperatives for modern work organisation: A theoretical perspective. *International Journal of Managerial Studies and Research (IJMSR)*, 4, 57-66.
- Alharahsheh, H. H., & Pius, A. (2020). A review of key paradigms: Positivism vs interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 2(3), 39-43.
- Alegre, A., Pérez-Escoda, N., & López-Cassá, E. (2019). The relationship between trait emotional intelligence and personality. Is trait EI really anchored within the big five, big two and big One Frameworks? *Frontiers in psychology*, 10, 866.
- Alesina, A., Giuliano, P., & Nunn, N. (2013). On the origins of gender roles: Women and the plough. *The quarterly journal of economics*, 128(2), 469-530.
- Al Hazemi, A. A., & Ali, W. (2016). The notion of work life balance, determining factors, antecedents and consequences: a comprehensive literature survey. *International Journal of Academic Research and Reflection*, 4(8), 74-85.

- Al Odhayani, A., & Ratnapalan, S. (2011). Teaching communication skills. *Canadian Family Physician, 57*(10), 1216-1218.
- Allan, B. A. (2017). Task significance and meaningful work: A longitudinal study. *Journal of Vocational Behavior, 102*, 174-182.
- Anari, N. N. (2012). Teachers: emotional intelligence, job satisfaction, and organisational commitment. *Journal of workplace Learning, 24*(4), 256-269.
- Anderson, E., Buchko, A. A., & Buchko, K. J. (2016). Giving negative feedback to Millennials. *Management Research Review, 39*, 692-705.
- Anglim, J., Sojo, V., Ashford, L. J., Newman, A., & Marty, A. (2019). Predicting employee attitudes to workplace diversity from personality, values, and cognitive ability. *Journal of Research in Personality, 83*, 103865.
- Ariani, D. W. (2015). Relationship with supervisor and co-workers, psychological condition and employee engagement in the workplace. *Journal of Business and Management, 4*(3), 34-47.
- Arthaud-Day, M., Howes, S., Ramaswami, A., & Rode, J. C. (2017). A time-lagged study of emotional intelligence and salary. *Journal of Vocational Behavior, 10*, 77-89.
- Arora, N., & Dhole, V. (2019). Generation Y: Perspective, engagement, expectations, preferences and satisfactions from workplace; a study conducted in Indian context. *Benchmarking: An International Journal, 26*(5), 1378-1404.
- Aslam, E., Haron, R., & Tahir, M. N. (2019). How director remuneration impacts firm performance: An empirical analysis of executive director remuneration in Pakistan. *Borsa Istanbul Review, 19*(2), 186-196.

- Awad, G. (2014). Motivation, persistence, and crosscultural awareness: A study of college students learning foreign languages. *Academy of Educational Leadership Journal*, 18(4), 97-116.
- Aziri, B. (2011). Job satisfaction: a literature review. *Management Research & Practice*, 3(4), 77-86.
- Backström, T., Moström Åberg, M., Köping Olsson, B., Wilhelmson, L., & Åteg, M. (2013). Manager's task to support integrated autonomy at the workplace: Results from an intervention. *International Journal of Business and Management*, 8(22), 20-31.
- Badrianto, Y., & Ekhsan, M. (2020). Effect of work environment and job satisfaction on employee performance in pt. Nesinak industries. *Journal of Business Management and Accounting*, 2(1), 322984.
- Bagger, J., Reb, J., & Li, A. (2014). Anticipated regret in time-based work-family conflict. *Journal of Managerial Psychology*, 29(3), 304-320.
- Baker, A., Perreault, D., Reid, A., & Blanchard, C. M. (2013). Feedback and organisations: Feedback is good, feedback-friendly culture is better. *Canadian Psychology/Psychologie canadienne*, 54(4), 260-268.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of managerial psychology*, 22(3), 309-328
- Bakker, A. B., Lieke, L., Prins, J. T., & Van der Heijden, F. M. (2011). Applying the job demands–resources model to the work–home interface: A study among medical residents and their partners. *Journal of Vocational Behavior*, 79(1), 170-180.
- Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited. *Journal of Management*, 38(1), 9-44.

- Barrick, M. R., Mount, M. K., & Li, N. (2013). The theory of purposeful work behavior: The role of personality, higher-order goals, and job characteristics. *Academy of management review*, 38(1), 132-153.
- Basu, S. D. (February 27, 2019). 60% working Indians rate work-life balance from average to terrible: Monster.com survey. *The Economic Times*.
- Beckett, F. (2016). *What did the baby boomers ever do for us?*. Routledge.
- Beehr, T. A., & Bennett, M. M. (2015). Working after retirement: Features of bridge employment and research directions. *Work, Aging and Retirement*, 1(1), 112-128.
- Bektaş, Ç. (2017). Explanation of intrinsic and extrinsic job satisfaction via mirror model. *Business & management studies: An international journal*, 5(3), 627-639.
- Benson, J., & Brown, M. (2011). Generations at work: are there differences and do they matter? *The international journal of human resource management*, 22(9), 1843-1865.
- Binsaeed, R. H., Unnisa, S. T., & Rizvi, L. J. (2016). The big impact of soft skills in today's workplace. *Review of Public Administration and Management*, 400(4289), 1-6.
- Blackmore, C., & Kuntz, J. R. (2011). Antecedents of Job Insecurity in Restructuring Organisations: An Empirical Investigation. *New Zealand Journal of Psychology*, 40(3), 1-23.
- Blanz, M. (2017). Employees' job satisfaction: A test of the job characteristics model among social work practitioners. *Journal of evidence-informed social work*, 14(1), 35-50.
- Bradley, B. H., Baur, J. E., Banford, C. G., & Postlethwaite, B. E. (2013). Team players and collective performance: How agreeableness affects team performance over time. *Small Group Research*, 44(6), 680-711.

- Bosco, F., Steel, P., Taras, V., & Uggerslev, K. (2018). The happy culture: A theoretical, meta-analytic, and empirical review of the relationship between culture and wealth and subjective well-being. *Personality and Social Psychology Review*, 22(2), 128-169.
- Brown, P. (2012). Spiritual development. *Early Years Educator*, 14(7), 7-9.
- Booth, A. J. (1869). *Robert Owen, the founder of socialism in England*. Trübner & Company.
- Borst, R. T., Kruiyen, P. M., & Lako, C. J. (2019). Exploring the job demands–resources model of work engagement in government: Bringing in a psychological perspective. *Review of Public Personnel Administration*, 39(3), 372-397.
- Bouzenita, A. I., & Boulanouar, A. W. (2016). Maslow's hierarchy of needs: An Islamic critique. *Intellectual Discourse*, 24(1), 59-81.
- Buonocore, F., & Russo, M. (2013). Reducing the effects of work–family conflict on job satisfaction: the kind of commitment matters. *Human Resource Management Journal*, 23(1), 91-108.
- Caldwell, B. (2015). *Beyond positivism*. Routledge.
- Campbell, W. K., Campbell, S. M., Siedor, L. E., & Twenge, J. M. (2015). Generational differences are real and useful. *Industrial and Organisational Psychology*, 8(3), 324-331.
- Capps, P. (2019). Interpretivism. *Concepts for international law*. Edward Elgar Publishing.
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers. *Journal of managerial Psychology*. 18(8). 788-813.
- Cengiz, A., Yoder, L. H., & Danesh, V. (2021). A concept analysis of role ambiguity experienced by hospital nurses providing bedside nursing care. *Nursing & Health Sciences*, 23(4), 807-817.

