

# MIDLANDS STATE UNIVERSITY



**FACULTY OF SOCIAL SCIENCES**

**DEPARTMENT OF PSYCHOLOGY**

**THE IMPACT OF EMPLOYEES' EMOTIONS ON THEIR JOB PERFORMANCE AT  
ANCHOR YEAST PRIVATE LIMITED ZIMBABWE.**

**BY**

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**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE BSc HONOURS DEGREE IN PSYCHOLOGY AT  
MIDLANDS STATE UNIVERSITY**

**GWERU, ZIMBABWE**

**MAY, 2014**

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The undersigned certify that they have read and recommended to Midlands State University for acceptance of a dissertation entitled:

**The impact of employees' emotions on job performance at Anchor Yeast Private Limited Zimbabwe**

Submitted by **Brilliant Zwangendaba, Registration Number R104699G**, in partial fulfilment of the requirements of the Bachelor of Science Honours Degree in Psychology.

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**DEGREE IN WHICH DISSERTATION WAS PRESENTED:** BSC HONOURS IN  
PSYCHOLOGY

**YEAR GRANTED:** 2014

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## **DEDICATION**

This research is dedicated to my mother, the hardest working and most resilient person I have ever known. Thank you maMhlanga for not giving up, keep on believing.

## ACKNOWLEDGEMENTS

*I would like to give grace and honour to the Lord God Almighty for protection and cognitive strengths which has taken me through my academic life. I would like to acknowledge my academic supervisor, Mr E Dera for the unwavering support, feedback, encouragement and guidance from the start to the end of this study, also giving thanks to Mr S Maphosa for all the light that he shed in the process of research.*

*Compilation of this research would have been impossible without the support of my family and friends. Thank you all for your support and encouragement, making me believe that it can be done.*

*I would also like to extend my profound gratitude to Apostle A Kaviya, the President and Founder of Shalom for all Nations Ministries, for the internet access during research for this study, also acknowledging Mr R Ziso, Production Manager at Anchor Yeast Private Limited, for the mentoring and permission to conduct this, together with all Anchor family and individuals who participated in this research.*

*Lastly my gratitude also goes to the Lecturers in the Psychology Department at Midlands State University who for the past four years have mentored and molded me in to the student I am today.*

## **ABSTRACT**

*This study found that emotions have a significant impact on employee's job performance thus supporting the need for emotion management in organisations. Various studies have proved that emotions have been ignored in organisations due to the perception that they are an irrational phenomenon that aims only to oppose the voice of reason. Due to their abstract nature, organisational leaders have chosen to ignore them. With a harsh economic environment in Zimbabwe, it can however be safe to assume that the perceived job insecurities resulting from the economic environment on the part of employees have elicited various emotions among employees thereby providing enough rationale to look into the possibility of these emotions playing a certain role in how employees perform.*

*In the review of previous literature relevant to this particular study, it became clear that most studies simply investigated the emotional climates in organisations and how these affected organisational behavior. This study therefore highlighted the relationship or impact that emotions have on job performance. It looked at emotions from three dimensional perspectives of basic emotions; social emotions and emotional intelligence.*

*The significance of this study was to enable organisations understand the reasons for the manifestation of some of the inexplicable behaviors that characterize their organisations. The stratified random sampling method and the equal probability sampling method were used to gather an adequate sample for the study. The profile of the respondents included a variety of ages, educational levels, years of service and gender. Data was collected using a questionnaire. The major finding of this research was that emotions have a profound effect on job performance and this was noted through the existence of a significant moderate positive correlation between emotions and job performance. The research also found that emotional intelligence and social emotions have a great effect on employee job performance but basic emotions do not have a significant impact. This study therefore concluded that there is need for organisational leaders to foster organisational climates that elicit emotions that can have a positive contribution to their employees' job performance.*

## **ABBREVIATIONS AND ACRONYMS**

**SPSS** – Statistical Package for Social Sciences (Version 16)

**EPSEM** – Equal Probability Sampling Method

**EQ** – Emotional Intelligence

**IQ** – Intelligence Quotient

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## **CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY**

### **1.0 INTRODUCTION**

The study is about the impact of emotions on job performance and thus seeks to investigate the relationship that supposedly exists between employees' emotions and their job performance. It looks at emotions as resulting from the prevailing organizational climate within any organizational setup. This chapter will highlight the background; significance; purpose; objectives; delimitations; limitations and the assumptions of this study. It will also bring out the problem; the definition of key terms; research questions and the hypothesis.

### **1.1 BACKGROUND OF THE STUDY**

According to Brief and Weiss (2002) emotions normally are associated with specific events or occurrences and are intense enough to disrupt thought processes. Organisations are mostly concerned about having employees who perform at their best with the human resource being the life blood of any organisation. Given that emotions are said to bear an effect on thought process, there is need to investigate if this disruption on thought processes can also translate to affect individual performance. However, Dunnette and Hough (2000) claim that in organizations there is little concern for the plight of employees in this regard, they bring out that that the business world is more familiar with narrowly focused fads and management programs, recognized by their three letter acronyms like MBO (Management By Objectives), BPR (Behaviorally Anchored Rating), PCT (Paired Comparison Technique) and probably others. This implies that typical management programs are largely fixated on what the organisation, the customer or the shareholder is to gain and this 'tunnel vision' ignores the impact on the other stakeholder area, specifically employees.

As Brief and Weiss (2002) claim that emotions normally are associated with specific events or occurrences, it goes without saying that in organisations the 'specific events or occurrences' can be part of the organisational climate and thus making it feasible for organisations to manage emotions by means of managing their organisational climate. However according to Kegan (1982) in most organizations emotions are perceived as irrational phenomena and portrayed as opposing the voice of reason and thus are basically ignored.

According to Pervez (2010) there is an increasing interest in the role of emotions in organizations in general as researchers now broadly recognize that emotions play a significant role in organizational life. As stated earlier that managing the organisational climate helps in managing employees' emotions, this implies that organisations' main efforts would then be channelled towards cultivating 'positive emotions'. Though this may be a positive effort, Gooty and Gavin (2008) noted in their studies that negative emotions and moods are not in essence always counterproductive and should not necessarily be suppressed. If both the 'positive' and 'negative' emotions are said to be essential to organisational life, there is need to investigate if they in any way relate to job performance therefore it is against this background that this study is to be conducted.

## **1.2 STATEMENT OF THE PROBLEM**

The Zimbabwean economic climate at present is highly fragile with a lot of uncertainties and this has resulted in perceived job insecurity among employees. Insecurity is highly associated with fear which can translate to other emotions such as those of anger and rage. Some organizations have enough materials for production but have an incapacitated workforce due to some abstract constructs prevalent in the organizational climate. Due to the abstract nature of emotions little attention has been directed towards looking into their potential effect on organisational effectiveness, with some organizations even downplaying their essence to organizational life.

## **1.3 SIGNIFICANCE OF THE STUDY**

In an increasingly competitive trading environment, there are compelling reasons to improve organisational performance. Typical targets for improvement programs are production quantity and quality with little attention being directed towards to involving, motivating and inspiring employees. This study seeks to find out if employees' emotions affect their performance. In the event that there is a correlational link between the two constructs, this study shall serve as a wake-up-call for organisational leaders to consider their employees' emotions as these will have a profound effect on their job performance. The findings of this study shall show how organizations can be able to establish an ideal organizational climate that can lead to positive emotions on the part of employees.

Given that the issue of emotions has been ignored largely due to the complexity of this construct, this study shall reveal if whether emotions are really a cause for concern in organisational life particularly with regards to job performance. All stakeholders of any organization stand to benefit from this study. Organizational leaders will gain insight into whether there is need for them to invest their resources on their employees' emotions. If there is a high correlation between the positive emotions and good job performance then organisational leaders who previously ignored that essence of this construct will be enlightened on one of the reasons behind some of the poor performances by their employees regardless of them being extrinsically motivated through the full payment of their salaries. Non managerial employees will stand to benefit in that certain aspects of the organizational culture which will have been leading to some negative emotions on their part will be exposed to management and the honors will now be upon management to implement changes that will benefit their employees and will lead to an improvement in their performance.

#### **1.4 PURPOSE OF THE STUDY**

The study is meant to establish if there is a correlational link between emotions and job performance. Emotions in a way can be looked at as being basically an 'accident' for organisational life as they can be elicited by the organisational climate with or without the employee or the organisation having the desire of witnessing such an impact on employees. This undoubtedly makes emotions a significant element of every organisation thus it is essential to understand the role that they play in organisational life. This will also facilitate for Industrial Psychology strategies to create a culture that shall enable employees to identify with organisational goals and also improve job performance.

#### **1.5 OBJECTIVES OF THE STUDY**

The study seeks to find out the following:

- The emotions of employees.
- The performance of employee.
- If the emotions that relate to job performance are elicited by the organisational climate.



## **1.6 RESEARCH QUESTIONS**

- What are the emotions of the employees?
- How is the job performance of employees?
- Are the emotions that relate to one's job performance a result of the organisational climate?

## **1.7 HYPOTHESES**

### **1.7.1 Hypothesis One**

There is no significant relationship between basic emotions and job performance.

### **1.7.2 Hypothesis Two**

There is no significant relationship between social emotions and job performance.

### **1.7.3 Hypothesis Three**

There is no significant relationship between emotional intelligence and job performance.

## **1.8 DELIMITATIONS**

The study was conducted at Anchor Yeast Private Limited in Gweru Zimbabwe and thus focused on the employees of the said organisation only. It mainly focused on understanding the emotions that are elicited by the organisational climate to try and establish if these had any effect on employees' job performance. This implies that job performance was only assessed with on the premise that there is a supposed link between it and emotions. The study was inclusive of all top management; line managers and their subordinates but the term employees encompassed all, that is, managerial and non-managerial employees. The inclusion of top management in the study sample can be viewed with much obscurity as some organisational climate studies have proved that organisations' top management are mostly the proponents of any reigning organisational cultures and thus will in most cases identify themselves with the organisational culture but this study includes them so as to yield results that can be generalizable to all employees.

## **1.9 LIMITATIONS**

- The employees to be used as subjects in the study might feel that the findings that will come out of the study may be used to victimize them and thus may not present the most accurate information.
- Some employees may not respond honestly and thus the results may be contaminated by worker apprehensions about supplying honest negative reports.
- As the research instrument is in the English language it is possible that some of the respondents may misinterpret some of the questions in the study.

## **1.10 ASSUMPTIONS**

By attempting to understand the impact of emotions on job performance, issues that have to do with levels of worker satisfaction; morale and absenteeism can be unearthed. A key point to make is that a ‘good’ organizational climate is not just one that keeps people comfortable, but one that is strategically advantageous to the organization while simultaneously bringing out the best in its members because they are in a motivational climate. A ‘bad’ climate on the other hand is characterized by anxiety, workplace aggression, employee and executive burnout, employee turnover, politicking and hopelessness. Gooty and Gavin (2008) point out that it is also of essence to note that organisational climate is essentially about ‘what it’s like to work here’. True to the climate metaphor, organisational climate is primarily about the perceptions of the climate rather than its absolute measures just as how temperature as a measure of geographic climate is largely based on our perception of it.

Emotions can be viewed as being either positive or negative. This study is founded on the premise that the organizational climate can either cause positive or negative emotions but however the same organizational climate can have different emotional effects on employees’ due to it being perceived differently by the employees. With some, there is a positive emotion which consequently results in better job performance and with others a negative emotion which will result in poor job performance. It is however the view of this research that it is possible to have an employee experiencing a ‘negative’ emotion and yet the negative emotion may not have the same detrimental effect as it may have with other employees experiencing a similar emotion resulting from the same organizational climate. This however is yet to be proven in the study. It

is also possible that the reason why a similar emotion, either positive or negative, can have differing impacts on employees' job performance is because of differing levels of basic emotions; social emotions and emotional intelligence.

## **1.11 DEFINITION OF KEY TERMS**

### **1.11.1 Emotions**

According to Suchy (2011) emotions are a complex state of feeling that results in physical and psychological changes that influence thoughts; behavior and are a driving force behind motivation. They can also be a brief episode of synchronized changes in body and mind. They involve physiological arousal, expressive behavior and conscious experience. For the purposes of this study, emotions shall cover issues such as basic emotions; social emotions and emotional intelligence.

### **1.11.2 Basic emotions**

The Discrete Emotion Theory highlights that all humans are thought to have an innate set of basic emotions that are cross-culturally recognizable. According to Paul Ekman's cross-cultural study of 1972 cited in Ekman (1992), there are six basic emotions that are innate to all humans and these namely include happiness; disgust; fear; anger; surprise and sadness. Ekman explains that there are particular characteristics attached to each of these emotions, allowing them to be expressed in varying degrees. Each emotion therefore acts as a discrete category rather than an individual emotional state.

