THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND THE PSYCHOLOGICAL CONTRACT: AN EXPLORATORY CASE STUDY

Philip Yazbek
13035177

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Study leader: Dr. B. J. Linde
Assistant study leader: Dr. C. S. Jonker

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COMMENTS

The reader is reminded of the following:

- The editorial style as well as the reference style used in this mini-dissertation follows the format prescribed by the Publication Manual (5th edition) of the American Psychological Association (APA). This practice is in line with the policy of the Programme in Industrial Psychology of the North-West University (Potchefstroom) to use APA style in all scientific documents as from January 1999.

- The mini-dissertation is submitted in the form of a research article. The editorial style specified by the South African Journal of Industrial Psychology (which agrees largely with the APA style) is used, but the APA guidelines were followed in constructing tables.
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SUMMARY

Title:
The relationship between emotional intelligence and the psychological contract: an exploratory case study.

Key Words:
Emotional intelligence, psychological contract, Psycones, GEIS, violation, employee wellness

The psychological contract has been widely researched in the organisational literature, and found to have a strong impact on employment relations. Despite it already having been identified in the 1960's, Rousseau among others has recently been one of the leading pioneers to develop on the concept of the psychological contract to how it is now understood as a “the experience of employee and employer obligations through perceived promises made in the reciprocal employee-organisation relationship”. Much of the literature has been focused on the experiences of violation, when these expectations go unmet, and the consequences of such violations.

The other construct of this study is emotional intelligence. This heavyweight concept has also been widely explored in the research. Many different models have germinated from the different theories developed on emotional intelligence, and for the purpose of this research, an ability model approach developed by Mayer and Salovey has been used as a framework or paradigm. According to this approach, emotional intelligence is defined as an ability to perceive, access and generate emotions to guide thought patterns, understand others’ emotions and to regulate our own emotions, so as to promote emotional and intellectual growth. Research on emotional intelligence and emotions in an organisational context has shown those to have an impact on work relations, consequently generating the interest to investigate whether the psychological contract could impact on this relationship.
This study was carried out using a cross sectional survey design to collect the data and obtain the research objectives. A convenience sample (N = 67) of administrative personnel at a higher educational institution was taken. As this research was of an exploratory nature, participants were allowed to remain completely anonymous for the study, as the population demographics were not required for the purpose of this study. The Psycones Questionnaire (Psychological Contracts among Employment Relations) was used to measure the state of the psychological contract, whereas the GEIS (Greek Emotional Intelligence Scale) was used to measure the experiences of emotional intelligence.

The first objective of this study was to conceptualise the relationship between emotional intelligence and the psychological contract, which was achieved through an in depth literature review on the two constructs. A literature review on the psychological contract highlighted an integrative definition as well as an exploration of psychological contract breach and violation, and the consequences thereof. Where the literature on emotional intelligence explored the importance of emotions in the workplace and the benefits of the emotional intelligence research for the organisation as well as a definition from an ability model proposed by Mayer and Salovey.

The second objective of this study was to determine the construct validity and reliability of the emotional intelligence and psychological contract questionnaires. With the support from previous validated studies of these questionnaires carried out in a South African context, factor analyses and reliability analyses were nevertheless carried out and the results corresponded with the previous findings indicating the viability of these questionnaires.

The third objective was to determine the relationship between the emotional intelligence and the psychological contract constructs. Through correlation analyses the most significant findings showed that the state of the psychological contract was directly related to control of emotions. Inter-item correlations also returned significant correlations. The fourth objective was to determine if emotional intelligence predicts the
variance explained in the psychological contract. Through a series of regression analyses, one significant model was obtained between state of the psychological contract and control of emotions which explained 20% of the variance, which in relation to this study was profound. This finding concurred with the correlation analyses, clearly indicating in the overall results that a relationship between emotional intelligence and the psychological contract had to do with one’s ability to control one’s emotions, which had a significant effect on an individual’s state (overall experience) of their psychological contract.

Recommendations were made for future research for the profession and for the organisation.
OPSOMMING

Titel:
Die verhouding tussen emosionele intelligensie en die psigologiese kontrak: 'n verkennende gevalleestudie.

Sleuteltermes:
Emosionele intelligensie, psigologiese kontrak, Psycones, GEIS, skending, werknemerwelstand.

Die psigologiese kontrak is al baie wyd bestudeer in die organisatoriese literatuur. Hierdie studies het tot die gevolgtrekkings gekom dat die psigologiese kontrak 'n beduidende impak op werknemerverhoudings het. Die konsep is reeds in die 1960's geïdentifiseer maar is eers onlangs ontwikkel, onder andere deur Rousseau. Hy is een van die voorstanders as dit kom by die ontwikkeling van die konsep van die psigologiese kontrak en hoe dit tans verstaan word as die "ervaring van werknemer- en werkgewerververpligtinge deur middel van waargeneem beloofte wat gemaak word tydens die wedersydse verhouding tussen die werknemer en die organisasie". Die meerderheid van die literatuur fokus op die ervaring van die skending van die psigologiese kontrak, wanneer hierdie verwagtinge nie vervul word nie, en die gevolge van sulke skendings.

Die ander konstrukt van die studie is emosionele intelligensie. Hiedie swaargewig-konsep is ook al wyd bestudeer. Verskeie modelle het hul ontstaan gevind uit die verskillende teorieë oor emosionele intelligensie. Vir die rasionaal van die studie sal die vermoësmodel benadering van Mayer en Salovey as raamwerk gebruik word. Volgens hierdie benadering kan emosionele intelligensie gedefinieer word as die vermoë om waar te neem, om toegang te hê, en om emosies te kan opwek, om gedagtespatrone te lei, ander se emosies te verstaan en om eie emosies te beheer om sodoende emosionele en intellektuele groei te bevorder. Navorsing oor emosionele intelligensie en emosies binne die organisatoriese konteks het gevind dat daar 'n impak is op werksverhoudinge wat gevolglik belangstelling geprikkel het om te bepaal of die psigologiese kontrak 'n impak het op hierdie verhouding.
Vir die rasionaal van hierdie studie is 'n dwarssneopname-ontwerp gebruik om data in te sameel en die navorsingsdoelwitte te bereik. 'n Gerieflikheidsteekproef (N = 67) is geneem van administratiewe personeel van 'n hoëronderwys-instelling. As gevolg van die verkennende aard van hierdie navorsing kon die respondentele anoniem bly; die demografiese besonderhede van die respondentele is nie benodig vir hierdie studie nie. Die Psycones vrae lays ("Psychological Contracts among Employment Relations) is gebruik om die stand van die psigologiese kontrak te meet en die GEIS (Greek Emotional Intelligence Scale) is gebruik om die ervaringe van emosionele intelligensie te meet.

Die eerste doelwit van hierdie studie was om die verhouding tussen emosionele intelligensie en die psigologiese kontrak te konseptualiseer. Hierdie doelwit is bereik deur 'n indiepte literatuurstudie oor hierdie twee konstrukte. 'n Literatuurstudie oor die psigologiese kontrak het gefokus op 'n geïntegreerde definisie asook 'n verkenning van die verbreking en skending van die psigologiese kontrak, en laastens die gevolge daarvan. Die literatuur oor emosionele intelligensie het die belangrikheid van emosies in die werksplek verken asook die voordele van navorsing oor emosionele intelligensie vir die organisasie. Die definitie vir emosionele intelligensie is afgelei vanaf die vermoënsmodel van Mayer en Salovey.

Die tweede doelwit van hierdie navorsing was om die konstrukgeldigheid en betroubaarheid van die vraelyste oor emosionele intelligensie en die psigologiese kontrak te bepaal. Vorige geldige navorsing in die Suid-Afrikaanse konteks oor hierdie vraelyste is as hulpmiddel gebruik. 'n Faktoranalise en betroubaarheidsanalise is uitgevoer en die resultate stem ooreen met dié van vorige navorsings bevindings oor die geldigheid van hierdie vraelyste.

Die derde doelwit was om die verhouding te bepaal tussen emosionele intelligensie en die psigologiese kontrak as konstrukte. Korrelasieanalises het gevind dat die mees beduidende verhouding gevind is tussen die psigologiese kontrak en beheer van emosies. Inter-item korrelasies het ook beduidende verhoudings aangedui. Die vierde doelwit van
hierdie navorsing was om te bepaal of emosionele intelligensie die variansie in die psigologiese kontrak kan voorspel. Regressieanalises het getoon dat een beduidende model bestaan tussen die toestand van die psigologiese kontrak en die beheer van emosies; dit het 20% van die variansie verduidelik, wat in terme van hierdie studie baie beduidend is. Hierdie bevinding stem ooreen met die korrelasieanalise, wat 'n duidelike aanduiding is van die algehele bevindinge dat daar wel 'n verhouding is tussen emosionele intelligensie en die psigologiese kontrak en dat hierdie verhouding te doen het met die individu se vermoë om sy emosies te beheer en 'n beduidende effek Gerieflikheidsteekproef op die individu se toestand (algemene ervaaring) van die psigologiese kontrak.

Aanbevelings is gemaak vir die organisasie en vir verdere navorsing.
CHAPTER 1

1. Title
The relationship between emotional intelligence and the psychological contract: an exploratory case study

2. Keywords
Psychological Contract, Emotional Intelligence, Psycones Questionnaire, GEIS, Violation, Employee Wellness

3.1 Problem Statement
Studies on emotional intelligence and its benefits for and its relationship to the workplace constructs (Langley, 2000; Zeidner, Matthews & Roberts, 2004) have grown to a body of evidence that emotional intelligence can serve as a promising construct in the investigation of workplace phenomena. A substantial amount of emotional intelligence research has been focused on exploring its components that creates success in people, especially in the organisational context, such as leadership and how empathy (a component of emotional intelligence) contributes towards it (Kellett, Humphrey, & Sleeth, 2002; Wolff, Pescosolido, & Druskat, 2002).

However, studies on an important construct like the psychological contract that in essence captures the feeling or experience of the employee in the workplace (Rousseau & Tijoriwala, 1999) have also been linked strongly to workplace phenomena with many implications which will be explored in the literature. The main purpose of this study is thus to determine whether a relationship could exist between emotional intelligence and a significant construct like the psychological contract.

Emotional intelligence is defined by Mayer and Salovey (1997) as: "The ability to monitor one’s own, and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thoughts, actions, and to promote emotional and intellectual growth" (p.189).
There are several models available on emotional intelligence which could be applied to investigate this relationship. As cited in Stys and Brown (2004) there exists three models of emotional intelligence. In Mayer and Salovey’s model (1997), emotional intelligence is perceived as a form of pure intelligence, which implies that it is identified as a cognitive ability. In Bar-On’s model (1997), emotional intelligence is a mixed intelligence constituting cognitive ability and aspects of personality, to emphasise how these two factors influence general well-being. While the third model of Goleman (1995) also consists of cognitive abilities and personality aspects, it rather focuses on how these two factors determine workplace success instead.

Mayer and Salovey’s ability model (as cited in Carr, 2004) of emotional intelligence refers to the abilities used to process information about one’s own and others’ emotions. This ability model consists of four branches, namely emotional perception (identifying emotions in faces, designs, music, stories, etc), emotional integration (translating feeling, using emotions to make judgements) emotional understanding (defining emotions, emotional blends, transitions and perspectives) and emotional management (managing own and others emotions). This model is applicable in the context of the emotional intelligence questionnaire (Greek Emotional Intelligence Scale, or GEIS) which will be used in this study. With aid of this model, this study seeks to explain emotional intelligence as an ability to illustrate how it can it influence the state and emotions of the psychological contract.

The ability model of emotional intelligence is similarly conceptualised to cognitive intelligence (i.e. intelligence quotient (IQ)). This means it is based on the assumption that it develops over time, can be correlated with measures of cognitive intelligence and can be measured with a test based on performance (Ciarrochi, Chan, & Caputi, 2000). On the other hand, the mixed models of emotional intelligence integrates non-cognitive models (Bar-On, 1997) and competency based models (Goleman, 1995). As a result they are inclined to overlap with traditional models of personality, and seem to use self-reports as the primary mode of assessment. These model's thus measure emotional intelligence in different ways.

A definition of the ability model by Mayer and Salovey (1997) describes it as:

An ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. EI is involved in the capacity to
perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. (p. 267)

The aim will be to measure the constructs of emotional intelligence within the ability model of Mayer and Salovey against the constructs of the psychological contract, which will be derived from the two measuring instruments.

There exists almost no research in the literature that investigates the relationship or influence of emotional intelligence on the psychological contract. However evidence in the literature suggests that there could be a potential link. The studies carried out on these two constructs have some corresponding studies which parallel one another if one considers how both constructs have in independent studies been measured against job satisfaction (Van Rooy & Viswesvaran, 2004; Daus & Ashkanasy, 2005 as well as Guest & Conway, 1997; McDonald & Makin, 2000), job attitudes (Sheehan, 1999; as well as De Cuyper & De Witte, 2006; Jordan & Schraeder, 2007) job security (Jordan, Ashkanasy Hartel, 2002; as well as Aronsson & Göransson, 1999; Smithson & Lewis, 2000), job performance (Langhorn, 2004 as well as Carmeli, 2003), commitment (Abraham, 1999; Poon, 2004 as well as Cavanaugh & Noe,1999; McDonald & Makin, 2000, Thomas & Feldman, 2008) and even well-being (Mavroveli, Petrides, Rieffe, & Bakker, 2007; Gallagher & Brodrick, 2008; as well as De Cuyper & De Witte, 2006, Herriot & Pemberton, 1997; Millward & Hopkins, 1998). In this regard the emotional competence of the employee can play a vital role in the experience of the psychological contract.

In addition, findings by Rosete and Ciarrochi (2005) who carried out studies on executives using the MCEIT found that the executives who achieved high scores on their emotional intelligence had a bigger likelihood of achieving their business outcomes and were considered to be effective leaders by subordinates and the direct manager. The relevance of emotional intelligence and emotions in a work context has received much attention recently, as its meaning has contributed tremendously towards improving organisational effectiveness (Cooper, 1998; Langhorn, 2004; Rosete & Ciarrochi, 2005). The evidence in the literature on emotional intelligence on workplace constructs is widespread and suggests a remarkable resemblance that this construct could be related to the psychological contract.
The psychological contract, while distinct from a construct like emotional intelligence, also bears significance to its effects on workplace constructs (as supported earlier). A definition and exploration of this construct will aim to provide evidence to support the argument that the psychological contract and emotional intelligence could be related.