- Cerasoli, C. P., & Ford, M. T. (2014). Intrinsic motivation, performance, and the mediating role of mastery goal orientation: A test of self-determination theory. *The Journal of psychology, 148*(3), 267-286.
- Chamorro-Premuzic, T. (2014). Curiosity is as important as intelligence. *Harvard Business Review, 24*(4), 166-171.
- Chen, I. H., Brown, R., Bowers, B. J., & Chang, W. Y. (2015). Work-to-family conflict as a mediator of the relationship between job satisfaction and turnover intention. *Journal of advanced nursing, 71*(10), 2350-2363.
- Ching-Siang, A., Juhari, R., Madon, Z., & Talib, M. A. (2014). Psychometric properties of the Malaysian version of the job satisfaction survey among Malaysian military personnel. *Pertanika Journal of Social Sciences & Humanities, 22*(1), 285-306.
- Cho, J., Schilpzand, P., Huang, L., & Paterson, T. (2021). How and when humble leadership facilitates employee job performance: the roles of feeling trusted and job autonomy. *Journal of Leadership & Organizational Studies, 28*(2), 169-184.
- Choi, M. (2011). Employees' attitudes toward organisational change: A literature review. *Human Resource Management, 50*(4), 479-500.
- Choudhury, P., Foroughi, C., & Larson, B. Z. (2020). Work-from-anywhere: The productivity effects of geographic flexibility. In *Academy of Management Proceedings, 42*, (4), 1655-683.
- Christensen, L. B., Johnson, B., Turner, L. A., & Christensen, L. B. (2011). *Research methods, design, and analysis*. Pearson.

- Ciani, K. D., Sheldon, K. M., Hilpert, J. C., & Easter, M. A. (2011). Antecedents and trajectories of achievement goals: A self-determination theory perspective. *British Journal of Educational Psychology*, *81*(2), 223-243.
- Cijan, A., Jenič, L., Lamovšek, A., & Stemberger, J. (2019). How digitalization changes the workplace. *Dynamic relationships management journal*, *8*(1), 3-12.
- Clausen, T., & Borg, V. (2011). Job demands, job resources and meaning at work. *Journal of Managerial Psychology*, *26*(8), 665-681.
- Coetzee, M., & Harry, N. (2014). Emotional intelligence as a predictor of employees' career adaptability. *Journal of Vocational Behavior*, *84*(1), 90-97.
- Cogin, J. (2012). Are generational differences in work values fact or fiction? Multi-country evidence and implications. *The International Journal of Human Resource Management*, *23*(11), 2268-2294.
- Comte, A. (1975). *Auguste Comte and positivism: The essential writings*. Transaction Publishers.
- Comte, A. (2015). *A general view of positivism*. Routledge.
- Côté, S. (2014). Emotional intelligence in organisations. *Annual Review of Organizational Psychology and Organizational Behavior*, *1*.459-488
- Cottineau, J. (2014, March 27). *Work/life balance can never be achieved*. Virgin: <https://www.virgin.com/entrepreneur/why-true-worklife-balance-can-never-be-achieved>
- Cotter, D., Hermsen, J. M., & Vanneman, R. (2011). The end of the gender revolution? Gender role attitudes from 1977 to 2008. *American journal of sociology*, *117*(1), 259-89.
- Dang, V. T., & Chou, Y. C. (2019). Extrinsic motivation, workplace learning, employer trust, self-efficacy and cross-cultural adjustment: an empirical study of Vietnamese laborers in Taiwan. *Personnel Review*, *49*(6), 1232-1253.

- Darcy, C., McCarthy, A., Hill, J., & Grady, G. (2012). Work–life balance: One size fits all? An exploratory analysis of the differential effects of career stage. *European Management Journal, 30*(2), 111-120.
- Dasborough, M. T. (2019). *Emotional intelligence as a moderator of emotional responses to leadership: In emotions and leadership*. Emerald Publishing Limited.
- Decety, J., & Yoder, K. J. (2016). Empathy and motivation for justice: Cognitive empathy and concern, but not emotional empathy, predict sensitivity to injustice for others. *Social neuroscience, 11*(1), 1-14.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Deci, E. L., & Ryan, R. M. (2012a). Motivation, personality, and development within embedded social contexts: An overview of self-determination theory In R. M. Ryan (Ed.), *Oxford Handbook of Human Motivation* (pp. 85-107). Oxford, UK: Oxford University Press (pp. 85-107).
- Deci, E. L., & Ryan, R. M. (2012b). *Self-determination theory*. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 416–436). Sage Publications Ltd.
- Deci, E. L., & Ryan, R. M. (2014). The importance of universal psychological needs for understanding motivation in the workplace. In M. Gagné (Ed.), *The Oxford handbook of work engagement, motivation, and self-determination theory* (pp. 13–32). Oxford University Press.
- Deci, E. L., & Ryan, R. M. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.

- Delecta, P. (2011). Work life balance. *International Journal of Current Research*, 3(4), 186-189.
- Delina, G., & Raya, R. P. (2013). A study on work-life balance in working women. *International Journal of Commerce, Business and Management*, 2(5), 274-282.
- Demerouti, E., & Bakker, A. B. (2011). The job demands-resources model: Challenges for future research. *SA Journal of Industrial Psychology*, 37(2), 01-09.
- Demerouti, E., Peeters, M. C., & van der Heijden, B. I. (2012). Work–family interface from a life and career stage perspective: The role of demands and resources. *International Journal of Psychology*, 47(4), 241-258.
- Devault, G. (2019, October 21). *Advantages and disadvantages of quantitative research*. Small Business: <https://www.thebalancesmb.com/quantitative-research-advantages-and-disadvantages-2296728>
- DeYoung, C. G. (2020). Intelligence and personality. In R. J. Sternberg (Ed.), *The Cambridge handbook of intelligence*. Cambridge University Press.
- Dizaho, K. E., & Othman, F. M. (2013, June). Antecedents of work life balance and its impact on loyalty, satisfaction and performance. In *a conference paper presented at the Global Conference on Business, Economics, and Social Research, Kuala Lumpur*.
- Dorenkamp, I., & Ruhle, S. (2019). Work–life conflict, professional commitment, and job satisfaction among academics. *The Journal of Higher Education*, 90(1), 56-84.
- Douglas, C., Frink, D. D., & Ferris, G. R. (2004). Emotional intelligence as a moderator of the relationship between conscientiousness and performance. *Journal of Leadership & Organisational Studies*, 10(3), 2-13.

- Druskat, V. U., Mount, G., & Sala, F. (Eds.). (2013). *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups*. Psychology Press.
- Du Plessis, M. (2021). Enhancing Psychological Wellbeing in Industry 4.0: The relationship between emotional intelligence, social connectedness, work-life balance and positive coping behaviour. In *Agile Coping in the Digital Workplace* (pp. 99-118). Springer, Cham.
- Dysvik, A., & Kuvaas, B. (2011). Intrinsic motivation as a moderator on the relationship between perceived job autonomy and work performance. *European journal of work and organisational psychology, 20*(3), 367-387.
- Ealías, A., & George, J. (2012). Emotional intelligence and job satisfaction: A correlational study. *Research journal of commerce and behavioral science, 1*(4), 37-42.
- Ekandjo, D. T. (2017). *Employee satisfaction and performance: a case study of Woermann Brock Supermarkets, Windhoek, Namibia* (Doctoral dissertation, University of Namibia).
- El-Badawy, T. A., & Magdy, M. M. (2015). Assessing the impact of emotional intelligence on job satisfaction: an empirical study on faculty members with respect to gender and age. *Int. Bus. Res. 8*, 67–78.
- El-Asmar, S. (2013). *The Roles of Task Significance and Social Perceptions in Job Stress and Employee Engagement* (Doctoral dissertation, Concordia University).
- Elliot, A. J., & Dweck, C. S. (Eds.). (2013). *Handbook of competence and motivation*. Guilford Publications.
- Farhadi, H., Fatimah, O., Nasir, R., & Shahrazad, W. W. (2012). Agreeableness and conscientiousness as antecedents of deviant behavior in workplace. *Asian Social Science, 8*(9), 2-7.