### **1.11.3 Social emotions**

According to Stephanie; Bird, Moll, Frith, and Blakemore social emotions are those emotions that require the representation of the mental states of other people. Examples of these include shame; pride; embarrassment and guilt. Their development is tightly linked with the development of social cognition which is the ability to imagine other people's mental states. With social emotions, though people may not reveal their emotions to other people, it is highly possible that they may be subjected to similar physiological arousal to the other people with whom they feel a sense of social connectedness with. Eisenberg (2000) highlights that some social emotions are moral emotions because they play a fundamental role in morality and moral decision making. The theory of mind cited in Blakemore; den Ouden; Choudhury and Frith (2007) hints at that the experience of the social emotion increases with age.

#### **1.11.4 Emotional intelligence**

This is the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict (Locke, 2005). With emotional intelligence employees can be able to manage their emotions and adapt to the organizational climate that will be prevailing such that it will not directly elicit negative emotions. It empowers employees to navigate the social complexities of the workplace, lead and motivate others.

#### **1.11.5 Job performance**

According to Campbell (1990) cited in Dunnette and Hough (2000), this is a behavior that an employee exhibits directed towards organisational goals that are relevant to the job or role. It is something that is done by the employee. Dunnette and Hough (2000) claim that this concept differentiates performance from outcomes, with outcomes being a result of an individual's performance. An employee's performance however can be adequate and yet outcomes can be low due to other variables. It is conceptualized as a multidimensional construct consisting of more than one kind of behavior. For the purposes of this study, the behaviours to be referenced to will include Task specific behaviours; Non-task specific behaviours; Communication; Effort; Discipline. Good performance will therefore imply the positive exhibition of the above behaviours whilst bad job performance will also consist of the lack thereof. Failure to exhibit the above listed behaviours that are part of the multidimensional construct of job performance entails that one's behavior is not directed towards organisational goals.

#### **1.11.6 Organizational climate**

According to Denison (1996) refers to the organizational environment created by the organization's values. It is often considered to be the present social environment in the organization as perceived by the members of the organization. It encompasses the context of leadership structure; rewards, conflict and communication within the organization. Schneider (1974) defines the term saying "An organization's climates are the concepts people share about the organization. As concepts, climate perceptions are meaningful abstractions of sets of cues, the cues being the many specific events, conditions, practices, and procedures that occur in the daily

life of an organization. The climate is the one that results in certain emotions being experienced by employees.

### **1.12 SUMMARY**

All employees unconsciously contribute to the organizational climate through the manner with which they relate with one another. Employee emotions have a huge impact not only on the relationships between people, but even on self-acceptance and self-worth. The above chapter is meant to bring out the essence of the study, bringing out the need for this study to be conducted. This has been highlighted through the statement of the problem, the background of the study and the significance of the study.

## **CHAPTER 2 :LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

### **2.0 INTRODUCTION**

This chapter seeks to bring out the relevant information that pertains to the emotions of employees and job performance. It brings out some related studies that are relevant to the issue of emotions and job performance. It also describes the theoretical framework in relation to emotions and job performance. Finally, this chapter highlights the research gap that gave rise to the study to be conducted.

### **2.1LITERATURE REVIEW**

#### **2.1.1 Emotions**

Brief and Weiss (2002) claim that emotions are normally associated with specific events and are intense enough to disrupt thought processes. In line with this observation, emotions and their management in organizations become of particular relevance to any organisation. From Brief and Weiss' observation, the issue of emotions is one that is of paramount importance in terms of one's job performance. Though they claim that emotions can disrupt thought processes, they bring to light the view of 'intensity' in emotions. From all indications, this implies that intense emotions have a negative effect on job performance whilst mild emotions have a positive effect. However, the continued presence in the same environment that arouses certain emotions can lead to one emotional state turning to another as per Caruso and Salovey (2004). This is to say, in Caruso and Salovey's view, a mild emotion which does not disrupt thought processes in Brief and Weiss' view can end up having the same effect that an intense emotion has. To support their claim, Caruso and Salovey (2004) postulate that abrupt fear in the organisational setup can lead to certain targets being met by boosting employees' job performance but the continued presence of a climate of fear can impede job performance and also unpleasant surprise from the reaction of management to employees' concerns can lead to frustration or anger but when this continues, it can translate to a desire to improve the situation.

Dunnette and Hough (2000) postulate that the business world is dominated by management programs with a narrow focus and these include Management By Objectives; Behaviorally Anchored Rating and Paired Comparison Technique and these are mostly recognized from their three letter acronyms like MBO; BPR; PCT and probably others. These frequently lead to poor

returns on investment and thus researches have been done why they usually yield poor returns and the majority of these researches have revealed that when they are employed they are mostly put in place to improve efficiency, ignoring the missions and visions of the organisations. They add that the missing ingredient is the question employee interests. Typically management programs focus on what the organisation, the customer or the shareholder would be to gain, disregarding the employees. In the same vein, emphasizing the employees would be equally ineffective thus the need to factor in the organisation and the employees (Dunnette and Hough, 2000). Though this may also be true, studies carried out in the U.S.A. in 2001, show a linear relationship in good organizational climate and employee performance. This is on the premise that good organisational climate is the one that foster and elicits positive emotions. Organizations with energizing climates showed profit margins that were 71% higher than those with poorer climates. Though individuals tend to perceive the same organisational climate differently, the increase in profit margins for organisations in energizing climates speaks for themselves with regards to the effect of climate on performance. Nonetheless this does not cater for the question of emotions' impact on job performance. This is so because an organisational climate cannot be overallly good for everyone as the emotional impact largely depends on an individual's perception of the organisational climate.

According to Scherer (1996) behaviors can be seen as consequences of emotion. Cognitive processes are involved in the appraisal of the eliciting events that can be internal, such as thoughts or memories, such as behavior of others or encounter with a novel stimulus. This appraisal intervenes in the elicitation and in the differentiation of emotion. For example, when one hears about a colleague's promotion, depending on the conditions under which the colleague received it, they may feel angry in the event that they think it is unfair that the colleague got it and not them; they may feel happy in the event that they think this is a great opportunity for the colleague and they deserve it, or may feel envious if they wanted the promotion, thus they are not really mad at the colleague but envy what he possesses and what they are currently deprived of. In line with this appraisal-based definition of emotion, Scherer and Tran proposed that the generating conditions of an organization-specific emotional climate are the shared dispositions of its members to appraise or evaluate events in a similar way.

Emotional climate has been a part of emotion studies that have mostly been done as per Tran (2010). The concept of emotional climate was developed by De Rivera (1992) and in his view, such a climate is a result of the emotional relationships between members of a society. He suggests two types of emotional climates that is one labeled with names of emotions such as joy or fear and another that reflects the relationships between members of a nation such as solidarity or hostility. Due to his studies being conducted at such a macro level, most organisations are said to have downplayed the applicability of his studies within them. Moreso, his studies do not focus largely on emotions themselves but looks broadly at emotional climate.

Paez, Asun, and Gonzalez (1995) who extended continued De Rivera's studies emotional climate defined the phenomenon as a state of collective mood, based on the predominance of certain emotions of a group of beliefs held about the world and about the future of the country shared by a specific subculture, and of certain action tendencies that permeate the network of social interactions. To Paez et al (1995) emotional climates are collective phenomena and not only a representation of the sum of individual emotions. Quantitative and qualitative approaches were employed as a means of demonstrating that emotional climates have social functions. Though they only used four basic emotions in their studies they found a relationship between emotional climate and collective behavior indexes.

According to Ashkanasy and Nicholson (2003), employees' emotions result from interactions of management and employees and also among the employees themselves but how often does an executive member include the question 'what will this element of our setup do to our climate?', or use a phrase like 'here's the climate impact study?' This leads to issues such as injustice being left unaddressed and when people perceive injustice, it is basic reflex action that they will seek to restore justice. One way that employees restore justice is by altering their level of job performance. A deeper and strategic question would be 'if this plan is so important to us, what sort of climate will carry it through?' Climate is not merely important, but strategically so as it reflects highly on emotions.

#### **2.1.1.1 Basic emotions**

The Discrete Emotion Theory postulates that all humans are thought to have an innate set of basic emotions that are cross-culturally recognizable. Various theorists according to Colombetti



(2009) have conducted studies in attempts to determine which emotions can be categorized as basic. According to Ekman (1992) in Paul Ekman's cross-cultural study of 1972 there are six basic emotions that are innate to all humans and these namely include happiness; disgust; fear; anger surprise and sadness. Ekman explains that there are particular characteristics attached to each of these emotions, allowing them to be expressed in varying degrees. Each emotion therefore acts as a discrete category rather than an individual emotional state.

### **2.1.1.2 Social emotions**

Social emotions according to Blakemore; den Ouden; Choudhury and Frith (2007) are those emotions that require the representation of the mental states of other people. Examples of these include shame; pride; embarrassment and guilt. The development of social emotions is tightly linked with the development of social cognition which refers to the ability to imagine other people's mental states. A laboratory-based study by Cwir, Car, Walton, and Spencer (2011) brought to light that though people may not reveal their emotions to other people they may be subjected to similar physiological arousal to the other people with whom they feel a sense of social connectedness with. From the study, if a subject felt socially connected to another subject though being strangers to each other, whilst observing that fellow subject perform a stressful task the subject observer would experience similar emotional states and physiological responses to that of the stranger.

Eisenberg (2000) highlights that some social emotions are also referred to as moral emotions because of the fundamental role they play in morality and moral decision making. Guilt for instance is a social emotion as it needs one to perceive that the next individual is uncomfortable and being hurt by their wrong doing. An individual who experiences this social emotion will have taken responsibility for the wrongdoing and according to Tangney (1991) they might have that desire to try and make amends. However not every social emotion is rooted in morality as pride for instance, which is a social emotion involved in the perceived admiration of other people can lead to immoral decisions. The theory of mind cited in Blakemore; den Ouden; Choudhury and Frith (2007) hints at that the experience of the social emotion increases with age. According to this theory, increase in age is correlated with an increase in activation in the dorsal part of the medial prefrontal cortex which is the region that is activated when people reason about intentionality of others.

### **2.1.1.3 Emotional Intelligence**

Emotional intelligence is a category of emotion that is said to play a vital role in emotion management. Mayer and Salovey (1997) define emotional intelligence in terms of four basic abilities which include the ability to perceive emotions in self and others; the ability to assimilate the information in cognitive functioning; the ability to understand the role of emotions; and the ability to use and manage emotions in decision-making. This can be postulated as possibly the reason why different emotional responses are seen in individuals in the same organisational climate.

### **2.1.2 Job performance**

In Muhammad Ali Pervez's study of the impact of employees' emotions on their job performance in Pakistan organizations, employee's emotions have a significant impact on decision making and team spirit. Employees' affect and expression of emotions have an innate effect on them. Findings from this study revealed that emotions influence decision making and interpersonal relations and are important in relation to employees' wellbeing and job satisfaction. Being angry is generally known to result in aggression and in work places towards colleagues and sadness results in one being dissatisfied with the job. Emotions are brief episodes of synchronized changes in mind and body. Pervez's study does not out rightly highlight that the employee's emotions have a direct impact on performance but rather it brings out the effect on indicators and factors that affect job performance. To some the synchronized changes in mind and body that anger brings about make it impossible for an individual to perform optimally in their job but there are cases that have been highlighted earlier on that show that anger can actually not impede one's performance in any way.

When organisations seek to establish a good organisational climate, their major intention is to ensure that the climate elicits positive emotions in the employees. However Gooty and Gavin (2008) noted in their studies that seeking to establish an apt climate does not imply that negative emotions and moods are counterproductive and should be suppressed. This implies that the so-called negative emotions have the capacity of positively affecting job performance. Studies that reveal that negative emotions can positively affect performance include Mayer et al (2000) cited in Gooty and Gavin (2008) who argued that changing moods boosts creativity, Baron (2008)

cited in Gooty and Gavin (2008) who discovered that under certain conditions negative emotions may improve creativity, Milivojevich (2006) cited in Gooty and Gavin (2008) who maintained that mild fear can be beneficial in that it can motivate team members to recheck their assumptions and Palfai & Salovey (1993) also cited in Gooty and Gavin (2008) who noted that being in a negative mood allows focusing on details and on solving deductive reasoning problems. This though is not only dependent on the individual but also brings to light that if there is a high correlation between emotions and performance, it is not only a case of positive emotions having a positive effect on job performance but also the negative emotions also having a positive effect on job performance. Gooty and Gavin suggest that whether positive or negative, emotions have the capacity to yield beneficial or detrimental outcomes. This also depends on the individual.

