University of Malta
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The relationship between Emotional Intelligence and Corporate Culture: A comparative study across organisational frameworks in Malta

Christian Grech
[redacted]

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Abstract

This research study investigates the importance and relationship of Emotional Intelligence and corporate culture, with a major focus on Clan, Adhocracy, Hierarchy and Market cultural types. The sample includes 200 participants working in private and public organisations, where a cross-sectional examination has been utilized to measure the level of Emotional Intelligence across the different areas of workplace culture. The study implemented the use of ANOVA, Pearson correlation analysis, and t-test to fully analyse the research subject. Using this statistical analysis, the results showed significant correlations between Emotional Intelligence and specific cultural types. Based on the evidence in the results and findings, several recommendations have been offered to guide organisations to harvest the right environment that fosters Emotional Intelligence for its enormous benefits to the employees and its implications for organisations. The evidence from this study indicates that Emotional Intelligence is directly linked to corporate culture and is affected by the norms and beliefs of the cultural setting. Adhocracy culture is set to have the highest correlation with higher scores of Emotional Intelligence, indicating that this type of cultural setting greatly impacts employees with higher emotional intelligence. Several recommendations were also provided to enhance Emotional Intelligence, through leadership, management development, nurturing, and a list of improvements to benefit private / public organisations.

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Chapter 1 Introduction

Leading and managing a prosperous corporate culture is important throughout the business world. Companies have been striving to instigate success by leading by intelligence and seeking personal development at all organisational levels. Various research papers over the years have outlined the importance of emotional intelligence to prove its numerous benefits for organizations and successful leadership. Emotional intelligence is one of the most crucial abilities that leaders can acquire, which enables them to efficaciously motivate employees, associate with other team members, and drive organisational success. It is imperative to mention that while previous research has focused on the importance of Emotional intelligence especially in the leadership context, there is a notable gap in identifying the elements to which corporate culture promotes or diminishes the development of Emotional Intelligence in employees at the workplace.

Although the previous research papers have examined the importance of Emotional Intelligence, a gap seems to exist in understanding how different corporate cultures promote or suppress the development of Emotional intelligence.

The scope of the study is to provide insights that can benefit other researchers and organizations to promote and develop an emotional intelligence workplace. This research project aims to investigate the importance of Emotional Intelligence and its use at different levels in the organisation, and to answer the three main research questions:

1. Does Emotional Intelligence have an impact on organisational culture?
2. How do Clan, Adhocracy, Market, and Hierarchy cultural types, influence the development of Emotional Intelligence in employees?

3. How can Emotional Intelligence be integrated into the different areas of organisational culture?

Chapter 2 Literature Review

2.1 Introduction

Emotional intelligence only became popular in the 1990s when John Mayer and Peter Salovey presented the term Emotional Intelligence as it is known today, whom the psychologists described the term as *"a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action.".* This has led to a whole research platform for many other researchers and psychologists such as Daniel Goleman, who acknowledged the fact that due to the changes in the business world, emotional intelligence is more important than IQ, where the author Dr. Goleman instigates the importance of it. The author of the book also posed the unknown question of whether emotional intelligence is embedded in everyone's genes i.e. *inherited or* is something that can be *learned through experience.*

In Dr. Goleman's book '*Emotional Intelligence: Why can it matter more than IQ',* the author reflects upon his own experience of taking the bus to work on a hot and steamy summer morning and changing his attitude towards the effectiveness of Emotional intelligence. The bus driver greeted everyone who boarded the bus and started a conversation whilst stuck in a traffic jam, which in turn changed the mood of all the passengers. One must acknowledge that with the ever-changing lifestyle, people often tend to stress about everything and not just

only the negative situations that arise. In turn, this harms the mood and emotions of these people, which can affect how people treat each other.

Emotions are affixed in our neurological system and tied to human beings. These emotions have passed down through evolution, and the civilised society people live in nowadays is trying to distort or twist the development of emotions. Anger, fear, anxiety, stress and love are all part of emotions that have been jotted down in our human brain. The author also stated that the human brain can be split into two: '*the part that thinks and the part that feels'* (Goleman, 1996, pg. 28).

The real dilemma lies in the perception or fact that emotional intelligence is more crucial than IQ at the place of work. Goleman suggested that people with high IQ may struggle to contain their emotions and the way they interact with other people through their actions, be it fear, anxiety, stress or anger. The author critically evaluated this statement: 'Being smart is dumb', instigating the fact that people with the highest knowledge and information can still be stupid and have uncontrollable emotions (Goleman,1996) hence why Goleman emphasised the importance of emotional intelligence.

2.2 Models of Emotional Intelligence

Emotional intelligence as we know it today has developed and been widely used around the world. Mayer, Caruso and Salovey developed a framework to test a person's performance in terms of Emotional Intelligence. The 'MSCEIT' was then further developed in 2002, and it is widely used by large corporations to assess the following skills and abilities: Mayer, J. D., Salovey, P., & Caruso, D. R. (2012)

1. Perceiving emotions refers to an individual's ability to recognise another person's emotional expressions through facial and postural (Scherer et al. 2001, as cited in Mayer et al 2012).
2. Thought facilitation refers to an individual's ability to use emotion for attention focus and to think in a rational, logical and creative manner. The required aspect of this skill is to prioritize thinking and shift attention to crucial information such as the environment and others. This amplifies the fact that certain emotional moods and states rectify a person's thinking process and that certain emotions are inclined to different reasoning tasks. As an extent to this, positive emotions are more inclined to stimulate the thought of creativity, whilst negative emotions are more into solving deductive reasoning tasks (Palfai & Salovey, 1993, as cited in pg. 442)
3. Understanding emotions refers to an individual's ability to identify emotions accurately, define how emotions form, and progress or transition to other types of emotions.
4. Managing emotions often refers to an individual's ability to identify an effective emotion management strategy to regulate or achieve a desired outcome or goal under certain circumstances. In this situation, emotions may either reflect oneself or others,

but in both cases, the main aim of managing such emotions is for personal understanding, understanding others and leading to growth.

Dr Reuven Bar-on, one of the leading researchers and theorists in the field of Emotional intelligence, has also developed the 'Bar-on' model, which explains that Emotional Intelligence is how well people understand and express themselves, how well they understand each other, their inter-related relationships, the needs and demands of people, and the challenges, obstacles, and pressures of life. The Bar-on EI model breaks down into these categories: Self-Perception, Self-Expression, Interpersonal, decision–making, and Stress Management, which in turn are divided into the following sub-sections: self-esteem, self-actualization, emotional expression, emotional self-awareness, independence, assertion, interpersonal relationships, social responsibility, empathy, problem-solving, flexibility, impulse control, flexibility, optimism, and stress tolerance (Bar-on as cited in Faltas, 2017, & Lesha, 2020, Pg. 171-175).

The last model represents the work of Dr Goleman and reflects the description of Emotional intelligence as a set of skills and competencies that reveal human preferences in all areas of life, with a focus on the performance of managers and leaders in the workplace. Goleman describes emotional intelligence based on the following competencies: self-awareness, self-control of emotions, self-management and social awareness. These Emotional intelligence competencies then form the basis for the other twelve sub-levels which consist of emotional flexibility, goal-driven, influence, optimism, coaching, mentoring, influencing others, empathy towards others, managing conflict, corporate acumen, leading by guidance, teamwork, emotional self-control, and emotional self – awareness (Goleman, 1995, as cited in Faltas, 2017 & Lesha, 2020, Pg. 171-175).

2.3 The cost of Emotional illiteracy

At any given time, there is a high probability that an employee will encounter or have worked with a 'difficult' boss, who might be in a bad mood. In today's dynamic changing world, fear and intimidation of employees can block the path to success. A company can demotivate its employees if it employs a 'fearful boss or manager', who tries to discourage open communication, who discriminates and or who uses anger as a means of suppressing emotions towards their employees. Without teamwork, cooperation, a good line of social skills, and emotionally intelligent employees, repercussions for business come at a greater cost. Such costs could include employee demotivation, apathy, and chaos between departments.

2.4 Intelligence in Emotions

Emotions as depicted in human nature, typically arise upon the occurrence of an event; that can either be internal or external and can also have a positive or negative valence toward the individual (P. Salovey, J.D. Mayer, pg. 186, 1990). Intelligence as such can take many forms and theories, but P. Salovey and J.D. Mayer describe social intelligence as one of the key core competencies to comprehend and manage people at the workplace. These social skills can also be directly and indirectly intercepted into oneself when being put forward as a leader. Thorndike in 1920, defined social intelligence as the ability to understand and perceive the emotions of others through their internal states, motives and behaviours, as well as the ability to act based on information. Emotional intelligence as depicted by P. Salovey and J.D. Mayer, is a portion of the element of social intelligence, where the individual's capability to depict other's personal information based on their moods, feelings, and emotions

to solve problems and control undesirable behaviour (P. Salovey, J.D. Mayer, 1990, PG 185 – 202).

2.5 Organisational culture

Ravasi and Schultz in 2006 specified organizational culture as 'a *set of shared assumptions that guide behaviour'*, while Hofstede in 1991 defined organizational culture as '*the collective programming of the mind which distinguishes a member of one group from another'.* The norms and values of the organization are passed on to different parts of the groups or individuals so that they perceive, think and feel the same way about obstacles and problems, especially when new employees are recruited into the organization (Tolmas and Reino, 2006, as cited in Lee and Hakimey, 2013). The elements of an organisational culture include the policies and strategies that form within the vision, mission and values of the organization, the management process which considers viable resources such as human, administrative, managerial goals and objectives. The people and the environment of the organization also form a major part of the organizational structure, integrating the responsibilities of individuals and their needs such as remote working, the right to disconnect, work-life balance and personal life, safety needs, and the interpersonal connection that drives a teamwork environment to success. The final major element that shapes the culture is leadership and its importance of having the right leader to manage, maintain and even bring successful change to a culture if necessary (Lee and Hakimey, 2013).

2.5.1 Corporate culture and Emotional Intelligence: The equilibrium analysis

In today's dynamic business world, corporate culture is sought to be one of the main pillars for organisation success and is undoubtedly present in every active workplace. Numerous researchers from around the world with different cultural backgrounds agree that emotional intelligence is required for managers and leaders who seek to manage organisational change, implement strategies and decision-making (Donaldson-Fielder & Bond, 2004, Fisher & Ashkansy, 2000, Fulmer & Barry 2004, as cited in Ugoani, 2015). Organisations that foster an emotionally intelligent climate setting often seek employees and managers who can maintain an emotional intelligence behaviour (Ugoani, 2015). Effective relationship management between employees and managers is required to cultivate a culture that encourages favourable behaviour and a mix of emotions between employees. A 'good' leader who maintains an emotionally intelligent culture must understand the needs and desires of employees, and respond accordingly (Gardner and Tough, 2002, as cited in Ugoani, 2015).

One of the major elements that make up the corporate culture is people and leadership, without which a company could not operate. The importance of emotional intelligence has been outlined through this literature analysis, and thus Emotional intelligence can have a major impact on the organizational culture and how people's behaviour is effectively and intelligently managed (Matthews, Zeidner & Roberts, 2004, as cited in Lee & Hakimey, 2013). According to other studies conducted by Tolmats and Reino in 2006 found that individuals with higher emotional intelligence, outlining that the emotional intelligent individuals are more inclined to human relations, motivated to achieve rational goals, and operate in an open system type of organization. In a culture where human relationships are more focused, an adaption to leadership, morale and creativity is more inclined to success. An open system type of culture represents a culture that motivates individuals to innovate,

sales growth, creativity, and imagination. Whereas a culture that promotes a rational goal objective type, Emotional intelligence is in place to increase and achieve productivity, performance, and high efficiency in achieving the production of goods and services (Parker & Bradley, 2000; as cited in Lee & Hakimey, 2013).

Emotional intelligence holds a pivotal role in every employee and line of management in the organisation, which enhances the interpersonal relationships between each group, and how emotions are interchanged. Emotional exchanges and face-to-face interactions build up an enhanced positive relationship. The importance of culture in an organisation affects the structures, guidelines, rules and expectations to assist people in understanding whilst also observing behaviour their own or others' behaviour.

2.5.2 Emotional Culture: A Leader's Perspective

A culture that fosters emotional intelligence usually depicts and shows the current norms and behaviours embedded in the organization. It outlines how people in that organization react and respond to each other as team members, to their respective leaders, and to all the stakeholders involved. Leaders have a stake in forming this culture, starting from the emotions and tone they pace into the workplace environment, which can shape the cultural differences between organizations. Organisational culture is depicted as being the shared values, accepted behaviours, and norms present in a corporate environment. No single individual can shape up a whole organisation, but rather a team or group of people that work together for organisational success. A leader is often seen as the one that sets out the emotional tone in an organization, indeed a leader must be able to maintain their own emotions, whilst also influencing the emotions of others around them positively (Martin, 2019, Volume 33, Page 2).

Self–awareness: - An emotionally intelligent leader must be self–aware and understand the emotions or moods that are being depicted through his or her own self facial or body expressions. Being aligned with the emotions that leaders portray, how they dress, their appearance, their body language, and facial expressions, makes a huge impact on how employees perceive them, which fosters a positive environment for sharing and expressing ideas. An emotionally intelligent leader must eliminate bias in racial or gender matters, and avoid labelling others through a 'first impression' (Martin 2019, Volume 33, Page 3)

Self-Management: - With a continuation to self–awareness, leaders must cope with their own emotions first, and display a sense of self-control, which sometimes can be at odds with leadership, in a sense to do what needs to be done – and to stay in control of every situation, even in difficult and stressful hardships. Having a proper work-life balance, and following the rule of balancing between private life and work life is the key to implementing self–control.