- Fassoulis, K., & Alexopoulos, N. (2015). The workplace as a factor of job satisfaction and productivity. *Journal of Facilities Management, 13*(4), 332-349.
- Federici, R. A. (2013). Principals' self-efficacy: Relations with job autonomy, job satisfaction, and contextual constraints. *European journal of psychology of education, 28*(1), 73-86.
- Findley, M. G., Kikuta, K., & Denly, M. (2021). External Validity. *Annual Review of Political Science, 24*, 365-393.
- Fiske, D.W. (1949). Consistency of factorial structures for personality ratings from different sources. *Journal of Abnormal and Social Psychology, 44*, 329–344
- Flick, U. (2018). *An introduction to qualitative research*. Sage.
- Foley, B. (2018). *What is SPSS and how does it benefit survey data analysis?* Surveygizmo: <https://www.surveygizmo.com/resources/blog/what-is-spss/>
- Fong, C. J., Patall, E. A., Vasquez, A. C., & Stautberg, S. (2019). A meta-analysis of negative feedback on intrinsic motivation. *Educational Psychology Review, 31*(1), 121-162.
- Froese, F. J., & Xiao, S. (2012). Work values, job satisfaction and organisational commitment in China. *The International Journal of Human Resource Management, 23*(10), 2144-2162.
- Fuller, M. C., Ura, S. K., & Vannest, K. J. (2020). Improving cooperation skills through a mnemonic for self-monitoring. *Intervention in School and Clinic, 55*(5), 294-300.
- Furnham, A., & Petrides, K. V. (2004). Parental estimates of five types of intelligence. *Australian Journal of Psychology, 56*(1), 10-17.
- Gagné, M., & Bhave, D. (2011). Autonomy in the workplace: An essential ingredient to employee engagement and well-being in every culture. In *Human autonomy in cross-cultural context* (pp. 163-187). Springer, Dordrecht.

- Gaidhani, S., Arora, L., & Sharma, B. K. (2019). Understanding the attitude of generation z towards workplace. *International Journal of Management, Technology and Engineering*, 9(1), 2804-2812.
- Ganiev, A. G., Ganieva, S. A., & Bahodirova, G. B. (2021). The importance of applying “Multi-Intelligence Theory” to the educational process. *The American Journal of Applied sciences*, 3(03), 93-103.
- Ganta, V. C. (2014). Motivation in the workplace to improve the employee performance. *International Journal of Engineering Technology, Management and Applied Sciences*, 2(6), 221-230.
- García, J. A., Carcedo, R. J., & Castaño, J. L. (2019). The influence of feedback on competence, motivation, vitality, and performance in a throwing task. *Research quarterly for exercise and sport*, 90(2), 172-179.
- Gardner, H. (1991). Intelligence in seven steps. *Creating the Future. Perspective on educational change*, 7(1) 395-406.
- Gaur, S., & Swaminathan, J. (2018). Study report on work life imbalance impact on job satisfaction in non- clinical staff of oncology department of tertiary health care center, Delhi. *Clinical Practice*, 15(6), 140-146.
- Gerhart, B., & Fang, M. (2015). Pay, intrinsic motivation, extrinsic motivation, performance, and creativity in the workplace: Revisiting long-held beliefs. *Annual Review of Organizational Psychology and Organizational Behavior*, 2(1), 1-66.
- Gilley, A., Waddell, K., Hall, A., Jackson, S. A., & Gilley, J. W. (2015). Manager behavior, generation, and influence on work-life balance: An empirical investigation. *Journal of Applied Management and Entrepreneurship*, 20(1), 3-23.

- Gillan, K., & Pickerill, J. (2012). The difficult and hopeful ethics of research on, and with, social movements. *Social Movement Studies*, 11(2), 133-143.
- Goleman, D. (1996). Emotional intelligence. Why it can matter more than IQ. *Learning*, 24(6), 49-50.
- Goleman, D. (2021). *Leadership: The power of emotional intelligence*. More Than Sound LLC.
- Gordon, S., Adler, H., Day, J., & Sydnor, S. (2019). Perceived supervisor support: A study of select-service hotel employees. *Journal of hospitality and Tourism Management*, 38, 82-90.
- Goštautaitė, B., & Bučiūnienė, I. (2015). Work engagement during life-span: The role of interaction outside the organisation and task significance. *Journal of Vocational Behavior*, 89, 109-119.
- Gözükara, İ., & Çolakoğlu, N. (2016). The mediating effect of work family conflict on the relationship between job autonomy and job satisfaction. *Procedia-Social and Behavioral Sciences*, 229, 253-266.
- Greenhaus, J. H., Callanan, G. A., Godshalk, V. M. (2000). *Career management* (3rd ed.). Orlando, FL: The Dryden Press.
- Guay, R. P., Choi, D., Oh, I. S., Mitchell, M. S., Mount, M. K., & Shin, K. H. (2016). Why people harm the organisation and its members: Relationships among personality, organisational commitment, and workplace deviance. *Human Performance*, 29(1), 1-15.
- Gumede, J. T. (2018). Book review: Goleman, D. (1996). *Emotional intelligence. Why it can matter more than IQ*. London UK: Bloomsbury Pub.

- Haar, J. M., Russo, M., Suñe, A., & Ollier-Malaterre, A. (2014). Outcomes of work–life balance on job satisfaction, life satisfaction and mental health: A study across seven cultures. *Journal of Vocational Behavior*, *85*(3), 361-373.
- Haar, J. M., Sune, A., Russo, M., & Ollier-Malaterre, A. (2019). A cross-national study on the antecedents of work–life balance from the fit and balance perspective. *Social Indicators Research*, *142*(1), 261-282.
- Hackman, J. R. & Oldham, G. R. (1974). *The job diagnostic survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects*. Department of Administrative Sciences: Yale University
- Haeger, D. L., & Lingham, T. (2014). A trend toward Work–Life Fusion: A multi-generational shift in technology use at work. *Technological Forecasting and Social Change*, *89*, 316-325.
- Hale, A. J., Ricotta, D. N., Freed, J., Smith, C. C., & Huang, G. C. (2019). Adapting Maslow's hierarchy of needs as a framework for resident wellness. *Teaching and learning in medicine*, *31*(1), 109-118.
- Haider, Z. ., Hussain, A., & Malik, M. (2019). Perceived emotional intelligence, work life balance and job satisfaction among healthcare professionals in Pakistan. *Int. J. Pharm. Res. Allied Sci*, *8*, 80-86.
- Hakanen, J. J., Bakker, A. B., & Jokisaari, M. (2011). A 35-year follow-up study on burnout among Finnish employees. *Journal of Occupational Health Psychology*, *16*(3), 345-360.
- Hall, J. A., & Schwartz, R. (2019). Empathy present and future. *The Journal of social psychology*, *159*(3), 225-243.

- Hämmig, O., & Bauer, G. F. (2014). Work, work–life conflict and health in an industrial work environment. *Occupational Medicine*, 64(1), 34-38.
- Hampson, S. E. (2019). *The construction of personality: An introduction*. Routledge.
- Hassan, H., Asad, S., & Hoshino, Y. (2016). Determinants of leadership style in big five personality dimensions. *Universal journal of management*, 4(4), 161-179.
- Heikkinen, H. L., Huttunen, R., & Syrjälä, L. (2007). Action research as narrative: five principles for validation. *Educational action research*, 15(1), 5-19.
- Hennessey, B., Moran, S., Altringer, B., & Amabile, T. M. (2015). Extrinsic and intrinsic motivation. *Wiley encyclopedia of management*, 11, 1-4.
- Heppner, P. P., Wampold, B. E., Owen, J., & Wang, K. T. (2015). *Research design in counselling*. Cengage Learning.
- Herzig, A., Lorini, E., & Pearce, D. (2019). Social intelligence. *AI & SOCIETY*, 34(4), 689-689.
- Hlatywayo, C. K., Mhlanga, T. S., & Zingwe, T. (2013). Neuroticism as a determinant of job satisfaction among bank employees. *Mediterranean Journal of Social Sciences*, 4(13), 549-549.
- Hong, Y., Catano, V. M., & Liao, H. (2011). Leader emergence: The role of emotional intelligence and motivation to lead. *Leadership & Organisation Development Journal*, 32(4), 320-343.
- Hopper, E. (2019). Maslow's hierarchy of needs explained. *Viitattu*, 12, 2019.
- Howe, D. (2012). *Empathy: What it is and why it matters*. Macmillan International Higher Education.
- Huffman, A., Culbertson, S. S., Henning, J. B., & Goh, A. (2013). Work-family conflict across the lifespan. *Journal of Managerial Psychology*, 28(7-8), 761-780.