In a broad sense the psychological contract is defined as how a person understands a voluntary agreement, when that person chooses to work for another in exchange for compensation (Rousseau & Schalk, 2000). To further comprehend the concept of the psychological contract, Rousseau (1995) developed a model illustrating the four dimensions of the psychological contract (these being the social, legal, normative and implicit contracts which make up the psychological contract) to describe how it functions on different levels (i.e. individual, collective, formal and informal). Rousseau (1995), further states that in order to reap the benefits from the psychological contract, there needs to be personal freedom and social stability. If workers and employees believe that their exists some voluntary arrangement between them from which both parties could benefit, this could enhance their levels of commitment if each party feels they can contribute towards providing what the other desires (Rousseau & Schalk, 2000).

However, since social, legal and normative contracts differ across countries and cultures, there are distinct differences in the way these different cultures experience the psychological contract (Rousseau & Schalk, 2000). The fourth dimension (being the implicit contract) will vary for every individual, since it is based on a person’s personal perceptions and expectations. As a result of this dimension, which is dynamic and unique for every individual, it implies that irrespective of the other three dimensions remaining fairly constant in a society, each person will still experience the psychological contract differently due to the influence of their implicit contracts (Rousseau, 1995).

Due to this nature of the psychological contract, it is not possible to concretely define the details at the time the contract is created. People fill in the blanks as they go along, and often very inconsistently (Rousseau, 1995). As a result it creates many implications for organisations regarding employment relationships. Since the psychological contract is inherently subjective, having no “objective reality”, its fulfilment or breach resides in the eye of the beholder. This implies that two parties, who are involved in the same formal contract will experience their psychological contracts differently (Rousseau, 1989).
Organisational changes are often vague on the topic of what employees and employers actually owe each other in this psychological employment relationship (McLean-Parks & Kidder, 1994). As a result, it makes fulfilling obligations more difficult, which will increase the chances of the psychological contract being misinterpreted or violated (Robinson, 1996; Braun, 1997).

In the literature, there are two lines of thought according to Schein (1965, 1980) concerning this exchange relationship (Nikolaou & Tomprou, 2007); firstly in the broader sense, where expectations and obligations of the different levels (organisation and individual) are compared and secondly in the narrower sense which states that this exchange relationship is about the employee’s individual perceptions of the psychological contract. Rousseau and Tijoriwala (1998) believe that by definition the psychological contract is individually perceived. Individuals can define the psychological contract by their perceptions and consequently this will be influenced by their individual characteristics, such as personality traits (Rousseau, 2001, 2004; Rousseau & Tijoriwala, 1998).

The social and economic change in recent decades has also impacted employees’ experiences of the psychological contract (Hiltrop, 1996). According to DeMeuse and Tornow (1990), in the 1950’s and 1960’s most people were granted a sense of stability and permanence within their organisations. They had clear organisational structures, and each person’s current and future position was fairly established. This sense of clarity gave employees predictability and security, which naturally nurtured their commitment and loyalty towards their organisation. On the other hand, the employer gained a stable workforce, and could predict the benefits of the investments in training and development to ensure a longterm capability for the organisation. However in recent years this picture has changed dramatically, with the result that there is now more job insecurity which impacts on levels of commitment to the organisation which has other implications for the psychological contract (Smithson & Lewis, 2000).

Other changes which also occurred due to new organisational restructuring has led to employees now being expected to adopt protean careers, which instead of focusing on job security and progression, has shifted to a focus on personal development and employability.
(Hall, 1996). As a result, organisations are providing employees the promise of career advancement over the promise of a guaranteed commitment to job security.

The literature has already established the effects of the psychological contract on the individual (in studies carried out by Lemire & Rouillard, 2000; McDonald & Makin, 2000). The individual as well as the organisation often suffer from the consequences of violation of a psychological contract. These consequences include among others lasting feelings of betrayal, resentment, frustration, anger, lowered employee motivation, job dissatisfaction, reduced commitment and unionisation efforts (Cole, 1981; Rousseau, 1989; Schein, 1980; Tornow, 1988).

On the other hand, research has shown that people who feel that their psychological contracts are being fulfilled experience feelings of being valued, which leads to positive effects (Coyle-Shapiro & Kessler, 2000). Lawler and Yoon (1996) also found that fulfilled promises can generate a positive effect at work, which can lead to people feeling emotionally “uplifted”.

The evidence on these positive effects of psychological contract fulfilment bears resemblance to the positive effects of emotional intelligence suggesting that these two constructs implicate one another. Consequently, this has lead to the following research questions emerging

1. Can a relationship between emotional intelligence and the psychological contract be conceptualised in the literature?
2. Can the construct validity and reliability of the Psycones and the GEiS questionnaires be established?
3. Is there a correlation between emotional intelligence and the psychological contract?
4. Do the constructs on the psychological contract predict constructs on emotional intelligence?
5. Can a relationship between the constructs of emotional intelligence and the psychological contract be established?
6. What are the recommendations for future research?
3.2. PARADIGMATIC PERSPECTIVE OF THE RESEARCH

This research is directed by a specific paradigm perspective that includes the intellectual climate and the market of intellectual resources (Mouton & Marais, 1996). These authors uphold that "social sciences research is a collaborative human activity with the aim of gaining a valid understanding of it" (p. 7).

3.2.1. Intellectual climate

The term "intellectual climate" refers to "the variety of meta-theoretical values or beliefs held by those practising within a discipline at any given stage" (Mouton & Marais, 1996). By this it implies that the theoretical goals of practice of scientific research are not directly linked to those sets of beliefs, values or assumptions, which owing to their origin can be mapped to non-scientific contexts. What Mouton and Marais (1996) posit is that beliefs of this nature are often not testable nor intended to be tested. Instead it constitutes hypotheses or commitments underlying testable statements.

3.2.2. Discipline

This research falls within the periphery of the behavioural sciences and more specifically organisational psychology. This discipline is viewed as the study of human behaviour, attitudes and performance within an organisation. It lends theories, methods and principles from other related disciplines such as psychology so as to gain knowledge about individual perceptions, values and learning capacities (Gibson, Ivancevich, & Donnelly, 1991).

In this discipline the organisation is viewed as a system involving individuals and groups as well as the dynamics and structure of the organisation. The objectives in this area of discipline seeks to foster work adjustment, satisfaction and productivity including organisational efficiency (Bergh & Tzaron, 1999). This research will cross over into these sub-disciplines in terms of measuring emotional intelligence and the psychological contract.
3.2.3. Meta-theoretical assumptions

There are three paradigms applied to this research. In the first instance the literature study is approached within a systems theory, whereas the empirical study is approached from within a positivistic and functionalistic paradigm.

3.2.3.1. Literature review

The systems theory is a school of thought which emphasises the arrangement of, or relationships between parts of an entity which connects them as a whole (Comte, 1988). Plug, Louw, Gouws, and Meyer (1997) maintain that

a) all systems consist of the same general structure, despite them being able to differ significantly in their content;

b) all systems form a hierarchy of systems that increases with complexity, and

c) if changes in any one component occur, it influences the whole system.

These are all characteristics of general systems theory as an approach to studying systems such as individuals or groups. Systems theory is an effective conceptual tool for understanding the dynamics of organisations and organisational change (Lundin, 1996).

The following basic assumptions are relevant in this regard:

- Emotional intelligence and the psychological contract are two separate constructs which when combined in measurement can either return a meaningful relationship, thereby representing something relevant to a new understanding of social behaviour, or if no relationship is uncovered it only implies that the sum of these parts do not fit together to create a new system.

- Administrative personnel form part of a bigger system within this higher educational institution as well as larger society and, therefore, it will be advantageous to develop at least a basic understanding of how systems work.

- This understanding can help to show how different components or abilities work together to form a construct which even though they are separately measured, altogether contributes towards returning a meaningful score thereby providing an indication of competence a person possesses in that measured construct.

- Through the systems theory one gains an understanding of why specific problems
3.2.3.2. Empirical study

The positivistic paradigm posits that one can in a scientific manner uncover the rules governing social society. Its ontology states that the criterion for judging a scientific theory corresponds to whether our knowledge claims match what lends itself to our senses (Ardebili, 2001). The positivistic paradigm assumes that only observable and measurable data should be taken into account in research (Winberg, 1997). Positivism in psychology is associated with objective, empirical and operational methods.

The functionalistic paradigm demonstrates how units of psychological phenomena can be explained by the means in which relationships enhance human adaptation and survival through return service (Plug et al., 1997).

A. Conceptual definitions

The relevant conceptual definitions from the literature review are given below:

- **Emotional Intelligence**: It can be viewed as a type of social intelligence which involves the ability to monitor one's own and others’ emotions, to discriminate between them, so as to be able to use this information to direct one’s thinking and actions (Katz, 1998).

- **Psychological contract**: The psychological contract refers to “the idiosyncratic set of reciprocal expectations held by employees concerning their obligations and their entitlements” (McLean, Parks, Kidder, & Gallagher, 1998, p. 698).

B. Models and theories

A model aims to classify and propose relationships (Mouton & Marais, 1996), whereas theories more specifically seek to establish relations between variables in an attempt to explicate human behaviour in a specific population (Huysamen, 1993).

The following models and theories are relevant to this research:
Emotional Intelligence theory

Emotional intelligence is defined by Mayer and Salovey (1997) as: “The ability to monitor one’s own, and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thoughts, actions, and to promote emotional and intellectual growth” (p.189). Since there are different models from where emotional intelligence can be approached, for the purpose of this study, emotional intelligence will be postulated from within an ability model. This model assumes that emotional intelligence defines itself as being “an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them”. (p. 267)

Psychological contract theory

For the purpose of this research the psychological contract is understood from the model proposed by Rousseau (1995) who defines the psychological contract as “individual beliefs, shaped by the organisation, regarding terms of an exchange agreement between individuals and their organisation”. The model of Rousseau states that the psychological contract consists of an individual, normative, implied and social contract each sharing its own beliefs. Thereby this model implies that the psychological contract is influenced by the beliefs and expectations held in each of these “dimensions” which gives this construct its idiosyncrasy and its dynamic nature.

3.2.4. Market of intellectual resources

The market of intellectual resources refers to a collection of beliefs having a direct impact on the epistemic status of scientific statements (that is their status as knowledge claims). There are two major types, namely theoretical beliefs and methodological beliefs (Mouton and Marais; 1996).
3.2.4.1. Theoretical beliefs

Mouton and Marais (1996) state that theoretical beliefs are concerned with the nature and structure of phenomena, i.e. where testable statements on social phenomena are made which are related to descriptive and interpretive aspects of human behaviour derived from macro-sociological theories (structural functionalism, conflict theories, symbolic interactionism) and micro-theories (for example Smelser’s theory on collective behaviour). The elements of theoretical beliefs will be discussed in terms of the concepts, theories and models used within this research study.

3.2.4.2. Methodological beliefs

Methodological beliefs are concerned with the nature and structure of the research process, for example different types of traditions in the philosophy of the social sciences such as positivism, realism, Neo-Marxism and so forth.

Methodological beliefs refer to those beliefs consigning to the nature of social science and scientific research. The likes of positivism or phenomenology are examples of traditions practised within the philosophy of social sciences including methodological models as described in quantitative or qualitative models (Mouton & Marais, 1996).

This empirical study is presented from within a positivistic and functionalistic framework. The positivistic framework within the social sciences is regarded by Neuman (1997) as an organised method of combining deductive logic with empirical observations of individual behaviour.

The empirical data will be gathered in the research process as prescribed from a quantitative approach. It will consist of a statistical analysis, characterised by measuring objective facts, focusing on variables and seeking reliability (Neuman, 1997).

The research methodology followed within this study is described below.
4. Research objectives

The research objectives include the general and specific objectives

4.1.1. General objective

The general objective will be to explore the relationship between emotional intelligence and the psychological contract.

4.2. Specific objectives

The specific objectives will be:

- To conceptualise the relationship between the psychological contract and emotional intelligence by means of a literature review
- To determine the construct validity and reliability of the emotional intelligence and psychological contract questionnaires
- To determine the relationship between the emotional intelligence and the psychological contract constructs
- To determine if emotional intelligence predicts the variance explained in the psychological contract
- To make recommendations for future research regarding the psychological contract and emotional intelligence relationship

5. Research Method

The research consists of a literature review and an exploratory study. The results will be presented in the form of a research article. Due to the nature of this study being a case study, the research method will begin with a literature review analysis, followed by a physical study in which a small population of participants in a specific sector, with a specific job title in a specific organisation will be used to limit the number of variables in the study.
5.1. Literature review

The literature review will focus on exploring the psychological contract, emotional intelligence, and the establishing of possible constructs to identify the relationship according to the literature. It will also include the psychometric properties of the two measuring instruments. The purpose of the literature study will also be to provide evidence for a link in the relationship between emotional intelligence and the psychological contract.

5.2. Empirical study

The empirical study will consist of a research design, study population, measuring battery and statistical analysis.

5.2.1. Research design

A cross-sectional survey design will be used to collect the data and to attain the research objectives. During a cross-sectional design, a group of people are observed at one point in time, over a short period, such as a day or a few weeks (Spector 2000). The two questionnaires (Psycones [Psychological Contracts across Employment situations]; Kirstin, 2002) and the GEIS (Greek Emotional Intelligence Scale; Tsaousis, 2007) will be used to obtain the data for the study.

5.2.2. Participants

A representative sample of 60 (N = 60) will be taken of administrative staff at a higher education institution. Although this is a small sample size, this trend is also seen in the organisational literature (in the works of Rosete & Ciarrochi, 2005 – N = 41; Heffernan, O’Neill, Travaglione, & Droulers, 2008 – N = 92; Barling, Slater, & Kelloway, 2000 – N = 60; Palmer, Walls, Burgess, & Stough, 2001 – N = 43; Higgs & Aitken, 2003 – N = 48; Murphy, Athanasou, & King, 2002 – N = 41). The reason for using a small and concentrated sample is because this research is a case study, and as a result, the aim is to limit the participants to a specific sector, with a specific job title in a specific organisation to reduce the amount of variables in the sample. After obtaining permission from all departments concerned, focus group sessions will be arranged for the purpose of gathering information.
The questionnaires will be handed out to individuals to be completed in their own time. Questionnaires will be collected in two weeks time.