Studies which reveal that positive emotions can have a detrimental effect include Melton (1995) cited in Gooty and Gavin (2008) who showed that positive emotions encourage people to take shortcuts in their mental processes and therefore lead to decreased performance on tasks involving complex mental activity, Ortony et al (1988) cited in Gooty and Gavin (2008) who argued that positive emotions may result in an inability to successfully cope with a given situation, Izard (1991) cited in Gooty and Gavin (2008) who noted that happy employees tend to view the world through “rose colored glasses” and are less prone to analyzing things as they are not driven to change things. From the above arguments, it is clear that there is no general consensus as to the effect of emotions on performance.

When different emotions are experienced by employees in the same environment as a result of the employees perceiving their interactions in different ways, there is a possibility that such emotions can complement one another. This according to Menon (2000) is complementarity. In such situations, the effect of emotions on performance can be said to be quite unpredictable as the question of whether the effect on performance is positive or negative will be dependent on the extent of complementarity. There are also cases where emotions expressed by two communicating parties are the same, this is called congruence. The combination of all these elements determines whether the emotions evoked by the organizational climate lead to better employee performance or not. The term valence has been used to describe the affective

responses in terms of their pleasantness versus their unpleasantness. For instance contentment is considered a pleasant emotion whilst anger and frustration are considered unpleasant. The term arousal has been used to describe the level of activation of emotions. Anger and delight are intense emotions thus one will be more aroused while contentment and boredom are not intense emotions and thus are characterized by low arousal. Therefore with regards to valence and arousal, pleasantness and intense emotions can be said to be the positive emotions but it is said that it is not always in all cases that the so called positive emotions yield a positive effect on performance. In other studies, positive emotions at work include excitement which has been said to have an effect on task activity, persistence and cognitive function. Optimism, positive mood, self-efficacy and resilience to persevere under adverse circumstances in some studies have been categorized as strong positive emotions. Optimism rests on the premise that failure is not inherent in the individual; it may be attributed to circumstances that may be changed by refocusing effort. Those who express positive emotions in the workplace are better equipped to influence their coworkers favorably. It is likely that these people will inspire cooperation in others to carry out a task.

### **2.1.3 Emotions and Job performance**

In a study by the Bank of America (1997) available on the internet, of Southwest airlines a Texas company, the company in its early days had employees voluntarily cutting their turnaround time from industry standards to 15 minutes thus establishing a Southwest tradition never approached by any other airline. This served the company from selling one of their four planes or retrenching employees. This resulted from the belief held by President Herb Kelleher that love makes the business world go round and laughter fosters employee loyalty. This is undoubtedly a boost in terms of performance if one is to consider employees' willingness to go an extra mile for the organisation as being an indicator of improved performance. Southwest employs just over 86 people per plane though the industry average is over 200. The company has always been profitable every year since 1972, inclusive of 1991 and 1992, when every other major airline lost money and this is a result of the love climate that has translated to improved job performance. Herb Kelleher crafted a unique climate of humor, altruism and concern for other people at Southwest Airlines as per James Campbell, a professor of management at the University of Texas. From this we can conclude that it pays great dividends to create an organizational climate

that results in positive emotions in an organization. Others may argue that the benefits of this climate are in organisational performance not in individual job performance but if one is to consider that 86 Southwest Airlines employees are capable of handling the job carried out by 200 in other airlines then it goes without saying that the climate that elicits positive emotions will have had a boosting effect on employees' job performance.

The subjective effect of organisational climates on emotions is brought out by Lazarus' findings from a study he conducted in 1999. He noted that when an employee perceives and feels that the organizational climate within which he is working is above his expectations, the ensuing emotion is likely to be delight but if he feels that the manner in which the interpersonal relations are conducted is quite undesirable, the probable emotional outcome will be anger. He also highlights that strong fear, especially when fearing higher authority stifles creativity but mild fear produces awareness and attention to details. Lazarus' findings can be used to bring out the view that emotions affect performance with reference to the effect of fear but however, the issue of how much is mild fear and how much is strong fear largely depends on the individual. From his study, it is clear that he is of the view that emotions also have a role to play in performance. Ashkanasy and Nicholson (2003) in their study showed support of the view that the effect of emotions is largely dependent on the individual as they show that anger as a construct of the organizational climate can increase motivation if a person uses positive problem-focused coping and reframes the situation as an opportunity rather than a threat.

Ashkanasy and Nicholson (2003) in their study of the "climate of fear" examined the culture and climates in two Australian restaurants and found that employees discretely respond to "affective events" in the work environment. These affective events result in affective responses that lead to behavioral outcomes. To Ashkanasy and Nicholson employees who have experienced different affective events certainly have different emotions depending on the duration of exposure. In this light it is therefore essential to ensure that when studies on emotion are carried out, the subjects to be used be the ones that have been exposed to the climate for similar periods of time such that they will have experienced a similar 'quantity' of affective events which have been said to elicit affective responses. They then recommended that organizational managers have to be able to comprehend that to a large extent employees' attitudes and behavior are driven by a buildup of

affective events from the organizational climate thus the need for them to show suitable emotional expressions in the way that they deal with coworkers.

From the above review of related literature, it goes without saying that there is no general consensus as to how and if emotions have an impact on job performance. Some studies highlighted above have shown that the same organizational climate can elicit varied emotions in employees. Some studies have shown that a supposedly positive emotion can result in poor performance whilst in other studies the emotion can lead to better job performance. This then leads to the conclusion that being able to effectively deal with emotions in the workplace assists employees in managing stress at the workplace and maintaining psychological well-being.

## **2.2 THEORETICAL FRAMEWORK**

### **2.2.1 Affective Events Model**

The Affective Events Model of emotion shows that the nature of the job and its requirements for emotional labor impacts behavior and work attitudes. It also results in work events that lead to positive and negative emotions experienced at work this has an influence on both work attitudes; loyalty and affect driven behaviors such as irrational impulsive actions or positive behavior such as transient extra effort. Work attitudes have a long term effects such as engaging in prosocial behavior, deciding to quit or even engaging in productive work.

### **2.2.2 Three Factors of Emotion theory**

The Three Factors of Emotion theory also known as the Pleasure Arousal Dominance (PAD) model, states that a person's emotional state can be described as a point in three-dimensional space. It also stands it that people react emotionally to environments in many different ways. Psychologists arrived at the division of these three factors by observing nonverbal behaviour as it is continuously communicating and transferring messages about the individual's emotional state. It categorizes emotions on three "emotional axes". The Pleasure/Displeasure axis describes whether a person is experiencing a subjectively positive or subjectively negative emotional state. Increased physical activity is said to reflect pleasure. This axis measures how pleasant an emotion may be with emotions such as anger and fear scoring high on the displeasure scale as they are unpleasant emotions whilst emotions such as joy being pleasant emotions scoring high on the pleasure side of the axis.

Dominance and Submissiveness make up the two ends of the second axis. This axis represents how controlling and dominant emotions can be. Dominance refers to an individual's perceived ability to control their condition while submissiveness refers to the opposite, that is, feelings of lack of control. When one is able to stay in control of the organisational climate that he is in, then he feels a positive emotion whilst failure (submissiveness) will lead to a subjectively negative emotion. With regards to emotions such as fear and anger, though both are unpleasant emotions, anger is a dominant emotion whilst fear is said to be submissive. This is because with fear one sees that he lacks the ability to control the circumstances surrounding him whilst with anger they are fully in control and will have taken charge of their circumstances. Arousal makes up the last axis in the three factor theory. It refers to the emotional "energy" of the person. An aroused person is likely to be physically active or restless, whereas someone who is low in arousal is calmer and more inactive. The arousal axis measures the intensity of the emotion

### **2.2.3 Factor model of Job performance**

Job performance is an essential phenomenon that relates to organisational outcomes and success. The theory of job performance by John P Campbell takes a psychological perspective in its description of job performance. The theory describes job performance as being an individual level variable that a single person does and thus is not an encompassing variable like organisational performance. Dunnette and Hough (2000) postulate that Campbell's theory defines performance as behaviour. This theory demarcates performance from outcomes, as outcomes result from an individual's performance. This theory shows that performance needs not be directly observable actions of an employee but can consist of mental products such as answers or decisions. Employee's performance however can be up to par but outcomes can be low due to other variables.

Job performance has to be goal relevant and directed towards organisational goals that are relevant to the job. This implies that performance does not include activities where effort is expended towards achieving peripheral goals; for instance, putting effort to get to work in the shortest period of time cannot be attributed to job performance except in situations where one needs to avoid lateness. Job performance is conceptualised as a multidimensional construct that consists of more than one kind of behaviour. According to Dunnette and Hough (2000)

Campbell's theory has a factor model that is based on factor analytic research which attempts to capture dimensions of job performance present across all jobs. These factors greatly contribute to an individual's creativity and innovativeness whilst within an organisation:

- **Task specific behaviours** – Those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another. Others choose to call them citizenship behaviours.
- **Non-task specific behaviours** – Those behaviours that an individual is required to undertake which do not pertain only to a particular job. Training new staff members is an example of nonspecific behaviour. This can also include issues that have to do with an individual's interpersonal relations with other fellow employees.
- **Communication** – an individual is evaluated not on the content of a message but on the adeptness with which they deliver the communication.
- **Effort** – An individual performance can be assessed in terms of effort especially when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.
- **Discipline** – Individuals are expected to be in good standing with the company laws and not be in a state of being comfortable with breaking company policies or disobeying authority.

### **2.3 RESEARCH GAP**

The study of emotions has mostly been done as the study of affect that is, being inclusive of issues of feelings and moods. This implies that focus will have extended to the effect also of moods on performance and also of feelings on performance. This study therefore seeks to mainly focus on emotions specifically and be oblivious of the whole construct of affect. It looks at the question of whether emotions are a predictor of employee performance based the premise that emotions are elicited by organisational climate.

Closely linked to this study are studies that have been conducted on emotional climate with the main proponent being De Rivera (1992). These studies however have held a small role to play in organisational settings considering that these have been said to have been done on a more macro level with reference to national organisational climates. Tran (2010) even points out that to date,



studies considering emotional climates based on discrete emotions have rarely been investigated, whether in organizational settings in general or in the context of team innovation in particular.

A similar study however was conducted by M. Ali Pervez from the Institute of Information Technology, Wah Cantt, Pakistan. In his study however he primarily describes emotions like anger, trust and interest but the limitations of his research indicate a need and an opportunity for more research on this appealing subject. This study is also conducted in an environment that is absolutely different from that which reigns in Pakistan organisation. It is also not based on Ali Pervez' hypotheses and is done on a less macro level as it is conducted within a single organisation unlike Ali Pervez's which is done in a number of Pakistani organisations.

#### **2.4 SUMMARY**

This chapter brought out what other authors have said, observed and elaborated about the problem. It showed the discrepancy that exists in between the studies that have been conducted on this phenomenon and hence research is necessary to find out.

## **CHAPTER 3 :RESEARCH METHODOLOGY**

### **3.0: INTRODUCTION**

The preceding chapter reviewed the relevant literature pertaining to emotions and job performance. This chapter looks at the research methodology used in the study. The research approach, research design, population and sampling used in the study will be presented. The instrument used for data collection will be described in detail. A description of the data analysis and statistical techniques utilized in the study will be provided. Finally, this chapter highlights the ethical considerations that need to be taken into account.

### **3.1 : RESEARCH APPROACH / NATURE OF THE STUDY**

The study sought to understand the impact of emotions on job performance by finding out if there is a significant relationship that exists between employees' emotions and how the employees perform in their respective jobs. The study took a quantitative approach in the form of correlational research. Creswell (1994) defines quantitative research as a research approach that explains constructs through collecting numerical data on them and analyzing it using mathematically based methods (in particular statistics). The quantitative approach was the most appropriate for this study as it enabled quantifying of emotions and performance which are variables that provide data which is not readily in numerical form. Just as the quantitative approach has been used to quantify opinions, attitudes and behaviors and finding out how the whole population feels about a certain issue, it was also applied in this study to quantify emotions and job performance. The quantitative approach has also been accredited for enabling human phenomena to be studied in an objective way.