Indulging in a culture of emotional intelligence means that a leader must be able to balance out their work and life, to maintain a healthy relationship both inside the organization and outside. This instigates leaders to influence, inspire, mentor, being charismatic and building such relationships often outperform leaders with high IQ (Martin 2019, Volume 33, Page 4-5).

Several research shows that Emotional Intelligence is positively associated with transformational leadership, which entails that those leaders are inclined to encourage others to enhance and enhance their confidence, achieve higher performances, and pursue personal growth and personal development (Clarke, 2010; Dulewicz et al 2005; Harms & Crede, 2010; as cited in Kim & Kim, pgs. 323-447, 2015). Based on past studies focusing on the link between Emotional intelligence and Transformational Leadership, Barling et al in 2000, using the Bar-On Emotional quotient measurement, discovered that Emotional intelligence is directly linked with transformational leadership on the following criteria: Motivation in inspiring others, influencing by an idea, and individualised consideration. Throughout the study of the 49 managers, the criterion with the highest and most significant correlation with Emotional intelligence is Inspirational motivation (Barling et al. 2000, as cited in Kim & Kim, 2017, pgs377-393).

2.5.1 The link between Culture and Emotional Intelligence

Many researchers agree that organisational culture and Emotional intelligence go hand in hand in bringing the success of any organisation, however, this chapter goes more in-depth into the link between the two, and how an organisation can adopt a culture that sustains Emotional intelligence. Culture plays a major role in shaping employees' emotional behaviour in two key aspects. First, it affects how individuals interpret and react to events or past occurrences, for instance, certain cultural norms accept people arriving late at work, whereas others might find it unacceptable. The acceptance and the difference between emotions will depict the behaviour of the individuals involved, which often concludes with the second aspect, the response from managers or leaders for coming into work late (Cherniss, Goleman, 2001).

An organisational culture that provides active assistance in supporting and recognizing its employees and their emotionally intelligent interactions with their respective employees, can potentially cultivate group norms that enhance and promote Emotional Intelligence across the organisation. To achieve this, any organisation must adhere to mentoring and social skills adaptation to align with Emotional intelligence enhancement. This can be achieved with the EI programmes and coaching services. Managers and leaders may utilise meetings for coaching and support to manage any work obstacles, conflicts or mishaps in critical objectives and give opinions/support if necessary to employees who are struggling with their work (Cherniss, Goleman, 2001).

2.6 Implementing Emotional Intelligence in the Work Environment

Enhanced emotional intelligence–based organisational culture is necessary for any success, and this has been established in many organisations whose peer-reviewed articles have backed up this matter. Emotional intelligence has been sought to influence various behavioural traits at work, including employee commitment, teamwork and team development, career development, creativity, innovation, service quality, and customer satisfaction (Zeidner et al 2004). Emotional intelligence is required to develop the social skills required to build and maintain a culture of teamwork and development, especially in those organizations that implement projects that involve a sense of feeling and aesthetics (Mayer & Salovey, 1997, as cited in Zeidner et al, 2004). Nonetheless, it all boils down to the leader, who is required to be an Emotional intelligent competent individual, who in turn and in line with the organizational structure and culture, supports human resources, and manages the relationships between the work environments and teams (Cherniss, 2001, as cited in Zeidner et al 2004). Bar-On's work also implies that Emotional intelligence influences an individual's ability to excel in stress management due to work-related needs and pressures, especially in today's dynamic and ever-changing work pressures (Zeidner et al, 2004).

2.6.1 The Four Types of Organizational Culture

In any organization, although people may be unaware, culture exists. Culture may be too complex to define, however, it stems from the creation of values in the agreement of different parties with each other (Balogh et al, pg. 96, 2011). Other scholarly works of literature defined corporate culture as commonly held fundamental beliefs that the parties have developed through the learning process of problem-solving that has been considered throughout to be credible, and thus it is conveyed to new employees of the team as the way to perceive, think and feel with relation to those problems (Schein, 1992, as cited in Balogh et al, pg. 97, 2011). The culture of the organisation sets out the behaviour of its members and imprints the image of that organization (Borgulya, 2004, as cited in Balogh et al, pg. 97, 2011). In 1999, Cameron and Quinn developed an organisational cultural framework and a theoretical model, the "Competing Values Framework", focusing on four main types of organisational culture: clan culture, adhocracy culture, market culture and hierarchy culture. According to Selamat and Choudrie, the correct organisational culture is the one that promotes knowledge sharing among its organisational members, and as such, various cultures are more prone to exchange information, learn, and develop skills, which are all dependant on the specific type of culture of that organization (Usoro and Kuofie, 2006, as cited in Luu, pg. 271, 2014). A research paper compiled by Tuan Luu examining knowledge sharing, emotional intelligence and the four organizational culture types, indicates that a high level of Emotional intelligence is positively related to the sharing of information with a positive coefficient of 0.257 (Luu, 2014).

In another study conducted by Tolmats and Reino, aimed at finding the relationship between competencies of Emotional Intelligence and the competing values framework, the findings outline that the individuals with a higher emotional intelligence quotient value organizational culture more than individuals with lower emotional intelligence scores. The findings of the

research study outline that Emotional Intelligence is positively related to human relations, an open system, and a goal type of organisational culture. This entails that by improving the employee's Emotional Intelligence, the organisational culture can be cultivated and sustained to reach the desirable goals (Tolmats and Reino, 2006, as cited in Lee and Hakimey, 2013).

2.6.2 Clan culture

The clan culture is considered one of the notable forms of any organization, quite simply renowned as being the ‘family-type’ organization, where the organization boasts an ambient of sharing, teamwork, loyalty, and above all else: shared values. This type of culture synthesises the value of ‘family’, organizations with this type of cultural characteristics often provide a commitment to their employees, engage in involvement and enhance teamwork through openness. Leaders are the employee's mentors or co-parents (Cameron & Quinn, 2006, as cited in Irfan, 2018). Loyalty and tradition highly persist in this organisational culture, with the sharing of values extremely crucial and determinant, especially with uncertainty, difficulties in decision-making, and effectively operating organizational breakthroughs (Balogh et al, pg. 98, 2011).

A clan culture may have several impacts on the performance of the organization and job satisfaction. This cultural type creates a feeling of inclusion which fosters supportive relationships and behaviour within its members. Employees that are more engaged with its organisation are more inclined to produce more effort and increase performance for the outcome of the organisation. This type of culture also acts as a platform for continuous learning and improvement, which enhances the employee's skills in their various sectors. Nonetheless, rewards are emphasized based on the performance of the employees, and achievements are celebrated in the form of organisational norms (Bose and Charles, 2024).

An emotionally intelligent team in a clan culture seeks to identify the shared interpersonal understanding of other team members such as needs, goals, and preferences which in turn can make up for acute problem–solving by enhancing team effectiveness (Ancona & Caldwell, 1992, as cited in Druskat et al. 2001). In turn, the emotionally intelligent team can better understand the requirements of the organization, enhance relationships with other team members, and achieve the cognitive state of team efficacy (Druskat et al. 2001). Employees who engage in high emotional teams tend to bring norms in a culture that fosters conflict management, encourages collaboration, and enhances the overall communication between other teams and colleagues.

2.6.3 Adhocracy culture

The adhocracy organisation culture promotes innovation, creativity, flexibility and a dynamic platform to solve a problem. The whole focus point of this type of culture is about taking risks, being innovative, embarking on new challenges, and a commitment to experimentation. A clear-cut example of an adhocracy culture is the 'NASA' corporation. The success of an adhocracy culture is all about being exclusive and particular in a way, that brings the company's product portfolio, or service excellence. On the other hand, the leaders in this culture are innovative, embark on an experimental vision, and take calculated risks (Gaál et al. 2010).

A study implemented by Jafri et al. 2016 demonstrated that Emotional intelligence holds a vital role in excelling creativity in the workplace, where importance has been placed on Emotional intelligence, when paired with the right organisational culture, this connection can highly impact the creativity output of employees. This study highlights the improved connection and relationship between adhocracy culture and emotional intelligence. Another research study showed a positive significant impact between emotional intelligence and the innovation of the employees. Higher emotional intelligence in employees can meet the standards of today's innovative requirements through organisational procedures, to the extent that the employees themselves can manage and understand their emotions under stressful situations imposed by hefty tasks governed by their superiors (Tajpour et al. 2018).

2.6.4 Market Culture

In a market culture type of organization, where competition is fierce and dominated by market performance success. Leaders of this type of culture generally tend to focus on results. On the contrary of a clan culture, knowledge sharing is not considered an importance, but rather leaders focus their commitment on determining measurable goals, and targets as a crucial demand for success (Irfan, 2018). In a market culture, groups are assigned specific roles, with different dynamics and targets, which often enhances competition or collaboration between cross-sectional teams. The customer is considered one of the main focuses in a market culture, where exceeding customs expectations is considered as one of the leading driving forces of performance. Organizations that follow this type of culture tend to focus on productivity and hard work, embarking their employees in a culture of competition. (Shamin et al, 2019).

The connection between Emotional Intelligence and organisational performance has been a major topic in previous research studies. Previous findings suggest that emotional intelligence is highly associated with organisational performance, especially among employees with a strong degree of self–awareness. The competency of the self–awareness skill may fulfil the training needs of the team department, by carefully analysing the weaknesses of the team structure, focusing on performance and strengths. Social skills are also highly adequate in a market type of culture since employees with high social skills can effectively communicate important messages derived from customers, stakeholders, and the public. These messages will then be communicated to the respective team management and adhered to. This is done to continuously achieve organisational goals, meet consumer demands, achieve desirable sales targets and focus on the satisfaction of the public (Supramaniam & Singaravelloo, 2021).

2.6.5 Hierarchy culture

This type of organizational culture has its own set and unique characteristics that define it from the rest. This is a type of culture that implicates a clear structure of authority and control, where roles, responsibilities and the objectives of the organization are well defined. Nonetheless, management and leaders that are inherent in this type of culture strongly emphasise adherence to protocols, procedures, and the way to do things with limits to creativity, innovation and flexibility. The hierarchy culture is mainly found in government agencies, and it is supported by a top-to-bottom approach, with its tradition and bureaucratic type of culture. Each specific employee has their job roles and responsibilities, with a clear-cut strong control mechanism from management to provide absolute control over decision making. Communication is limited to the traditional formal channels and the flow is rather regulated to its limits. Clear-cut procedures and protocols govern what people do and don't, limiting flexibility and innovative ideas/thinking (Cameron & Quinn, 1999).

2.7 Conclusion

This literature review represents collective information and emphasises the relevance of emotional intelligence in maximising workplace performance, job satisfaction, employee motivation and organisation success. By addressing several potential issues found in corporate cultures, emotional intelligence aims to solve and continuously improve the workplace climate setting. This review sets the foundation and links previous studies, combines them into a single chapter, and provides a platform for a new research portfolio. The next chapter outlines the systematic approach to collecting and examining the research data. Indeed previous studies have linked the importance of Emotional intelligence with the success of both the organisation and the employees, however few have investigated the

research phenomenon linking emotional intelligence and the specified cultural types. Hence, this research study identifies in collaboration with previous literature, the empirical evidence supporting how various corporate cultures, affect the Emotional Intelligence.

Chapter 3 - Methodology

3.1 Introduction

Following the implementation of the literature review based on the topic being researched, a clear and concise definition of the research objectives and goals, and a research approach is necessary. This chapter shall include a construct basis of the research method and design that was adequate for the research to be efficient and effective. Furthermore, this chapter will also outline the motives behind the chosen research methods and the limitations that the research has incurred.

3.2 Research questions:

This research study seeks to address the following topic areas:

Question 1: To what extent does corporate culture influence employees' Emotional Intelligence?

Question 2: Does culture have a beneficial or detrimental effect on the Employee's Emotional intelligence?

Question 3: What function does Emotional Intelligence serve in the four organizational cultures?

3.3 Research Design:

The research design is generally understood as the overall strategy and framework obtained by the researcher to incorporate the formats of the study in a logical and coherent order. This section includes data collection, measurements of data, and its analysis. A research design can be split into two main categories: ‘quantitative and qualitative’. In quantitative research data collected is based on statistical data and numerical analysis, and it is deductive in its form, whilst qualitative research is a method of gaining information based on an individual’s experiences, behaviour, and perceptions through the use of interviews, to gather in-depth analysis rather than measuring it into numerical form.

Quantitative research is considered as a systematic approach to investigating a phenomenon by analysing and collecting numerical data to identify trends, patterns and statistical figures to establish relationships. Quantitative research is split between ‘the independent variable’ and ‘the dependent variable’. The analysis of the data is used to gather supporting evidence to test the relationship between the two mentioned variables. Meanwhile, a qualitative type of research design is the collection of data based on the participant's experience, behaviour on the matter, and a more in-depth subjective manner. The researcher seeks to examine participants in a narrative form, to understand the phenomenon, where numerical data cannot be measured (Thomas, pgs. 55-62, 2021)

This research study has employed the use of quantitative methods as a means of data collection. The justification is based on the measurement of emotional intelligence using Goleman’s and Bar-On’s measurement tools, whilst comparing across the four corporate cultures. Emotional intelligence scores are often measured using numerical data, where this proved to be a viable option to compare, contrast, and discuss the findings of the results. The

study tried to limit the bias of the participants, gather a bigger sample size, and compare different cultures together; hence a quantitative approach was sought to fit the research goal better.