5.2.3. Measuring instruments

*Psychological Contract:* The Psycones Questionnaire (Psychological Contracts across Employment situations; Kirstin, 2002) is a 45 item questionnaire, which is divided into four sections and measures four constructs, namely:

- **Employer obligations:** includes questions such as "Does your employer provide you with interesting work?" and "Does your employer provide you with a safe working environment?"

- **Employee obligations:** includes questions such as "Do you go to work, even if you do not feel particularly well?" and "Do you work overtime or extra hours when required?"

- **Emotions concerning the psychological contract:** includes statements such as "I feel happy?, angry? sad?"

- **State of the psychological contract:** includes questions such as "Do you feel you are rewarded fairly for the amount of work you put into your job?" and "Do you feel you are fairly paid for the work you do?"

It is scored on a 6 point rating scale, with 0 being NO (where the person felt the psychological contract was completely violated) and 1 to 5 being YES (where the person felt promises were not kept at all [1] to completely kept [5]) as well as on a likert type scale (1 = strongly disagree and 5 = strongly agree). Cronbach alpha coefficients reported for the Psycones Questionnaire were very high with employer and employee obligations (α = 0.95), emotions concerning the psychological contract (α = 0.70), and the state of the psychological contract (α = 0.93). These are exceptionally high Cronbach alpha coefficients according to the guideline of α > 0.70 (Nunnally & Bernstein, 1994). which indicates that the Psycones Questionnaire is a reliable and valid measuring instrument.
Emotional Intelligence: The Greek Emotional Intelligence Scale (GEIS) was developed by Tsaousis (2007). It is a new emotional intelligence scale which is grounded in the theoretical framework proposed by Mayer and Salovey (1997). The GEIS is a 52 item questionnaire and measures four basic emotional skills. It is scored on a Lickert type scale from 1 to 5, (1 = Strongly Disagree and 5 = Strongly Agree). The four emotional skills which are measured are as follows:

- Expression and recognition of emotions: It includes questions or statements such as: “When I am under pressure I snap” and “I get carried away with emotions of anger”

- Control of emotions, for example “I usually control my anger” and “I am reserved in expressing emotions”

- Use of emotions for facilitating thinking, for example “I adapt easily by reacting creatively to my obstacles” and “I function more, based on the hope for success and less with the fear of failure”

- Caring and empathy: for example, “I show my concern to others” and “I am willing to help someone who is confronted with personal problems”

The Cronbach Alpha coefficients reported by this scale were between 0.80 and 0.92, with the test-retest correlation coefficients being between 0.79 and 0.91. These are substantially high Cronbach Alpha coefficients (Nunnally & Bernstein, 1994), which proves that this measure is a reliable and valid instrument to use in this study.

Biographical information: As this research is a case study, and of an exploratory nature aimed only at investigating whether a relationship can be established between emotional intelligence and the psychological contract, no biographical information will be obtained from the participants. They will remain entirely anonymous, as demographic factors are not of the essence for the findings.
5.2.4. Statistical analysis

The SPSS-program (SPSS Inc., 2005) will be used to do the statistical analysis of the data.

The validity and reliability of the construct measures in this study will be assessed with a reliability analysis where the Cronbach Alpha coefficients of the already established sub-con structs of the measures. Should the reliability analysis indicate low reliability, factor analysis of the variables will be used. Descriptive statistics (e.g. standard deviations, means, skewness and kurtosis) and inferential statistics will be used to analyse the data.

Cronbach alpha coefficients and inter-item correlations will be used to assess the internal consistency and homogeneity of the measuring instruments. Coefficient alpha contains important information regarding the proportion of variance of the items of a scale in terms of the total variance explained by the particular scale.

Pearson’s product-moment correlation coefficients will specify the relationship between the variables. In terms of statistical significance, it is proposed to set the value at a 99% confidence interval level ($p \leq 0.01$). Effect sizes (Steyn, 2002) will be used to determine the practical significance of findings. A cut-off point of 0.30 (medium effect, Cohen, 1988) will be set for the practical significance of correlation coefficients.

The prediction of relationships between emotional intelligence and the psychological contract will be established using Multiple Regression Analysis. This statistical procedure consists of a set of statistical techniques aimed at predicting relationships between two independent variables and one dependent variable (Struwig & Stead, 2001).

6. Research procedure

The research procedure will begin with a thorough literature study, to determine what studies have already been carried out in the recent literature. The two questionnaires which will be used in the study have already been established to be reliable and valid measuring instruments.
After identifying the sample for the study, we will obtain the participants' consent as well as the consent from management by means of distributing consent forms. The participants will be allocated sufficient time to complete the questionnaires, and these questionnaires will be personally collected after the study. After completing the necessary data coding and data analysis, the data will be statistically interpreted and then the findings will be presented in the form of a research article.

7. **Division of chapters**

The chapters of this mini-dissertation are presented as follows:

**Chapter 1: Introduction**

**Chapter 2: Research article: The relationship between emotional intelligence and the psychological contract: an exploratory case study**

**Chapter 3: Conclusions, limitations and recommendations**
REFERENCES


THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND THE PSYCHOLOGICAL CONTRACT: AN EXPLORATORY CASE STUDY

Abstract:

The aim of this exploratory research study was to determine whether a relationship could be established between emotional intelligence and the psychological contract. A convenience sample (N= 67) was taken of administrative personnel at a higher educational institution, since the purpose of this case study was to keep the population homogenous to limit the number of variables in the population demographic. Two questionnaires, namely the GEIS (Greek Emotional Intelligence Scale) developed by Tsaousis (2007) and the Psycones (psychological contracts among employment relations) developed by Kirstin (2002) were used to measure the two constructs. Cronbach Alpha coefficients, factor analysis, inter-item correlation coefficients, Pearson product moment correlation coefficients and stepwise multiple regression analysis were used to analyse the data. The results showed that emotional intelligence did in fact relate to the psychological contract, but more specifically in terms of the control of emotions on the state of the psychological contract.

Opsomming:

Die doel van hierdie ondersoekende narrorsingsprojek was om te bepaal of daar 'n verhouding bestaan tussen emosionele intelligensie en die psigologiese kontrak. 'n Gerieflikheidsteekproef (N=67) is toegpas by administratiewe personeel van 'n hoëronderwysinstituut. Hierdie homogene steekproef is gebruik om die hoeveelheid veranderlikes te beperk. Die twee vraelyste wat gebruik is sluit die GEIS (Griekse Emosionele Intelligensie Skaal) wat deur Tsaousis (2007) ontwikkel is, en die Psycones (psigologiese konakte oor werks verhoudinge) wat deur Kirsten (2002) ontwikkel is. Cronbach Alfa-koeffisiënte, faktor-analise, interitem-korrelasiakoefisien
te, Pearson-produkt-momentkorrelasiakoefisiente asook stapsgewysige meervoudige regressie-analise is gebruik om die data te ontled. Die resultate het getoon dat daar wel 'n verhouding tussen emosionele intelligensie en die psigologiese kontrak bestaan, met meer spesifiek in terme van die beheer van emosies op die stand van die psigologiese kontrak.
Introduction to the problem

Studies on emotional intelligence and its benefits for and its relationship to the workplace constructs (Langley, 2000; Zeidner, Matthews, & Roberts, 2004) have grown to a body of evidence that emotional intelligence can serve as a promising construct in the investigation of workplace phenomena. Emotional intelligence has previously been linked to organisational commitment (Abraham, 1999; Poon, 2004), job satisfaction (Van Rooy & Viswesvaran, 2004; Daus & Ashkanasy, 2005; Kafetsios & Zampetakis, 2008), job security (Jordan, Ashkanasy, & Hartel, 2002), work teams (Stubbs-Koman & Wolff, 2008; Goyal & Akhilesh, 2007), leadership (Barling, Slater, & Kelloway, 2000; Palmer, Walls, Burgess, & Stough, 2001; Kerr, Garvin, Heaton, & Boyle, 2006) and well-being (Mavroveli, Petrides, Rieffe, & Bakker, 2007; Gallagher & Brodick, 2008).

In the twenty-first century, a substantial amount of emotional intelligence research has been focused on exploring its components that create success in people, especially in the organisational context, such as leadership and how empathy (a component of emotional intelligence) contributes towards it (Kellett, Humphrey, & Sleeth, 2002; Wolff, Pescosolido, & Druskat, 2002).

However, studies on an important construct like the psychological contract that in essence captures the feeling or experience of the employee in the workplace (Rousseau & Tijoriwala, 1998) have also been linked strongly to workplace phenomena with many implications which will be explored in the literature. The main purpose of this study is thus to determine whether a relationship could exist between emotional intelligence and a significant construct like the psychological contract. The author will therefore present theory on both emotional intelligence and the psychological contract and indicate possible relationships between the two constructs during the course of the literature review.

Literature Review

The literature offers many definitions on emotional intelligence. From the different models developed on emotional intelligence (or EI), there has been plenty of debate about what constitutes emotional intelligence, its terminology as well as the theoretical framing of this construct (Dulewicz & Higgs, 2004). Goleman (1995) views emotional intelligence as being
competency-based. Bar-On (Bar-On & Parker, 2000) defines it as being trait-based, whereas Salovey and Mayer (1990) define it as an ability. For the purpose of this study, emotional intelligence will be approached from Salovey and Mayer's perspective. Salovey and Mayer (1990) define emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). As their research progressed, they refined the concept and redefined emotional intelligence as "the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 5).

The ability model of Salovey and Mayer (1990) proposes that emotional intelligence is made up of three categories of adaptive abilities, namely appraisal and emotional expression, regulation of emotion, and the utilisation of emotions in solving problems. The first category (appraisal and emotional expression) is further subdivided into components of verbal and non-verbal, which comprises non-verbal perception and empathy. The next category, regulation, is concerned with self-emotional regulation and emotional regulation of others. The third category (utilisation of emotions) encompasses components such as being able to plan flexibly, think creatively and redirect attention as well as motivation. While this model is not centred on emotions, it does however include social and cognitive functions related to these three categories of emotions.

Petrides and Furnham (2000) note that if one considers the earlier models of EI (Mayer & Salovey, 1990), they were vague and paid poor attention to cognitive characteristics typical of the traditional definition of intelligence. In time, this led Mayer and Salovey (1997) to develop the ability model of EI. From this theoretical development, Mayer, Salovey and Caruso (1999) differentiated between mixed and ability models of emotional intelligence. Mayer et al (1999) concurs that the Mayer and Salovey's ability model includes more defined personality variables giving a strong cognitive definition of emotional intelligence than the mixed models which have a wider range.

Theorists of the mixed and ability models of emotional intelligence adopted a more extensive differentiation between trait emotional intelligence (trait EI) and information processing emotional intelligence (information processing EI), which considers different measurement
approaches and operational definitions. Petrides and Furnham (2000) propose that the nature of the model is determined rather by the type of measurement than by the theory. The ability model is based on information-processing EI which entails abilities (for example the ability to identify, express and label emotions) whereas trait EI is manifested in behaviour related to crosssituational consistencies (for example specific traits or behaviours such as optimism, assertiveness, empathy). Trait EI is grounded in the personality framework, and using self-report inventories measuring typical behaviour, it is assessed and validated (e.g. Bar-On, 1997; Salovey, Mayer, Goldman, Turvey, & Paifai, 1995). It is therefore important that the correct framework wherein the EI measure was developed is adopted for the validation process (Petrides & Furnham, 2000).

Since the popularisation of emotional intelligence by Goleman (1995) in the early 1990’s, it captured the imagination of researchers and a race pursued to further investigate the construct as well as to develop models and means to measure it. Cooper and Sawaf (1997) mapped the cornerstones of emotional intelligence at an executive level. These four cornerstones are identified as (1) emotional literacy – the knowledge and understanding of one’s own emotions and how they function, (2) emotional fitness – includes trustworthiness, emotional hardiness and flexibility, (3) emotional depth – emotional growth and intensity and (4) emotional alchemy – which is using emotions to discover creative opportunities. These two authors designed a measure know as the EQMAP, but it has still not been validated. It is this type of emotional intelligence “pop culture” that risks the construct earning a reputation of being simply a fad, but more empirical research has been able to give the construct some credibility (in the works of Mayer & Salovey, 1997; Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim, 1998).

The relevance of emotional intelligence and emotions in a work context has received much attention recently, as its meaning has contributed tremendously towards improving organisational effectiveness (Cooper, 1998; Langhorn, 2004; Rosete & Ciarcchi, 2005). The research done by Cooper indicated that when emotions were properly managed, it could steer trust, loyalty, team and organisational accomplishments, whereas a lack of emotional intelligence could generate uncertainty, lack of initiative, creativity and innovation, low work morale, poor work team performance, burnout, stress as well as poor relationships between employees. Even more significant in this regard was the research done by Abraham (1999) who established the relationship between emotional intelligence being directly related to
work performance, organisational commitment and organisational citizenship, as well as its moderating effects on job satisfaction and its ability to help prevent work stress resulting in turnover (recently supported by Mikolajczak, Menil, & Luminet, 2007).

The importance of work teams in organisations and the ability of emotional intelligence to foster them have also been demonstrated by Stephan and Finlay (1999) whose studies showed that empathy in work teams generated a positive effect on positive work attitudes and behaviours. Research done by Clore (1994) and Isen (2000) has shown that moods and emotions strongly influence the individual’s style of information processing. Consequently the argument generated is that our emotions are socially functional, implying that our social relationships are formed and maintained by our interactions coordinated by our emotions (Keltner & Kring, 1998). As a result Lord and Kanfer (2002) explain that due to the rapid rate at which people constantly communicate and perceive emotions, the processes involved occur beyond our awareness, but not without still having an impact on significant social processes. The examples they provide of these social processes include trust in others, perceptions of honesty, interpersonal attraction and group commitment.

The research on emotional intelligence and teamwork by Stubbs-Koman and Wolff (2007) showed that teams which had emotionally competent leaders were not only able to manage their teams more effectively but also to breed emotionally competent team members. MacCallin and Bamford (2007) in their research on teamwork and emotional intelligence found that self-awareness, self-management, social awareness and social skill were crucial elements of emotional intelligence required for effective teamwork. On leadership and emotional intelligence it was found by Kerr, Garvin, Heaton and Boyle (2006) that an employee’s perceptions of supervisor effectiveness were strongly related to the emotional intelligence of the supervisor.