The use of this approach in the study of phenomena such as emotions can be disputed by many considering that the data to be collected are not naturally available in numerical form. However, there are many phenomena that can be studied quantitatively but that are not readily available in quantitative form. According to Best and Kahn (1993) it is possible to collect data that is not naturally available in quantitative form in a quantitative way and this can be by designing research instruments that convert data collected about the construct into quantitative form which can be statistically analyzed. Having sampling units rate a number of statements from a

questionnaire as either agree strongly, agree, disagree or disagree strongly, and then systematically attaching numerical value to each response can be a way of doing.

### **3.2 : RESEARCH DESIGN**

Zikmund (2003) propounds that the term research design refers to the strategy and format of carrying out a research which specifies the methods and procedures for data collection and analysis. Kerlinger (1986) perceives it is as the structural investigation that is adhered to in the course of obtaining answers to research questions. The design also specifies the sources of information, the research technique and the sampling methodology.

This study is in the form of a correlational study in which information was gathered from the sample using the questionnaire. As this research involved establishing the presence of a relationship that hypothetically exists between emotions and job performance a correlational study was suitable. Correlational studies are mostly employed when the research needs to establish a hypothetical relationship that supposedly exists between two variables and in this case, emotions and job performance. The correlational study managed to gather data in response to the research questions and brought about a description of the existence and extent of the relationship between the two variables.

The study was conducted in the following manner. First the researcher developed the research instrument by adopting and altering another questionnaire from another study. The questionnaire was then administered to the sampling units and after these were completed, data capture and inspection was done by the researcher through the use of descriptive statistics and frequency tables. This was then followed by testing for correlation between employees' emotions and job performance.

### **3.3 : POPULATION**

Gay and Airasian (2000) define population in research as the group of interest to the researcher, the group to which the results of the study will be generalizable. This study was conducted with the group of interest being the employees of Anchor Yeast Private Limited in Gweru Zimbabwe. The organisation has four operating entities and employs a total number of 180 employees countrywide but this study however was focused mainly on the Gweru division as it is the one

that carries the bulk of the organisation's employees being the production center. The Gweru division has a total employee capacity of 107 employees. The researcher opted for this organisation as it afforded him easy access and as this was where the existence of the problem was first realized by the researcher.

### **3.4 : SAMPLE / SAMPLING UNITS**

Sampling according to Deacon et al (2007) is a process by which units are selected from a population to draw wider conclusions about the population. Flick et al (2004) define a sample as a cross section of individuals who are representative of the target population. By sampling, the researcher assumed that the relationship between emotions and job performance that could be established from the sample was the same relationship that exists for the whole population given that the sample is a representative cross section of the population. The research drew a sample of 60 from the organization's total population as this sample size had a sizeable confidence interval. This sample also enabled quantitative analysis of data collected and consequently the generalizability of the findings to the whole population.

### **3.5 : SAMPLING CRITERIA**

The criteria used for sampling in this study was the Equal Probability Sampling Method (EPSEM) together with Stratified Random Sampling with the goal of reducing or eliminating sampling error. For the purposes of sampling, the study stratified the population into three groups based on employees' shared levels in the organizational structure, that is, top management, line management and non-managerial. The sample size for each stratum was then in proportion with the size of the stratum (proportional allocation). The sample was then made up of 7% (4) top management, 10% (6) line management and 83% (50) non managerial employees.

### **3.6 : RESEARCH INSTRUMENT**

A self-report inventory in the form of a questionnaire was used for data collection. The questionnaire was in simple language to ensure that it could be understood by the entire sample and covered aspects of both emotions and job performance. Section A looked at emotions and was subdivided into three parts that measured and assessed basic emotions; social emotions and emotional intelligence as per the hypotheses. Section B which looked at job performance and

questions were based upon J.P Campbell's theory of job performance. Given that information on emotions and job performance is not readily in mathematical form, the questionnaire was in such a way that the responses to be given by the subjects would be in numerical value to enable statistical analysis. The interval scale used in the research questionnaire divided the responses into five linked scales that are 1. Strongly Disagree, 2. Disagree, 3. Neither, 4. Agree, 5. Strongly agree, thus restricting the employees' responses to five basic options.

### **3.6.1 :Advantages of the Questionnaire**

- ✓ It was a relatively inexpensive way for the researcher to gather information.
- ✓ It allowed the researcher to quantitatively analyse the data collected though the constructs under study did not provide information that was readily available in quantitative form.
- ✓ It enabled the researcher to elicit detailed information from respondents
- ✓ It assured the respondents of their anonymity and the confidentiality of their responses
- ✓ It gave respondents room to be able to reconsider their responses.

### **3.6.2 :Disadvantages of the Questionnaire**

- ✓ There was always the possibility of delayed response.
- ✓ Some of the responses given were of an ambiguous nature.

To try and curb the possibility of delayed response, the researcher made follow-ups on all questionnaires to ensure that they were returned timorously.

## **3.7 :VALIDITY AND RELIABILITY OF THE INSTRUMENT**

In terms of validity and reliability the questionnaire has been accredited for being a valid and reliable instrument for data collection. Validity and reliability are essential for the standardization of a research instrument. Just as any other self-report method, the questionnaire depends upon the respondent's willingness to give honest and accurate information though the motivation to lie is always abundant. The researcher through the foreword on the questionnaire sought to overcome the temptation of misrepresentation by assuring the respondents that their responses would be treated with the utmost confidentiality and would only be used for research purposes only. The questionnaire also has high construct validity as it covered the whole spectrum of performance as described by J P Campbell.

### **3.8 : DATA COLLECTION PROCEDURE**

The researcher first sought authorization from the Midlands State University to conduct the study. After authorization was granted, the researcher proceeded to seek permission from Anchor Yeast Private Limited management to carry out the study within their organization. When permitted physical distribution of questionnaires was then done and the participants (sampling units) were informed that the data gathered from their responses would only be used specifically for research purposes and would only be used on condition of confidentiality and anonymity. The deadline for return of the instruments was set and the researcher stressed the importance of the respondents meeting this deadline. The date also guaranteed that the respondents had ample time to fully respond and consider their responses to all questions.

### **3.9 : DATA PRESENTATION AND ANALYSIS PROCESS**

Descriptive statistics were used to describe the group under study. According to Frankfort-Nachmias and Leon-Guerrero (2006) descriptive statistics encompasses the statistical procedures used in describing the population under study. Graphs and tables with frequency distributions and charts were used for data presentation. The responses were also grouped with regards to similarity and this enabled more accurate data analysis. Data analysis refers to a research process whereby the data that will have been collected for the research is then organized for useful information to be extracted. As the questionnaires were structured in such a way that each response had a numerical value attached to it, this facilitated for quantitative analysis to be done.

In the analysis process the researcher employed inferential statistics which according to Frankfort-Nachmias and Leon-Guerrero (2006) is concerned with making predictions or inferences about a population from observations and analyses of a sample. Inferential statistics enabled the results from the sample to be generalized to the whole population in this case, the whole of Anchor Yeast Private Limited Gweru. The sample being representative of the whole population ensured that the results could accurately be generalized to the whole population that was understudy.

Graphical presentation and calculation of the mean for all emotions was done. The mean score for job performance was also calculated and job performance was also graphically presented. For the purposes of hypotheses testing, correlation analysis between basic emotions and job performance; social emotions and job performance; and between emotional intelligence and job performance was done using the Pearson Product Moment Correlation Coefficient. The significance of the correlations was also investigated so as to ensure that there existed significant correlations between the two variables and this facilitated for accurate conclusions to be drawn. All statistical analysis was done using the Statistical Package for Social Sciences (SPSS) version 16. For every analysis completed, data interpretation was also done.

### **3.10 : ETHICAL CONSIDERATIONS**

The researcher was guided by the following ethical framework adapted from the British Association for Counselling & Psychotherapy (2010) :

#### **3.10.1 Fidelity**

The researcher honoured the trust placed on him by the respondents not to in any way disclose their responses. By adopting this principle, the researcher treated the information gathered with accordance with confidentiality owing to the trust that will had been placed upon him regarding any disclosure of confidential information disclosed by the subjects.

#### **3.10.2 Autonomy**

The researcher was respectful of the respondents' right to be self-governing. This principle emphasised the importance of the respondents' commitment to participating in the study. By respecting the respondents' autonomy the researcher was in a position to protect the privacy and confidentiality of the respondents with any disclosures of confidential information being conditional on the consent of the participants. The researcher would also inform the participants in advance of foreseeable conflicts of interest or as soon as possible after such conflicts become apparent. This was also there to guard against the manipulation of participants against their will, even for beneficial social ends. This was also a commitment by the researcher to avoid harm to the participants regardless of the nature of harm that may befall them.

#### **3.10.3 Informed consent**

Fernald and Fernald (2005) claim that informed consent is a legal procedure to ensure that a participant or client is aware of all the risks, if any, that may be involved in participating in the research. This includes informing the client of the nature of the research; the potential risks and the benefits associated with being part of the research. The researcher sought for permission to conduct the research from relevant authorities prior to the data collection process, and also explained the purpose of the study to the participants so that they are fully aware of the researcher's intended use of the information.

#### **3.10.4 Social sensitivity**

Any research must be appropriate to all participants involved. In a bid to ensure the research is appropriate, the researcher ensured that the research is not gender biased.

#### **3.11 SUMMARY**

This chapter highlighted the research design, the real set of people to which the results of the study will be generalized to. It also brought out the total characteristics of the target population, the research instruments, the data collection procedures and the data presentation and analysis procedures.



## **CHAPTER 4 : DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **4.0 : INTRODUCTION**

This chapter mainly dwells on the presentation of the findings of the research and the analysis of the data collected from the respondents by the researcher. As the data was collected through the use of questionnaires, the responses from the questionnaires are the primary data sources, the data to be analyzed in this chapter. Quantitative data presentation and analysis will be done with regards to the hypotheses.

### **4.1 : DATA PRESENTATION; ANALYSIS AND INTERPRETATION**

Quantitative presentation of the emotions of the subjects and their job performance will be done. Emotions will be presented in three different ways as basic emotions; social emotions and emotional intelligence. Based upon the hypotheses, correlations will be investigated between basic emotions and job performance; social emotions and job performance; and emotional intelligence and job performance. As the study mainly seeks to answer the question of the impact of emotions on job performance, an overall correlation between emotions and job performance will also be investigated with the overall emotion scores being derived from the average score of basic emotions; social emotions and emotional intelligence for each respondent. The presentation, analysis and interpretation of the findings from the research will be done in line with the objectives of the study. Prior to all statistical analysis, the researcher will first present the demographic characteristics of the respondents.

#### **4.1.1 : QUESTIONNAIRE RESPONSE RATE**

**Table 4.1 : Questionnaire Response Rate**

<b>Sample</b>	<b>Responses</b>	<b>Response rate</b>
60	55	91.67%

Sixty questionnaire sheets were distributed to the 60 individuals who made up the sample for the study but of the 60, 55 were returned to the researcher in time for data presentation and analysis thus giving a 91.67% response rate.

#### **4.1.2 : PRESENTATION OF DEMOGRAPHIC DATA**

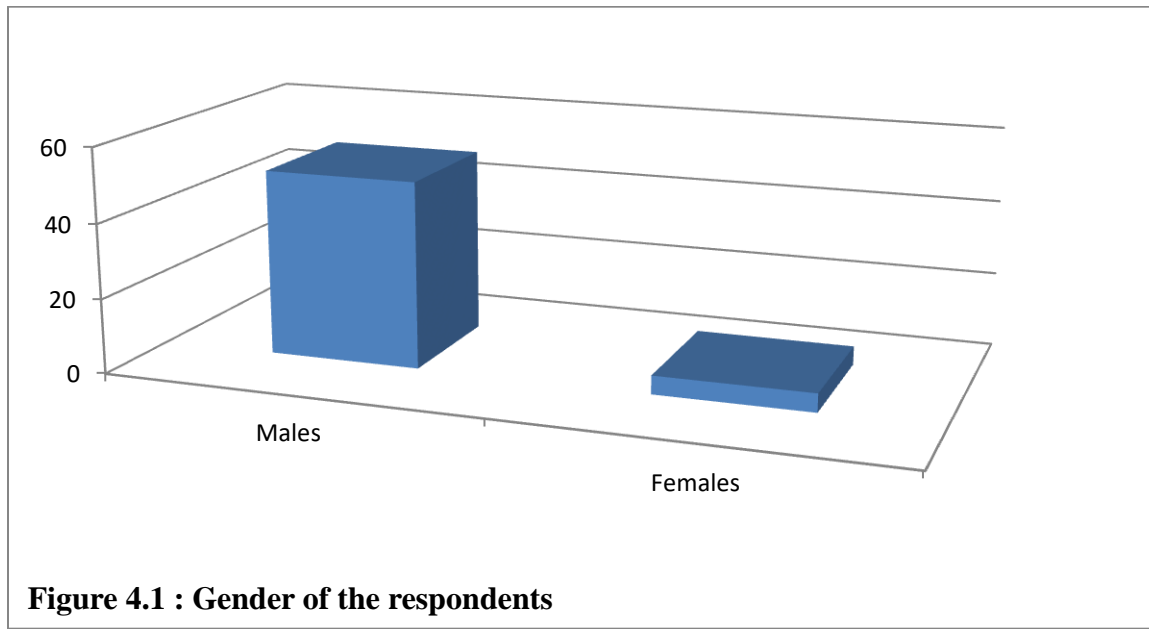
##### **i) Level of education**

**Table 4.2 : Respondents' levels of education**

<b>Level of education</b>	<b>Number</b>	<b>Percentage of the total respondents</b>
Certificate level	20	36.36%
Ordinary level	24	43.64%
Advanced level	1	1.82%
Diploma	7	12.73%
Degree	3	5.45%
<b>Totals</b>	<b>55</b>	<b>100%</b>

As seen table 4.2 above, all respondents at least have an academic certificate. This makes them adequately literate to the level of being capable of comprehending the English language in which the questionnaire was drafted in. Moreover, the questionnaire was drafted in simple language that could easily be understood by all the sampling units. This in a way guarantees that all the responses given by the respondents are well informed ones as they are given after having fully understood the issue in question.