Through the literature review, certain relevant concepts and themes emerged from different sources of previous studies, highlighting certain characteristics and focusing on the basis set out by the hypothesis to the set research questions. To investigate the spectrum of Emotional intelligence and Organizational culture, numerous hypotheses were formed to establish the examination of the research paper. The Analysis approach focuses on the following concepts and themes which spans out into the cultural side of the organizational setting.

3.4 Research Instruments and Questionnaire Design

Survey methodology that is derived from cognitive research often initiates the assumption that answering questionnaire questions involves a complex processing of information. The proceeding starts with the ability to understand the question, to the regeneration of information from the participant's memory. Moreover, it requires a judgemental sense of motivation and readiness to be truthful to and by the respondent. A survey is generally considered by others (Hunt et al. 1982, as cited in Lietz, 2010), as a convoluted communication mechanism, whereby there is a network of sharing and creating information that means something, to the respondent and the participant.

Initially, the researcher sought to analyse what to ask within the degree of information required surrounding the basis of the research question and the hypothesis. This information is formatted using a type of medium whereby respondents can decode the base question and provide an answer, which ultimately leads to the encoding by the researcher. Question length

also plays a critical role here, where reportedly a statement or question must not exceed 16 words (Brislin, 1986; as cited in Lietz, 2010). However, other reports and research implemented by Blair et al. In 1977 and Andrews in 1984 specified that an increase in data quality persists for questions ranging from 16 to 64 words. Other researchers also pointed out a critically important factor; longer questions lead to emphasised effort by the respondents, as this disposes a message of importance that requires a substantial endeavour (Jabin, 1987; Cannell and Oksenbrerg (1977, pg. 342); as cited in Lietz, 2010).

Demographic questions should be positioned at a later stage of the questionnaire, to steer clear away from negative reactions to personal data disclosure, which would influence the participant's behaviour when responding to such questions (Lietz, 2010).

The adoption of a '4 point' Likert scale has been reported to be the most used (Fink, 2003; Brace, 2004; as cited in Lietz, 2010). Rodgers et al. (1992), tested and examined the validity of using such a scale, and the findings were somewhat significant, with a validity coefficient of around 0.04 for each further response question.

A quality-constructed questionnaire design includes questions that are clear, straightforward, certain, and pertinent to the hypothesis/research questions. The questionnaire is split into three main components. In Section A, the researcher sought to analyse the emotional intelligence of the respondents, whilst in Section B, the researcher assessed the four types of organisational culture. Section C addresses the overall satisfaction of the respondents with the current organisational culture, whilst Section D covers the demographic information of the participants.

In section A, several statements were used to measure the participants' perceptions and attitudes regarding emotional intelligence, together with their overall score through ratings of their emotional abilities and behaviours, using the minimised version of EQ-I, adapted from Reuven Bar-on model (2006) mixed with Daniel Goleman's model 'the five core competencies of emotional intelligence' (Carson, et al. 2000). This is implemented to assess the participants Intrapersonal, interpersonal, stress management, adaptability, and general mood using a Likert scale of 1 – 4, ('1' strongly agree, '2'somewhat agree, '3'somewhat disagree, and '4'strongly disagree). A total of 47 statements were provided to the participants to assess such skills as mentioned above. A calculation of these emotional competencies together according to the scale rating will outline the levels of emotional intelligence of the participants. The scores are computer-generated with a mean of 100 and a standard deviation of 15. An average to higher Emotional quotient score suggests that the participant is more inclined to be effective in their emotional and social functioning. Nonetheless, a lower EI score suggests that the respondent cannot be emotional and may have social or behavioural problems (Bar-on, 2006). This research instrument has been well known for its consistency and reliability, with an EQ-I consistency coefficient ranging from 0.90 to 0.97, while other researchers (Matthews et al., 2002), have also reported similar outcomes (Bar-on, 2006).

Table 3-1: Questionnaire Statements (Emotional Intelligence)

Emotional Intelligence	
Statements	**"Soft Skills" / "People Skills"**
I immediately realise when I'm angry	Self-Awareness
I am able to tell when I'm happy	
I know when I'm stressed	
I am aware of when I'm being emotional	
I understand when I'm anxious and I'm able to tell why	
I can tell when I'm being unreasonable	
I am aware of my emotions, and this is significant to me	
I can tell if someone has annoyed me	
I do not let anger affect my mood or day	
I am able to tell what makes me happy	
I can get on top of difficult situations quickly	Managing emotions
I tend to hide my feelings and emotions rather than openly express them	
Other people can't really tell which kind of mood I am in	
I never lose my temper with other people suddenly and unexpectedly	
I am able to consciously alter the way I think or feel	
I do not allow stressful situations or people to impact the way I think or feel outside work	
I remain calm about work and life	
I am able to triumph over my emotions if need be	
It's hard for other people to know how I'm feeling	

I motivate myself to do difficult tasks	Self-Motivation
I am able to prioritise important deadlines	
I never miss a deadline	
I don't like wasting time	
I tackle the difficult things first	
I am patient and I have a good impulse control	
I believe in acting today instead of waiting until tomorrow	
I am able to motivate myself when I'm feeling down	
Motivation is the key to my achievements	
I am able to view the perspective of other people's point of view	Empathy
I am able to understand how someone else feels	
I can tell if someone dislikes me	
I am able to understand why people are being difficult with me	
I am able to tell if a group of people are not getting along with each other	
I am able to cope with difficult people	
I believe that other individuals are not 'difficult' but rather 'different'	
I am able to comprehend why my actions hurt others	
I am clear about the reason of my disagreements with others	

I am a very good listener	Social skills
I don’t like to interrupt other people’s conversations	
I find people to be the most fascinating aspect of life	
Interacting with a variety of colleagues makes my job interesting	
I am keen on asking questions to people to get to know them better	
I view working with difficult co-workers as both a challenge and an opportunity to form a positive relationship with them	
I am skilled at identifying and appreciating diverse perspectives in people	
Generally, I build solid relationship with work colleagues	

Moreover, Section B consists of the examination of four types of Organizational cultures adapted from Cameron & Quinn's renowned model 'OCAI – Organisational Culture Assessment Instrument', developed in 1999. The OCAI assessment is based on the competing values framework, where four cultural types emerge: clan, hierarchy, adhocracy, and market. Various researchers have also examined the validity and reliability of the OCAI assessment using Cronbach's alpha coefficient, including Kalliath et al (as cited in Heritage et al., 2014), where the researchers validated and reported an exceptional internal consistency of >.80 alpha for the four culture types. Each culture type of the four frameworks is categorized systematically in section B of the questionnaire. This research instrument requires respondents to rate each of four statements, prioritised through a Likert rating scale of 1 – 4 with a distribution of 100 points (Ližbetinová, et al.,2016).

Table 3-2: Questionnaire statements (corporate culture)

Corporate culture	
Questions	**Corporate Culture Type**
Do you think that your organisation is like a family to you? Does your colleagues share a lot with each other?	Clan culture
Does your leader and manager in your organisation foster mentoring, learning and facilitating you and your colleagues?	
The leadership style of your organisation fosters teamwork and participation	
Allegiance, trust and openness are the top values of your organisation	
Your organisation focuses on openness, nurturing and collaborating	
Your organisation determines success on the following virtues: development of people, training, teamwork, engagement, and a family bond	

Does your organisation fosters a dynamic environment, where managers and colleagues take calculated risks?	Adhocracy culture
Does your leader and manager in your organisation focus on innovation, risk taking, and entrepreneurial activities?	
The leadership style of your organisation fosters risk taking, being innovative, flexibility, and achieving uniqueness	
Innovation, research and development are the top values of your organisation	
Your organisation focuses on gaining cutting edge resources, obtaining new challenges, and trying new things	
Your organisation determines success on the following virtues: distinctive or superior products / services, over their competitors	
Is your organisation focused on achievements, results, competition and success?	Market culture
Does your leader and manager in your organisation focus on competition, often resulting in aggressive behaviour towards results and success?	
The leadership style of your organisation fosters a hardworking, competitiveness, and results oriented environment.	
Achieving results and winning are the top priorities of your organisation.	
Your organisation focuses on competition, market domain, and achieving results.	

Your organisation determines the success on the following virtues: Being a domain in the market, and winning over their competitors.	
Does your organisation foster a controlled and structured environment, where procedures and guidelines specifies what the employees do?	Hierarchy culture
Does your leader and manager in your organisation focus on coordination, structuring and running services efficiently?	
The leadership style of your organisation secures employment, provides a stable and predictable environment.	
Rules, procedures and structured protocols are the main priorities of your organisation.	
Your organisation focuses on a stable and efficient running of the business.	

Section C consists of overall satisfaction and feedback of the respondents of their current corporate culture. A message line was also inputted to provide valuable and constructive feedback together with suggestions for leaders to change (if necessary) the culture of their business.

Lastly, Section D consisted of a series of questions that intend to acquire the respondent's demographic characteristics such as age, gender identity, level of education, work experience (in terms of number of years), current industry, job level, and the number of employees that their current organisation have.

3.5 Validity and reliability

Questionnaires are among the most commonly used methods for data collection, specifically for researching and acquiring specific information, however, the main objective for the researcher is to design a survey that achieves the desirable outcome and eliminates certain common mistakes. The construction of a reliable survey requires a reduction in measurement errors, defined as the unexpected difference between the respondent's quality and the questionnaire responses (Groves, 1987; as cited in Singh, 2017). For this reason, this research implemented a Cronbach's alpha test to examine the internal reliability of the questionnaire, consistency, and the quality of such responses. The theoretical value for the alpha coefficient values from 0 to 1, where the higher the value of alpha, the greater the internal consistency of the study is. The guideline to which many researchers seek adherence ranges from 0.7 to 1, the higher the better (Singh, 2017).

3.6 Target population and Sampling technique

The objective of this research is to analyse and measure the Emotional intelligence of individuals working in Malta and the influence of the corporate culture on these individuals. This research seeks to identify whether a typical corporate culture enhances or diminishes the Emotional skills and abilities of such individuals. With this regard, the chosen target population is individuals forming part of the working industry, aged over 18, in different industries and roles.

In a perfect research study and environment, the best practice is to analyse and investigate the hypothesis in the entire population, but due to time constraints whilst conducting such research, a "sample" is taken from the whole population, which is sufficient and large

enough. Non-probability Convenience sampling, being one of the most popular and used sampling methods, is applied in this research study (Acharya, 2013).

A pilot study was administered to 20 respondents, which portrays a pretest of the questionnaire to increase the accountability of the research study and expose any data or human errors before establishing the data collection. The pilot study was administered through an online platform and as hard copies, where the respondents were timed accordingly. Completion time of the questionnaire took approximately 10 to 15 minutes.

Table 3-3 Pilot Test

Variables	No. of Questions	Mean (Range)	Standard deviation	Cronbach's alpha
Self - Awareness	10	1.2 – 2.5	0.3- 1.07	0.7
Managing emotions	9	1.2-3	0.44-1.2	0.71
Self-Motivation	10	1.2-2.4	0-1.16	0.7
Empathy	8	1.125-2.375	0-0.99	0.65
Social skills	8	1-2.375	1-2.375	0.73
Clan culture	6	1-2.5	0-1.37	0.71
Adhocracy culture	6	1-3.33	0-1.55	0.866
Market culture	6	1-3.33	0-1.3	0.853
Hierarchy culture	5	1-2.2	0-0.89	0.72

3.7 Data collection

Prior to the completion of the pilot study, a full-scale questionnaire was administered using *Google Forms*. The questionnaire format was implemented and distributed through the social media platform 'Facebook', where individuals that work in Malta were invited to participate in the questionnaire to fit in with the target population. The questionnaire was distributed through several groups including '*Are you being served? (Malta & Gozo) Original'* and '*The Salott (RUBS)'.* The reason for using such groups is due to the number of active members (over 100,000), since such groups attract public attention, thus minimizing un-bias and gaining different insights from various people. An email questionnaire was also implemented, where the questionnaire was forwarded to several 'big' companies in Malta, where numerous of employees from different sectors are employed. Such companies include Bank Of Valletta, Farsons plc, Mapfre Middlesea, and Maltapost. A total of 200 responses were collected.

3.8 Data Analysis

To analyse the data and apply a systematic analysis to interpret the data, the responses from Google Forms were transcribed to Microsoft Excel, where the researcher sought to code the Likert scales into numerical data coding and as such the following were derived: Strongly agree 1., Somewhat agree 2., Somewhat disagree 3., Strongly disagree 4. This is a crucial step in extracting important information, identifying analysis, hypothesis testing, and to make up informed decisions. The arranged data was exported to the IBM SPSS statistical data editor for further analysis. SPSS software was mainly selected since it is widely used by researchers (Verma, 2013).

3.9 Research limitations

Whilst conducting the research study, several limitations were elevated, which without doubt, were recognized and fully acknowledged about the conclusions drawn. A ‘small’ sample may not represent the entire population, and since a non-probability sampling was considered, the result of the quantitative data is assumed to represent the entire population. Certain respondents shed their opinion on the length of the questionnaire, arguing that 10 to 15 minutes is a lengthy and time-consuming questionnaire. A questionnaire that measures emotional intelligence and the link towards corporate culture could lead to social desirability bias, where participants may respond to the questions in a way that represents how they want to feel, rather than their truthful feelings or behaviour at the place of work. To limit the social desirability bias, certain questions were reworded and repeated, which left some respondents stating that the questionnaire was lengthy.