Lazarus and Cohen-Charash (2004) posit that, as coping has to do with how we chose to manage our emotions, so organisations can influence emotions and the coping process through their values and practices, both of which can be referred to as their “organisational cultures”. Does this imply that if organisations promote an “emotional intelligence culture” by paying attention to managing emotions in the workplace that this could foster employees to cope more effectively with workplace stress?
Scherer (1994) shares compelling reasons as to why organisations should be concerned about emotions in the workplace. He holds that emotions serve as an interface which operates between environmental input and behavioural output. A person's motivational-implementation systems are also strongly associated with this interface and it assists to warrant that we meet our core needs. As the psychological contract is also influenced by one's perceptions (Lester, Turnley, Bloodgood, & Boiino, 2002) and in relationship to individual's intentions to quit (as investigated by Turnley & Feldman, 1999), it bears some potential that there could possibly be a link to emotional intelligence. Payne and Cooper (2004) support this finding as they maintain that emotions serve to motivate, organise, direct and activate behaviours, while also posing to be a disruption appropriate to work-related and social behaviours. But emotions cannot be ignored in the workplace since they ultimately direct much of our human functioning, making them relevant in the work context.

Carmeli (2003) found in his research that it was a necessity for senior managers to possess a high level of emotional intelligence to attain continuous high levels of performance. It was also found in his research that the senior managers who were emotionally intelligent developed an emotional attachment to their organisations and, career-wise, were more committed and satisfied with their work. Similarly, as found by Cavanaugh and Noe (1999), those who experienced that their psychological contracts were being fulfilled in the workplace, were also more committed and satisfied. Carmeli (2003) also discovered a direct relationship existing between emotional intelligence and intentions to withdraw from the organisation. Also significant in his findings was the relationship between emotional intelligence and work-family conflict, which showed that employees with a high level of emotional intelligence were better able to handle this conflict.

The emergence of emotional intelligence development programmes showed promising results as reported by Boyatzis (1996) and Jonker (2002). This can be advantageous for the organisation considering training its employees to become more emotionally competent and in the process creating healthier work environments. Since the benefits of emotional intelligence in the workplace are so evident and widespread, what is then its relevance in terms of its impact on the experiences of the psychological contract?

There is a potential link in that one's experiences of the psychological contract and its violation can be influenced by one's levels of emotional intelligence, since the psychological
contract operates as a mental schema whose violation triggers emotional responses (Goodrick & Meindl, 1995). Lord, Klimoski, and Kanfer (2002) highlight that emotions play an integral role in our motivation. They maintain that our emotional reactions yielded by individual differences in emotional tendencies interrelate with organisational occurrences and social interactions, which significantly forms an individual’s goals and our perseverance in facing challenges. In the light of organisational events such as downsizing and restructuring, the impact of our emotional reactions may diminish the personal commitment to the desired goals of the organisation, ultimately affecting the job performance of the individual. The literature on emotions in the workplace by authors such as Payne and Cooper (2004) and Lord, Klimoski and Kanfer (2002), gives strong evidence on how emotional labour in the workplace could be linked to violations of the psychological contract.

This link has not been empirically researched as such in past studies. Yet the significance of these findings on emotional intelligence can be related to findings in the literature on the psychological contract in terms of its resemblance of being measured against workplace constructs such as job satisfaction (Guest & Conway, 1997; McDonald & Makin, 2000), job attitudes (De Cuyper & De Witte, 2006; Jordan & Schraeder, 2007) job security (Aronsson & Göransson, 1999; Smithson & Lewis, 2000), job performance (Carmeli, 2003), commitment (Cavanaugh & Noe, 1999; McDonald & Makin, 2000, Thomas & Feldman, 2008) intentions to withdraw from the organisation (Carmeli, 2003; Turnley & Feldman, 1999), trust (Atkinson, 2007) and even well-being (De Cuyper & De Witte, 2006). The evidence in the literature on emotional intelligence and the psychological contract being measured against workplace constructs suggests a remarkable indication that these two constructs share a similarity and could well be related.

The concept of the psychological contract was developed in the 1960’s by Argyris (1960) who was the first to identify this phenomenon which eventually developed into a construct. To date there is a comprehensive database of literature available on the psychological contract which explores the constructs dimensions (for example Rousseau, 1989, 1995, 2001), implications and definitions (Guest, 1998, 2004 ) and consequences of it violation (Robinson & Rousseau, 1994; Turnley & Feldman, 1999; DelCampo, 2007) for the individual and organisation: still developments on its measurement are ongoing.
An inclusive definition of the psychological contract is accurately illustrated in the works of Linde (2007), who defines this widely researched construct as "The experience of employee and employer obligations through perceived promises made in the reciprocal employee-organisation relationship" (p. 7). This definition implies that the psychological contract is not only influenced by personal beliefs, but also through social and legal contracts. To further comprehend this concept, Rousseau (1995) developed a model illustrating the four dimensions of the psychological contract (these being the social, legal, normative and implicit contracts which make up the psychological contract) to describe how it functions on different levels, being individual, collective, formal and informal. Rousseau (1995) states that in order to reap the benefits from the psychological contract, there needs to be personal freedom and social stability. If workers and employees believe that there exists some voluntary arrangement between them from which both parties could benefit, this could enhance their levels of commitment if each party feels they can contribute towards providing what the other desires (Rousseau & Schalk, 2000).

Guest (1998) highlights some discrepancies and concluded — similarly to MacFarlane Shore and Tetrick (1994) — that there are reasons why organisations and employers should take the psychological contract into regard. MacFarlane Shore and Tetrick indicated in their research that the psychological contract does in fact serve three functions namely to reduce insecurity, to shape employee behaviour, and to give the employee a feeling of influence on what happens to them in the organisation.

In the past decade a lot of research (including Coyle-Shapiro & Kessler, 2000; Herriot, Manning, & Kid, 1997; Robinson & Rousseau, 1994; Robinson & Wolfe Morrison, 1995; Rousseau & Tijoriwala, 1999; Turnley & Feldman, 2000) conducted on the psychological contract was dedicated to the consequences of its formation as well as the associated responses, which includes violation.

In the literature, a distinction is made between the breach and violation of the psychological contract. A breach of contract implies a "form of violation" rather than a cause as viewed by Atkinson (2002), Lemire and Rouillard (2005) and Newell and Dopson, (1996). These authors maintain that the breach of contract is associated with violation and is determined by how a person interprets the breach of contract to be a violation. Rousseau (1995) explained that the experience of violation is determined by the circumstances in which perceived
promises were not kept. A practical example of these circumstances can be when an employer fails to keep a scheduled appointment with one of his employees. The employer may have breached his contract, and the employee may feel violated that his employer failed to keep the meeting. However, should the employee learn that the appointment was not kept due to a family emergency, the breach of the contract may be forgiven and the experience of violation therefore might be minimal. However, should the employee find out that the employer failed to keep the meeting simply because of negligence, and did not apologise for it, the breach of contract may result in a strong experience of violation by the employee.

In other words a violation of the psychological contract implies the emotional and affective reactions which may arise when a person feels that the organisation failed to keep its end of the psychological contract for whatever reason (Morrison & Robertson, 1997). Rousseau (1995) identifies four possibilities causing the experience of contract violation, being inadvertently (e.g. a misunderstanding or by mistake), incongruence (e.g. a mistaken expectation), disruption (as a result of an unforeseen event), and reneging (intentional breach of an actual promise). Morrison and Wolfe Robinson (2000) exempt reneging and incongruence as the root causes for the experience of psychological contract violation. They define reneging as “when agent(s) of the organisation recognise that an obligation exists but knowingly fail to meet that obligation” (p. 526). On the other hand, incongruence is “when the employee and organisational agent(s) have different understandings about whether a given obligation exists or about the nature of the obligation” (p. 526). Either reneging or incongruence can lead to psychological contract violation. However it is important to distinguish violation of the psychological contract from unmet expectations and inequity. Employees may hold unrealistic expectations and may become dissatisfied and eventually leave their employer when these expectations are unmet (Wanous, Poland, Premark, & Davis, 1992).

The recent trends towards globalisation, such as the restructuring and downsizing of organisations, has had an impact on the psychological contract in employment relationships (Robinson, 1996). This has resulted in organisations and its members presenting a ‘no guarantees’ attitude, as international labour markets and firms are shifting towards more temporary employment (Rousseau, 1995). Hiltrop (1995) notes “The psychological contract that gave security, stability and predictability to the relationship between employees and
employers has dramatically altered in the past decades” (p. 286). As a result, this has ultimately changed the way in which the psychological contract is experienced.

Research conducted by Pate (2005) identified three themes that can influence one’s experiences of violation of the psychological contract. These themes included (1) who was on the receiving end of the breach, (2) what was the source of breach which is related to the ‘cost’ to the individual by an organisation’s actions and (3) the locus of responsibility and the extent to which the organisation’s actions can be explained by wider macro-economic factors. Pate also mentions that the violation of the psychological contract can result in several attitudinal or behavioural responses, consequently implicating employee and organisational performance.

Rousseau (2001) demonstrates that because the contract is based on promises, over time it takes the form of a mental model or schema, which remains fairly constant as many other schemas. A schema is a cognitive organisation or mental model of elements that are conceptually related (Beck, 1967; Horowitz, 1988; Stein, 1992). “It represents a prototypical abstraction of a complex concept, one that gradually develops from past experiences, and subsequently guides the way new information is organised” (Stein, 1992, p. 49).

The nature of promise-based contracts exists in three forms, that is, the individual’s psychological contract, the social group’s normative contract and the third party’s implied contract (Rousseau, 1995). Rousseau maintains that each has its own interpretative framework, but all three involve a mental model or image. Thus if a contract is a mental model which people use to frame events such as promises, acceptance and reliance, then a contract has no objective meaning.

Understanding the psychological contract as a mental schema explains how past experiences of psychological contracts resurface mainly through pre-employment experiences, recruiting practises and on-the-job socialisation. Before employees actually enters into the employment contract, they may already hold general beliefs concerning their work, their occupations and the organisation which systematically triggers certain responses to joining with an employer (Goodrick & Meindl, 1995). In addition recruitment practises generate understanding of the promises employees and employers make to one another (Rousseau, 1989). The processing of new information concerning the employment relationship and promises associated to it
continues through post-hire socialisation and interpersonal interactions (Thomas & Anderson, 1998; Wanous, 1982).

Employees start feeling disappointed and dissatisfied when their experiences do not match their expectations or equity beliefs (Mitchell, 1974). A crucial element influencing the experiences of violation of the psychological contract is trust. Robinson and Rousseau (1994) found in their research that a strong relationship existed between violations and trust. The element of trust is crucial to the functioning of the psychological contract as Atkinson (2007) discovered that trust enhanced employee contribution, while a breach of trust led to strong emotions of violation altogether influencing the state of the psychological contract. More specifically it was interesting that their findings showed that if affective trust was established, it could continue despite an absence of cognitive trust. This implies that if the organisation has an established affective trust with their employees, a breach of cognitive trust could still endure employees maintaining their affective trust. However a point would surely be reached where continuous breaches of cognitive trust would eventually lead to affective trust diminishing.

Nonetheless these findings suggest that established trust in the psychological contract creates emotional resilience to minor violations already implying a subtle link between the psychological contract and emotional intelligence. Guerrero and Herrbach (2007) found that the level of psychological contract fulfilment was indirectly mediated by perceived organisational support with respect to the individual’s affective states. Guerrero and Herrbach’s assumption is that the psychological contract may alone not lead to positive outcomes without the help of a positive attitude.

In a similar vein, Lemire and Rouillard (2005) found that the violation of the psychological contract impacts on the individual’s attitudes and behaviour. It has been shown that people who feel that their psychological contracts are being fulfilled experience feelings of being valued, which leads to positive effects (Coyle-Shapiro & Kessler, 2000, as cited in Roehling, 1997). Lawler and Yoon (1996) also found that fulfilled promises can generate a positive effect at work, which can lead to people feeling emotionally ‘uplifted’.

Strong evidence in the above-mentioned literature on the psychological contract (Rousseau, 1990; 1995; Robinson & Rousseau, 1994; Atkinson, 2007; De Cuyper & De Witte, 2006;
Thomas & Feldman, 2008) suggest that there may be a link to emotional intelligence. Therefore the aim of this study is through various objectives to conceptualise a relationship between the psychological contract and emotional intelligence through this literature review, and from the empirical findings to establish the construct validity and reliability of the two questionnaires through using factor analyses and establishing high Cronbach Alpha coefficients. Thereby it will be possible to continue with further empirical research by carrying out correlation analyses to establish significant relationships and to use multiple regression analyses to determine predictors of this relationship. Finally, recommendations for future research regarding the psychological contract and emotional intelligence relationship will be made.

1. METHOD

1.1. Research design

A cross-sectional survey design was used to collect the data and to attain the research objectives. During a cross-sectional design, one group of people is observed at one point of time, over a short period, such as a day or a few weeks (Spector, 2000). Advantages of the cross-sectional method includes time and cost effectiveness. There is only a once-off period of data collecting for the participants, so they don’t need to be followed up. A large sample can be used, and it requires little effort. Disadvantages according to Baltes, Reese, and Nesselroade (1988) are the inability to directly assess intra-individual change and restriction of inferences to group averages.

1.2. Participants and procedure

In this study, a convenience sample of 67 (n = 67) (originally planned to be only 60) from a higher educational institution was taken from administrative personnel. A small sample size was decided upon because of the exploratory nature of this study. Sekaran (2000) states that sample sizes of between 30 and 5000 are adequate for most purposes of research. The purpose of the study was to select a population which were fairly homogeneous. The aim is to merely establish a link between the two constructs (emotional intelligence and the psychological contract). Biographical information of the participants was not of the essence, and as a result the population were allowed to remain entirely anonymous.
Table 1

Characteristics of Participants (N = 67)

<table>
<thead>
<tr>
<th>Item</th>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>58</td>
</tr>
<tr>
<td>Race</td>
<td>White</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Coloured</td>
<td>2</td>
</tr>
</tbody>
</table>

Although this is a small sample size, this trend is also seen in the organisational literature (in the works of Rosete & Ciarrochi, 2005 – N = 41; Heffeman, O’Neill, Travaglione, & Droulers, 2008 – N = 92; Barling, et al., 2000 – N = 60; Palmer, Walls, Burgess, & Stough, 2001 – N = 43; Higgs & Aitken, 2003 – N = 48; Murphy, Athanasou, & King, 2002 – N = 41).