**ii) Gender**

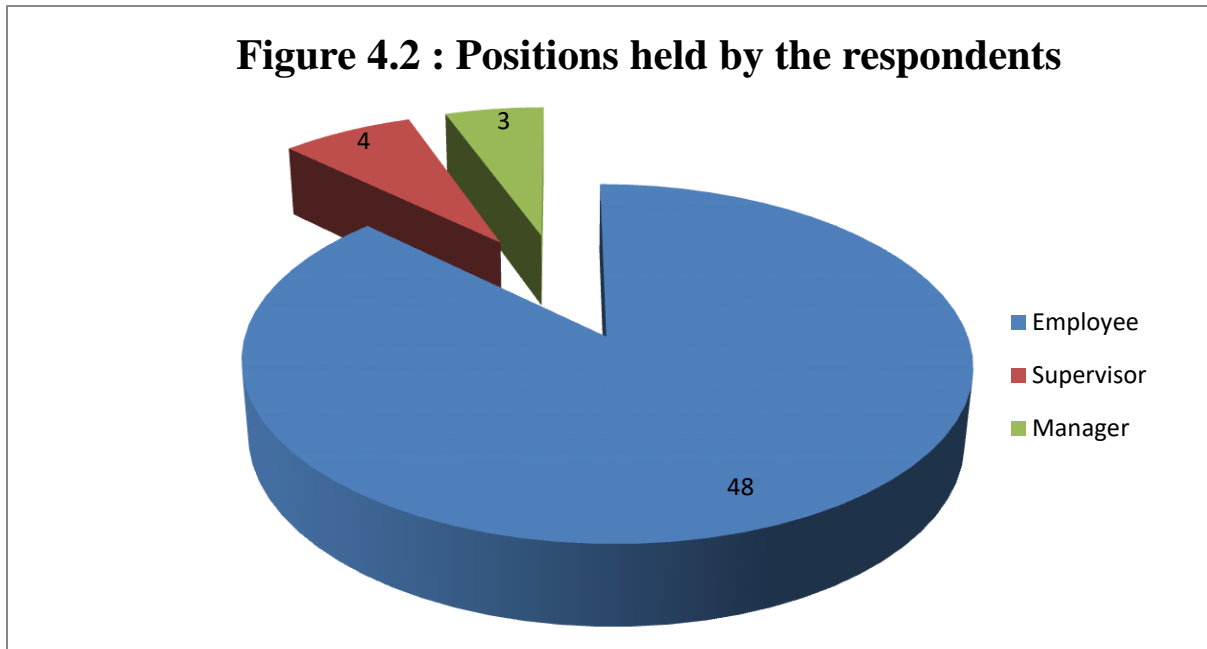


As can be noted from the graph above, there were a fewer female respondents than males in this study. This is due to the fact that of the total population of Anchor Yeast Private Limited Gweru employees, less than 10 are female with the whole population being dominated by male employees. This resulted in the respondents in the study being comprised of 9.09% females and

90.91% male respondents. Thereof in this research there are more males than females thus the responses in a way will be biased towards males.

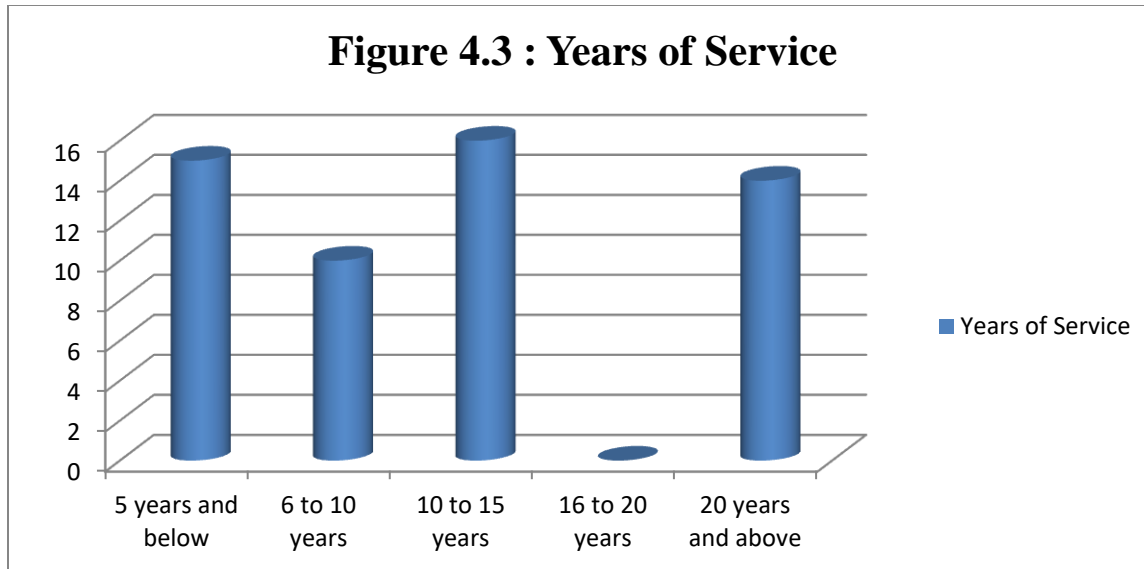
**iii) Position occupied in the organisation.**

Figure 4.2 below presents the positions held by the respondents based upon the company's organogram.



The respondents in this study were made up of more non managerial employees than those in supervisory and managerial positions. 87% (48) were non managerial employees; 7% (4) were supervisors or line managers with 6% (3) being managerial employees. The differences in percentages between those in the sample and those in the respondents is a result of the 91.67% responses rate which indicates that not all sampling units responded to the questionnaires. The responses given by the above however were all grouped as responses from employees as the study only aimed to look at the impact of employees' emotions on job performance regardless of positions held in the organisation. This data though was essential as it could assist in our understanding of the differences in the impact of emotions on job performance for different employees.

**iv) Years of service**



The above chart shows that there was an almost even distribution in terms of the years of service that the respondents had with the organisation. Respondents with 5 years in the organisation totaled 15; those with 6 to 10 years totaled 10 in number; those with 10 to 15 years with the organisation were 16 and those with the highest number of years of service being 20 years and above were 14. Having no respondents in the 16 to 20 years category however will in no way affect the results of this research considering that the whole spectrum of years of service is covered by having those with the least years of service and those with the most. Having respondents that are distributed from the lowest to the most years of service could help in the research in that it can enable the researcher to tell that the a said emotion being said to be elicited by the prevailing organisational climate is a result of past experiences that an employee had with the organisation and not a result of the current climate and thus living the organisation with little that it can possibly do to deal with the elicited emotion.

v) **Age**

**Table 4.3 : Age ranges of the respondents**

<b>Age range</b>	<b>Number of Respondents</b>	<b>Percentage of respondents</b>
19 to 24	6	10.9%
25 to 30	6	10.9%
31 to 39	17	30.91%
40 to 45	8	14.56%
46 to 54	18	32.73%
<b>Totals</b>	<b>55</b>	<b>100%</b>

The total age range of the respondents is from 19 to 54. Of the 55 respondents, the largest number, that is 33% of the respondents, are the oldest individuals in the range of 46 to 54 years. This group is composed of individuals who are now settled both in personal and work life. 31% of the respondents are in the range of 31 to 39 years, the group that will presently be working on starting families thus need to ensure that they have stability in their work life so as to be guaranteed of a stable income and thus in most cases these individuals work as hard as they can to ensure that they remain of vital use to their organisation. The 40 to 45 age range has 15% of the respondents whilst the 19 to 24 and the 25 to 30 each have 11% of the respondents. The age ranges clearly reveal that this study has been able to incorporate all the age groups that can possibly be part of any organisation given that the youngest age that can possibly be employed in Zimbabwe is at 19 with retirement age being set at the age of 55. As the greater number of the respondents is from, 31 to 54, this gives surety that the responses to be given by the responses are not those that are a result of emotions elicited by private life situations but these are of work situations as such individuals are expected to now be capable of dividing their work life from their personal life.

#### 4.1.3: WHAT ARE THE EMOTIONS OF THE EMPLOYEES?

**Figure 4.4 : Emotions of employees**

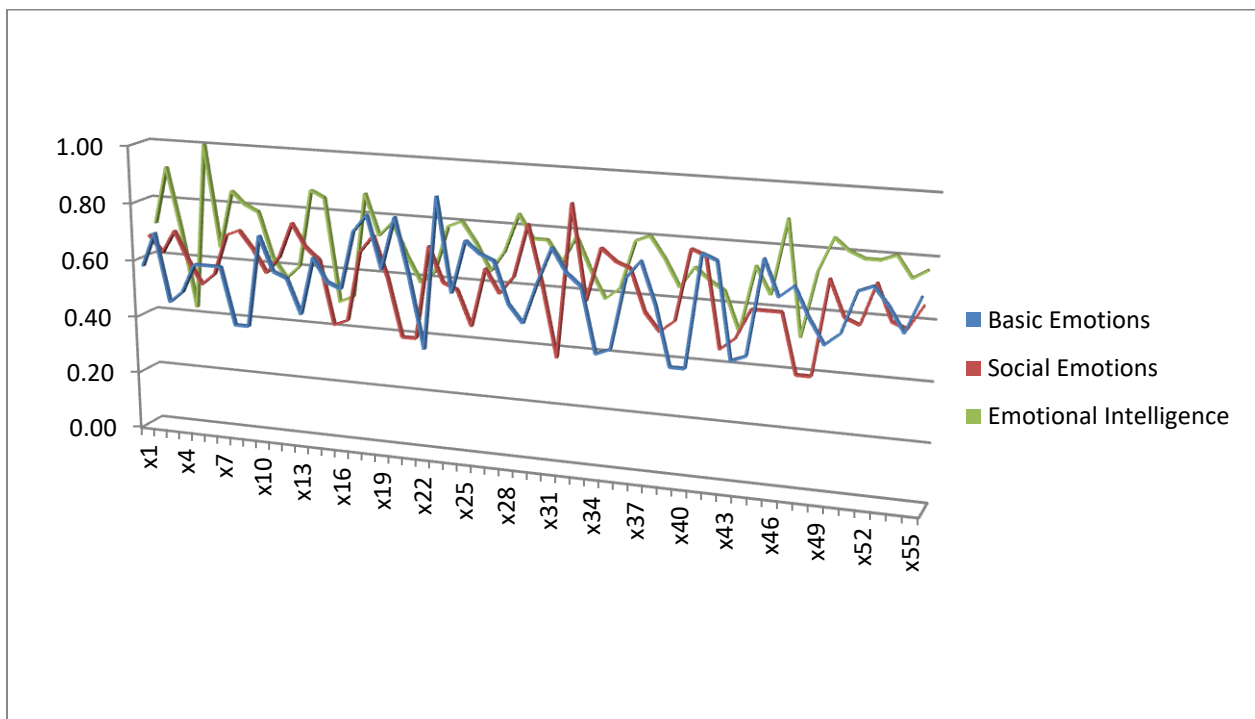


Figure 4.4 above is a graphical representation of the emotions of employees with each line representing either basic emotions; social emotions and emotional intelligence.