Several respondents questioned the confidentiality of the questionnaire, the reason being certain repercussions that may arise with their organisation, which may limit the participant’s honesty. The researcher provided informed consent, and advised the respondents beforehand, that any data collected is strictly confidential.

3.10 Conclusion

In summary, a quantitative research method has been chosen due to its numerous benefits for the research objectives and outcomes. The use of Likert scales and the structure of the questionnaire has been justified by several research studies, which explains why it has been employed in this research study. The following chapter outlines the outcomes and findings derived from the collection of data assessed using multiple statistical figures through the SPSS software.

Chapter 4 - Results & Findings

4.1 Introduction

Throughout this chapter, data that was collected from the questionnaire are presented and compiled through a series of analysis of the variables including Emotional intelligence and corporate culture.

4.1 Demographic respondents and profiling

The elevated responses of this study have shown a diverse portfolio of individuals working in different sectors across Malta. The sampling includes 43.5% Males, and 56.5% Females accordingly. The participants ages ranged from 18 years to 65 years, with the highest number of participants that responded to the questionnaire being in the range of 25 to 34 years of age with a total of 37%. The educational background of the respondents varies from one another, whilst respondents holding a master's degree and bachelor's degree ranked equally to each other, sums up a staggering amount of 61% of the total population. The participants occupation and career choice also vary, highest being in the government sector (23.5%), followed by the finance sector (28%). The variety of demographic groups in the sample provides an enhanced view of the study, ensuring that the fundamental findings in the study are varied and provides a representative of the target population.

Table 4-1 Participant Demographic Information

Demographics	Category	Frequency (N)	Percentage (%)
Gender	Male	87	43.5
	Female	113	56.5
Age Groups	18 – 24 years	21	10.5
	25 – 34 years	74	37.0
	35 – 44 years	39	19.5
	45 – 54 years	40	20.0
	55 – 64 years	24	12.0
	65 years and over	2	1.0
Level of Education	Secondary Education	11	5.5
	Post Secondary Education	24	12.0
	Undergraduate Diploma	36	18.0
	Bachelor's Degree	62	31.0
	Master's Degree	62	31.0
	Doctoral Degree	5	2.5
Occupation	Entry – Level	16	8.0
	Mid – Level	57	28.5
	Manager	37	18.5
	Senior – Level	71	35.5
	Director	6	3.0
	Executive	8	4.0
	Owner / Founder	5	2.5
Years of work experience	Less than a year	6	3.0
	1 to 3 years	14	7.0
	4 to 6 years	28	14.0
	7 to 10 years	39	19.5
	More than 10 years	113	58.5
Employment Sector	Education	27	13.5

	Finance & Insurance	32	16.0
	Government	50	25.0
	Gaming	3	1.5
	Healthcare	23	11.5
	Technology & I. T	21	10.5
	Construction & Infrastructure	6	3.0
	Design	4	2.0
	Business services	7	3.5
	Manufacturing & Production	6	3.0
	Transport & Logistics	5	2.5
	Retail	13	6.5
	Tourism	3	1.5
	Real estate	1	0.5
	Trading	2	1.0

The elevated information of the participants demographic information suggests that several employees from various corporate sectors and culture were indulged in the study, bringing together a multivariate perspective over their corporate culture and their own Emotional Intelligence.

4.2 Emotional Intelligence

Table 4-2 Statistics of Emotional Intelligence (A breakdown of the five variables)

Variables	N (Number of items)	Mean	Standard Deviation	Cronbach's Alpha (Reliability statistics)
Self – Awareness	200	1.665	0.6371	0.710
Managing emotions	200	2.2056	0.8574	0.773
Self – Motivation	200	1.8161	0.6972	0.746
Empathy	200	1.8181	0.6906	0.631
Social skills	200	1.883	0.7825	0.717

Table 4.2 represents the statistical figures of the five variables concerning Emotional Intelligence, with a mean ranging from 1.665 to 2.2056, indicating that the respondents scored normal to high emotional intelligence test scores. The standard deviation indicates that the values are closer to the mean data set, and thus the participants are more uniform in their responses, and in an acceptable range. The Cronbach's alpha reliability statistics performed on the 5 variables indicate that Self-awareness, Managing Emotions, Self-Motivation, and social skills are in an acceptable range (<0.7), however, the empathy variable shows a slightly lower internal consistency compared to the others.

Table 4-3 Emotional Intelligence Scores

	N	Minimum	Maximum	Mean	Standard Deviation
EI Score	200	50.00	121.00	84.52	13.67

The EI scores of the respondents ranged from a minimum of 50 to a maximum of 121, with an average score of 84.52. Based on Bar-On's EQ-I model and the MSCEIT, a score of 100 represents the average score for EI. A score below 85 is considered low, and a score above 85 to 115 is considered average. Scoring above 115 is considered a high EI.

4.3 Corporate culture

Table 4-4 Statistics of Corporate Culture (A breakdown of the four variables)

Variables	N (Number of items)	Mean	Standard Deviation	Cronbach's Alpha (Reliability statistics)
Clan culture	200	2.1177	1.1117	0.795
Adhocracy culture	200	2.339	1.131	0.778
Market culture	200	2.297	1.065	0.765
Hierarchy culture	200	1.8836	1.067	0.710

Table 4.3 represents the statistical figures across the four cultural types using the OCAI assessment model, with Adhocracy culture bearing the highest mean, followed by Market culture, Clan culture, and Hierarchy culture. The standard deviation across the four variables indicates that there are levels of comparability within how these cultural types are perceived by the respondent. The Cronbach's alpha suggest that the reliability of the study is within an acceptable or good range.

4.4 Analysis of Variance (ANOVA)

Despite being one of the most popular statistical analyses for hypothesis testing (Field, 1999), the ANOVA test is useful for predicting the outcome of several means together as a one-way independent variance analysis. For the merit of this research study, ANOVA is suitable to compare the means of more than three groups and examine the differences between them. Since a comparison of Emotional intelligence with the four cultural types is examined, ANOVA draws up a statistical analysis of whether each of the cultural types provides significance. Furthermore, the ANOVA test usually reduces a type 1 error by comparing means individually.

Table 4.4 below represents a mean comparison using a one-way ANOVA test, where a comparison has been outlined between the total scores of emotional intelligence and the four types of corporate culture. The interpretation of Table 4.4 derived from the ANOVA tests suggests that when the p-value is below the significance threshold of 0.05, this indicates that the differences between the mean groups are significant, which might have enough evidence to reject the null hypothesis and accept that there is no significant difference. However, if the p-value is greater than the significance level of 0.05, then there is no evident evidence to reject such a null hypothesis. On the other hand, it is imperative to look at the 'F- value' statistics, a larger F value shows that the average of the Emotional intelligence in each of the cultural types should have a significant impact on the Emotional Intelligence of the respondents and its score. When one looks at the F Value and the p-value combined, if the p-value is less than the significance level of 0.05, there is even stronger evidence, and as such the research outlines that the cultural types have an impactful effect on the EI scores of the respondents (Williams, 2023).

Table 4-5 ANOVA test Emotional Intelligence and Corporate Culture

ANOVA Clan culture

Emotional intelligence					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4199.806	18	233.323	1.280	.206
Within Groups	33004.114	181	182.343		
Total	37203.920	199			

ANOVA Adhocracy culture

Emotional intelligence					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7597.481	18	422.082	2.580	.001
Within Groups	29606.439	181	163.571		
Total	37203.920	199			

ANOVA Market Culture

Emotional intelligence					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6801.348	18	377.853	2.250	.004
Within Groups	30402.572	181	167.970		
Total	37203.920	199			

ANOVA Hierarchy culture

Emotional intelligence					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4042.452	15	269.497	1.495	.110
Within Groups	33161.468	184	180.225		
Total	37203.920	199			

4.5 Hypothesis Testing (Emotional Intelligence and Corporate Culture)

1) Relationship between Emotional intelligence and Clan culture (Hypothesis 1):
    - H_0 (Null Hypothesis): There is no significant relationship between Emotional intelligence score and clan culture.
    - H_1 (Alternative Hypothesis): There is a significant relationship between Emotional intelligence score and clan culture.

To test this hypothesis, the ANOVA test yielded the following result: an F value of 1.280 and a p-value of 0.206 with a significance level of 0.05. Since the p-value is greater than 0.05, the null hypothesis (H_0) is not rejected. This outlines that there is not enough evidence to support that employees working in a clan cultural type of organisation, have higher Emotional intelligence scores when compared with the other cultures.

2) Relationship between Emotional intelligence and Adhocracy culture (Hypothesis 2):
    - H_0 (Null Hypothesis): There is no significant relationship between Emotional intelligence score and adhocracy culture.
    - H_1 (Alternative Hypothesis): There is a significant relationship between Emotional intelligence score and adhocracy culture.

The ANOVA test implemented on the dependent variable – Emotional intelligence total score and adhocracy culture, yielded the following indications: an F value of 2.580 and a p-value of 0.001 with a significance level of 0.05. The p-value is much less than the significance level ($0.001 < 0.05$) and thus indicates that there is evidence to reject the null hypothesis and accept the alternative, thus there is a significant relationship between Emotional intelligence

scores of employees that work in an adhocracy culture. The researcher has also pointed out that there is a significant difference in the F value when compared to other corporate cultures such as clan, which ultimately shows that Emotional intelligence is directly impacted by adhocracy culture, and there is a positive relationship between the two.

3) Relationship between Emotional intelligence and Market culture (Hypothesis 3):
    - H_0 (Null Hypothesis): There is no significant relationship between Emotional intelligence score and market culture.
    - H_1 (Alternative Hypothesis): There is a significant relationship between Emotional intelligence score and market culture.

    The results derived from the implementation of the ANOVA test to test the hypothesis indicate an F value of 2.250 and a p-value of 0.004 with a significance level of 0.05. Like the adhocracy culture, the p-value is much less than the significance level ($0.004 < 0.05$), thus a conclusion can be drawn that there is enough supporting evidence to reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between Emotional intelligence score and market culture, and this is suggested even by the F value, where there is a significantly larger F value between the other groups (Clan and hierarchy) and compared with the low p-value.

4) Relationship between Emotional intelligence and Hierarchy culture (Hypothesis 4):
    - H_0 (Null Hypothesis): There is no significant relationship between Emotional intelligence score and Hierarchy culture.
    - H_1 (Alternative Hypothesis): There is a significant relationship between Emotional intelligence score and Hierarchy culture.

The ANOVA tests results for the relationship being studied between Emotional Intelligence and Hierarchy culture outlines an F value of 1.495, and a p value of 0.110 using a significance level of 0.05. In this case, the p value of 0.110 is greater than the significance level, suggesting that there is not enough evidence to reject the null hypothesis. Thus, a conclusion is drawn upon this basis that there is no significant evidence to support the relationship between Emotional intelligence and Hierarchy culture.

4.6 Pearson correlation analysis

To sustain the results obtained from ANOVA tests, this study uses the Pearson correlation analysis to examine and outline the possibility of a linear connection among the variables: Emotional Intelligence and Corporate culture. The Pearson correlation coefficient is measured into a quantifiable value range of between -1 and 1, whilst a value result of 0 suggests that no relationship exists within the two variables. The stronger the relationship exists between the variables, the closer the value becomes to +1 (Mukaka, 2012).

Table 4-6 Pearson Correlation analysis Emotional Intelligence & Corporate culture