As the participants were allowed to remain anonymous, the only information which could be extracted was from pure observation of the population. From the 67 participants, 58 were female while 9 were male. The majority of the population were white (53) with 12 being black and 2 being coloured.

1.2.3. Measuring instruments

*Psychological contract*: The Psycones Questionnaire [Psychological Contracts across Employment situations] (Kirstin, 2002) was used to measure the psychological contract. The Psycones questionnaire is a 44 item questionnaire, which is divided into four sections and measures four constructs, namely Employer obligations (e.g.: Has your organisation promised or committed itself to allow you to participate in decision-making?), employee obligations (e.g.: Have you promised or committed yourself to work overtime or extra hours when required?), emotions concerning the psychological contract (e.g.: I feel happy, I feel angry) and state of the psychological contract (e.g.: Overall, do you feel you are rewarded fairly for the amount of effort you put into your job?). Items 1 - 31 and 38 – 44 are scored on a 6-point scale, ranging from 0 (no, promise not kept at all) to 5 (yes, promise fully kept), whereas items 32 – 37, which measures emotions of the psychological contract, are scored on
a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Acceptable Cronbach Alpha Coefficients (α) of 0.70 and 0.85 have been established by Kirstn (2002). In a very recent study by Veldsman (2008) using the Psycones on South African fire brigades in the North-West Province with N = 110, the Cronbach Alpha coefficients obtained included 0.92 (Employer Obligations); 0.88 (Employee Obligations); 0.86 (Emotions of the psychological contract) and 0.86 (state of the psychological contract). While these are high reliability coefficients, Dewberry (2004) states that a Cronbach alpha coefficient of 0.65 can be considered to be an acceptable level.

Emotional Intelligence: The Greek Emotional Intelligence Scale (GEIS) developed by Tsaousis (2007) is a 52 item questionnaire, which measures four basic emotional skills. More specifically, the factor analytic data suggests a four-factor solution, which mirrors a close similarity to Mayer and Salovey’s (1997) theoretical framework. The four factors of the GEIS include expression and recognition of emotions (e.g. “I am careful not to reveal my emotions to others”), control of emotions (e.g. “I get carried away by emotions of anger”), use of emotions for facilitating thinking (e.g. “When faced with failure, I tend to behave energetically by designing a new plan of action”) and caring and empathy (e.g. “I sympathise with others personal problems”). All items are scored on a 5-point frequency scale ranging from 1 (strongly disagree) to 5 (strongly agree). Furthermore, test-retest data which covered a four week period indicated the temporal reliability of the GEIS in that the correlation coefficients ranged between 0.79 and 0.91 (Tsaousis, 2007). Tsaousis also reported data from five different studies which provided support for good convergent and discriminant validity of the GEIS scales, which suggests that the measuring instrument covers a relatively broad range of related emotional constructs, such as positive correlation with empathy, social skills, emotional expressiveness and well-being, as well as negative correlation with locus of control, negative affect, low physical and psychological well-being, and work stress. These findings justify the concurrent validation of the newly developed instrument and are, therefore, used in this study.

The Cronbach Alpha coefficients (α) reported for this scale by Tsaousis (2007) were between 0.80 and 0.92. In a recent study carried out in South Africa, the GEIS was carried out on a South African population of 145 (N = 145), which was representative across the different ethnic groups as well as educational level (see Joubert, 2007, unpublished master’s dissertation). The results from the Cronbach alpha coefficients returned satisfying
comparative results similar to those established by Tsaousis. The Cronbach alpha coefficients reported by Joubert (2007) were respectively between 0.70 and 0.80, which indicates item consistency and shows that the GEIS is a reliable instrument to use in a South African population.

1.2.4. Statistical analysis

The SPSS-program (SPSS Inc., 2005) was used to do the statistical analysis of the data. The validity and reliability of the construct measures in this study were assessed using exploratory factor analyses and the Cronbach alpha coefficients. Descriptive statistics (e.g., standard deviations, means, skewness and kurtosis) was used to analyse the data. Cronbach alpha coefficients and inter-item correlations were used to assess the internal consistency and homogeneity of the two measuring instruments (Psycones and the GEIS). Coefficient alpha contains important information regarding the proportion of variance of the items of a scale in terms of the total variance explained by the particular scale.

Exploratory factor analysis is used to investigate the factor structure of an instrument and its internal reliability of the total sample. Exploratory factor analyses were conducted to determine the construct validity of the two measuring instruments.

Pearson’s product-moment correlation coefficients specified the relationship between the variables. In terms of statistical significance, it is proposed to set the value at a 99% confidence interval level ($p \leq 0.01$). Effect sizes (Steyn, 2002) were used to determine the practical significance of findings. A cut-off point of 0.30 (medium effect, Cohen, 1988) was set for the practical significance of correlation coefficients.

2. RESULTS

The factor analyses for the two measuring instruments are given below in table 2 and 3 respectively. A principal component analysis with oblique direct oblimin rotation was performed on the 52 items of the GEIS. The cut-off value of 0.30 was set for inclusion of a variable in the interpretation of a factor. According to the results, a four-factor solution emerged, accounting for 75% of the total variance. The results of the factor analysis on the
GEIS are shown in Table 2. The loading of a variable on factors, communalities and percent variance are shown. The variables are ordered and grouped by the size of their loadings to facilitate interpretation. The labels for each factor are suggested in a footnote.

Table 2
Factor Loadings, Communalities ($h^2$), Percentage Variance for Principal Factors Extraction and Direct Oblimin Rotation on GEIS items

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>$h^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(EQ21) I sympathise with others’ personal problems</td>
<td>0.85</td>
<td>0.32</td>
<td>0.09</td>
<td>-0.04</td>
<td>0.88</td>
</tr>
<tr>
<td>(EQ34) I respond to the emotions of others</td>
<td>0.83</td>
<td>0.01</td>
<td>0.05</td>
<td>0.12</td>
<td>0.84</td>
</tr>
<tr>
<td>(EQ24) I am always willing to help someone who is confronted with personal problems</td>
<td>0.81</td>
<td>0.15</td>
<td>0.09</td>
<td>0.01</td>
<td>0.79</td>
</tr>
<tr>
<td>(EQ41) I am “open” to listening</td>
<td>0.80</td>
<td>0.19</td>
<td>-0.07</td>
<td>-0.08</td>
<td>0.75</td>
</tr>
<tr>
<td>(EQ46) I show my concern to others</td>
<td>0.71</td>
<td>0.13</td>
<td>0.10</td>
<td>-0.07</td>
<td>0.82</td>
</tr>
<tr>
<td>(EQ50) I can easily understand what someone else feels by putting myself in his or her position</td>
<td>0.70</td>
<td>0.21</td>
<td>-0.11</td>
<td>-0.09</td>
<td>0.81</td>
</tr>
<tr>
<td>(EQ10) I believe I am a person who helps and is considerate of others</td>
<td>0.70</td>
<td>0.34</td>
<td>-0.06</td>
<td>0.20</td>
<td>0.77</td>
</tr>
<tr>
<td>(EQ36) I make others feel comfortable with me</td>
<td>0.66</td>
<td>0.38</td>
<td>0.02</td>
<td>0.04</td>
<td>0.68</td>
</tr>
<tr>
<td>(EQ14) I am interested in others’ psychological motives</td>
<td>0.64</td>
<td>0.05</td>
<td>-0.14</td>
<td>0.03</td>
<td>0.56</td>
</tr>
<tr>
<td>(EQ5) I like to talk to others about their problems</td>
<td>0.63</td>
<td>0.05</td>
<td>0.17</td>
<td>0.06</td>
<td>0.69</td>
</tr>
<tr>
<td>(EQ19) I respect others’ emotions</td>
<td>0.63</td>
<td>0.28</td>
<td>-0.17</td>
<td>-0.07</td>
<td>0.75</td>
</tr>
<tr>
<td>(EQ51) When someone is talking to me about his/her problems, I almost feel like I have experienced these problems myself</td>
<td>0.57</td>
<td>0.09</td>
<td>0.09</td>
<td>-0.11</td>
<td>0.78</td>
</tr>
<tr>
<td>(EQ29) I find various alternative solutions to a problem</td>
<td>0.55</td>
<td>0.27</td>
<td>0.07</td>
<td>-0.04</td>
<td>0.56</td>
</tr>
<tr>
<td>(EQ28) When I am conversing with someone I concentrate on what he/she is saying</td>
<td>0.52</td>
<td>0.41</td>
<td>-0.20</td>
<td>-0.06</td>
<td>0.69</td>
</tr>
<tr>
<td>(EQ23) I cannot stand injustice</td>
<td>0.46</td>
<td>0.16</td>
<td>-0.03</td>
<td>-0.16</td>
<td>0.52</td>
</tr>
<tr>
<td>(EQ37) I am not interested in others’ problems</td>
<td>0.40</td>
<td>0.00</td>
<td>0.12</td>
<td>-0.04</td>
<td>0.62</td>
</tr>
<tr>
<td>(EQ12) I believe things will go well</td>
<td>0.16</td>
<td>0.04</td>
<td>0.21</td>
<td>0.09</td>
<td>0.73</td>
</tr>
<tr>
<td>(EQ22) I think of the positive side of things</td>
<td>0.19</td>
<td>0.02</td>
<td>0.07</td>
<td>0.30</td>
<td>0.69</td>
</tr>
<tr>
<td>(EQ8) I deal with my problems positively by trusting in myself</td>
<td>0.16</td>
<td>0.61</td>
<td>-0.21</td>
<td>0.23</td>
<td>0.55</td>
</tr>
<tr>
<td>(EQ32) I feel confident before important events</td>
<td>0.08</td>
<td>0.61</td>
<td>-0.26</td>
<td>0.25</td>
<td>0.62</td>
</tr>
<tr>
<td>(EQ40) I function more based on the hope for success rather than the fear for failure</td>
<td>0.48</td>
<td>0.57</td>
<td>0.03</td>
<td>-0.05</td>
<td>0.70</td>
</tr>
<tr>
<td>(EQ39) I always try to see the good side of things</td>
<td>0.46</td>
<td>0.52</td>
<td>0.28</td>
<td>-0.21</td>
<td>0.95</td>
</tr>
</tbody>
</table>
Table 2 Continued

*Factor Loadings, Communalities (h²), Percentage Variance for Principal Factors Extraction and Direct Oblimin Rotation on GEIS items*

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Loadings</th>
<th>Communalities</th>
<th>Variance Explained</th>
</tr>
</thead>
<tbody>
<tr>
<td>(EQ 15) I believe that few people understand my emotions</td>
<td>0.36</td>
<td>0.50</td>
<td>0.12</td>
</tr>
<tr>
<td>(EQ 16) My worry and stress do not decrease my ability to complete any task</td>
<td>0.27</td>
<td>0.45</td>
<td>-0.06</td>
</tr>
<tr>
<td>(EQ 31) I usually control my anger</td>
<td>0.29</td>
<td>0.44</td>
<td>0.07</td>
</tr>
<tr>
<td>(EQ 45) When faced with failure, I tend to behave energetically by designing a new plan of action</td>
<td>0.36</td>
<td>0.43</td>
<td>0.15</td>
</tr>
<tr>
<td>(EQ 25) Usually, my personal problems do not affect my performance at work</td>
<td>0.31</td>
<td>0.40</td>
<td>-0.20</td>
</tr>
<tr>
<td>(EQom 20) I find it difficult to express my emotions to others</td>
<td>0.03</td>
<td>0.05</td>
<td>-0.15</td>
</tr>
<tr>
<td>(EQom 13) I am unable to explain my emotional state to others</td>
<td>0.19</td>
<td>0.08</td>
<td>0.29</td>
</tr>
<tr>
<td>(EQom 43) I find it difficult to describe exactly how I feel in words</td>
<td>0.16</td>
<td>0.16</td>
<td>0.00</td>
</tr>
<tr>
<td>(EQom 11) I am careful not to reveal my emotions to others</td>
<td>0.25</td>
<td>0.02</td>
<td>0.60</td>
</tr>
<tr>
<td>(EQom 23) I am reserved in expressing emotions</td>
<td>0.09</td>
<td>0.06</td>
<td>0.58</td>
</tr>
<tr>
<td>(EQom 30) I overlook my emotions</td>
<td>0.03</td>
<td>0.19</td>
<td>0.58</td>
</tr>
<tr>
<td>(EQom 26) I rarely analyse my emotions</td>
<td>0.05</td>
<td>0.36</td>
<td>0.45</td>
</tr>
<tr>
<td>(EQom 4) Most people can't understand exactly what I feel</td>
<td>0.14</td>
<td>0.03</td>
<td>0.44</td>
</tr>
<tr>
<td>(EQom 9) I usually keep to myself when I am sad</td>
<td>0.03</td>
<td>0.01</td>
<td>0.39</td>
</tr>
<tr>
<td>(EQom 3) I have the tendency to focus on the negative side of things</td>
<td>-0.29</td>
<td>0.07</td>
<td>0.39</td>
</tr>
<tr>
<td>(EQom 42) I am usually pessimistic about future accomplishments</td>
<td>-0.23</td>
<td>0.11</td>
<td>0.32</td>
</tr>
<tr>
<td>(EQom 52) When I try to help someone, I unintentionally give directions by strongly criticizing them</td>
<td>-0.12</td>
<td>0.22</td>
<td>0.21</td>
</tr>
<tr>
<td>(EQom 35) I get carried away by emotions of anger</td>
<td>-0.15</td>
<td>0.16</td>
<td>0.08</td>
</tr>
<tr>
<td>(EQom 18) I believe that few people understand my emotions</td>
<td>0.37</td>
<td>0.20</td>
<td>0.06</td>
</tr>
<tr>
<td>(EQom 6) When I am under pressure, I snap</td>
<td>0.11</td>
<td>0.07</td>
<td>0.07</td>
</tr>
<tr>
<td>(EQom 38) I have the tendency to show my impatience to others</td>
<td>-0.13</td>
<td>0.06</td>
<td>0.29</td>
</tr>
<tr>
<td>(EQom 44) It's difficult for me to be optimistic</td>
<td>0.16</td>
<td>0.09</td>
<td>0.17</td>
</tr>
<tr>
<td>(EQom 7) When I am upset, everything bothers me</td>
<td>0.23</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

F1 = Caring and Empathy; F2 = Expression and Recognition of Emotions; F3 = Control of emotions; F4 = Use of Emotions

Table 2.1 shows that the principle component analysis with a Principal axis factor rotation on the GEIS resulted in four factors. Items loading on the first factor relate to Caring and Empathy, while the second factor addresses Expression and Recognition of Emotions. The third and fourth factor represents Control of Emotions and Use of Emotions respectively. It
was necessary to invert some of the negative items to positive so as not to achieve low factor loadings (items indicated with an “om” e.g. EQom 6 indicates an item that was inverted). The factors of the GEIS are described below (Tsaousis, 2007):

**Factor 1** was named **Caring and Empathy** as it is related to an individual’s disposition to assist others and the individual’s ability to understand the feelings of others as well as to experience them. Examples of items included in this sub-scale are: “When someone is talking to me about his/her problems, I almost feel like I have experienced these problems myself” and “I sympathise with others’ personal problems”.