- Hulin, C., Netemeyer, R., & Cudeck, R. (2001). Can a reliability coefficient be too high?. *Journal of Consumer Psychology, 10*(1) 55-58.
- Hussin, A. (2011). *The relationship between job satisfaction and job performance among employees in tradewinds group of companies* (Doctoral dissertation, Open University Malaysia).
- Hwang, H., & Matsumoto, D. (2019). Functions of emotions. *Noba textbook series: Psychology, 44*(6), 849–873.
- Inzlicht, M., Werner, K. M., Briskin, J. L., & Roberts, B. W. (2021). Integrating models of self-regulation. *Annual review of psychology, 72*, 319-345.
- Jafri, M. H. (2020). Moderating role of emotional intelligence on personality–employee creativity relationship. *Management and Labour Studies, 45*(1), 15-30.
- James, W. (1975). *Pragmatism, 1*. Harvard University Press.
- Jha, P., & Bhattacharya, S. (2021). The impact of emotional intelligence and servant leadership on employee job satisfaction. *International Journal of Innovation Science, 13*(2), 205-217.
- Jyothi Sree, V., & Jyothi, P. (2012). Assessing work-life balance: From emotional intelligence and role efficacy of career women. *Advances in Management, 5*(6).
- Johar, S. S. H. (2013). Dimension of neuroticism personality among leader and the impact towards self-esteem of employee at the workplace. *Procedia-Social and Behavioral Sciences, 91*, 588-593.
- Johari, J., & Yahya, K. K. (2016). Job characteristics, work involvement, and job performance of public servants. *European Journal of Training and Development, 42*(2), 1-10.
- Johnson, M. (2015). Stop talking about work/life balance. *Workforce Solutions Review, 6*(2), 4-7.

- Jonas, J. (2016). Making practical use of Maslow's Hierarchy of Needs theory to motivate employees: a case of Masvingo Polytechnic. *Journal of Management & Administration*, 2016(2), 105-117.
- Jones, F., Burke, R. J., & Westman, M. (2013). *Work-life balance: A psychological perspective*. Psychology Press.
- Jung, H. S., & Yoon, H. H. (2015). Understanding pay satisfaction: The impacts of pay satisfaction on employees' job engagement and withdrawal in deluxe hotel. *International Journal of Hospitality Management*, 48, 22-26.
- Kagan, J. (2013). *The second year: The emergence of self-awareness*. Harvard University Press.
- Kamil, N. L. M., & Nasurdin, A. M. (2016). Entrepreneurial behavior in Malaysian commercial banks: the role of emotional intelligence, job autonomy, perceived organizational support, and organizational commitment. *Australian Journal of Business and Economic Studies*, 2(1), 35-44.
- Kandiko Howson, C. B., Coate, K., & de St Croix, T. (2018). Mid-career academic women and the prestige economy. *Higher Education Research & Development*, 37(3), 533-548.
- Kanesan, P., & Fauzan, N. (2019). Models of emotional intelligence: A review. *e-Bangi*, 16, 1-9.
- Kapoor, C., & Solomon, N. (2011). Understanding and managing generational differences in the workplace. *Worldwide hospitality and tourism themes*.
- Kaur, A. (2013). Maslow's need hierarchy theory: Applications and criticisms. *Global Journal of Management and Business Studies*, 3(10), 1061-1064.
- Kaushik, M., & Guleria, N. (2020). The impact of pandemic COVID-19 in workplace. *European Journal of Business and Management*, 12(15), 1-10.
- Kazdin, A. E. (2021). *Research design in clinical psychology*. Cambridge University Press.

- Kelliher, C., Richardson, J., & Boiarintseva, G. (2019). All of work? All of life? Reconceptualising work-life balance for the 21st century. *Human Resource Management Journal*, 29(2), 97-112.
- Kalliath, P., & Kalliath, T. (2015). Work–family conflict and its impact on job satisfaction of social workers. *British Journal of Social Work*, 45(1), 241-259.
- Kester, K. O., & Oludeyi, O. S. (2017). The Importance of Feedback System in Training Programmes: An Empirical Investigation. *CARD International Journal of Social Sciences and Conflict Management*, 2(4), 121-141.
- Khalili, A. (2012). The role of emotional intelligence in the workplace: A literature review. *International Journal of Management*, 29(3), 355-370.
- Khan, O. F., & Fazili, A. I. (2016). Work life balance: A conceptual review. *Journal of Strategic Human Resource Management*, 5(2), 1-17.
- Kim, S. (2019). Workaholism, motivation, and addiction in the workplace: A critical review and implications for HRD. *Human Resource Development Review*, 18(3), 325-348.
- Kiyosaki, R. (2013). *Why 'a' students work for 'c' students and why 'b' students work for the government*. Plata Publishing.
- Konrad, K., & Piotr, S. (2020). Can you buy work engagement? The relationship between pay, fringe benefits, financial bonuses and work engagement. *Current Psychology*, 39(1), 343-353.
- Koole, S. L., Van Dillen, L. F., & Sheppes, G. (2011). The self-regulation of emotion. *Handbook of self-regulation: Research, theory, and applications*, 2, 22-40.
- Kossek, E. E., & Lee, K. H. (2017). Work-family conflict and work-life conflict. In *Oxford Research Encyclopedia of Business and Management*, 23(2), 142-152.

- Kosteas, V. D. (2011). Job satisfaction and promotions. *Industrial Relations: A Journal of Economy and Society*, 50(1), 174-194.
- Kulikowski, K., & Sedlak, P. (2020). Can you buy work engagement? The relationship between pay, fringe benefits, financial bonuses and work engagement. *Current Psychology*, 39(1), 343-353.
- Kumari, N., & Rachna, M. (2011). Job Satisfaction of the Employees at the Workplace. *European Journal of Business and Management*, 3(4), 11-30.
- Lange, S. (2014). *The evaluation of a development program directed at the trait emotional intelligence of employees of the Ministry of Justice in Northern Namibia* (Doctoral dissertation).
- Lata, P., & Yadav, R. (2019). Role of emotional intelligence in effective leadership. *International Journal on Leadership*, 7(2), 27-32.
- Lăzăroiu, G. (2015). Employee motivation and job performance. *Linguistic and Philosophical Investigations*, (14), 97-102.
- Lee, H. J. (2018). How emotional intelligence relates to job satisfaction and burnout in public service jobs. *International Review of Administrative Sciences*, 84(4), 729-745.
- Legault, L. (2017). Self-determination theory. *Encyclopedia of personality and individual differences*, 1-9.
- Lepper, M. R., & Malone, T. W. (2021). Intrinsic motivation and instructional effectiveness in computer-based education. In *Aptitude, learning, and instruction* (pp. 255-286). Routledge.
- Lesener, T., Gusy, B., & Wolter, C. (2019). The job demands-resources model: A meta-analytic review of longitudinal studies. *Work & Stress*, 33(1), 76-103.

- Lester, D. (2013). Measuring Maslow's hierarchy of needs. *Psychological reports*, 113(1), 15-17.
- Li, J., Sekiguchi, T., & Qi, J. (2020). When and why skill variety influences employee job crafting. *Employee Relations: The International Journal*, 42(3), 662-680.
- Lindsey, L. L. (2015). *Gender roles: A sociological perspective*. Routledge.
- Littrel, H., & Lee, Y. (2016). Emotional intelligence and autonomy-supportive interpersonal style in coaching: Review of literature. *Asian Journal of Physical Education of Sport Science (AJPESS)*, 4(2), 1-17.
- Lorber, M., & Skela Savič, B. (2012). Job satisfaction of nurses and identifying factors of job satisfaction in Slovenian Hospitals. *Croatian medical journal*, 53(3), 263-270.
- Locke, E. A. (1969). What is job satisfaction? *Organisational behavior and human performance*, 4(4), 309-336.
- Locke, E. A., & Schattke, K. (2019). Intrinsic and extrinsic motivation: Time for expansion and clarification. *Motivation Science*, 5(4), 277.
- Lu, H., Zhao, Y., & While, A. (2019). Job satisfaction among hospital nurses: A literature review. *International journal of nursing studies*, 94, 21-31.
- Lu, L., Kao, S. F., Chang, T. T., Wu, H. P., & Cooper, C. L. (2011). Work/family demands, work flexibility, work/family conflict, and their consequences at work: A national probability sample in Taiwan. *International Perspectives in Psychology: Research, Practice, Consultation*, 1(S), 68.
- Lubbadeh, T. (2020). Emotional intelligence and leadership—the dark and bright sides. *Modern Management Review*, XXV, 27, 39-50.
- Lyness, K. S., & Judiesch, M. K. (2014). Gender egalitarianism and work–life balance for managers: Multisource perspectives in 36 countries. *Applied Psychology*, 63(1), 96-129.

- Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organisational Behavior*, 35(S1), S139-S157.
- Ma, X. (2018). The effect mechanism of work flexibility on employee job satisfaction. In *Journal of Physics: Conference Series*, 1053(1). IOP Publishing.
- Madera, J. M., Neal, J. A., & Dawson, M. (2011). A strategy for diversity training: Focusing on empathy in the workplace. *Journal of Hospitality & Tourism Research*, 35(4), 469-487.
- Mafini, C., & Dlodlo, N. (2014). The relationship between extrinsic motivation, job satisfaction and life satisfaction amongst employees in a public organisation. *SA Journal of Industrial Psychology*, 40(1), 01-12.
- Malik, M. E., Danish, R. Q., & Munir, Y. (2012). The impact of pay and promotion on job satisfaction: Evidence from higher education institutes of Pakistan. *American Journal of Economics*, 2(4), 6-9.
- Marczyk, G. R., DeMatteo, D., & Festinger, D. (2021). *Essentials of research design and methodology*. John Wiley & Sons, Inc.
- Maslow, A. H. (1962). Some basic propositions of a growth and self-actualization psychology. *Perceiving, behaving, becoming: A new focus for education*, 34-49.
- Matengu, K. (18, February 2020). Official opening commencement ceremony. *The University of Namibia*. <http://www.unam.edu.na/>
- Matias, A. (2016, September 7). The need for emotional intelligence. *The Namibian*. <https://www.namibian.com.na/155299/archive-read/The-Need-for--Emotional-Intelligence>

- Matthews, G., Zeidner, M., & Roberts, R. D. (2012). Emotional intelligence: A promise unfulfilled? *Japanese Psychological Research*, 54(2), 105-127.
- Mayor, E. (2015). Gender roles and traits in stress and health. *Frontiers in psychology*, 6, 779.
- McKenna, L., & Gray, R. (2018). The importance of ethics in research publications. *Collegian*, 25(2), 147-148.
- Mehra, P., & Nickerson, C. (2019). Organizational communication and job satisfaction: What role do generational differences play?. *International Journal of Organizational Analysis*, 27(1).
- Mohr, C. D., Hammer, L. B., Brady, J. M., Perry, M. L., & Bodner, T. (2021). Can supervisor support improve daily employee well-being? Evidence of supervisor training effectiveness in a study of veteran employee emotions. *Journal of Occupational and Organisational Psychology*, 94(2), 400–426.
- Morin, A. (2011). Self-awareness part 1: Definition, measures, effects, functions, and antecedents. *Social and personality psychology compass*, 5(10), 807-823.
- Murphy, K. R. (Ed.). (2014). *A critique of emotional intelligence: What are the problems and how can they be fixed?*. Psychology Press.
- Mosadeghrad, A. M. (2014). Occupational stress and its consequences. *Leadership in Health Services*, 27(3), 224-239.
- Murase, J. E., Raffi, J., Trivedi, M. K., & White, L. (2020). Work–life balance among female dermatologists. *International Journal of Women's Dermatology*, 6(1), 13-19.
- Nagel, T. (2016). *The possibility of altruism*. Princeton University Press.
- Nain, B. (2013). Nain's porous hierarchy of needs: An alternative to Maslow's hierarchy of needs. *Indian Journal of Positive Psychology*, 4(3), 464-467.

- Nanda, M., & Randhawa, G. (2020). Emotional Intelligence, Work-Life Balance, and Work-Related Well-Being: A Proposed Mediation Model. *Colombo Business Journal International Journal of Theory and Practice*, 11(2), 1-23.
- Naqvi, S. R., Ishtiaq, M., Kanwal, N., & Ali, M. (2013). Impact of job autonomy on organisational commitment and job satisfaction: The moderating role of organisational culture in fast food sector of Pakistan. *International Journal of Business and Management*, 8(17), 92.
- Nelson, D. B., & Low, G. R. (2011). *Emotional intelligence*. Boston: Prentice Hall.
- Nemati, B. (2013). Improving Maslow's hierarchy of needs: new approach to needs hierarchy. *Applied Mathematics in Engineering, Management and Technology*, 1(1), 1-16.
- Neumayer, E., & Plümper, T. (2017). *Robustness tests for quantitative research*. Cambridge University Press.
- Neville, K. M., & Brochu, K. (2019). Work–Life Balance: The Generational Divide. *About Campus*, 24(4), 21-24.
- Ng, J. Y., Ntoumanis, N., Thøgersen-Ntoumani, C., Deci, E. L., Ryan, R. M., Duda, J. L., & Williams, G. C. (2012). Self-determination theory applied to health contexts: A meta-analysis. *Perspectives on Psychological Science*, 7(4), 325-340.
- Nida-Rümelin, M. (2017). Self-awareness. *Review of Philosophy and Psychology*, 8(1), 55-82.
- Nunnally, J. C., & Bernstein, C. (2007). IH (1994). Psychometric theory. *New York [ua]*.
- O'Brien, M., & Wall, K. (2017). *Comparative perspectives on work-life balance and gender equality: Fathers on leave alone*. Springer Nature.
- Oliver, R. L. (2014). *Satisfaction: A behavioral perspective on the consumer: A behavioral perspective on the consumer*. Routledge.

- Özçelik, S. K., Öztürk, H., & Bahçecik, A. N. (2020). Effects of organisational restructuring of hospitals on nurses. *Journal of Nursing Management*, 28(7), 1740-1747.
- Oyserman, D., Lewis Jr, N. A., Yan, V. X., Fisher, O., O'Donnell, S. C., & Horowitz, E. (2017). An identity-based motivation framework for self-regulation. *Psychological Inquiry*, 28(2-3), 139-147.
- Padmanabhan, M., & Kumar, S. S. (2016). Work-Life Balance and Work-Life Conflict on Career Advancement of Women Professionals in Information and Communication Technology Sector, Bengaluru, India. *International Journal of Research-Granthaalayah*, ISSN, 2350-0530.
- Parvin, M. M., & Kabir, M. N. (2011). Factors affecting employee job satisfaction of pharmaceutical sector. *Australian journal of business and management research*, 1(9), 113.
- Parker, P. D., Martin, A. J., Colmar, S., & Liem, G. A. (2012). Teachers' workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and burnout. *Teaching and Teacher Education*, 28(4), 503-513.
- Perreault, D., Mask, L., Morgan, M., & Blanchard, C. M. (2014). Internalizing emotions: Self-determination as an antecedent of emotional intelligence. *Personality and Individual Differences*, 64, 1-6.
- Petrides, K. V. (2009). Psychometric properties of the trait emotional intelligence questionnaire (TEIQue). In *assessing emotional intelligence*. Springer.
- Plonsky, L. (2017). Quantitative research methods. In *The Routledge handbook of instructed second language acquisition* (pp. 505-521). Routledge.

- Poulose, S., & Sudarsan, N. (2018). Work life balance: A conceptual review. *International Journal of Advances in Agriculture Sciences*, 3(2), 1-17.
- Powell, P. A., & Roberts, J. (2017). Situational determinants of cognitive, affective, and compassionate empathy in naturalistic digital interactions. *Computers in Human Behavior*, 68, 137-148.
- Pradhan, R. K., Pattnaik, R., & Jena, L. K. (2016). Does emotional intelligence contribute to contentment? Exploring the association between work-life balance and job satisfaction. *International Journal of Work Organisation and Emotion*, 7(3), 180-197.
- Pranjal, S. (2015). Role of Information Technology in work: Life Balance. *International Journal of Management, Innovation & Entrepreneurial Research (IJMIER)*, 1(2), 48-52.
- Prince, J. (2017). *Live the let go life*. Hachette Book Groups.
- Rahim, N. B., Osman, I., & Arumugam, P. V. (2020). Linking Work-Life Balance and Employee Well-Being: Do Supervisor Support and Family Support Moderate the Relationship? *International Journal of Business and Society*, 21(2), 588-606.
- Ramli, A. H. (2019). Work environment, job satisfaction and employee performance in health services. *Business and Entrepreneurial Review*, 19(1), 29-42.
- Rasheed, S. P., Younas, A., & Sundus, A. (2019). Self-awareness in nursing: A scoping review. *Journal of clinical nursing*, 28(5-6), 762-774.
- Rathore, D., Chadha, N. K., & Rana, S. (2017). Emotional intelligence in the workplace. *Indian Journal of Positive Psychology*, 8(2), 162-165.
- Ratia, L. R., & Tuzlukaya, S. E. (2019). The relationship of the dimensions of job satisfaction to job performance: A case study of a multinational company in Lesotho. *Journal of Research in Emerging Markets*, 1(3), 8-19.