Correlations

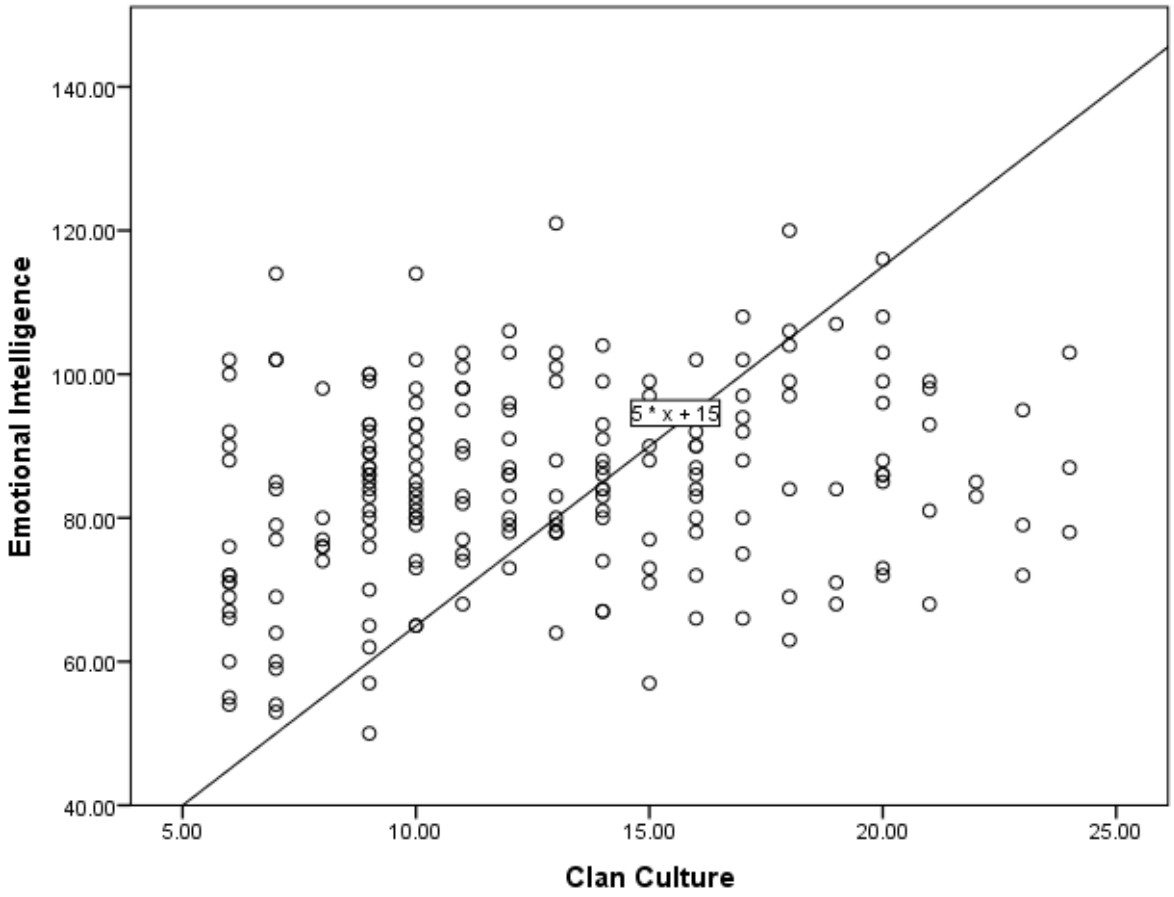
		EITOTAL	Clanculturetotal	ADHOCTOTAL	MARKETOTAL	HIERARCHYTOTAL
Emotional Intelligence	Pearson Correlation	1	.232**	.289**	.171*	.196**
	Significance (2-tailed)		.001	.000	.015	.005
	N	200	200	200	200	200
Clanculturetotal	Pearson Correlation	.232**	1	.639**	.193**	.623**
	Significance (2-tailed)	.001		.000	.006	.000
	N	200	200	200	200	200
ADHOCTOTAL	Pearson Correlation	.289**	.639**	1	.547**	.503**
	Significance (2-tailed)	.000	.000		.000	.000
	N	200	200	200	200	200
MARKETOTAL	Pearson Correlation	.171*	.193**	.547**	1	.275**
	Significance (2-tailed)	.015	.006	.000		.000
	N	200	200	200	200	200
HIERARCHYTOTAL	Pearson Correlation	.196**	.623**	.503**	.275**	1
	Significance (2-tailed)	.005	.000	.000	.000	
	N	200	200	200	200	200

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

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

The results derived from the Pearson correlation analysis indicate that there is a favorable correlation between emotional intelligence and all four cultural types. The strongest correlation is Adhocracy culture (0.289), followed by Clan culture (0.232), Hierarchy culture (0.196), and Market culture (0.171). The figures below represent four scatter plot diagrams that illustrate the Pearson correlation analysis, on the Y-axis is the Emotional Intelligence variable, and on the X-axis is the cultural type of variable:

Figure 1 Correlation between Emotional Intelligence and Corporate Culture



The scatter plot diagram indicated in Figure 1 represents an interpretation of a positive, moderate correlation between Emotional Intelligence with Corporate culture. This signifies those organisations that adopts a clan culture, the employees tend to have a higher Emotional intelligence score.

Figure 2 Correlation between Emotional Intelligence and Adhocracy Culture

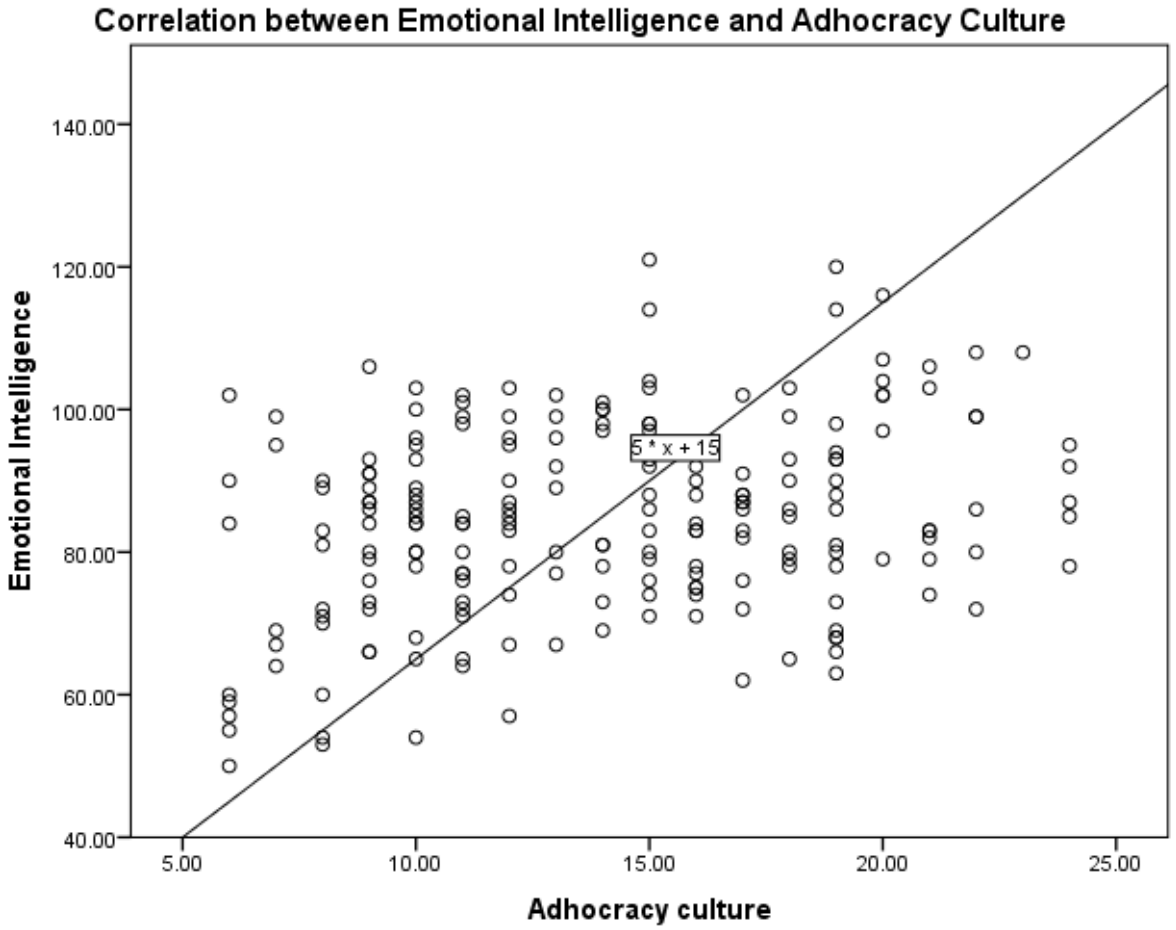


Figure 2 illustrates a correlation graph between Emotional intelligence and adhocracy culture. The trend line suggests a positive and moderate correlation between the two variables, and illustrates that employees engaged in an adhocracy culture, tend to have higher Emotional Intelligence scores.

Figure 3 Correlation between Emotional Intelligence and Market Culture

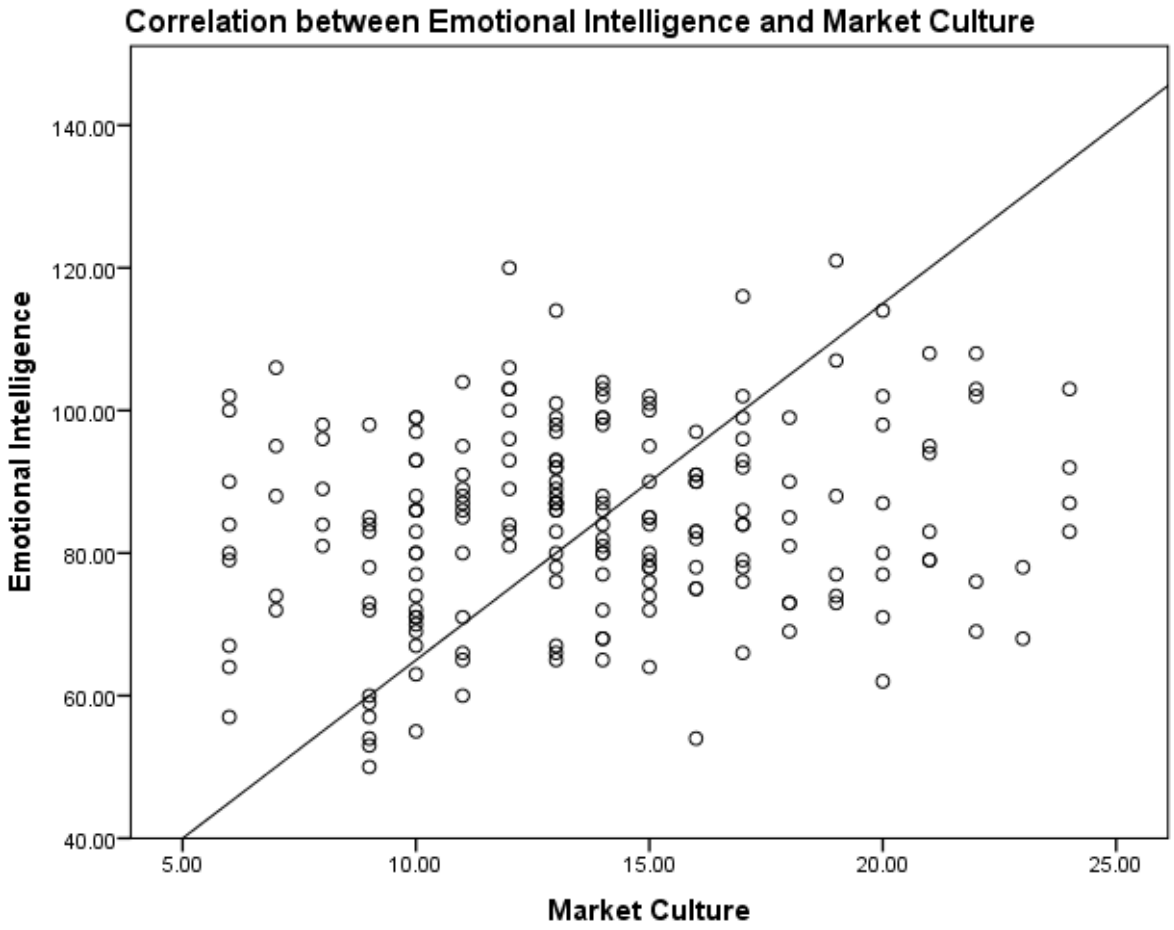
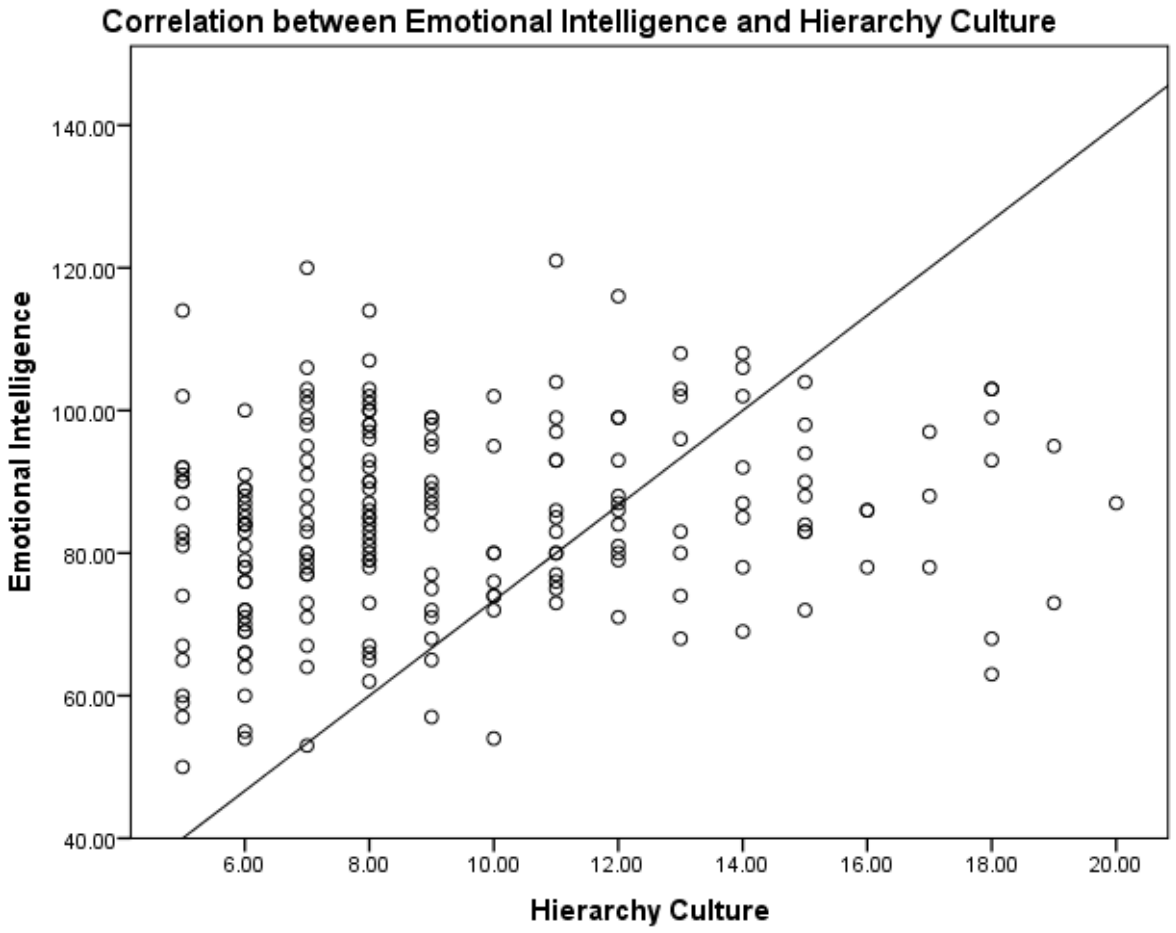


Figure 3 illustrates a scatter plot graph to outline the relationship between Emotional intelligence and corporate culture. With a Pearson correlation of 0.171, this graph suggests a positive but weaker link between the two variables, hence, there is a tendency that Emotional intelligence score is increased when employees are engaged in a market culture. However, the results from the Pearson correlation indicate that in a market culture, Emotional intelligence scores is less enhanced than the other cultures: Clan and Adhocracy.