**Factor 2** was named **Emotion Expression/Recognition** and is related to the individual’s ability to express and recognise his/her own emotional reactions accurately. Items comprised in this subscale are: “I believe that few people understand my emotions” and “I am unable to explain my emotional state to others”.

**Factor 3** was termed **Control of Emotions** and is associated with individuals’ ability to control and regulate their emotions in themselves as well as in others. Examples of items included in this sub-scale are: “I get carried away by emotions of anger” and “I am careful not to reveal my emotions to others”.

**Factor 4** was termed **Use of Emotions to Facilitate Thinking** and is related to individuals’ ability to harness their emotions so as to solve problems using optimism and self-assurance, thereby facilitating inductive reasoning and creativity. Examples of items included in this sub-scale are: “It’s difficult for me to be optimistic” and “Usually, my personal problems do not affect my performance at work”.

Even though the Psycones Questionnaire was already grouped into four factors, a factor analysis was nevertheless carried out. Even though it returned the same items for each factor, there were some items that apparently could be deleted to achieve higher Cronbach alpha coefficients. Since a separate factor analysis was carried out for each factor, and not one factor analyses with all the factors, those items whose loadings were not included for the specific factor, are replaced with 0,00. The results from the factor loadings on the Psycones is presented below. The results of the factor analysis on the Psycones are shown in Table 3.

Loading of variables on factors, communalities and percent variance are shown. The
variables are ordered and grouped by the size of their loadings to facilitate interpretation. The labels for each factor are given in a footnote.

Table 3
Factor Loadings, Communalities ($h^2$). Percentage Variance for Principal Factors Extraction and Varimax Rotation on Psycones questionnaire items.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
<th>$h^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your organisation promised or committed itself to provide you with interesting work?</td>
<td>0.50</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.25</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to provide you with a reasonable secure job?</td>
<td>0.59</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.35</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to provide you with good pay for the work you do?</td>
<td>0.56</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.31</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to provide you with a job that is challenging?</td>
<td>0.41</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.17</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to allow you to participate in decision-making?</td>
<td>0.55</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.30</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to provide you with a career?</td>
<td>0.53</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.28</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to provide a good working atmosphere?</td>
<td>0.76</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.58</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to ensure fair treatment by management and supervision?</td>
<td>0.73</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.53</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to be flexible in matching demands of non-work roles with work?</td>
<td>0.66</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.43</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to provide possibilities to work together in a pleasant way?</td>
<td>0.73</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.53</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to provide you with opportunities to advance and grow?</td>
<td>0.71</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.50</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to provide you with a safe working environment?</td>
<td>0.75</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.57</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to improve your future employment prospects?</td>
<td>0.75</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.56</td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to provide an environment free from violence and harassment?</td>
<td>0.74</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.55</td>
</tr>
<tr>
<td>Statement</td>
<td>Communalities</td>
<td>% Variance</td>
<td>Rotation</td>
<td>% Variance</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>---------------</td>
<td>------------</td>
<td>----------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Has your organisation promised or committed itself to help you deal with problems you encounter outside work?</td>
<td>0.61</td>
<td>0.00</td>
<td>0.00</td>
<td>0.38</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to go to work even if you do not feel particularly well?</td>
<td>0.00</td>
<td>0.51</td>
<td>0.00</td>
<td>0.26</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to protect your company's image?</td>
<td>0.00</td>
<td>0.76</td>
<td>0.00</td>
<td>0.58</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to show loyalty to your organisation?</td>
<td>0.00</td>
<td>0.76</td>
<td>0.00</td>
<td>0.58</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to work overtime or extra hours when required?</td>
<td>0.00</td>
<td>0.45</td>
<td>0.00</td>
<td>0.20</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to be a good team player?</td>
<td>0.00</td>
<td>0.39</td>
<td>0.00</td>
<td>0.15</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to turn up for work on time?</td>
<td>0.00</td>
<td>0.50</td>
<td>0.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to volunteer to do tasks outside your job requirements?</td>
<td>0.00</td>
<td>0.69</td>
<td>0.00</td>
<td>0.47</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to develop your skills to be able to perform well in this job?</td>
<td>0.00</td>
<td>0.77</td>
<td>0.00</td>
<td>0.59</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to meet the performance expectations in your job?</td>
<td>0.00</td>
<td>0.72</td>
<td>0.00</td>
<td>0.52</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to accept an internal transfer if necessary?</td>
<td>0.00</td>
<td>0.57</td>
<td>0.00</td>
<td>0.32</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to provide the organisations with innovative suggestions for improvement?</td>
<td>0.00</td>
<td>0.64</td>
<td>0.00</td>
<td>0.42</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to develop new skills and improve your current skills</td>
<td>0.00</td>
<td>0.61</td>
<td>0.00</td>
<td>0.37</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to work enthusiastically on jobs you would prefer not to be doing?</td>
<td>0.00</td>
<td>0.65</td>
<td>0.00</td>
<td>0.42</td>
<td></td>
</tr>
<tr>
<td>Have you promised or committed yourself to take responsibility for your career development</td>
<td>0.00</td>
<td>0.73</td>
<td>0.00</td>
<td>0.53</td>
<td></td>
</tr>
<tr>
<td>I feel angry</td>
<td>0.00</td>
<td>0.00</td>
<td>0.72</td>
<td>0.512</td>
<td></td>
</tr>
</tbody>
</table>
Table 3 Continued

Factor Loadings, Communalities ($h^2$), Percentage Variance for Principal Factors Extraction and Varimax Rotation on Psycones questionnaire items

<table>
<thead>
<tr>
<th>Item</th>
<th>$h^2$</th>
<th>$%$ of Variance</th>
<th>$%$ of Variance</th>
<th>$%$ of Variance</th>
<th>$%$ of Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel pleased</td>
<td>0.00</td>
<td>0.00</td>
<td>0.68</td>
<td>0.00</td>
<td>0.46</td>
</tr>
<tr>
<td>I feel violated</td>
<td>0.00</td>
<td>0.00</td>
<td>0.68</td>
<td>0.00</td>
<td>0.46</td>
</tr>
<tr>
<td>I feel disappointed</td>
<td>0.00</td>
<td>0.00</td>
<td>0.58</td>
<td>0.00</td>
<td>0.34</td>
</tr>
<tr>
<td>I feel grateful</td>
<td>0.00</td>
<td>0.00</td>
<td>0.72</td>
<td>0.00</td>
<td>0.52</td>
</tr>
<tr>
<td>Overall, do you feel you are rewarded fairly for the amount of effort you put into your job?</td>
<td>0.00</td>
<td>0.00</td>
<td>0.60</td>
<td>0.00</td>
<td>0.36</td>
</tr>
<tr>
<td>To what extent do you trust senior management to look after your best interests?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel that organisational changes are implemented fairly in your organisation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In general, how much do you trust your organisation to keep its promises or commitments to you and other employees?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel you are fairly paid for the work you do?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To what extent do you trust your immediate manager to look after your best interests?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel fairly treated by managers and supervisors?</td>
<td>0.30</td>
<td>0.00</td>
<td>0.00</td>
<td>0.84</td>
<td>0.70</td>
</tr>
</tbody>
</table>

F1 = Employer Obligations; F2 = Employee Obligations; F3 = Emotions of the PC; F4 = State of the PC

Since separate factor analyses were conducted for each factor separately on the Psycones, the items which did not load for a specific factor had its values replaced with 0.00.

Table 3 shows that the principal component analysis with a principal axis factor rotation resulted in four factors. Items loading on the first factor relate to Employer Obligations, while the second factor addresses Employee Obligations. The third and fourth factor represents Emotions of the Psychological contract and State of the Psychological contract respectively. The factors of the Psycones are described below.

Factor 1 was labelled Employer Obligations and refers to the obligations or promises of the employer that were made or implied. Examples of items in this subscale include: "Does your
employer provide you with interesting work?” and “Does your employer provide you with a safe working environment?”

Factor 2 was labelled Employee Obligations and is related to the obligations or promises that the employee made or implied to their employer. Examples of items in this subscale include: “Do you go to work, even if you do not feel particularly well?” and “Do you work overtime or extra hours when required?”

Factor 3 is described as Emotions of the psychological contract and is related to the employees’ feelings regarding the degree to which they feel their employer has kept its promises, as well as to the degree in which the employee feels they kept their promises to the employer. Items on this subscale include: “I feel happy? angry? sad?”

Factor 4 is described as State of the psychological contract and refers to the employees' overall state of their feelings concerning promises or obligations kept by their organisation or employer and the treatment towards them and includes items such as “Do you feel you are rewarded fairly for the amount of work you put into your job?” and “Do you feel fairly treated by managers and supervisors?”

Following the factor analyses of the two measuring instruments, descriptive statistics were carried out to provide an illustration of the description of the data. Reliability analyses were also carried out to establish the Cronbach Alpha coefficients. The results are presented in Table 4.

Table 4.
Descriptive Statistics and Alpha Coefficients of emotional intelligence and the psychological contract (N=67)

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Emotions</td>
<td>68,27</td>
<td>8,52</td>
<td>-1,75</td>
<td>7,24</td>
<td>0,85</td>
</tr>
<tr>
<td>Caring and empathy</td>
<td>44,23</td>
<td>6,15</td>
<td>-1,06</td>
<td>5,68</td>
<td>0,90</td>
</tr>
<tr>
<td>Expression and Recognition of emotions</td>
<td>31,88</td>
<td>7,24</td>
<td>-0,56</td>
<td>-0,26</td>
<td>0,80</td>
</tr>
<tr>
<td>Control of Emotions</td>
<td>32,67</td>
<td>5,57</td>
<td>-0,52</td>
<td>0,19</td>
<td>0,71</td>
</tr>
</tbody>
</table>
Table 4 Continued
Descriptive Statistics and Alpha Coefficients of emotional intelligence and the psychological contract (N=67)

<table>
<thead>
<tr>
<th>Employer Obligations</th>
<th>48.52</th>
<th>14.34</th>
<th>-0.49</th>
<th>-0.25</th>
<th>0.88</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Obligations</td>
<td>58.07</td>
<td>10.16</td>
<td>-1.28</td>
<td>1.91</td>
<td>0.86</td>
</tr>
<tr>
<td>Emotions of the Psychological contract</td>
<td>22.50</td>
<td>4.38</td>
<td>-0.21</td>
<td>-0.74</td>
<td>0.73</td>
</tr>
<tr>
<td>State of the Psychological contract</td>
<td>19.87</td>
<td>6.64</td>
<td>-0.45</td>
<td>-0.72</td>
<td>0.90</td>
</tr>
</tbody>
</table>

Inspection of table 4 shows that acceptable Cronbach alpha coefficients were obtained for all the scales. All the alpha coefficients were higher than the guideline of $\alpha > 0.70$ (Nunnally & Bernstein, 1994). As indicated in table 2, all the scores are normally distributed, except for the scores of Use of Emotions, Caring and Empathy and Employee obligations.

The next step in the empirical research was to carry out the correlations between the constructs on emotional intelligence and the psychological contract. The results from the correlations are presented below in table 5.
Table 5

*Correlation coefficients*

<table>
<thead>
<tr>
<th></th>
<th>Caring and Empathy</th>
<th>Use of Emotions</th>
<th>Expression and Recognition</th>
<th>Control of Emotions</th>
<th>Employer Obligations</th>
<th>Employee Obligations</th>
<th>Emotions of Psychological contract</th>
<th>State of the Psychological contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring and Empathy</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Use of Emotions</td>
<td>0.32*+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Expression and Recognition</td>
<td>0.15</td>
<td>0.02</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Control of Emotions</td>
<td>0.07</td>
<td>0.27*+</td>
<td>0.38*+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Employer Obligations</td>
<td>0.10</td>
<td>0.02</td>
<td>-0.02</td>
<td>0.26*+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Employee Obligations</td>
<td>0.30*+</td>
<td>0.31*+</td>
<td>0.06</td>
<td>0.17</td>
<td>0.35*+</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Emotions of the Psychological contract</td>
<td>0.01</td>
<td>-0.05</td>
<td>-0.01</td>
<td>0.31*+</td>
<td>0.47*+++</td>
<td>-0.06</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State of the psychological contract</td>
<td>0.09</td>
<td>0.00</td>
<td>0.02</td>
<td>0.39*+</td>
<td>0.67*+++</td>
<td>0.26*+</td>
<td>0.70*+++</td>
<td>-</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.01 level
+ Correlation is practically significant; \( r \geq 0.30 \) (medium effect)
++ Correlation is practically significant; \( r \geq 0.50 \) (large effect)
A correlation matrix was carried out to determine whether there were any inter-item correlations or factors on the GEIS which correlated with the factors on the Psycones. As can be seen in table 5, the items on the GEIS which correlated with one another included Use of Emotions, which correlated with Caring and Empathy (medium effect) while Control of Emotions correlated with Use of Emotions (small effect) and Expression and Recognition of emotions with a medium effect.