- Razafindrakoto, M., & Roubaud, F. (2013). Job Satisfaction in Eight African Cities. *Urban Labor Markets in Sub-Saharan Africa*, 109.
- Raziq, A., & Maulabakhsh, R. (2015). Impact of working environment on job satisfaction. *Procedia Economics and Finance*, 23, 717-725.
- Resnik, D. B. (2018). *The ethics of research with human subjects: Protecting people, advancing science, promoting trust*, 74. Springer.
- Rheinberg, F., & Engeser, S. (2018). Intrinsic motivation and flow. In *Motivation and action* (pp. 579-622). Springer, Cham.
- Riggio, R. E. (2020). Social Skills in the Workplace. *The Wiley Encyclopedia of Personality and Individual Differences: Clinical, Applied, and Cross-Cultural Research*, 527-531.
- Rinny, P., Purba, C. B., & Handiman, U. T. (2020). The influence of compensation, job promotion, and job satisfaction on employee performance of Mercubuana University. *International Journal of Business Marketing and Management (IJBMM)*, 5(2), 39-48.
- Robbins, L. (2013). *The workplace impact of baby boomers and millennials work/life balance perceptions on their attitudes and behaviors* (Doctoral dissertation, The Chicago School of Professional Psychology).
- Rorty, R. (2020). Pragmatism, relativism, and irrationalism. In *The New Social Theory Reader* (pp. 147-155). Routledge.
- Rothstein, M. G., McLarnon, M. J., & King, G. (2016). The role of self-regulation in workplace resiliency. *Industrial and Organisational Psychology*, 9(2), 416-424.
- Ryan, G. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse researcher*, 25(4), 41-49.

- Ryan, R. M., & Deci, E. L. (2011). A self-determination theory perspective on social, institutional, cultural, and economic supports for autonomy and their importance for well-being. In *Human autonomy in cross-cultural context* (pp. 45-64). Springer, Dordrecht.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
- Ryback, D. (2012). *Putting emotional intelligence to work*. Routledge.
- Sabri, P. S. U., Ilyas, M., & Amjad, Z. (2011). Organisational culture and its impact on the job satisfaction of the University teachers of Lahore. *International Journal of Business and Social Science*, 2(24).
- Saedon, H., Salleh, S., Balakrishnan, A., Imray, C. H., & Saedon, M. (2012). The role of feedback in improving the effectiveness of workplace based assessments: a systematic review. *BMC medical education*, 12(1), 1-8.
- Sadri, G. (2012). Emotional intelligence and leadership development. *Public Personnel Management*, 41(3), 535-548.
- Sadri, G., & Bowen, C. R. (2011). Meeting employee requirements: Maslow's hierarchy of needs is still a reliable guide to motivating staff. *Industrial engineer*, 43(10), 44-49.
- Sánchez-Hernández, M. I., González-López, Ó. R., Buenadicha-Mateos, M., & Tato-Jiménez, J. L. (2019). Work-life balance in great companies and pending issues for engaging new generations at work. *International journal of environmental research and public health*, 16(24), 5122.
- Sardžoska, E. G., & Tang, T. L. P. (2015). Monetary intelligence: Money attitudes—unethical intentions, intrinsic and extrinsic job satisfaction, and coping strategies across public and private sectors in Macedonia. *Journal of Business Ethics*, 130(1), 93-115.

- Sargent, L. D., Lee, M. D., Martin, B., & Zikic, J. (2013). Reinventing retirement: New pathways, new arrangements, new meanings. *Human relations*, 66(1), 3-21.
- Sharma, G. (2017). Pros and cons of different sampling techniques. *International journal of applied research*, 3(7), 749-752.
- Sharma, K. (2017). Job Satisfaction as a mediator between leaders emotional intelligence and organizational engagement among teachers. *OPUS: HR Journal*, 8(2), 1.
- Sharma, R. R. (2008). Emotional intelligence from 17th century to 21st century: Perspectives and directions for future research. *Vision*, 12(1), 59-66.
- Schaufeli, W. B., & Taris, T. W. (2014). A critical review of the job demands-resources model: Implications for improving work and health. *Bridging occupational, organisational and public health*, 43-68.
- Schaufeli, W. B. (2017). Applying the job demands-resources model. *Organisational Dynamics*, 2(46), 120-132.
- Schmidt, S., Roesler, U., Kusserow, T., & Rau, R. (2014). Uncertainty in the workplace: examining role ambiguity and role conflict, and their link to depression—a meta-analysis. *European Journal of Work and Organisational Psychology*, 23(1), 91-106.
- Schoukens, P., & Barrio, A. (2017). The changing concept of work: When does typical work become atypical?. *European Labour Law Journal*, 8(4), 306-332.
- Saether, E. A. (2020). Creativity-contingent rewards, intrinsic motivation, and creativity: The importance of fair reward evaluation procedures. *Frontiers in Psychology*, 11, 974.
- Sedgwick, P. (2013). Convenience sampling. *Bmj*, 347(2), f6304-f6304.
- Serrat, O. (2017). Understanding and developing emotional intelligence. In *Knowledge solutions* (pp. 329-339). Springer, Singapore.

- Seppälä, T., Lipponen, J., Pirttila-Backman, A. M., & Lipsanen, J. (2011). Reciprocity of trust in the supervisor–subordinate relationship: The mediating role of autonomy and the sense of power. *European Journal of Work and Organisational Psychology, 20*(6), 755-778.
- Shagvaliyeva, S., & Yazdanifard, R. (2014). Impact of flexible working hours on work-life balance. *American Journal of Industrial and Business Management, 2014*.
- Shaikh, M. A., Bhutto, N. A., & Maitlo, Q. (2012). Facets of job satisfaction and its association with performance. *International Journal of Business and Social Science, 3*(7).
- Singh, A. (2014). Challenges and issues of generation Z. *IOSR Journal of Business and Management, 16*(7), 59-63.
- Singh, A. P., & Dangmei, J. (2016). Understanding the generation Z: the future workforce. *South-Asian Journal of Multidisciplinary Studies, 3*(3), 1-5.
- Singh, S. (2013). Work-life balance: A literature review. *Development, 27*(5), 437-466.
- Singh, T., Kaur, M., Verma, M., & Kumar, R. (2019). Job satisfaction among health care providers: A cross-sectional study in public health facilities of Punjab, India. *Journal of family medicine and primary care, 8*(10), 3268.
- Sirgy, M. J., & Lee, D. J. (2018). Work-life balance: An integrative review. *Applied Research in Quality of Life, 13*(1), 229-254.
- Slemp, G. R., Kern, M. L., & Vella-Brodrick, D. A. (2015). Workplace well-being: The role of job crafting and autonomy support. *Psychology of Well-being, 5*(1), 1-17.
- Slinkov, A. M. (2016). The comparative analysis of research approaches to the definition and content of job satisfaction. *Экономика и предпринимательство, (5)*, 807-811.