Figure 4 Correlation between Emotional Intelligence and Hierarchy Culture



The last scatter plot diagram indicated in Figure 4 represents a correlation analysis between Emotional Intelligence. With a Pearson correlation of 0.196, the relationship between Emotional Intelligence and hierarchy cultures is positive, however, the score of Employees with increased Emotional Intelligence tends to increase on a slower growth in a hierarchy culture rather than Clan and Adhocracy.

Table 4.7 Correlation between Emotional Intelligence (5) variables and (4) corporate cultures

***. SATOTAL = Self – Awareness, METOTAL = Managing emotions, SMTOTAL = Self – motivation, SSTOTAL = Social Skills

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

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

Correlations

		SATOTAL	METOTAL	SMTOTAL	EMPATHYTOTAL	SSTOTAL	Clanculturetotal	ADHOCTOTAL	MARKETOTAL	HIERARCHYTOTAL
SATOTAL	Pearson Correlation	1	.303**	.522**	.615**	.491**	.161*	.204**	.098	.121
	Sig. (2-tailed)		.000	.000	.000	.000	.023	.004	.169	.087
	N	200	200	200	200	200	200	200	200	200
METOTAL	Pearson Correlation	.303**	1	.359**	.371**	.387**	.236**	.246**	.178*	.175*
	Sig. (2-tailed)	.000		.000	.000	.000	.001	.000	.011	.013
	N	200	200	200	200	200	200	200	200	200
SMTOTAL	Pearson Correlation	.522**	.359**	1	.503**	.400**	.064	.090	.068	.091
	Sig. (2-tailed)	.000	.000		.000	.000	.367	.205	.340	.198
	N	200	200	200	200	200	200	200	200	200
EMPATHYTOTAL	Pearson Correlation	.615**	.371**	.503**	1	.639**	.147*	.246**	.138	.113
	Sig. (2-tailed)	.000	.000	.000		.000	.038	.000	.051	.111
	N	200	200	200	200	200	200	200	200	200
SSTOTAL	Pearson Correlation	.491**	.387**	.400**	.639**	1	.274**	.318**	.164*	.243**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.020	.001
	N	200	200	200	200	200	200	200	200	200

To fully analyse and examine the association between Emotional intelligence and corporate culture, a correlation matrix has been developed for all the five components of Emotional Intelligence correlated with the four types of corporate culture. The results yielded from Table 4.11 show similar results obtained from the previous ANOVA tests and Pearson's correlations. The breakdown through this is as follows:

1) Self – Awareness and the four cultures: Through the statistical analysis of the correlation matrix between the variable 'Self-Awareness' and the four organisational culture types, the relationship yields multiple significant insights. All the Pearson correlation values show a positive result when comparing Self – Awareness to clan, adhocracy, market, and hierarchy. However, Adhocracy culture and Clan culture is being assumed to provide a stronger correlation with Self–awareness. When looking at the p-value at 95% confidence level, market culture, and hierarchy culture, the relationship is very weak and not statistically significant, p (0.169>0.05) for market culture and p (0.087>0.05).
2) Managing emotions and the four cultures: Managing emotions as a skill of Emotional Intelligence plays a role in all of the cultural types, however, the statistical analysis shows the strongest correlation with the Clan and Adhocracy type of organisation culture. All the values are statistically significant, however in the Market and Hierarchy culture type, the correlations are quite weak, but still statistically significant.
3) Self–motivation and the four cultures: Self-motivation shows a weak positive correlation and statistically significant values with Clan, Adhocracy, and Hierarchy cultures, however, self–motivation shows a very weak positive correlation with a market type of culture with a Pearson correlation of r = 0.118 when compared to a '1'

value. The P value of 0.095 is greater than 0.05 which shows that this relationship is not significant.

4) Empathy and the four cultures: The statistical analysis shows a moderate positive correlation between empathy and Adhocracy culture (r=0.246) with a p-value of 0 which shows that this relationship is highly significant. Clan, Market, and hierarchy culture indicate a weak positive relationship, however, the hierarchy's p-value is not significant, since the p-value is higher than 0.05 (0.104).
5) Social skills and the four cultures: The statistical analysis shows a moderate positive correlation with the clan and adhocracy cultures. The p-value of 0 outlines that this relationship is highly significant. A weak to moderate positive correlation exists between market and hierarchy cultures.

4.7 Contrast between Demographic Variables and Emotional Intelligence

4.7.1 Contrast between Emotional Intelligence and Gender

Table 4.8 Group Statistics Based on Gender and Emotional Intelligence

Gender Group statistics			
Males	**N**	**Mean**	**Std. Deviation**
	87	85.2069	13.91681
Females	113	83.9912	13.52081

The group statistics outlined in Table 4.8 indicate that Males have a higher marginal mean EI score (85.21) when compared to Females (83.99). However, the standard deviation result of both genders represents little to no difference, which suggests that there is no contrast between Emotional Intelligence and gender.

To ascertain if this difference is statistically relevant, a standalone sample t-test is conducted. A t-test is a quantitative analysis tool implemented to assess the means of two variables. In this case, the first variable is Emotional Intelligence, and the second variable is Gender. Since the variables are independent of each other, the result from the t-test gives a comparison of groups A (Emotional intelligence) and group B (Gender). Table 4.8 represents the statistical analysis of the independent t-test employed, and the results derived from this test indicate that there is no significant difference between the two variables. The p values of 0.534 (Males) and 0.536 (Females) are higher than the significance level of 0.05 ($P > 0.05$), hence the null hypothesis is validated, and statistics show that there is no significant difference in Emotional Intelligence scores between genders.

4.7.2 Contrast between Emotional intelligence and age groups

Table 4.9 Mean comparisons: (Group A: Emotional intelligence) and (Group C: Age Groups)

Age Groups	Mean EI Score	Mean minimum	Mean maximum	Standard Deviation
18 to 25 years	87.81	57.00	106.00	12.15
26 to 34 years	85.07	53.00	116.00	13.09
35 to 44 years	87.64	54.00	121.00	14.18
45 to 54 years	82.05	50.00	120.00	15.11
55 to 64 years	79.67	54.00	103.00	12.39
65 years & over	76.50	70.00	83.00	9.19

Through the descriptive analysis shown in Table 4.9, a contrast has been conducted between Emotional Intelligence and age groups, and through mean comparisons, there seems to be a general declining trend as the age of employees increases with the highest recorded is 35 to 44 years.

4.7.3 Contrast between Emotional intelligence and employee positions

Table 4.10 Mean comparisons: (Group A: Emotional intelligence) and (Group D: Job levels)

Job Levels	Mean	N (number of participants)	Standard Deviation
Entry – Level	86.31	16	14.7
Mid – Level	85.70	57	14.39
Senior – Level	85.63	71	14.53
Manager	81.97	37	10.11
Director	77.5	6	10.73
Executive	87.13	8	10.
Owner / Founder	72.6	5	16.06
Total	84.52	200	13.67

The key observations through the mean comparisons of job levels across the Emotional Intelligence scores indicate that Directors and Owners have the lowest mean EI scores, whilst the entry, mid, and senior level employees share a similar EI score which might suggest that these employees require EI to manage teams and maintain relationships with co-workers.

4.7.4 Contrast between Emotional intelligence and educational achievements

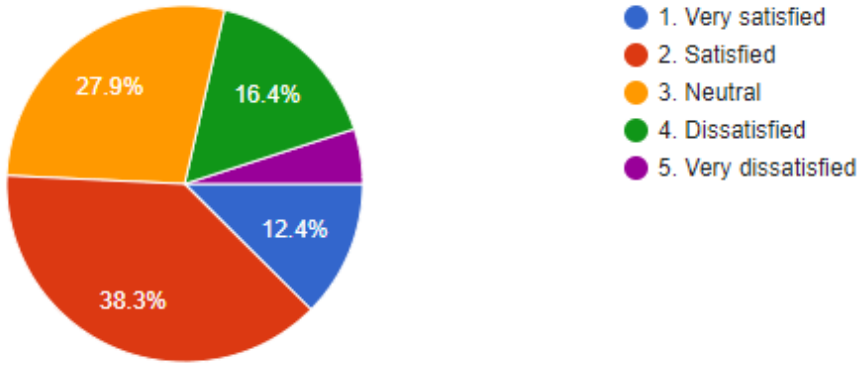
Table 4.11 Mean comparisons: (Group A: Emotional intelligence) and (Group E: Educational achievement)

Educational Achievement	Mean	N	Standard Deviation	Minimum	Maximum
Bachelor's Degree	86.0806	62	14.21071	53.00	121.00
Master's Degree	85.4194	62	13.08302	54.00	114.00
Post-Secondary Education	81.9583	24	12.67479	54.00	102.00
Secondary Education	85.4545	11	13.88786	65.00	103.00
Undergraduate Diploma	82.1667	36	13.73109	50.00	103.00
Doctoral Degree	81.2000	5	19.99250	66.00	116.00
Total	84.5200	200	13.67313	50.00	121.00

Participants with bachelor's degrees and master's degrees achieved the highest average score for Emotional Intelligence. There is a slight trend that the higher the educational achievement in respondents, the higher their emotional intelligence. However, due to the small sample size (n=5) for doctoral degree participants, the EI score is lower than the others.

4.7.5 Participants' satisfaction with their current work organisation

Table 4.12: Employees satisfaction with organisational culture



From the analysis of this pie chart, it is inevitable to point out that whilst the majority are satisfied with their current work organisation, a significant percentage of the participants either feel neutral or dissatisfied, suggesting that certain organizational structures across the workplaces in Malta could be improved.

4.8 Conclusion

With a population size of 200 participants, this research study outlines an analysis of variance using a one-way ANOVA test backed up by the Pearson correlation coefficient test. A relationship has been formed between the two variables in context, and a pattern between emotional intelligence and the four corporate cultures has been set. This chapter also compares emotional intelligence and demographic variables, to outline the differences between the two. The next chapter brings this all together to discuss and make further recommendations.

Chapter 5 Discussion

5.1 Introduction

The empirical evidence obtained through the analysis of Emotional Intelligence and corporate culture aims to investigate whether certain organisational culture develops higher Emotional Intelligence across employees. Real data was collected from a population sample, whilst the models for measuring Emotional intelligence scores and the OCAI assessment underwent further statistical analysis to ensure adequate reliability checks. This has enabled numerous hypotheses to explore the relationship between the two variables: Emotional Intelligence and Corporate cultures. Each hypothesis was tested under evidence utilising statistical methods for analysis such as ANOVA, Pearson correlation, comparing means, and standard deviations. This is done to sustain and explore the research objective and understand the difference between various corporate cultures obtained by private/public companies in Malta. Such results presented in Chapter 4, gathered insights into exploring such findings, significance, and relationships to analyse how Emotional intelligence associates or corresponds with the effect of the corporate culture. Furthermore, a statistical analysis was also implemented to examine how Emotional Intelligence scores differ from alternate sectors of respondents.

5.2 Emotional Intelligence and Corporate Culture

5.2.1 Summary of results

Table 5.13 Summary of Correlation results

	Adhocracy Culture	*Clan Culture*	*Market Culture*	*Hierarchy Culture*
Self – Awareness	Correlates positively mainly due to the use of creativity.	Correlates weakly mainly due to the required attribute to promote open communication and maintain emotional balance within the group dynamics.	Weak correlation between this competency and this type of culture since organisational goals are focused on competition and results.	Results show that there is no significant correlation between Self – Awareness and hierarchy culture, due to the suppression of a bureaucratic culture.
Managing Emotions	Strong correlation, employees require this competency to promote creative thinking and problem-solving.	Strong correlation, driven by the required competency to manage emotions to provide support and collaboration to other colleagues.	Emotions are focused under stressful situations to handle excessive target demands. Moderate correlation due to high pressure from the company's objectives and settings.	Emotions are managed but controlled and suppressed through hierarchical structures.
Self – Motivation	Correlates positively, a competency required to self-motivate employees to increase the	Correlates positively, by shared team goals and objectives to reach organisational targets.	A moderate to weak correlation. Findings represent the link between being self-motivated to encouraging a results-	Motivation is only perceived as doing and adhering to daily tasks and objectives. A weak correlation represents that employees are quite limited in their motivation to do 'specialized' tasks.

	innovation side of the organization.		driven cultural climate.	
Empathy	Strong correlation; is required to understand and maintain a supportive environment for creative thinking.	Correlates weakly strongly through the use of interpersonal skills and development, to be used in team building and relationships.	A low correlation exists within this EI competency when a market culture is adopted, mainly because of a lack of empathy focus when the organisation focuses on performance and outcomes.	Empathy is not promoted because rules, procedures, and standardized guidelines govern what employees do. A weak correlation exists.
Social Skills	Correlates positively mainly due to the need for numerous social skills to interact with a network of team members to drive creativity and innovation a way forward.	Strongly correlates, using this competency is required to maintain a 'family-like' environment.	A moderate correlation exists between social skills and market type of culture, which shows that it is quite valued but put as a secondary objective, priority is placed on competition and customers.	A weak correlation exists mainly due to limits of sociable interactions between employees, communication, and team building activities. Communication is limited and formalized.