The items on the Psycones which correlated with one another included Employee Obligations which correlated with Employer Obligations (medium effect). Employer Obligations returned promising results correlating with a large effect with Emotions of the Psychological contract as well as State of the Psychological contract, which also correlated significantly with employee obligations and Emotions of the Psychological contract.

The most significant intra-item correlations which were established, included State of the Psychological contract, that correlated with a large effect with Control of Emotions. Other significant correlations included Emotions of the Psychological contract, which correlated with Control of Emotions (medium effect) and employee Obligations, which correlated with Caring and Empathy with a medium effect. These correlations were all statistically significant, with only items on the Psycones returning correlations with practical significance. These included State of the PC and Emotions of the PC, State of PC and Employer Obligations and Emotions PC and Employer Obligations.

Following the correlation studies, multiple regression analyses were carried out to determine whether the constructs on the psychological contract predicted any of the constructs on emotional intelligence. A summary of the multiple regression analyses are provided below in Table 6.
Table 6

Summary of Multiple Regression Analyses with the items on the Psycones as the dependent variables

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>F</th>
<th>p</th>
<th>R</th>
<th>$R^2$</th>
<th>$\Delta R^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Employer Obligations</td>
<td>2,52</td>
<td>0,05</td>
<td>0,37</td>
<td>0,14</td>
<td>0,08</td>
</tr>
<tr>
<td>2 Employee Obligations</td>
<td>1,58</td>
<td>0,19</td>
<td>0,30</td>
<td>0,09</td>
<td>0,03</td>
</tr>
<tr>
<td>3 Emotions of the Psychological contract</td>
<td>2,03</td>
<td>0,10</td>
<td>0,34</td>
<td>0,12</td>
<td>0,06</td>
</tr>
<tr>
<td>4 State of the psychological contract</td>
<td>3,92</td>
<td>*0,00</td>
<td>0,45</td>
<td>0,20</td>
<td>0,15</td>
</tr>
</tbody>
</table>

* $p \geq 0.01$

Table 6 summarises the regression analyses of the Psychological Contract constructs as dependent variables and the Emotional Intelligence constructs as the independent variables. As can be seen, it was only the State of the Psychological Contract which produced a significant model ($F_{4,62} = 3.920; p = 0.00$). The results for the regression analysis is given in table 7.

Table 7

Multiple Regression Analysis with State of the Psychological contract as Dependent Variable and Caring and Empathy, Use of Emotions, Expression and Recognition and Control of Emotions as independent variables

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardised Coefficients</th>
<th>Standardised Coefficients</th>
<th>$t$</th>
<th>$p$</th>
<th>$F$</th>
<th>$R$</th>
<th>$R^2$</th>
<th>$\Delta R^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>B</td>
<td>SE</td>
<td>BETA</td>
<td>1,43</td>
<td>0,16</td>
<td>3,92</td>
<td>0,45</td>
<td>0,20</td>
</tr>
<tr>
<td>Caring and Empathy</td>
<td>0,11</td>
<td>0,11</td>
<td>0,14</td>
<td>1,03</td>
<td>0,31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Emotions</td>
<td>-0,26</td>
<td>0,15</td>
<td>-0,24</td>
<td>-1,71</td>
<td>0,09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expression and Recognition</td>
<td>-0,21</td>
<td>0,11</td>
<td>-0,23</td>
<td>-1,81</td>
<td>0,08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control of Emotions</td>
<td>0,58</td>
<td>0,15</td>
<td>0,48</td>
<td>3,84</td>
<td>0,00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7 summarises the regression analysis with emotional intelligence constructs as predictors of the State of the Psychological contract. Entry of emotional intelligence...
produced a statistically significant model ($F_{4,62} = 3.92; \ p = 0.00$), accounting for approximately 20\% of the variance. More specifically it seems that Control of Emotions ($\beta = 0.48; \ t = 3.84; \ p \leq 0.05$) was a significant predictor of the State of the psychological contract.

**DISCUSSION**

The aim of this research was to determine whether a relationship between emotional intelligence and the psychological contract could be established, from the objectives set for this study, the following was achieved.

Initially this research project aimed to conceptualise the relationship between the psychological contract emotional and intelligence by means of a literature review. A widely comprehensive literature study was conducted to find evidence and support from previous studies that had attempted establishing this relationship, but the findings were to no avail. However the literature study on the two constructs lent strong support that there could exist a relationship between these two constructs. The literature on emotional intelligence was vast. The literature which focused on its impact in an organisational context, specifically with regard to the impact of emotional intelligence on workplace constructs such as job satisfaction, job insecurity, organisational commitment and the like showed a compelling resemblance to the research on the psychological contract. It was discovered that the psychological contract had also been measured against workplace constructs (job satisfaction, job insecurity, organisational commitment and so forth) and found to have an impact on them. The uncanny parallels between these similar studies found in the literature on these two independent constructs suggested strong evidence that there could be meaningful relationship waiting to be discovered.

The author’s conclusions on the psychological contract from the literature review is that it is a difficult construct to work with, since while it may have gained credibility and value for being a measurable construct, it still remains largely unexplored for its measurability. Since the psychological contract is idiosyncratic in nature (DelCampo, 2007) and proven to be unstable over time, more qualitative measures are needed to measure the construct.
Other conclusions that were drawn from the literature review were the psychological contract's reliance on other independent variables such as breach and violation and intentions to quit for its measurement. Its idiosyncratic nature motivates the assumption that the psychological contract seems to require itself to be measured against other constructs for it to carry weight, making its measurement alone questionable based on how much it can contribute in meaning on its own. This however creates an opportunity for further research which could be aimed at developing new measuring instruments to measure the psychological contract. The problems and limitations with regard to emotional intelligence are discussed in the limitations.

The second objective of this study was to determine the construct validity and reliability of the emotional intelligence and psychological contract questionnaires which was obtained through carrying out factor analyses and establishing high Cronbach Alpha coefficients.

It was fortunate that the factor analysis showed promising results as well as that the reliability analyses returned high Cronbach Alpha coefficients varying from 0.71 to 0.90 (for both questionnaires). Even though the small population size may have been questionable for the reliability, a comparison of the reliability coefficients found in the works of Joubert (2007), who used a South African sample size of 145 (N = 145), produced similar Cronbach Alpha coefficients for the GEIS Questionnaire with Expression and Recognition (α = 0.73), Control of Emotions (α = 0.80), Caring and Empathy (α = 0.77) and Use of emotions (α = 0.67) respectively.

With regards to the Psycones Questionnaire used in a South African context, Linde (2007) established Cronbach alpha coefficients varying from 0.70 to 0.90 with a population size of 2535 (N = 2535). These findings show evidence that these measuring instruments are reliable and suitable to apply and measure in a South African population.

The third objective of this study was to determine the relationship between the emotional intelligence and the psychological contract constructs through means of correlations between the constructs of emotional intelligence and the psychological contract. Results from the correlation studies showed some strong correlations, and for the purpose of this research being of an exploratory nature, the small correlations were also reported. Results from the correlation studies showed some strong correlations, and this research being of an exploratory
nature, the small correlations were also reported. The results on the correlations between the items on emotional intelligence showed that Use of Emotions correlated with Caring and empathy (medium effect), indicating that one's use of emotions affected the way in which a person conveys caring and empathy. Since the correlation is positive, it means that the more empathy one show in one's emotions (assuming these are positive emotions), the more likely the chances of one being more caring and empathic.

Control of emotions also correlated with Use of Emotions (small effect) and Expression and recognition (medium effect), with a positive relationship. This implies that an individual who is generally in control of his or her emotions, is someone who is aware of his or her emotions and therefore can more easily express those emotions and recognise the emotions of others.

Regarding the items on the psychological contract, it was found that Employee Obligations correlated positively (medium effect) with Employer obligations, implying a reciprocal relationship. This implies that if an employer feels his employee is fulfilling the organisation's obligations, the employer will most likely make the effort to ensure the employee feels that his or her obligations are also being met and the same applies conversely. However, if the employer or employee feels their obligations are not being met, they might seek to ensure the other does not get their obligations met either. This assumption is supported in the literature in the works of DelCampo (2007), who maintains that the psychological contract is a key to helping today's managers understand the nature and direction of their relationships with employees. A comprehension of this distinct relationship between employee and employer can help managers minimise or completely eliminate false assumptions about job duties, extra role behaviours and relational expectations, with the result that the psychological contract is "managed", which could lead to increased job performance and job satisfaction as well as lower staff turnover.

Furthermore, Emotions of the psychological contract correlated more significantly with employer obligations (large effect), indicating that the employees' emotions were largely affected by their perceptions of employer obligations either kept or not maintained. In other words, this would entail that if an employee felt his or her obligations were being fulfilled, he or she would tend to feel pleased and happy, whereas if they felt their employer's obligations were not being met, they would be inclined to feel angry and violated. This could also involve the aspect of trust, since trust is in essence a perception. This finding could also posit
that an employee's emotions would be affected if trust were violated in terms of the employer keeping his obligations. This finding is in support of the views of Atkinson (2007), Kingshott and Pecotich (2007) and similarly of Pate, Martin and McGoldrick (2003).

The state of the psychological contract correlated the most with the other items on the psychological contract questionnaire returning large and significant correlations with employer obligations, employee obligations and emotions of the psychological contract. This finding proves that one's overall state of the psychological contract is largely influenced by the degree to which the employer and employee feels the other is keeping their promises or obligations which ultimately affects how that person feels about these promises either being kept or not kept thereby influencing the state of the psychological contract. These findings concur with the literature on the experiences and violation of the psychological contract in the works of Robinson and Rousseau (1994) and Turnley and Feldman (1999).

A look at the intra-item correlations of emotional intelligence and the psychological contract showed that Employee Obligations correlated with Caring and Empathy (positive relationship with a medium effect) suggesting that employees are more likely to fulfil their obligations if they feel they are receiving support and empathy in return. It also makes sense that this would naturally mean there would be an increase in organisational commitment which is widely supported in the work-life balance literature by Demerouti, Geurts and Kompier (2004) who found that organisational, colleague and supervisor and instrumental support lead to higher levels of commitment. For this study it implies that if support from the organisation on an emotional level (showing caring and empathy) is prevalent, employees will feel more dedicated to fulfilling their obligations.

What was very significant were the correlations between Emotions of the psychological contract and Control of emotions (positive with a medium effect) as well as the State of the Psychological contract which correlated largely with Control of Emotions. These findings strongly suggest a relationship between the psychological contract and emotional intelligence as it shows that if one is in control of one's emotions, it has a significant impact on one's emotions pertaining to one's psychological contract, which in turn seems to affect one's state of the Psychological contract. The assumption made from this finding implies that if one is in control of one's emotions, one is more resilient or adaptive to the emotions experienced by one's state of the psychological contract, and since one is then adaptive to one's emotions
experienced by one’s psychological contract, it implies that one has more control over one’s experiences of one’s state of the psychological contract.

The results from the regression analysis further confirmed this assumption leading to a statistically significant model which was the next objective of this study, namely to determine if emotional intelligence predicts the variance explained in the psychological contract. As the regression analyses were being carried out, there was some concern that the first three regression analyses did not return any significant models. Fortunately a model emerged where state of the psychological contract was the dependent variable with the four emotional constructs as the predictors. The model ($F_{4,62} = 3.920; p = 0.00$) accounted for approximately 20% of the variance, with control of emotions ($\beta = 0.48, t = 3.84, p \leq 0.05$) being the significant predictor of the state of the psychological contract.

What this finding suggests is that one’s ability to control one’s emotions has a strongly significant impact on one’s state of the psychological contract. It also confirms a link that emotional intelligence can be related to one’s experiences of the psychological contract which was the ultimate objective of this study.

From this finding flows the question that if one’s state of the psychological contract is influenced by the control of emotions, then will it not also be influenced by one’s intentions to quit? Since the literature shows that violation of trust impacts the intentions to quit (see Turnley & Feldman, 1999) can one’s level of emotional intelligence, specifically one’s ability to control one’s emotions, perhaps buffer this impact by making one more resilient? Carmeli (2003) is in support of this statement, from his research of a direct relationship existing between a person’s level of emotional intelligence and its influence on his or her intentions to withdraw from the organisation. His research suggests that people with high levels of emotional intelligence have more perseverance and are likely to explore and deal with their emotions before quitting the organisation. Could this not suggest that people with high levels of emotional intelligence would also reflect on their experiences of psychological contract violation, put it into perspective and thus be less likely to quit?

The results certainly yielded interesting new discoveries which obviously generate new possibilities for further studies. Consequently this led to the final objective of this research,
which was to make recommendations for future research regarding the relationship between the psychological contract and emotional intelligence.

RECOMMENDATIONS

As it has now been established that a relationship exists between emotional intelligence and the psychological contract – specifically on control of emotions and the state of the psychological contract – it is recommended that future studies be aimed at developing on this relationship, so as to establish if there are any specific emotions that render the state of the psychological contract.

As the two measuring instruments used in this study were only available in English, it is recommended that for future South African studies these instruments be adapted and translated into other African languages as well as Afrikaans, to be able to establish more clarity and understanding of the content for the language groups to achieve more reliable results in the end.

Future studies are required to gather more empirical evidence that will not only support the findings of this study but also to confirm these findings and to generate new relationships which could not be established from this empirical study.

What is also recommended is that other constructs be measured with this relationship to determine whether they moderate this identified relationship.
REFERENCES


CHAPTER 3

LIMITATIONS AND RECOMMENDATIONS

This chapter encompasses conclusions regarding the literature review and the empirical study according to specific objectives. The limitations of the study are highlighted and recommendations are made for the organisation as well as for future studies.

3.1. CONCLUSIONS

In this section conclusions are drawn in terms of specific objectives and empirical findings made in the present study.

Foremost the first objective of this research was

- To conceptualise the relationship between the psychological contract and emotional intelligence by means of a literature review.