- Sluss, D. M., Ashforth, B. E., & Gibson, K. R. (2012). The search for meaning in (new) work: Task significance and newcomer plasticity. *Journal of Vocational Behavior, 81*(2), 199-208.
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement: A strategy for the study of attitudes*. Chicago: Rand McNally.
- Smyth, J. M. (1998). Written emotional expression: effect sizes, outcome types, and moderating variables. *Journal of consulting and clinical psychology, 66*(1), 174.
- Spearman, C. (1961). "General intelligence" Objectively determined and measured.
- Spector, P. E. (1994). *Job satisfaction survey*. Professor Paul. E Spector: <http://paulspector.com/scales/our-assessments/job-satisfaction-survey-jss/>
- Steinbauer, R., Renn, R. W., Chen, H. S., & Rhew, N. (2018). Workplace ostracism, self-regulation, and job performance: Moderating role of intrinsic work motivation. *The Journal of social psychology, 158*(6), 767-783.
- Stueber, K. (2013). Empathy. *International Encyclopedia of Ethics, 38*, pages445–461.
- Subarto, S., Solihin, D., & Qurbani, D. (2021). Determinants of Job Satisfaction and Its Implications for the Lecturers Performance. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPED), 9*(2), 163-178.
- Sudibjo, N., & Suwarli, M. B. N. (2020). Job Embeddedness and Job Satisfaction as a Mediator between Work-Life Balance and Intention to Stay. *International Journal of Innovation, Creativity and Change, 11*(8), 311-331.
- Suter, J., & Kowalski, T. (2020). The impact of extended shifts on strain-based work–life conflict: A qualitative analysis of the role of context on temporal processes of retroactive and anticipatory spillover. *Human Resource Management Journal, 2007*(107), 2411-2502.

- Sutton, A. (2016). Measuring the effects of self-awareness: Construction of the Self-Awareness Outcomes Questionnaire. *Europe's journal of psychology, 12*(4), 645.
- Sze, J. A., Gyurak, A., Goodkind, M. S., & Levenson, R. W. (2012). Greater emotional empathy and prosocial behavior in late life. *Emotion, 12*(5), 1129.
- Talukder, A. K. M., Vickers, M., & Khan, A. (2018). Supervisor support and work-life balance: Impacts on job performance in the Australian financial sector. *Personnel Review 47*(3), 727-744.
- Taylor, G. (2015). Hackman and Oldham's job characteristics model. *Teaching Business & Economics, 19*(2), 7-12.
- Taylor, S. N., Wang, M., & Zhan, Y. (2012). Going beyond self–other rating comparison to measure leader self-awareness. *Journal of Leadership studies, 6*(2), 6-31.
- Thambu, N., Prayitno, H. J., & Zakaria, G. A. N. (2021). Incorporating active learning into moral education to develop multiple intelligences: A qualitative approach. *Indonesian Journal on Learning and Advanced Education (IJOLAE), 3*(1), 17-29.
- Thorndike, E. L. (1920). Intelligence examinations for college entrance. *The Journal of Educational Research, 1*(5), 329-337.
- Thorndike, E. L. (1935). Workers satisfaction: Likes and dislikes of young people for their jobs. *Occupations: The Vocational Guidance Journal, 13*(8), 704-706.
- Thorndike, R. L. (1936). Factor analysis of social and abstract intelligence. *Journal of educational psychology, 27*(3), 231.
- Trépanier, S. G., Fernet, C., & Austin, S. (2013). Workplace bullying and psychological health at work: The mediating role of satisfaction of needs for autonomy, competence and relatedness. *Work & Stress, 27*(2), 123-140.

- Tulis, M., & Fulmer, S. M. (2013). Students' motivational and emotional experiences and their relationship to persistence during academic challenge in mathematics and reading. *Learning and Individual Differences, 27*, 35-46.
- Tyagi, B. (2013). Listening: An important skill and its various aspects. *The Criterion: An International Journal in English, 12*, 1-8.
- Usman, K. (2019). Impact of organizational culture, organizational communication and supervisor support on the job satisfaction of employees working in online IT based distance learning institutions of Pakistan. *Open Praxis, 11*(2), 143-156.
- Valizadeh, N., & Bijani, M. (2017). Application of Maslow's needs theory to analyze environmental aesthetics attitude of rural people in Miandoab township. *Iranian Agricultural Extension and Education Journal, 12*(2) 73-87.
- Van den Broeck, A., Van Ruysseveldt, J., Vanbelle, E., & De Witte, H. (2013). The job demands–resources model: Overview and suggestions for future research. *Advances in positive organisational psychology, 1*. 83-105.
- Van Dijk, D., & Kluger, A. N. (2011). Task type as a moderator of positive/negative feedback effects on motivation and performance: A regulatory focus perspective. *Journal of Organisational Behavior, 32*(8), 1084-1105.
- Van Kleef, G. A., & Côté, S. (2022). The social effects of emotions. *Annual review of psychology, 73*, 629-658.
- Vohs, K. D., & Baumeister, R. F. (Eds.). (2016). *Handbook of self-regulation: Research, theory, and applications*. Guilford Publications.
- Walga, T. K. (2018). Job satisfaction and satisfaction with work-life balance across cultures. *Journal of Intercultural Management, 10*(2), 159-179.

- Wall, K., & Escobedo, A. (2013). Parental leave policies, gender equity and family well-being in Europe: A comparative perspective. In *Family well-being* (pp. 103-129). Springer, Dordrecht.
- Wang, M., Olson, D. A., & Shultz, K. S. (2012). *Mid and late career issues: An integrative perspective*. Routledge.
- Wang, T. K., & Brower, R. (2019). Job satisfaction among federal employees: The role of employee interaction with work environment. *Public Personnel Management*, 48(1), 3-26.
- Watermeyer, K. (2016, November 18). *Why wellness is a work must*. [Radio broadcast]. 99 Fm. <https://99fm.com.na/wellness-work-must/>
- Weber, M. (1947). *The theory of social and economic organisation*. Collier Macmillan.
- Weber, M. (2009). *The theory of social and economic organisation*. Simon and Schuster.
- Wechsler, D. (1940). The measurement of adult intelligence. *The Journal of Nervous and Mental Disease*, 91(4), 548-556.
- Wepfer, A.G., Brauchli, R., Jenny, G.J., Hämmig, O & Bauer, G.F. (2015). The experience of work-life balance across family-life stages in Switzerland: a cross-sectional questionnaire-based study. *BMC Public Health* 15(1), 1290-1301.
- Weiner, B. (2013). *Human motivation*. Psychology Press.
- White, H., & Sabarwal, S. (2014). Quasi-experimental design and methods. *Methodological briefs: impact evaluation*, 8, 1-16.
- Wilmot, M. P., Wanberg, C. R., Kammeyer-Mueller, J. D., & Ones, D. S. (2019). Extraversion advantages at work: A quantitative review and synthesis of the meta-analytic evidence. *Journal of Applied Psychology*, 104(2), 1447–1470.

- Wong, P. T. (Ed.). (2013). *The human quest for meaning: Theories, research, and applications*. Routledge.
- Xu, Q., Jin, L., & Zhang, Y. (2019). The shifting preference for contingent rewards in goal pursuit. *Journal of personality and social psychology*, *116*(1), 33-46.
- Xu, X., Liu, W., & Pang, W. (2019). Are emotionally intelligent people more creative? A meta-analysis of the emotional intelligence–creativity link. *Sustainability*, *11*(21), 6123-6134.
- Yalabik, Z. Y., Rayton, B. A., & Rapti, A. (2017, December). Facets of job satisfaction and work engagement. In *Evidence-based HRM: a global forum for empirical scholarship*. Emerald Publishing Limited.
- Yavich, R., & Rotnitsky, I. (2020). Multiple Intelligences and Success in School Studies. *International Journal of Higher Education*, *9*(6), 107-117.
- Yidong, T., & Xinxin, L. (2013). How ethical leadership influence employees' innovative work behavior: A perspective of intrinsic motivation. *Journal of business ethics*, *116*(2), 441-455.
- Yucel, D. (2019). Job autonomy and schedule flexibility as moderators of the relationship between work-family conflict and work-related outcomes. *Applied Research in Quality of Life*, *14*(5), 1393-1410.
- Zajenkowski, M., & Dufner, M. (2020). Why do narcissists care so much about intelligence?. *Current Directions in Psychological Science*, *29*(3), 261-266.
- Zaniboni, S., Truxillo, D. M., & Fraccaroli, F. (2013). Differential effects of task variety and skill variety on burnout and turnover intentions for older and younger workers. *European Journal of Work and Organisational Psychology*, *22*(3), 306-317.