5.2.2 Summary of Hypothesis Testing

Table 5-1 Hypothesis test

	Clan	*Adhocracy*	*Market*	*Hierarchy*
Emotional Intelligence	✖ No significant correlation found	✓ Positive and significant correlations found	✓ Positive and significant correlations found	✖ No significant correlation was found

When one looks at the result comparison indicated in the ANOVA and Pearson correlation tests, certain results for clan culture and market culture indicates that the relationship and the group means are different. Looking at The results of the clan culture did indicate a weak but significant relationship with EI (0.023), however the ANOVA test indicates no significant value between the two variables with a p value of 0.206 which is greater than 0.05.

5.2.3 Emotional Intelligence and Adhocracy Culture

The results derived from the statistical analysis showed that corporate culture plays a significant role in promoting higher Emotional intelligence. Among the four culture types, Adhocracy culture is the most favourable type of culture that suggested a significant impact on Emotional Intelligence. The results yielded align with other studies shows that indeed Emotional intelligence has a direct effect on the organisational culture by yielding positive and significant measures on Innovation and creativity in it's employees (Jafri et al. 2016, Tajpour et al. 2018). The outcomes from the Pearson correlation showed a positive significant correlation between Emotional Intelligence and Adhocracy culture, and the ANOVA test provided further evidence to reject the null hypothesis, which outlines that there is a significant relationship between Emotional Intelligence and adhocracy culture. Goleman's model of the five competencies of Emotional Intelligence which includes Self–awareness, Managing Emotions, Self - Motivation, Empathy, and Social Skills, also shows an association with adhocracy culture, with a positive and moderate correlation between each competency and the adhocracy culture. These attributes align closely with employees working within an adhocracy type of culture. An organisational climate that fosters creativity, innovation, and initiatives for the employees are likely to demonstrate higher Emotional intelligence, as employees are engaged into a flexible, emotion expression, and innovation setting.

5.2.4 Emotional Intelligence and Clan Culture

To discuss the interlink between Emotional Intelligence and clan culture, one has to mention the major characteristics of such culture, which include, teamwork, collaboration, interaction, and communication within the organization. A clan culture is often distinguished from other cultures by its 'Family' type of environment, where cohesion is made within its team members or departments. The results yielded from the statistical analysis implies that a clan culture climate setting has an impact on the emotional intelligence of the employees. The Pearson correlation value indicates that higher Emotional Intelligence relates to the presence of a clan culture within the organization, however, this is moderate, which implies that clan culture is moderately associated with higher Emotional Intelligence. The results are aligned with numerous studies that back up the phenomenon that Clan culture provides a climate setting to enhance, improve, and foster Emotional Intelligence. This can be seen through the team emotional intelligence study (Mindeguia et al. 2021), and the effectiveness of Emotional intelligence in teams (Druskat et al. 2001). Thus the study concludes that the results obtained from the statistical figures aligns with other multiple research studies, in a sense that collaboration, cooperation, trust and a family like environment contribute to the enhancement of Emotional intelligence competencies including Self – Awareness, Emotions management, Self – Motivation, and social skills.

5.2.5 Emotional Intelligence and Market Culture

The characteristics of a market culture involve the focus on results, competition, productivity, and the customer. Although the results yielded positive correlations between Emotional intelligence and Market culture, there seems to be a difference in the strength of correlation between Market compared to Adhocracy and Clan. There is a positive effect of market culture on Emotional intelligence, and other research studies aligns with the results obtained from the statistical figures, such as the study conducted by Perdeeta Gainer in 2018, where a suggestion has been made that Emotional Intelligence boosts productivity, job performance, and efficiency. However, a highly competitive market culture, where results are the top priority of the organisational goals and objectives, may alter Emotional Intelligence growth. This can suppress the overall Emotional Intelligence of employees, where stress can be abundant (Nurmu, 2022). There may be a balanced approach in this situation or scenario, where adequate Emotional Intelligence training may be introduced to enhance the employees with the required knowledge to maintain a balance between organisational high greed of objectives but keeping Emotional Intelligence in check.

On another note the research findings suggest that the correlation between self – awareness and social skills with market culture shows a weak association. These findings derived from the previous study conducted by Supramaniam & Singaravelloo in 2021 where the core competencies of Emotional intelligence: self – awareness and social skills were the key roles in achieving organisational performance by affectively meeting the training demands of the team members, whilst, effectively communicating important messages from consumer needs, stakeholders and other key players.

5.2.6 Emotional Intelligence and Hierarchy Culture

Unlike an adhocracy culture, a hierarchy culture limits the creativity and thinking of the employees by setting out clear standard operating procedures that must be adhered to under full control, where management provides full control of authority. A bureaucratic type of culture that governs what employees must do and don't, where communication channels are limited due to the enhanced power of working mechanisms imposed by the cultural norms (Cameron & Quinn, 1999). Based on the statistical figures and findings, there is some degree of extent to which a hierarchical culture setting can impact the Emotional Intelligence of it's employees, but when compared to Adhocracy and clan culture, the relationship is rather weak. The correlation is indeed positive, but with a weaker link. When looking at the relationship between Emotional Intelligence and a hierarchy culture, one can discuss that there are benefits or suppressors. Goleman's studies often criticize the rigid bureaucratic environment that may hinder the promotion of Emotional intelligence, where fewer opportunities for employees to express their creativity, innovation, and thinking in problem-solving may arise. The weaker correlation with emotional intelligence in hierarchy cultures could also be explained by linking the findings of this research study to previous studies conducted by Cameron & Quinn (1999), where the authors suggested that the characteristics of Emotional intelligence may be suppressed in rigid and non-flexible environments.

5.2.7 Emotional Intelligence and gender

The research findings and results exhibited proportionate scores of Emotional Intelligence between Males and Females, whilst other research studies have shown that usually, women excel in higher Emotional Intelligence, evidence suggests that the comparison between gender and emotional intelligence is minimal. Comparing the literature review with the empirical study indicates that there is a slight difference in the results found of this research study to other studies conducted in the same field, which suggests that females tend to perceive emotions better than males (Fernández-Berrocal, et al. 2012, whilst other studies (Bukhari, et al. 2017) suggested that Males tend to perceive and recognize their emotions effectively, whilst being assertive, independent and higher stress management ability. In the assessment provided for the measurement of the core competencies of Emotional Intelligence, both genders demonstrated equal or similar abilities to manage emotions, self-motivation, empathy, self-aware and social skills.

5.2.8 Emotional Intelligence and Age

The empirical evidence outlined from the results and findings show that Emotional Intelligence is indeed enhanced with age, as employees may grow older, they may adapt or learn more how to deal with emotions based on the situations and other employees they may face. Older adults may experience a vast range of emotional discrepancies than others, based on their life or social exposures, which in turn can benefit on their emotional capability of how to perceive emotions better than people at a younger age. Studies show that Age is positively correlated with Emotional intelligence, and it is developed as age is increased (Daniel Goleman, 1998; Salovey & Mayer, 1990; Maddocks & Sparrows, 1998; as cited in Sharma, 2017). The ‘middle’ age is the most appropriate age bracket for heightened Emotional Intelligence, as indicated by Sharma, where competencies can be furthered

developed. The results investigate in this empirical study goes in line with existing research on age and Emotional Intelligence and reflects past studies on the subject. However, a trend can be seen that even at young age, the respondents has shown a high Emotional Intelligence score.

5.3 Recommendations & Implications of the study

5.3.1 Recommendations Objectives

Exhibiting these recommendations based on empirical evidence on the relationship between Emotional intelligence and corporate culture, can be a major and beneficial organisational goal to implement the right environment for their workforce. This will enhance the ability and the core competencies of Emotional Intelligence, towards an organisational climate that will foster the best climate setting for employees to thrive and achieve short / long term achievements. Below are the recommendations tailored specifically for organisational cultures that adopt a clan, adhocracy, market or hierarchy culture, based on the findings of this research study.

5.3.2 Recommendations and implications for a Clan culture type of organisation

A recommendation for organisation's that adopt a clan culture type of culture climate includes the required focus on nurturing the main core competency 'Empathy' and 'Social skills. These skills are highly correlated with a clan culture, and thus should be treated with a high priority. This culture fosters a family like environment, where empathy and the ability to understand other's perception of emotions should thrive and bring the best out each and everyone's cognitive skill. Communication is another key driver of a clan culture, where social skills are set to be a key driver. Being able to convey important information to and from others effectively, would result in managing conflict, enhanced collaboration, effective leadership, and a great listener. Several implications could be implemented to enhance the effectiveness of Emotional Intelligence in employees working in a clan culture including an integrative training programme to enhance to socio and emotional skills (Sánchez, T. et al. 2023). As the results suggested, the three main competencies that lack in a clan culture are

self – awareness, self-motivation, and empathy. These core competencies of EI must be addressed carefully by leaders who are expected to lead as mentors. Recommendations to enhance this implication include the provision of emotional support, employee well-being and guidance to employees in terms of nurturing and fostering. The organization will benefit from reduced employee turnover, loyal and cultural aligned.

5.3.3 Recommendations and implications for an Adhocracy culture type of organisation

Results from this empirical study suggest that adhocracy culture is the most significant cultures to promote and enhance Emotional Intelligence. Thus, this research recommends organisation to support and maintain emotional support to their respective employees when it comes to high stakes innovation and problematic decision making. Certain circumstances at the workplace require a high level of emotional regulation to overcome stress burnouts, failures, and lack of motivation. In an innovative and creative climate setting, any organisation that adopt this type of culture should therefore reward by means of incentives employees who continuously take calculated risks, promote creativity and promote self – assessment for EI growth. Emotional intelligence should also be integrated in the hiring process, especially in a highly innovative and creative workplace, since employees with high EI seemed to fit more in this type of culture. Employees who transcend in Emotional intelligence are fit part and parcel with this type of culture and thus EI should be a criterion when hiring new employees. Implementing a scenario of open communication, team building activities and breakout rooms should be incorporated to associate employees for creative idea sharing, whilst openly sharing new ideas. Practical implications are also suggested in organisations that fosters an adhocracy type of culture, where EI is included. A strong relationship between EI and adhocracy culture has been noted, implicating that employees with a high emotional intelligence are more likely to excel in innovation and creativity, thus

should be given a high importance in organizational goal. In turn, this will provide an edge to the organisation over their competitors, where creativity and innovation are the predominant factors to organisational achievements. When organisations rely on Emotional Intelligence as a key driver in the success of their employee's wellbeing, this could reduce job dissatisfaction and lack of motivation.

5.3.4 Recommendations and implications for a Market culture type of organisation

Given the differential outcomes from the ANOVA test and the correlation analysis matrix, this type of corporate culture could do some fine-tuning when it comes to enhancing Emotional Intelligence. This research study recommends high-stress management and regulation programs, given the fast-paced environment of the climate that incorporates in a market culture. A results-focused culture requires Emotional intelligence to be given priority in terms of self–motivation and empathy and thus leaders/managers should invest a substantial proportionate of their time in motivating their employees, especially in a high-stakes driven environment full of competitors. Emphasis should be made on coaching using the bar–on model to indulge in a 'behaviour change' (Ackley, D. 2016) Nonetheless this would require severe persistence, persuasion and influence from leaders on employees. Moreover, employees who exhibit high social skills are excellent in gaining supplier and customer relations, which in turn, enhances customer service and acquiring better cutting-edge deals from new suppliers that could acquire a higher market entry. Further research on market culture is recommended to identify which core competency of EI is adaptable and suitable to enhance market competitiveness. This could include the involvement of self–motivation, and stress management regulation in such competitive corporate climate scenarios.

5.3.5 Recommendations and implications for a Hierarchy culture type of organization

As the results have indicated, the research study evidence suggested that no correlation has been found which entails that Emotional Intelligence may not be a key and determinant role in a structure type of environment. The reason is that a hierarchy focuses on stability, clear-cut procedures, and stabilized predetermined procedures for employees to follow. However, certain recommendations and implications shall be pointed out for leadership and employee well–being, as part of this type of culture. From an organizational perspective, leaders must maintain and construct solid relationships with their subordinates, to effectively communicate from top to bottom important messages that entail the company's direction and goals. Any organization may face change or disruption, and an emotionally intelligent leader/employee must be able to adapt to change. Nonetheless, every organization may face conflict or any other mishaps between levels of authority, team members, and employees in general, and leaders and managers must be able to resolve such issues. This study recommends that training in EI is required to resolve such difficulties and bring harmony to the cultural environment. The implication and conclusion that can be drawn within this culture scenario, is that EI may not be required as much as the other cultures. Thus, it is required by top management to resolve conflict, manage change if necessary, and communicate messages effectively.