**i) Basic Emotions**

The average level of basic emotions reported by the respondents was at 0.61 on a scale of 0 to 1 with the highest level being at 0.90 and the lowest being at 0.38. From figure 4.4 above it can be noted that for basic emotions the respondents scored low on basic emotions compared to another emotion. These were assessed on a scale of 1 to 5 with each of the responses having a numerical value that was attached to them. This could mean that the manifestation of basic emotions in organisations is low as the organisational climate does not mostly elicit these.

**ii) Social Emotions**

The average level of social emotions reported by the respondents was also 0.61 on a scale of 0 to 1 and this was due to the fact that the highest level of social emotions reported was also at 0.90 with the lowest also at 0.38. However unlike basic emotions, the graph shows that the social emotions reported by the respondents were slightly higher as shown by the line graph representing social emotions. These were also assessed on a scale of 1 to 5 with each response having a numerical value attached to it. This could imply that the organisational climate elicits higher social emotions compared to basic emotions, however this difference is very marginal as evidenced by the similar means for the two variables.

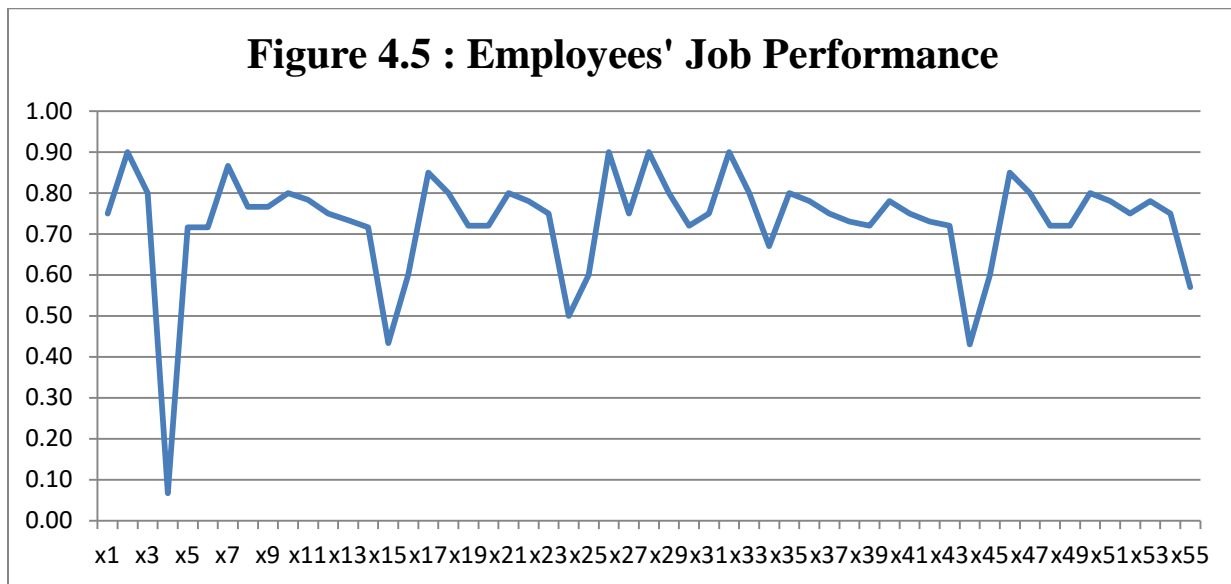
**iii) Emotional Intelligence**

The mean level of emotional intelligence that was manifest in the respondents was at 0.72 on a scale of 0 to 1 with the lowest level being at 0.42 and the highest at 1.00. Evidently this makes emotional intelligence the highest levelled category of emotions in the respondents. Figure 4.4 above also shows this with the upper most point and lower points being higher than those of basic and social emotions. Moreover, the other points shown by the emotional intelligence line clearly indicate that respondents reported higher levels of emotional intelligence. This was also assessed on a scale of 1 to 5 with each of the respondents' responses attached to a numerical value. This could be a result of misrepresentation by the respondents to portray themselves in a positive light or it can possibly show that the respondents have high ability to assimilate emotion

information in cognitive functioning; high ability to perceive emotions in self and others; high ability to understand the role of emotions; and high ability to use and manage emotions in decision-making.

Overall assessment of employees' emotions shows that on a scale of 0 to 1 respondents reported average emotions, that is, they mostly rated their basic emotions; social emotions and emotional intelligence as largely ranging from 0.40 to 0.80. However from the graph it can also be denoted that the respondents reported high emotional intelligence and lower basic emotions.

**4.1.4 : HOW IS THE JOB PERFORMANCE OF EMPLOYEES?**



The average performance score reported by the respondents was 0.73. This was a result of more than 60% of the respondents rating their job performance as being above average. Figure 4.5 shows that only 3 respondents reported their performance as being below 0.50 which was the midpoint. All the other 51 respondents reported their performance as being above 0.60 which is above the midpoint with only one respondent claiming that his performance is at the midpoint. This generally implies that the greater number of the respondents feel that their performance is good and they are very capable of fully doing their jobs without any challenges. As the study aims to assess the impact of emotions on job performance through correlation, the individual scores on job performance shall be correlated with the individual scores on emotion.

**4.1.5 : HYPOTHESIS TESTING (CORRELATION ANALYSIS)**

As a way of studying the impact that emotions have on job performance, the study subdivided emotions into three different categories from which three hypothesis of the impact of employees’ emotions on job performance were made. In this section, correlations between job performance and basic emotions; social emotions and emotional intelligence will be investigated respectively. The existence; magnitude and significance of each correlation will be used to deduce the impact that emotions have on job performance.

**4.1.5.1 : What is the relationship between basic emotions and job performance?**

**Table 4.4 : Correlation and significance of the correlation between basic emotion and job performance**

		<b>Basic emotions</b>	<b>Job performance</b>
<b>Basic emotions</b>	Pearson Correlation	1	.156
	Sig. (2-tailed)		.255
	N	55	55
<b>Job performance</b>	Pearson Correlation	.156	1
	Sig. (2-tailed)	.255	
	N	55	55

The above table shows the results of the correlation between basic emotions and job performance generated through statistical analysis by SPSS Statistical Analysis.

A test for correlation between the basic emotions and job performance showed a Pearson correlation coefficient value of 0.156. This value indicates that there is a positive correlation between the basic emotions and job performance. From the correlation description guide provided by Evans (1996) we can say that there is a very weak relationship between basic emotions and job performance. However the test for significance showed that the correlation between basic emotions and job performance is insignificant as the p-value is at 0.255 significance level thus it is important to note that though there is a weak positive correlation, the correlation is insignificant. This thus leads us to reject the hypothesis which says that there is no significant relationship between basic emotions and job performance and accept the alternate hypothesis. There is a relationship between the two variables but however the relationship is insignificant.



#### 4.1.5.2 : What is the relationship between Social emotions and Job performance.

**Table 4.5: Correlation and significance of the correlation between social emotions and job performance**

		Social emotions	Job performance
<b>Social emotions</b>	Pearson Correlation	1	.258
	Sig. (2-tailed)		.054
	N	55	55
<b>Job performance</b>	Pearson Correlation	.258	1
	Sig. (2-tailed)	.054	
	N	55	55

Table 4.5 above is a representation of the results of the correlation between social emotions and job performance generated through statistical analysis by SPSS Statistical Analysis:

As a way of testing the hypothesis that there is no significant relationship between social emotions and job performance, respondents' values of social emotions were correlated the job performance scores and the Pearson correlation coefficient value for job performance and social emotions was at 0.258, confirming the existence of a positive correlation between the two variables. According to Evans (1996) this implies a weak correlation but for the purposes of this study it shows that social emotions impact job performance more that basic emotions do. As such, this leads us to reject the hypothesis that there is no significant relationship between social emotions and job performance as the correlation has a p-value of 0.05 which implies that there is a significant relationship between the two variables. This implies that social emotions have a significant impact on job performance.

#### 4.1.5.3 : What is the relationship between Emotional Intelligence and Job performance?

**Table 4.6 : Correlation and significance of correlation between emotional intelligence and job performance**

		Emotional intelligence	Job performance
<b>Emotional intelligence</b>	Pearson Correlation	1	.414**
	Sig. (2-tailed)		.002
	N	55	55
<b>Job performance</b>	Pearson Correlation	.414**	1
	Sig. (2-tailed)	.002	
	N	55	55

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

The table above shows the results of the correlation between emotional intelligence and job performance generated through statistical analysis by the SPSS Statistical Analysis. The results of the correlation between emotional intelligence and job performance show that there is a positive relationship between job performance and emotional intelligence. The Pearson correlation coefficient value is at 0.414 with a significance level of 0.01 which implies that there is a significant correlation between emotional intelligence and job performance. More over the 0.414 correlation coefficient is higher than that of both basic emotion and social emotion indicating that emotional intelligence impacts job performance more than the other two categories of emotions. In describing the strength of the correlation Evans (1996) suggests that this shows a moderate correlation between job performance and emotional intelligence. This also draws us to rejecting the hypothesis that there is no significant correlation between emotional intelligence and job performance.

#### 4.1.6 : Overall assessment results

**Table 4.7 : Correlation and significance of correlation between emotions and job performance**

		Emotions	Job performance
<b>Emotions</b>	Pearson Correlation	1	.444**
	Sig. (2-tailed)		.001
	N	55	55
<b>Job performance</b>	Pearson Correlation	.444**	1
	Sig. (2-tailed)	.001	
	N	55	55

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

The study's main aim was to investigate the impact of employees' emotions on job performance. The earlier correlations were a way of dividing the broader concept of emotions and looking at which specific emotions are prominent in the work environment and which ones bear a greater impact on job performance. The table 4.7 shows the correlation between emotions in general and job performance.

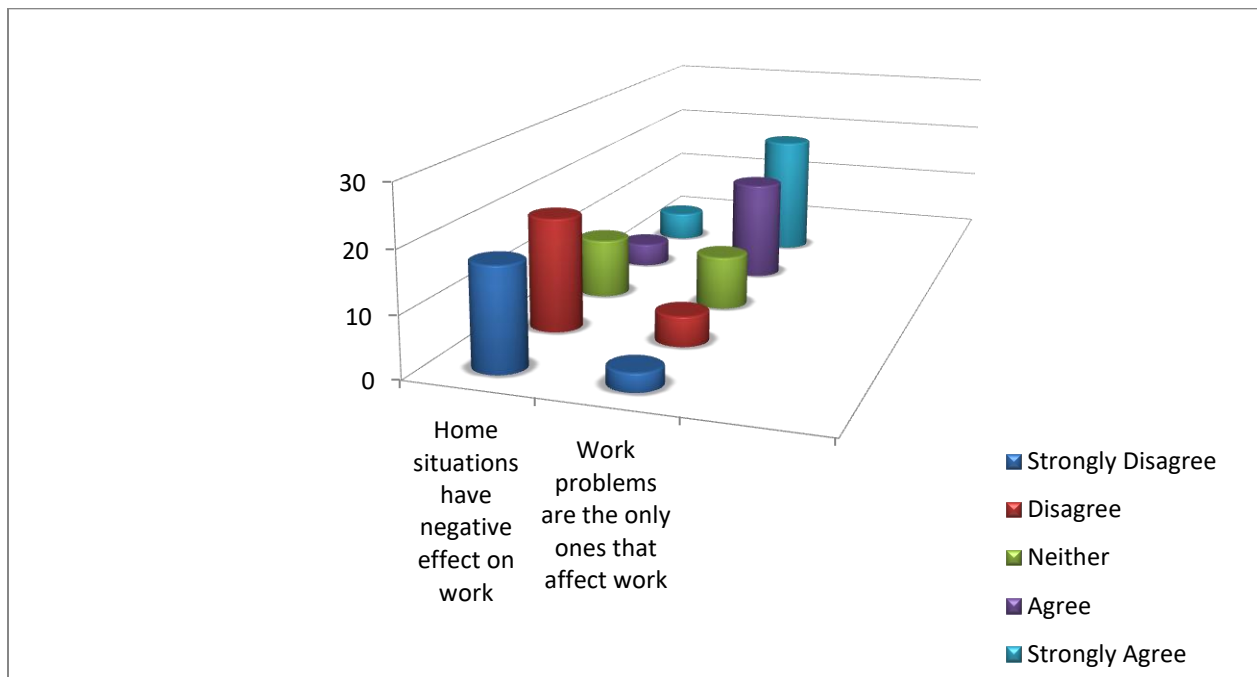
The Pearson product moment correlation coefficient value according to the SPSS Statistical Analysis for emotions and job performance is at 0.444 and this confirms a positive correlation between emotions of employees and their job performance. This correlation is very significant as

it has a significance level of 0.05. For the general emotion scores, the researcher summed up the all the emotion scores for all respondents and the average for each respondent was correlated with the respondent’s job performance. Given that there is a significant moderate positive correlation between emotions and job performance, it is safe to conclude that employees’ emotions have a significant impact on their job performance.