The literature suggests strong evidence that a relationship exists between emotional intelligence and the psychological contract and deductions from the findings of the empirical research that control of emotions is related to the state of the psychological contract seems already present in the literature if one considers the studies done by Cooper (1998), whose research showed that if emotions were properly managed, it could lead to trust, loyalty and team and organisational accomplishments, whereas a lack of managing emotions in the workplace led to uncertainty among many and poor relationships with employees. Following on this research his later works showed that emotions serve to motivate, organise, direct and activate behaviours in the workplace (Payne & Cooper, 2004). Even more compelling in the literature was the evidence of emotional intelligence and the psychological contract being directly related or implicated to workplace constructs such as job satisfaction (Van Rooy & Viswesvaran, 2004; Daus & Ashkanasy, 2005; Kafetsios, & Zampetakis, 2007; as well as Guest & Conway, 1997; McDonald & Makin, 2000), job attitudes (Sheehan, 1999; as well as De Cuyper & De Witte, 2006; Jordan & Schraeder, 2007) job security (Jordan, Ashkanasy Hartel, 2002; as well as Aronsson & Göransson, 1999; Smithson & Lewis, 2000), job performance (Langhorn, 2004 as well as Carmeli, 2003), commitment (Abraham, 1999; Poon, 2004 as well as Cavanaugh & Noe, 1999; McDonald & Makin, 2000, Thomas &
Feldman, 2008) and even well-being (Mavroveli, Petrides, Rieffe, & Bakker, 2007; Gallagher & Brodrick, 2008; as well as De Cuyper & De Witte, 2006). In this regard the emotional competence of the employee can play a vital role in the experience of the psychological contract.

All these findings correspond to the literature on the consequences of psychological contract experiences, such as Atkinson (2007), who found that trust enhanced employee contribution, or Lawler and Yoon (1996), whose findings yielded that fulfilled promises generated a positive effect at work, which was supported by Coyle-Shapiro and Kessler (2000). The purpose of highlighting these elements in the literature is to demonstrate how close the literature on the benefits of emotional intelligence in the workplace is related to the benefits on positive experiences of the psychological contract. It appears to serve as a metaphor to support the findings of this study in that control of emotions (implying proper emotional management) is in relationship with the state of the psychological contract (whether an employee is feeling satisfied, violated, abused). In retrospect the aim is to demonstrate from this that being in control of one’s emotions can moderate how one experiences one’s current state of one’s psychological contract.

The second objective of this study was:

- To determine the construct validity and reliability of the emotional intelligence and psychological contract questionnaires

With the second objective the conclusions drawn from the literature as well as from previous studies and this current study are that the two measuring instruments (Psycones and the GEIS) are reliable and valid measuring instruments. The confirmation of the high Cronbach alpha coefficients established by Tsaousis (2007) and Joubert (2007) for the GEIS, and the coefficients established by Kirsten (2002) and by Veldsman (2008) as well as the coefficients established for both questionnaires in this study proves that these two instruments can be applied in a South African context, the only limitation being that further adaptations of these questionnaires will need to be made for future studies to make them more representative to the broader South African population.
The third objective was:

- **To determine the relationship between the emotional intelligence and the psychological contract constructs**

The correlation coefficients achieved from the inter- and intra-item correlations were significant, with the strongest intra-item correlation being between control of emotions and the state of the psychological contract (0.39), which according to the guideline of Cohen (1988) of 0.30 is a statistically and practically significant correlation with a medium effect. From the third objective of this study the conclusions that can be drawn are that both these constructs have well established sub-constructs that are so independent that separate questionnaires could be set up to measure these sub-constructs. The results from the correlations between these sub-constructs yet again confirmed a recurring theme that emerged from this study, which was that control of emotions is in relationship with the state of the psychological contract.

Regarding the fourth objective:

- **To determine if emotional intelligence predicts the variance explained in the psychological contract**

This objective maintains with the third objective by revealing that control of emotions contributed towards 20% of the variance explained by the state of the psychological contract. This amounts to a large proportion of the variance, indicating that control of emotions is a strong predictor of the State of the Psychological contract.

These objectives were all successfully obtained and in the end contributed towards the broader objective of this study, which ultimately confirms what this research study aimed to determine, which was that there does exist a relationship between emotional intelligence and the psychological contract. The findings which indicated that one’s control of emotions not only correlated but also predicted one’s state of the psychological contract lead to the assumption that the reason for these two constructs (emotional intelligence and the
psychological contract) relating to one another is because it seems emotional intelligence serves as a coping mechanism to foster a healthy state of the psychological contract.

The evidence of this established relationship and its implications hold many prospects for the organisation as well as for future research. However it was not without its limitations.

3.2. LIMITATIONS

As with any research project, there are always limitations involved which can aid to help future research studies improve on these limitations. Below is a discussion of the limitations of this study.

Since this research study was of an exploratory nature, it naturally has certain limitations. One of the biggest limitations of the study was the population demographic. The fact that a small population size (N = 67) was used, limits the representation and significance of the findings to wider demographic groups. The homogeneity of the population and anonymity of the participants further limited this study, as it could not be established which occupation, age group, gender, race or educational level impacted the influences and experiences of the psychological contract. Similarly, it could not be determined as to whether a certain demographic group experienced higher levels of emotional intelligence and the possible reasons as to why it was unique to this demographic group.

As the population was selected from a higher educational institution, it creates a further limitation to this study, as the results are only relevant in this narrow context. Consequently, it is recommended that such a study is executed in an organisational context, preferably on management level, to obtain a wider scope representative to a larger demographic.

An additional limitation in this regard concerns the use of a cross-sectional survey design, which makes it impossible to prove the causality of the obtained relationship over a period of time. It is therefore recommended for future research that longitudinal studies be conducted to determine how the state of the psychological contract changes with affective states of emotions.
Another limitation of the study could be related to the questionnaires used for this research. The fact that they were only available in English, and have not yet been adapted to other South African languages, poses a threat to the validity, since many participants in the study were Afrikaans, while a few of the other participants were African. While these two questionnaires have been used in a South African context in previous studies, the frequency remains limited and far more studies are required to establish its content validity on a South African population group, as well as to further develop these questionnaires to be representative of the different cultural and language groups present in the country. This creates an added limitation in the sense that these questionnaires would also need to be adapted into the different languages to actually be more representative to the wider South African demographic.

Associated with this limitation is one highlighted by DelCampo (2007), who upholds that a major issue associated with the measurement of the psychological contract has to do with a lack of consistency in choice of what to measure. He notes the research surrounding psychological contract features and compares the content to some attribute or dimension — whether it is implicit/explicit or stable/unstable over time (Parks & Van Dyne, 1995), with the result that this type of research attempts to identify “adjectives” such as explicit or unwritten to describe the contract.

Other limitations of the psychological contract are found in its consistency in measurement. DelCampo (2007) demonstrates this by highlighting how Rousseau (1990) and Robinson and Rousseau (1994) found similar though not completely identical sets of obligations over a two and half year period, indicating that the psychological contract is not stable over time. Moreover, the studies carried out by Robinson and Wolfe Morrison (1995), who indeed did find some stable scores on employee/employer obligations, were unable to cross-validate them when they attempted to compare them across populations. Conclusions which can be drawn from this implies that the psychological contract has an idiosyncratic nature in terms of the content of the psychological contract. As a result qualitative research studies or mixed methods could be employed to be able to identify organization/firm/position-specific categories.
Assumptions from these findings for this study suggests that if psychological contract is idiosyncratic by nature, and changes over time, then it should develop and reshape itself as one grows in one's level of emotional intelligence.

The framework and model in which emotional intelligence was approached for this study poses another limitation. This study approached emotional intelligence from an ability model as conceptualised by Mayer and Salovey (1997). Future research could adopt a mixed model approach to emotional intelligence, integrating the non-cognitive models proposed by Bar-On (1997) and the competency based models by Goleman (1995).

Janovics and Christiansen (2001) who carried out a study using two self reported emotional intelligence questionnaires – the Trait Meta-Mood Scale (Salovey, Mayer, Goldman, Turvey, & Palffai 1995) and the Schutte EQ test (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim, 1998) - found that these self-report measures of emotional intelligence returned little convergent validity with cognitive ability and also showed weak correlations with performance-based measures, which raises concerns about whether the self-reported emotional intelligence questionnaire used for this study to measure against the psychological contract was an accurate and predictable measure for this context.

More problems associated with emotional intelligence are highlighted by Zeidner, Matthews, and Roberts (2004), who found in their critical analysis of emotional intelligence that a substantial amount of the predictive validity of questionnaire measures of emotional intelligence could be as a result of its overlap with standard personality factors. They also highlight that the emotional intelligence literature is saturated with unsubstantiated generalisations (especially in the works of Goleman, 1998, The Hay Group, 2000) which are anecdotal or impressionistic and/or based on unpublished or in-house research findings, making the existing evidence of the role of emotional intelligence in occupational success questionable. In light of this criticism, it poses a limitation on this present study as to whether the findings from the self-reported emotional intelligence scale (GEIS) is actually valid or whether the author make use of inferences based on the literature to claim the findings.

It is apparent that while emotional intelligence and the psychological contract may be well-established constructs in the literature, they are not without their limitations and degrees of scepticism about them. The last section of this research study therefore addresses the
recommendations for future research for the profession as well as for research with the aim to draw attention to improvements for future studies.

3.3. RECOMMENDATIONS

The following recommendations are made to the profession as well as for future research in South Africa.

3.3.1. Recommendations for the profession

The relevance of emotional intelligence and the psychological contract in the workplace has many implications and thus recommendations for organisations.

While this study was carried out in a higher educational institution and thereby may not have many implications for the running of these institutions since they are so impersonal, there are implications which can be generalised to organisations.

Ultimately the importance of the psychological contract in employment relations naturally generates significance for the organisation. As the literature has profusely demonstrated the importance to preserve the psychological contract relationship and to take heed of consequences of its violation (as seen in the works of Rousseau, 1995, 2001, Cavanaugh & Noe, 1999, Shore & Barksdale, 1998 and many others), this study in support with the literature could serve as an important lesson for organisations and employers to keep to their obligations and promises so as to prevent the negative consequences of psychological contract violation.

For the organisation, this study has shown that for selection and recruitment practices the hiring of employees who display levels of emotional intelligence can be beneficial not only for the obvious benefits, but it could help maintain employee retention levels as people with emotional intelligence have been shown to display endurance (Cooper, 1998; Mikolajczak, Menil, & Luminet, 2007) enabling them to process experiences of psychological contract violation (should they occur) instead of intending to quit.

Qualitative research studies should be expanded on this study so as to determine more
subjective experiences of the psychological contract, as it has been shown to be idiosyncratic in nature. This could further aid to clarify how one’s control of emotions regulates the state of the psychological contract.

Research on the psychological contract has also received attention on employees’ psychological contract experiences in temporary and permanent employment (McDonald & Makin, 2000; Grimmer & Oddy, 2007). While there has proved to be differences, the quest to discover to what extent emotional intelligence has an impact on these contracts is also yet to be embarked on.

On the opposite end of the psychological contract (employer’s side) more research needs to be conducted to determine the employer’s psychological contract. This dimension has gone quietly unexplored, and thus new insights are needed to obtain the employer’s perspective on experiences of the psychological contract.

Since emotional intelligence has had the findings about it exaggerated and based on conjecture in the literature, as mentioned in the limitations (see Ziedner, Matthews, & Roberts, 2004) and has been a victim of popular fads, especially since Goleman (1995) popularised it (Carson, Lanier, Berkenmeier, 1999), its need to be taken seriously has been undermined and so its importance and relevance in this current study may not receive its deserved attention in an organisational context, as managers in the corporate world may excuse this research as being “fad-based”. The hopes for future research on emotional intelligence will be for it to continue gaining a more serious stance, thereby slowly diminishing its image of being simply a fad.

3.3.2. Recommendations for future research

Since there has been a link established between the psychological contract and emotional intelligence, future research could focus on establishing which aspects of emotional intelligence contribute most effectively to a person’s experience of the psychological contract. Alternatively, research could also begin to focus on which emotional competencies predict a healthy psychological contract as well as to determine whether emotional intelligence is actually a coping mechanism to foster the psychological contract and what
other coping mechanisms are that can be employed to help employees deal with violations of
their psychological contracts.

Future studies following on the present study should look at using non-self-report measures
to measure emotional intelligence against the psychological contract. The results could
possibly return findings that contradict the findings as found in the empirical study.

The psychological contract on the other hand seems reliant on investigating its outcomes to
attitudes such as commitment and job satisfaction, whereas its impact on health outcomes has
been very scarce (Guest & Clinton, 2003). So far the only authors to have scraped the surface
of this unexplored dimension have been Aronsson and Göransson (1999), who carried out
comparison studies on Swedish workers to investigate the psychological contract and whether
they were in their choice of occupation as indicators of health and well-being, and more
recently De Cuyper and De Witte (2006). Studies on emotional intelligence and well-being
(Gallagher & Brodrick (2008) have also been carried out, generating a possibility for future
studies to establish the effect of emotional intelligence and the psychological contract on
well-being, or to investigate the influence of health and well-being and emotional intelligence
as a predictor of the state of the psychological contract.

It was fortunate for the researcher to meet Professor (Dr) Renè Schalk and have a proper
discussion about this study. Professor Schalk (personal communication) mentioned that while
my study had promising potential for future studies, one of the limitations was that the
psychological contract is limited to its context in work environment. This implies that it is
only relevant in one’s work environment, unlike emotional intelligence which individuals
applies in all contexts of their lives. As a result he made an interesting proposition for future
research, namely looking at the psychological contract violation as a form of emotional
labour in the workplace, an area already significant in the emotional intelligence literature
(investigated by Payne & Cooper, 2004). While Professor Schalk maintains he is no expert in
the field of emotional intelligence, he suggested that I should look at the personality aspect of
emotional intelligence and investigate establishing what personality traits have an impact on
the experiences and influences of the psychological contract. One could investigate especially
the big five personality characteristics, namely extroversion, agreeableness, openness to
experience, conscientiousness and neuroticism. While this has already been touched on the
surface by DelCampo (2007), further studies could increase its contributions
The relationship between emotional intelligence and the psychological contract should not be limited to only establishing a stronger link. Future research could also investigate the mediating role of other factors such as the level of engagement, burnout, or even work-home interference which could also impact the psychological contract. What could also contribute in this regard is to investigate the common myths and ideologies associated with the psychological contract and how this could influence individuals’ perceptions on its breach and violation.

Since there has been a link established between the psychological contract and emotional intelligence, future research could focus on establishing which aspects of emotional intelligence contribute most effectively to a person’s experience of the psychological contract. Alternatively, research could also begin to focus on which emotional competencies predict a healthy psychological contract. Future research should delve into investigating emotional labour in the psychological contract and its impact on the state of the psychological contract over an extended period of time.
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