5.3.6 Recommendations and plan of action

The data derived from the pie chart outlined in Chapter 4, outlines the overall satisfaction of employees across the workplace in Malta. Based on these figures, the research studies recommend that organisations assess the current norms, values, and practices in their climate settings, to enhance employee satisfaction. The following is a list of recommendations for managing change to enhance the overall emotional intelligence and sustain the corporate culture:

1) Plan beforehand and specific employee roles.
2) Management should be open to feedback.
3) Fostering, nurturing, improvising training methods, and eliminating inefficient resources.
4) Improved work-life balance.
5) Decrease bureaucracy to allow for easier access to innovative resources.
6) Enable transparency.
7) Awareness of employee well-being and fostering a professional interpersonal relationship between employees.
8) Distribution of workload proportionally and equally across all employees.
9) Reduced workload to employees which could lead to overtiredness and burnout.
10) Reward and incentive achievements.
11) A safe and open environment where employees can openly share their ideas and feedback.
12) Adapt to today's dynamic and changing world. Management should not stick to past measures, but rather change and adapt to today's business needs.
13) Focus on team-building activities.
14) Adapt to a multi-lingual culture, allowing for open communication.
15) Do not treat employees as a number.

16) Appreciation, respect, and recognition should be one of the values of the organisational culture.
17) Upgrading of offices, implying a safe environment and better conditions at work.
18) Solid and disciplinary actions against employees who don't respect others.
19) Clear vision, proactive approach, and improve the sense of collaboration between different departments.
20) Introduce healthy competition between employees to enhance innovation and performance-driven culture.

5.4 Areas for further research

1) The impact of covid 19 on emotional intelligence and the workplace culture

2) Conflict resolution with emotional intelligence

3) Investigating the impact of organisational change and transformational leadership

5.5 Conclusion

As a concluding matter, this chapter outlined the use of ANOVA and Pearson correlation tests to outline the relationship between Emotional intelligence and the four corporate cultures. The statistical figures derived from the results & findings suggested that Adhocracy culture and Market culture have a positive relationship with emotional intelligence, with clan bearing a weaker link, whilst hierarchy had the least possible relationship. The previous research studies aligned with the results obtained, however, new patterns and trends could be identified. Recommendations were also provided and justified by the importance of Emotional Intelligence to be submerged deeper into business operations. These findings have significantly shown the importance of upbringing the right organisational culture to cultivate the right set of emotionally intelligent competencies in employees to achieve the desirable outcomes.

Chapter 6 Conclusion

This research study has investigated the relationship between Emotional Intelligence and corporate cultures, focusing on Clan, Adhocracy, Market and Hierarchy. Emotional intelligence scores were also measured, whilst other demographic variables were also statistically analysed. ANOVA, Pearson correlation, and independent sample t-test were incorporated to provide the required statistical measures in accordance to the protocol of every variable test.

The statistical figures indicate that Adhocracy culture is the strongest and most significant relationship with Emotional Intelligence. This entails that the characteristics of an adhocracy culture and the behavioural norms such as creativity, innovation, flexibility and risk-taking, are the most aligned with EI's core competencies as indicated by Daniel Goleman. This research study suggests that organizations that align with this type of corporate culture should focus on further enhancing the EI scores and core competencies of their employees, which in turn leads to enhanced features of adhocracy culture.

On the contrary, a hierarchy culture has no significant or direct relationship with Emotional intelligence, suggesting that the characteristics of a hierarchy culture are not influenced by Emotional intelligence nor does the Emotional Intelligence of the employees is impacted by the behavioural norms of a hierarchy culture. However, a focus on leadership's Emotional Intelligence can effectively enhance the communication medium by which important messages derive from a top to bottom approach.

The average Emotional Intelligence score of the Maltese employees is considered an average to low score (83). The score of emotional intelligence seemed to be declining as age increases, with the highest being in employees who are aged 18 to 25 years and 35 to 44 years.

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Appendix 1 – Questionnaire

The Relationship between Emotional Intelligence and Organisational Culture

Questionnaire consent

My name is Christian Grech, and I am currently reading for an executive Masters of Business Administration in Public management at the University of Malta.

I am currently in the process of conducting research that aims to analyse the relationship between Emotional Intelligence and Corporate Culture, and the impact of the two variables. This survey that you have been invited to participate in forms part of this research study, which will take you approximately 10 to 15 minutes for completion. Any data collected from this survey will be used solely for the purpose of this study. There are no direct benefits or any anticipated risks in taking part. Participation is entirely voluntary, i.e., you are free to accept or refuse to participate.

Your name (or any other personal information that could lead you to being identified) will not appear in the dissertation or in any other publications resulting from this study. The complete questionnaires will be encrypted and stored on a password protected computer. Only my supervisor and I (and in exceptional cases, examiners) will have access to this data. Please note that, as a participant, you have the right under the General Data Protection Regulation (GDPR) and national legislation to access, rectify, and where applicable ask for the data concerning you to be erased. All data collected will be erased / stored in an anonymized form on completion of the study and following the publication of results / within a year of the completion of the study.

If you wish to participate in this study, please proceed with clicking the button below 'I agree to participate', if not please close the browser window or click 'I do not wish to participate'.

Should you have any questions or concerns, you may contact myself or my supervisor on the details provided below:

Christian Grech (researcher)

christian.h.grech.22@um.edu.mt

Dr. Joe Schembri (research supervisor)

joe.schembri@um.edu.mt

DECLERATION BY RESPONDENT: I hereby confirm that I am 18 years of age or older. I am aware that completing and submitting this questionnaire implies that I am participating voluntarily and with full informed consent on the conditions listed above.

* Indicates required question

Untitled Section

1. *

Check all that apply.

- [ ] I agree to participate
- [ ] I do not wish to participate (Close browser window and exit the survey)

Section A: Emotional Intelligence at the workplace

This section contains a dynamic assessment that describe yourself and your social behaviour at the place of work based on an Emotional quotient test. Kindly rate which statement you agree, think, value, feel or act most of the time at your current workplace and in most situations. There are five possible answers to every criteria with a rating of:

1. Strongly Agree

2. Somewhat Agree

3. Somewhat disagree

4. Strongly Disagree

2. I immediately realise when I'm angry. *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Somewhat Agree
- ◯ Somewhat disagree
- ◯ Strongly disagree

3. I can get on top of difficult situations quickly. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

4. I motivate myself to do difficult tasks. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

5. I am able to view the perspective of other people's point of view. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

6. I am a very good listener. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

7. I am able to tell when I'm happy. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

8. I am able to prioritise important deadlines. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

9. I am able to understand how someone else feels. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

10. I don't like to interrupt other people's conversations. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

11. I know when I'm stressed. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

12. Other people can't really tell which kind of mood I am in. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

13. I never miss a deadline. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

14. I can tell if someone dislikes me. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

15. I tend to hide my feelings and emotions rather than openly expressing them. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

16. I am aware of when I'm being emotional. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

17. I never lose my temper with other people suddenly and unexpectedly. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

18. I don't like wasting time. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

19. I am able to tell if a group of people are not getting along with each other. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

20. I find people to be the most fascinating aspect of life. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

21. I understand when I'm anxious and I'm able to tell why. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

22. I am able to cope with difficult people. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

23. I intend to be truthful at the place of work. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

24. I am able to understand why people are being difficult with me. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

25. I am able to tell when I'm being unreasonable. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

26. I am able to consciously alter the way I think or feel. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

27. I tackle the difficult things first. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

28. I believe that other individuals are not 'difficult' but rather 'different'. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

29. Interacting with a variety of colleagues makes my job interesting. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

30. I am aware of my emotions and this is significant to me. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

31. I do not allow stressful situations or people impact the way I think or feel outside work. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

32. I am patient and I have a good impulse control. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

33. I am keen on asking questions to people to get to know them better. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

34. I can tell if someone has annoyed me. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

35. I remain calm about work and life. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

36. I believe in taking action today instead of waiting until tomorrow. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

37. I am able to comprehend why my actions hurt others. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

38. I view working with difficult co-workers as both a challenge and an opportunity to sustain a positive relationship with them. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

39. I do not let anger affect my mood or day. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

40. I am able to triumph over my emotions if need be. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

41. I am able to motivate myself when I'm feeling down. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

42. I am skilled at identifying and appreciating diverse perspectives in people. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

43. I am able to tell what makes me happy. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

44. It's hard for other people to know how I'm feeling. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

45. Motivation is the key for my achievements. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

46. I am clear about the reason of my disagreements. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

47. Generally, I build solid relationships with work colleagues. *

Mark only one oval.

- Strongly Agree
- Somewhat Agree
- Somewhat disagree
- Strongly disagree

Section B: Corporate Culture

This sections contains an assessment of your organisational culture and how it affects your Emotional Intelligence. Kindly state a yes or no answer based on your perception of how your organisation operates and it's core values. One answer only.

48. Do you think that your organisation is like a family to you? Does your colleagues share a lot with each other? *

Mark only one oval.

- Yes
- No

49. Does your organisation fosters a dynamic environment, where managers and colleagues take calculated risks? *

Mark only one oval.

- Yes
- No

50. Is your organization focused on achievements, results, competition, and success? *

Mark only one oval.

- Yes
- No

51. Does your organisation foster a controlled and structured environment, where procedures and guidelines specifies what the employees do? *

Mark only one oval.

- Yes
- No

52. Does your leader and manager in your organisation foster mentoring, learning, and facilitating you and your colleagues? *

Mark only one oval.

- Yes
- No

53. Does your leader and manager in your organisation focus on innovation, risk taking, and entrepreneurial activities? *

Mark only one oval.

- Yes
- No

54. Does your leader and manager in your organisation focus on competition, often resulting in aggressive behaviour towards results and success? *

Mark only one oval.

- Yes
- No

55. Does your leader and manager in your organisation focus on coordination, structuring, and running services efficiently? *

Mark only one oval.

- Yes
- No

Please indicate your level of agreement with the following statements by selecting one of the options ranging from 'Strongly agree' to 'Strongly disagree'

56. The leadership style of your organisation fosters teamwork and participation. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

57. The leadership style of your organisation fosters risk taking, being innovative, flexibility, and achieving uniqueness. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

58. The leadership style of your organisation fosters a hard working, competitiveness, and results oriented environment. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

59. The leadership style of your organisation secures employment, provides a stable and predictable environment. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

60. Allegiance, trust and openness are the top values of your organisation. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

61. Innovation, research and development are the top values of your organisation. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

62. Achieving results and winning are the top priorities of your organisation. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

63. Rules, procedures, and structured protocols are the main priorities of your organisation. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

64. Your organisation focuses on openness, nurturing and collaborating. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

65. Your organisation focuses on gaining cutting edge resources, obtaining new challenges, and trying new things. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

66. Your organisation focuses on competition, market domain, and achieving results. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

67. Your organisation focuses on a stable and efficient running of the business. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

68. Your organisation determines success on the following virtues: development of people, training, teamwork, engagement, and a family bond. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

69. Your organisation determines success on the following virtues: Distinctive or superior products / services over their competitors. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

70. Your organisation determines success on the following virtues: Being a domain in the market, and winning over their competitors. *

Mark only one oval.

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree

Skip to question 71

Section C: Overall satisfaction and feedback of your current work organization

In this section, the researcher seeks your input on your overall experience with your organization and it's culture. This includes your satisfaction with your leader, manager and colleagues. Your honest and constructive feedback is valuable to the researcher to clearly define any changes necessary in today's business dynamic world. Please take a moment to share your thoughts and suggestions.

71. Overall, on a scale of 1 to 5 (1 being very satisfied and 5 being very dissatisfied), how pleased are you with your current organisational culture? *

Mark only one oval.

- 1. Very satisfied
- 2. Satisfied
- 3. Neutral
- 4. Dissatisfied
- 5. Very dissatisfied

72. Is there anything you would change or enhance about your organisation culture, that would benefit to your Emotional Intelligence?

Section E: Demographic Questions

The demographic section of this questionnaire collects basic information about participants, including age, gender, education level, occupation and work experiance related to this questionnaire. This data helps the researcher understand the diverse backgrounds of the respondents and analyze the results more accurately. Your responses are confidential and will only be used for statistical purposes. Your personal information will not be linked to your responses in any way.

73. What is your Age? *

Mark only one oval.

- ◯ 18 to 25 years
- ◯ 25 to 34 years
- ◯ 35 to 44 years
- ◯ 45 to 54 years
- ◯ 55 to 64 years
- ◯ 65 years and over

74. *

What is your gender?

Mark only one oval.

- ◯ Male
- ◯ Female
- ◯ Prefer not to say

75. What is the highest level of education you have achieved? *

Mark only one oval.

- ◯ Secondary Education
- ◯ Post-Secondary Education
- ◯ Undergraduate Diploma
- ◯ Bachelor's Degree
- ◯ Master's Degree
- ◯ Doctoral Degree
- ◯ Other: _____

76. Years of work experiance *

Mark only one oval.

- ◯ Less than a year
- ◯ 1 to 3 years
- ◯ 4 to 6 years
- ◯ 7 to 10 years
- ◯ More than 10 years

77. In which industry do you currently work? *

Mark only one oval.

- ◯ Healthcare
- ◯ Education
- ◯ Finance
- ◯ Technology & I.T
- ◯ Manufacturing
- ◯ Retail
- ◯ Government
- ◯ Infrastructure
- ◯ Other: _____

78. What is your current Job level? *

Mark only one oval.

- ◯ Entry - Level
- ◯ Mid - Level
- ◯ Senior - Level
- ◯ Manager
- ◯ Director
- ◯ Executive
- ◯ Owner / Founder

79. How many employees does your organisation have? *

Mark only one oval.

- ◯ 1-10 employees
- ◯ 11-50 employees
- ◯ 51-200 employees
- ◯ 201-500 employees
- ◯ 501-2000 employees
- ◯ Other: _____

Thank you!

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