**4.1.7 : EMOTIONS IN WORKPLACE.**

To ensure that the emotions reported by the respondents were emotions evoked by workplace situations, the researcher sought to enquire the impact that external issues have on the respondents’ job performance and the results are as follows:

**Figure 4.6 : Impact of personal and work life on emotions**



The chart above shows that a greater number of the respondents reported that situations outside of work do not negatively affect their work ethic and only work situations are the ones that pose elicit emotions that are relevant to the manner in which they execute their jobs. This therefore validates the findings of the impact of emotions on job performance in that it shows that the respondents reported emotions that were evoked by the organisational climate thus it becomes

feasible for organizations to act on improving their climates into a state that elicits emotions which foster positive job performance.

#### **4.2 : SUMMARY**

This mainly focused on data presentation and data analysis with reference to the hypotheses and objectives of the study. Data was presented in the form of tables and graphs with interpretation of the data on the tables and graphs also being done. Inference of the results was done and concluded based on the numbers that were presented in the study.

## **CHAPTER 5 : DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

### **5.0 INTRODUCTION**

This chapter mainly seeks to summarize the results of the findings of this study. The main thrust of this study was to find out if employees' emotions impact their job performance and thus in this chapter, conclusions on the study will be made based on the objectives and hypothesis. This chapter will also bring out some of the researcher's recommendations for further researches on this particular phenomenon.

### **5.1 : DISCUSSION**

#### **5.1.1 : EMOTIONS OF THE EMPLOYEES.**

The results of the study show that the organisational climate elicits certain emotions in employees within the climate. Overall assessment of employees' emotions show that on a scale of 0 to 1 respondents' level of emotions ranges from 0.40 to 0.80. This clearly goes in line with various emotion studies that have been done on emotions which have revealed that employee's emotions and their management should be a cause for concern for any organisation as evidently every organisational climate elicits emotions in its employees.

##### **5.1.1.1 : Basic Emotions**

Results of the study on basic emotions show that the Anchor Yeast Private limited evokes low levels of basic emotions. The average level of basic emotions reported by the respondents was at 0.61 on a scale of 0 to 1 with the highest level being at 0.90 and the lowest at 0.38. Figure 4.4 clearly showed that the respondents scored low on basic emotions compared to any other emotion. This could mean that the manifestation of basic emotions in organisations is low as the organisational climate does not mostly elicit these. This can also be evidenced by few studies that have been done on basic emotions in organisations as researchers could possibly have noted that these are largely irrelevant to the organisation's productivity. These however are a distinctive type of emotion always manifest in every individual as highlighted by the Discrete Emotion Theory which postulates that all humans are thought to have an innate set of basic emotions that are cross-culturally recognizable. As these were frequently at a similar level for the bulk of the respondents, this could be an indication that basic emotions are similar for everyone

and thus could remain the same regardless of one's presence in a particular organisational climate.

#### **5.1.1.2 : Social Emotions**

Social emotions of the respondents showed a mean of 0.61 on a scale of 0 to 1 and with a max of 0.90 and a 0.38 min. Figure 4.4 showed that social emotions reported by the respondents were slightly higher than basic emotions. Other studies on this construct have revealed that social emotions develop with age. The theory of mind cited in Blakemore et al (2007) hints at that the experience of the social emotion increases with age as it correlates increase in age with an increase in activation in the dorsal part of the medial prefrontal cortex which is the region that is activated when people reason about intentionality of others. In assessing the relationship between age and social emotion, the researcher noted that the more the age of the respondent given by the demographic characteristics, the higher the value of his social emotion.

Results of employees' social emotions in this study however are different from those in the laboratory-based study by Cwir, Car, Walton, and Spencer (2011) which showed that though people may not reveal their emotions to other people they may be subjected to similar physiological arousal to the other people with whom they feel a sense of social connectedness with. This study noted that if a subject felt socially connected to another subject though being strangers to each other, whilst observing that fellow subject perform a stressful task the subject observer would experience similar emotional states and physiological responses to that of the stranger. Findings from the above study can hardly be said to be similar to those in this study as employees who are socially connected in the work place reported varying social emotions. This however can be arguable in that there are at least 7 respondents with a score of 0.60 and another 4 with a similar score of 0.72. This could suggest that these individuals have an even stronger social connectedness as they are stationed in a similar work station thus are more connected as a group than they are with any other.

Figure 4.4 showed that regardless of basic emotions and social emotions having similar means, social emotions are slightly higher than basic emotions. This could imply that the organisational climate elicits higher social emotions compared to basic emotions, however this difference is very marginal as evidenced by the similar means for the two variables.

### **5.1.1.3 : Emotional Intelligence**

The mean level of emotional intelligence that was manifest in the respondents was at 0.72 on a scale of 0 to 1 with the lowest level being at 0.42 and the highest at 1.00. Evidently this makes emotional intelligence the highest levelled category of emotions in the respondents. Figure 4.4 revealed that the scores on emotional intelligence for the respondents were higher than the other two categories of emotion. This clearly shows that the organisational climate demands high emotional intelligence and the respondents also exhibit high EQ. For the respondents, having higher EQ implies that they have greater capacity to use emotion information in cognitive functioning; to perceive their personal emotions and those of others; to understand the role of emotions and to use and manage emotions in decision-making. This could be the reason behind some researchers claiming that in organizations EQ can be more important than IQ.

### **5.1.2 : JOB PERFORMANCE OF EMPLOYEES**

The second objective of this study was to ascertain the levels of employees' job performance. The study revealed that based upon the dimensions of job performance in Campbell's factor model, the dimensions being Task specific behaviours; Non-task specific behaviors; Communication; Effort and Discipline, employees' performance on average was at 73%. The graphical representation of employees' performance in figure 4.5 shows that the performance of the respondents was at least above 60% with only 4 individuals with performances rated lower than this. This thus draws us to the conclusion that without consideration of any other factors, the respondent employees of Anchor Yeast Private Limited perform well enough in their respective work tasks.

As the results of the employees' job performance indicate that the respondents perform well in their jobs, this could be linked to studies done in the U.S.A. in 2001 which showed a linear relationship in good organizational climate and employee performance. This is on the premise that good organisational climate fosters job performance. Organizations with energizing climates showed profit margins that were 71% higher than those with poorer climates. Though individuals tend to perceive the same organisational climate differently, the increase in profit margins for organisations in energizing climates speaks for themselves with regards to the effect of climate on performance.

### **5.1.3 : RELATIONSHIP BETWEEN BASIC EMOTIONS AND JOB PERFORMANCE.**

Basic emotions when correlated with job performance had the weakest correlational value of 0.156 which was also insignificant. This means that in terms of job performance these emotions are not very important but however this goes against the findings of studies by Paez, Asun, and Gonzalez (1995) on emotional climate as they noted in their findings through quantitative and qualitative approaches that emotional climates have social functions. They noted that the four basic emotions have a profound relationship with collective behavior indexes. As Campbell defines job performance as a behavior then the findings of this study with regards to basic emotions go against Paez et al's findings.

### **5.1.4 : RELATIONSHIP BETWEEN SOCIAL EMOTIONS AND JOB PERFORMANCE.**

Social emotions also showed a significant correlation with job performance implying that they do have an impact on job performance. The Pearson correlation coefficient value for job performance and social emotions was at 0.258, confirming the existence of a positive correlation between the two variables. This however implies a weak correlation but for the purposes of this study it shows that social emotions impact job performance. The relationship between the two variables is also significant as the correlation has a p-value of 0.05.

A study by Menon (2000) discussed in chapter 2 showed that the effect of emotions on performance can be said to be quite unpredictable as the question of whether the effect on performance is positive or negative will be dependent on the extent of complementarity. Given that complementarity resembles social emotions, findings of these studies are in a certain way similar as there simply is a weak correlation between performance and job performance noted from this research.

### **5.1.5 : RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE**

This study also noted the three categories of emotion incorporated in the study, emotional intelligence has the highest relationship with job performance. The correlation coefficient value between the two variables was at 0.414 with a 5% significance level. This implies that emotional intelligence as a form of emotion bears a strong effect and impact on job performance and thus



the higher ones' emotional intelligence is, the better that that individual is likely to perform in his job. This can be likened to other findings which even noted that EQ is much more essential than IQ in the organisational setup.

Some emotion psychology researchers claim that emotional intelligence is more important than IQ in the appointment of individuals into leadership positions. This made it essential to gather demographic information on the positions held by the respondents and the findings on this aspect showed that not all respondents in leadership positions, these being those in managerial and supervisory positions, reported high levels of emotional intelligence. This study however was only focused on looking at how emotions affect job performance and it was noted that regardless of the position held by an employee in the organisation, the effect of emotions on their job performance was still the same.

Leban and Zulauf (2004) conducted a study on project management and the role of leadership with 24 project managers and projects in six different organizations. They found that the transformational leadership style applied by some project manager's positively impacts project performance. Their study was based on the premise that all leaders who applied the transformational style had considerably high EQ and thus this indicated that emotional intelligence ability has an impact on the actual project performance. Findings of this study can also be linked with what Leban and Zulauf found considering that this study has established the existence of a significant relationship between emotional intelligence and job performance.

Findings from this study in a way are similar to those generated by M.A Pervez on the same phenomenon though his study was conducted in Pakistan, employee different methods. From this study, the researcher noted that there is a significant moderate positive correlation between emotions in general and employee job performance. This basically illustrates that emotions have a strong role to play in the manner with which employees perform in their jobs. This was also similar to Pervez's findings as he rejected his null hypothesis that there is no relationship between emotions and job performance. Such findings also relate to all researches which claim that positive emotions boost job performance. In a study conducted on Southwest airlines by the Bank of America in 1997 Kelleher the company president was said to believe that love makes the

business world go round and thus fostered it. This saw his company reducing the number of employees that they needed for a particular task and this could only be a result of improved task specific behaviors and communication which are both indicators of job performance.

Looking at the ages of the respondents helped in assessing the respondents' emotional fortitude as it is more likely that older individuals possess greater emotional fortitude than young people owing to the fact that they will have encountered a number of emotion provoking situations in the course of their work life.

### **5.1.6 : EMOTIONS IN THE WORKPLACE**

The results of the study showed that a small percentage of the respondents reported that situations outside of work can have an effect on the manner with which they perform their work tasks and as a result this can lead one to conclude that some of the emotions reported by the respondents in the study could possibly have been emotions that are not evoked by the organisational climate.

There is a significant correlation between emotions and job performance for employees at Anchor Yeast Private Limited in Gweru and this suggests that emotions do have an impact on an employee's job performance.

The main aim of this study was to look at the impact that emotions have on employee job performance. The researcher was drawn to conduct this study after the realisation that in most organisations, emotions are ignored due to their abstract nature thus becoming a complex phenomenon to invest resources upon. The researcher had also noted from previous studies on emotions that they have the capacity of disrupting thought processes and this therefore gave rise to the assumption that if they can hamper thought processes then they can also affect one's job performance given that thought processes are also an integral part of one's job performance.

### **5.2 CONCLUSIONS**

This study has managed to produce some important results that have repercussions for both practice and research. The significant moderate positive correlation, between emotions in general and job performance shows that emotions have an impact on job performance. This alone should

serve to address those who perceive emotions as irrelevant to organisational life or as irrational phenomena. As organisations are largely concerned with how their employees perform in their respective jobs, emotion management should therefore be at the core of every management decision made pertaining to employees. In the prevailing Zimbabwean economic environment, some organisations are ailing not because they have little resources for production but because management to a certain extent is ignorant to the plight of employees with regards to emotion.

A particularly interesting finding of this study was that all categories of emotion understudy positively correlate with job performance. This has implications for management, as it suggests that organizations could be profitable by identifying elements of their organisational climate that elicit emotions that hamper job performance and addressing these elements. The second hypothesis guiding this research claimed that there is no significant relationship between social emotions and job performance and this was rejected after a significant positive correlation of 0.258 was found between the two variables. Establishing a significant relationship between social emotions and job performance makes it crystal clear that if there is a significant relationship then the impact can also be a significant one. This then makes social emotions a major cause for concern for organisations. An even higher; significant and moderate correlation of 0.414 was found between emotional intelligence and job performance. It goes without saying that this is an indication that EQ has a big role to play in an individual's job performance. In as much as organisational leaders may seek to put into leadership positions individuals with considerably high IQ largely based upon the individuals' levels of education, this study concurs with other studies that having a leader with high EQ can facilitate for the better performance of his subordinates together with himself in the leadership role.