Zhang, J., & Liu, Y. (2011). Antecedents of work-family conflict: Review and prospect. *International journal of business and management*, 6(1), 89-103.

Zhu, Y. (2013). A review of job satisfaction. *Asian Social Science*, 9(1), 293-299.

ANNEXURE 1 ETHICAL CLEARANCE CERTIFICATE



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: UNAM-DEC-HSS/08/03/2021 **Date:** 10/03/2021

This Ethical Clearance Certificate is issued by the University of Namibia Decentralised Research Ethics Committee (DEC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the DEC's at the Faculty/Centre/Campus/Unit.

Title of Project: EMOTIONAL INTELLIGENCE, JOB SATISFACTION AND WORK-LIFE BALANCE AT THE UNIVERSITY OF NAMIBIA'S MAIN CAMPUS IN WINDHOEK, NAMIBIA

Nature/Level of Project: MASTERS (NON HEALTH)

Researcher: ALICIA FERNANDES

Student Number: 201501495

Supervisor: DR. CLIFFORD HLATYWAYO

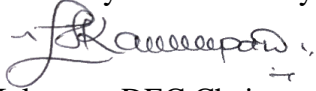
Faculty: HUMANITIES AND SOCIAL SCIENCES

Take note of the following:

- a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the DEC. An application to make amendments may be necessary.
- b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the DEC and the CRP.
- c) The Principal Researcher must report issues of ethical compliance to the DEC (through the Chairperson of the Faculty/Centre/Campus/Unit Research Ethics Committee) at the end of the Project or as may be requested by DEC and the CRP.
- d) Approval is valid for a period of one year from the date of issue.
- e) A mid-year report to be submitted to DEC (where applicable), thereafter to the CRP
- f) The DEC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,

- (ii) Request for an ethical compliance report at any point during the course of the research.
- (iii) *Cognizance and the observation of Namibian's Research Science and Technology Act of 2004 which makes it compulsory for Non-Namibian Based researchers to obtain the compulsory Research Permit from the National Commission on Research Science and Technology (NCRST) FIRST, BEFORE the research can commence.*

The DEC wishes you the best in your research.



Prof. T. Kalusopa, DEC Chairperson - FHSS

ANNEXURE 2 QUESTIONNAIRE

Job Satisfaction, Work-Life Balance and Emotional Intelligence Questionnaire

This questionnaire has been compiled in fulfilment of a requirement for a Master's Degree, and your will be highly appreciated. This questionnaire consists of 4 Sections and should not take you more than 15 minutes to complete. There are neither right nor wrong answers.

Kindly answer as honestly as possible and **all information provided will be kept confidential and anonymous.**

This questionnaire utilises closed ended questions, therefore the participant is limited to a fixed set of responses. The most suitable choice should hence be chosen. Please indicate your choice by circling the appropriate number.

Please note that this questionnaire is not aimed at evaluating you as an employee rather about your perception in certain situations both in your work life and personal life.

Thank you for your time and participation.

SECTION A: DEMOGRAPHICAL INFORMATION

Please select the most appropriate option by circling the corresponding letter: 1.

Race

White	Black	Coloured	Other
a	b	c	d

2. Gender

Female	Male
a	b

3. Marital Status

Single	Married	Divorced	Widowed
a	b	c	d

4. How many children do you have?

0-3	4-6	7+
a	b	c

5. Level of Management within the organisation

Lower Level	Middle Level	Top Level
a	b	c

6. Level of Qualification

Degree	Diploma	Certificate	High School	Other
a	b	c	d	e

Please answer the following questions by responding with reference to your personal experience. (Example I am 'rarely' upset by my colleagues). Indicate the appropriate response by circling the corresponding letter.

SECTION B: JOB SATISFACTION						
PLEASE TICK THE CORRECT BOX FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	Disagree very much	Disagree moderately	Disagree slightly	Agree Slightly	Agree moderately	Agree very much
I feel I am being paid a fair amount for the work I do.						
There is really too little chance for promotion on my job.						
My supervisor is quite competent in doing his/her job.						
I am not satisfied with the benefits I receive						
When I do a good job, I receive the recognition for it that I should receive.						
Many of our rules and procedures make doing a good job difficult.						

I like the people I work with.						
--------------------------------	--	--	--	--	--	--

I sometimes feel my job is meaningless.						
Communications seem good within this organization.						
Raises are too few and far between.						
Those who do well on the job stand a fair chance of being promoted.						
My supervisor is unfair to me.						
The benefits we receive are as good as most other organizations offer.						
I do not feel that the work I do is appreciated.						
My efforts to do a good job are seldom blocked by red tape.						
I find I have to work harder at my job because of the incompetence of people I work with.						
I like doing the things I do at work.						

The goals of this organization are not clear to me.						
I feel unappreciated by the organization when I						

think about what they pay me.						
People get ahead as fast here as they do in other places.						
My supervisor shows too little interest in the feelings of subordinates.						
The benefit package we have is equitable.						
There are few rewards for those who work here.						
I have too much to do at work.						
I enjoy my co-workers.						
I often feel that I do not know what is going on with the organization.						
I feel a sense of pride in doing my job.						
I feel satisfied with my chances for salary increases.						

There are benefits we do not have which we should have.						
I like my supervisor.						
I have too much paperwork.						
I don't feel my efforts are rewarded the way they should be.						
I am satisfied with my chances for promotion.						
There is too much bickering and fighting at work.						
My job is enjoyable.						
Work assignments are not fully explained.						

SECTION C: WORK/LIFE BALANCE	Completely Disagree	Slightly Disagree	Disagree	Agree	Slightly Agree	Completely Agree
My work prevents me from spending sufficient quality time with my family						
My family takes up time I would like to spend working						

There is no time left at the end of the day to the things I'd like at home						
My job makes it difficult to be the kind of spouse, partner or parent I'd like to be						
My family misses out because of my work commitments						
My family takes up time I would like to spend working						

My work performance suffers because of my personal and family commitments						
You are able to manage your time at home more efficiently as a result of the way you manage it at work						
Your gender disadvantages you within your organisation						
Your organisation provides flexible work arrangements						
My family has a negative impact on my day to day work duties						
Work/life balance increases motivation						
Work/life balance increases job satisfaction						
Your work and personal life often do not leave you with any time to be physically active						

SECTION EMOTIONAL INTELLIGENCE	D:	Extreme ly Disagree	Slightly Disagree	Disagree	Neutral	Agree	Slightly Agree	Extreme ly Agree
---	-----------	------------------------------------	------------------------------	-----------------	----------------	--------------	---------------------------	-----------------------------

1. Expressing my emotions with words is not a problem for me.								
2. I often find it difficult to see things from another person's viewpoint.								
3. On the whole, I'm a highly motivated person.								
4. I usually find it difficult to regulate my emotions.								
5. I generally don't find life enjoyable.								
6. I can deal effectively with people.								
7. I tend to change my mind frequently.								
8. Many times, I can't figure out what emotion I'm feeling.								
9. I feel that I have a number of good qualities.								
10. I often find it difficult to stand up for my rights.								
11. I'm usually able to influence the way other people feel.								

12. On the whole, I have a gloomy perspective on most things.							
13. Those close to me often complain that I don't treat them right.							

14. I often find it difficult to adjust my life according to the circumstances.							
15. On the whole, I'm able to deal with stress							
16 I often find it difficult to show my affection to those close to me.							
17 I'm normally able to "get into someone's shoes" and experience their emotions							
18 I normally find it difficult to keep myself motivated.							
19 I'm usually able to find ways to control my emotions when I want to.							
20 On the whole, I'm pleased with my life.							
21 I would describe myself as a good negotiator							
22 I tend to get involved in things I later wish I could get out of.							

23 I often pause and think about my feelings.							
24 I believe I'm full of personal strengths.							
25 I tend to "back down" even if I know I'm right.							
26 I don't seem to have any power at all over other people's feelings.							
27 I generally believe that things will work out fine in my life.							
28 I find it difficult to bond well even with those close to me							
29 Generally, I'm able to adapt to new environments.							
30 Others admire me for being relaxed.							

Thank you for your time and participation!