This study however also managed to note that basic emotions have a positive correlation with job performance and moreso, the correlation has a p-value that is significantly higher than 0.05. The positive correlation implies that basic emotions do have an impact on job performance but however, the impact is largely insignificant. For organisations therefore, considering employees' basic emotions can be to their discretion as the impact that it can pose on their employees' performance is very marginal. The insignificance however does not nullify the existence of a relationship.

This research most importantly is an appeal to organisational psychology policy makers and Human Resources practitioners. It is a way of seeking a response from such policy makers for them to realize that emotions are not just irrational phenomena but though being complex have a big role to play in organisational life. If emotions have the capacity to affect job performance, then this implies that negative emotions negatively affect job performance whilst positive emotions also positively affect job performance. Moreover, it brings about the understanding that arousal; pleasure and dominance can be there to improve job performance whilst non arousal; displeasure and submissiveness can lead to very poor performance.

The study of emotions and performance through questionnaires is one that requires a certain level of anonymity on the part of the respondents and thus the respondents' levels of education played a pivotal role in ensuring anonymity of the respondents as none of them came in direct contact with the researcher for the sake of assistance with their responses. This cements our confidence in the findings considering that the respondents were capable of responding with the exact experiences that they had in their work life. Having 90.91% of the respondents being males shows a certain level of bias of the study towards male employees. This aspect could not be averted in any way by the researcher as the population in the organisation as a whole consists of a mere 1% females.

This study also indicated that contrary to popular belief, the majority of people in the employment sector do not permit personal situations to bear a negative impact on their performance in the work place. Though this may be hard to believe, the results from this study show that most employees acknowledge that only the emotions that are elicited by their organisational climate pose a threat over their job performance.

### **5.3 RECOMMENDATIONS**

This study was conducted after the realization that with the prevailing economic climate in Zimbabwe, the uncertainties have resulted in perceived job insecurity among employees. Such insecurity has been highly associated with fear which can translate to other emotions such as those of anger and rage. Thus the need to look into the relevance of emotions in organisational life specifically with reference to the employees' job performance. The researcher thus

recommends that to address some of the poor performances by employees in organisations, organisational leaders should consider in their management decisions, the emotions of their employees and the impact their organisational climate has on these as emotions are of paramount importance with reference to employees' job performance.

- Low levels of worker satisfaction; low morale and absenteeism can be proponents of poor performance but these can also be a result of the 'negative' emotions of employees which result from the organisational climate. In organisations that experience inexplicable low employee morale and low worker satisfaction which can also result in poor performance of employees, it can be a viable remedy to look into the employees' emotions as a means of curbing the prevailing problem with their employees.
- As evidenced by the results of the study, emotional intelligence is of great essence when considering an individual's job performance. However the researcher also noted a positive link between social emotions and emotional intelligence. This indicated that subjectively negative social emotions mostly resulted in low emotional intelligence and this led the researcher to believe that as a means of improving emotional intelligence, organisations should first aim to improve their employees' social emotions and this is mostly by improving the organisational climate. Social emotions have an element of emotional stress and by improving emotional stress studies have revealed that it can be transformed into emotional strength which is a strong aspect of an individual with high EQ.
- The Mehrabian Worker Satisfaction Scale subliminally indicates that understanding corporate culture is crucial for improving productivity. As the corporate culture is the one that elicits various emotions among employees, getting a deeper understanding of it will enable organisations to find means of improving to a positive stature the emotions of their employees thus it is essential that organisations continuously conduct organisational climate surveys to guard against the prevalence of elements in the climate that result in subjectively negative emotions.
- Most organisational policies tend to force employee representatives to silence with others also having employee representatives opting not to speak for fear of destroying relationships that they will have established with management. However this study noted in line with the spirals of silence that silence creates an emotional distance that becomes an unbridgeable rift.

Organisational leaders should not mistake the silence of their employees for content as this may end up creating an emotional distance without them even being aware and such an emotional distance without doubt will result in employees' poor performance.

- As a way of advancing research into this phenomenon, further studies on this concept should at least take a qualitative approach and then single out a few specific emotions that they will look at and assess their effect on job performance. By so doing, an indepth understanding of how emotions affect job performance can be ascertained as researchers can be able to fully explore each and every emotion that they would have single out.
- Another way of conducting this study can be to look at different categories of employees, distinguishing managerial employees from non managerial employees. As some researchers in the field of emotions in organisations claim that EQ is more important than IQ, having a study that looks at managerial employees alone can enable researchers to fully and more accurately be able to correlate issues of emotional intelligence with job performance.

#### **5.4 SUMMARY**

This chapter served to summarise the findings of the study. It brought out the manner in which the study proceeded and the conclusions that can be drawn from the study. It also brought out the recommendations for the problem and the suggestions for further study into the issue of emotions in organizations.

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**QUESTIONNAIRE**

My name is Brilliant Zwangendaba. I am a 4<sup>th</sup> year psychology student at the Midlands State University. I am conducting a study on *Employees' Emotions and Job Performance* and am appealing for your participation in this study. This questionnaire will evaluate several aspects of your emotions and performance. Please be honest and answer according to what you really do, feel or think rather than what you feel may be considered right. Nobody is there to judge you, just yourself.

Read every statement carefully and indicate which option applies best to you. There may be some questions describing situations that you may feel are not relevant to your work life. In such cases, select the answer which you would most likely choose if you ever found yourself in such a situation. Please rest assured that all your responses will be treated with the utmost confidentiality and will be used for academic purposes *only*. I deeply appreciate your cooperation and support. Without you, I would not be able to conduct this research.

**Personal Data**

1. Age \_\_\_\_\_

2. Sex (Please tick)

Male	Female
<input type="checkbox"/>	<input type="checkbox"/>

3. Marital status (Please tick)

Single	Married
<input type="checkbox"/>	<input type="checkbox"/>

4. What is your position in the organization? (Please tick)

Employee	Supervisor	Manager
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What is the level of your academic qualification? (Please tick)

'O' level	'A' level	Diploma	Degree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. For how long have you been working for this organization? (Please tick)

5 yrs & below	6-10 yrs	11-15 yrs	16-20yrs	20 yrs & above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**N.B** Please note that the key below is relevant for questions in all sections. In your responses, please put a marker in the box that indicates your response (either a tick, an **x** or any other distinctive marker)

- Key :**
- 1 - Strongly Disagree
  - 2 – Disagree
  - 3 – Neither Agree nor Disagree
  - 4 – Agree
  - 5 – Strongly Agree

<b>Section A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Part I</b>					
Do you feel confident that you can have a better position in this organization in the future?					
Are you comfortable with the conditions that your organization provides to balance your professional and personal life?					
Does your work environment make you uneasy about standing up for your rights within this organization?					
Is there fairness in the resource allocation?					
Do you feel hopeless about things ever getting better in this organization?					
Are you afraid of bringing up things that you feel might reflect badly on the management?					
Do you feel insecure about being fairly rewarded for your performance?					
Are many people angry because upper-level managers are only concerned with their own self-interests?					
Do you feel useless because your supervisor makes decisions without asking for your opinions?					
Is your organization so hopeless that you want to look for another job?					
<b>Part II</b>					
Do you treat your colleagues with enough respect and dignity even if there is conflict?					
The use of nonviolent methods can increase justice in your organization					
Do you feel any remorse for bringing out in the open a colleague's incompetence if it has no effect on organizational goals?					
Are you proud of your organizational policy and secure that it will enable you to keep your job?					
I am satisfied with my current job responsibilities					
I feel valued as an employee					
I feel useless in this organization because my immediate supervisor makes decisions without asking for my opinions					
I am uncomfortable with upholding the discipline management policy as it guarantees job insecurity for my subordinates.					
My skills and abilities are fully utilized in my current job					
I am proud of this organization as I am confident that I can have a better position in the future					
<b>Part III</b>					
I can easily comprehend how my feelings at one point can affect my behavior thus I can simply alter them to suit any particular situation I am in.					
I can easily tell the mood in which a colleague is in in any given day					
Whenever I have a bad feeling about something or someone I first seek for information to corroborate that feeling.					
Whenever I am anxious about anything in my organization, I simply refute it and write it off as simply a bad feeling.					
Whenever I am faced with any work problem, I always approach it with optimism.					
As I interact with my workmates and subordinates, I am always on the lookout for emotional signs of burnout and job related stress					

When I lead a group I always consider the implications of low self esteem in group members.					
I try to implement measures that I feel can produce conditions that make employees happy					
I am capable of creating enthusiasm and diffusing work conflict					
<b>Section B – Employee Job performance</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Part I</b>					
<i>I can simply come up with new and better ways of doing my job</i>					
<i>I am capable of executing the core substantive tasks of my job to the fullest.</i>					
<i>I always do my job the same way without trying to implement new ways of doing things</i>					
<b>Part II</b>					
<i>I am comfortable doing and always do other things that benefit the organisation but that are not directly related to my job responsibilities</i>					
<i>I can never willingly do anything else that does not directly pertain to my particular job.</i>					
<b>Part III</b>					
<i>My communication with management is good.</i>					
<i>Communication certain issues is dangerous so I have limited communication with my superiors</i>					
<b>Part IV</b>					
<i>I have fully committed myself to the organisation's interests.</i>					
<i>Regardless of being uncomfortable with my current job and this organisation as a whole I continue to exert myself fully to my job.</i>					
<b>Part V</b>					
<i>I am disciplined and abide by the law because I know that the discipline process within the organisation is a fair process.</i>					
<b>Part VI</b>					
<i>The organisational goals and the course the organisation is taking are very clear to me.</i>					
<i>Above all, I am clear on how best to perform my work tasks</i>					
<b>Section C</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The negative situations that I encounter at home have adverse repercussions on my work behavior.					
The problems I encounter within the confines of my work are the only ones that bear an impact on my work.					

Adapted with alterations from Putter, L in *The relation between organizational climate and performance and an investigation of the antecedents of organizational climate*; and Yurtsever, G and Rivera, J in *Measuring the emotional climate of an organization*.

***Thank you for your participation.***

DATE	ACTIVITY	SUPERVISOR'S COMMENTS	STUDENT'S SIGNATURE	SUPERVISOR'S SIGNATURE
21 October 2013	Research proposal	Rework		
29 October 2013	Research proposal	Rework		
06 November 2013	Research proposal	Proceed		
20 January 2014	Chapter 1	Rework		
10 February 2014	Chapter 1	Rework		
10 February 2014	Chapter 1	Proceed		
26 February 2014	Chapter 2	Rework		
10 March 2014	Chapter 2	Rework		
12 March 2014	Chapter 2	Proceed		
17 March 2014	Chapter 3	Rework		
26 March 2014	Chapter 3	Rework		
04 April 2014	Chapter 3	Proceed		
07 April 2014	Revisit Chapter 2	Proceed		
15 April 2014	Chapter 4	Rework		
19 April 2014	Chapter 4	Rework		
21 April 2014	Chapter 4	Proceed		
23 April 2014	Chapter 5	Rework		
28 April 2014	Chapter 5	Proceed		
30 April 2014	First Draft	Rework		
03 May 2014	Second Draft	Proceed		
05 May 2014	Final Draft			

Supervisor's signature.....

Date .....

# Midlands State University



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## FACULTY OF SOCIAL SCIENCES DEPARTMENT OF PSYCHOLOGY

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Date..... 11/04/14

To whom it may concern

Dear Sir/Madam

RE: REQUEST FOR ASSISTANCE WITH DISSERTATION INFORMATION  
FOR **BRILLIANT ZWANGENDABA**  
BACHELOR OF PSYCHOLOGY HONOURS DEGREE

This letter serves to introduce to you the above named student who is studying for a Psychology Honours Degree and is in his 4<sup>th</sup> year. All Midlands State University students are required to do research in their 4<sup>th</sup> year of study. We therefore kindly request your organisation to assist the above-named student with any information that they require to do their dissertation.

Topic: *The impact of employees' emotions on job performance at Anchor Yeast Private Limited Zimbabwe.*

For more information regarding the above, feel free to contact the Department.

Yours faithfully

.....  
F.Ngwenya  
Chairperson

ANCHOR YEAST (Private) Limited  
P.O. Box 66132 GWERU

MIDLANDS STATE UNIVERSITY  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF PSYCHOLOGY

11 APR 2014

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