

**The influence of flourishing, job crafting and emotional
intelligence on job performance within a South African
Pharmaceutical company**

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A mini thesis submitted in partial fulfilment of the requirements for the degree of
Magister Commercii in the Department of Industrial Psychology, Economic and
Management Sciences Faculty, University of the Western Cape.

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ABSTRACT

The influence of flourishing, job crafting and emotional intelligence on job performance within a South African Pharmaceutical company

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The purpose of this study was to investigate the influence of flourishing, job crafting and emotional intelligence on job performance within an organization in the South African Pharmaceutical industry. With the economic environment being characterized by hostility and change, organizations are faced with continuous pressure to remain afloat in such a harsh economy. This challenging environment also creates stress and strain among individuals in the workforce.

Without employees performing optimally, organizations are at risk in such a volatile and competitive economy. This has resulted in a focus on organizational sustainability and performance. Many researchers thus far have emphasized that various ‘people-centric’ aspects and applied positive psychology components can enhance the productivity of workers in these demanding environments. Numerous researchers thus far have studied and shown significant correlations between many people-centric variables and job performance, hence the focus on employee job performance as the centrality to an organization’s sustainable success.

Primary data was collected from an organization in the Pharmaceutical industry of South Africa ($n = 72$) through a quantitative research design of an Ex-Post Facto nature. A cross-

sectional approach indicated the possibility of and degree to which the independent variables (flourishing, job crafting and emotional intelligence) could influence job performance.

The results were unexpected considering the current literature. Results indicated that no statistically significant correlation between flourishing and job performance; job crafting and job performance; and emotional intelligence was found. Reasons for the findings may include the validity of the performance measure used in the present study. Nonetheless, these results add valuable contribution to the existing body of literature and suitable recommendations are presented to the organization under study.

April 2019

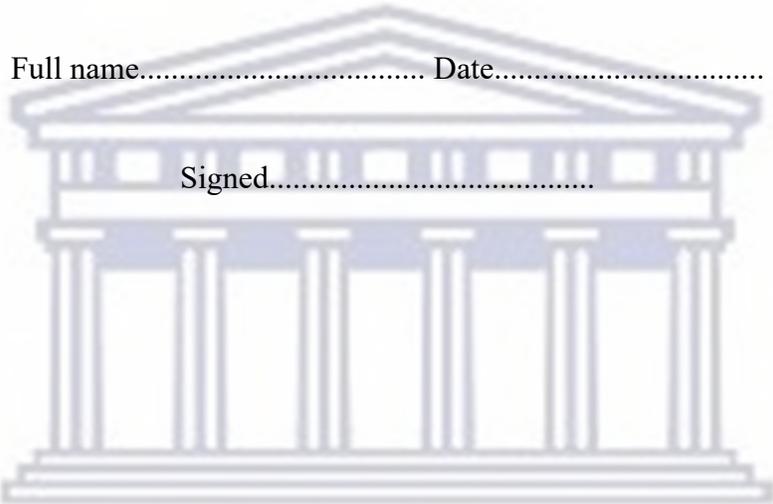


DECLARATION

I declare that “*The influence of flourishing, job crafting and emotional intelligence on job performance within a South African Pharmaceutical company*” is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

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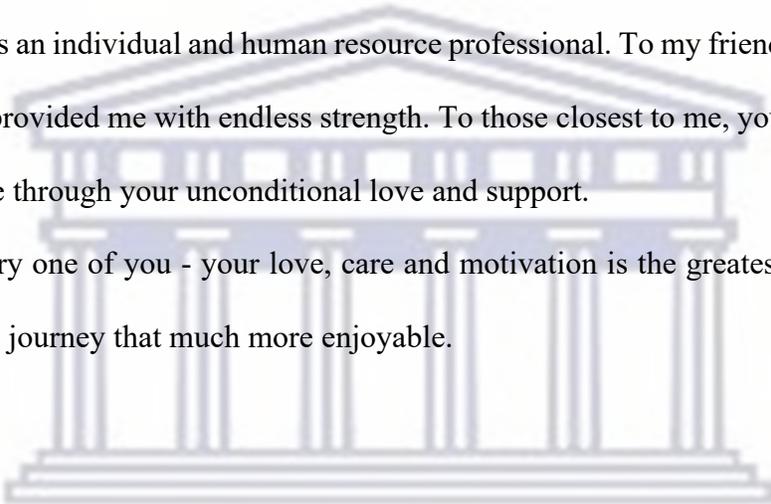
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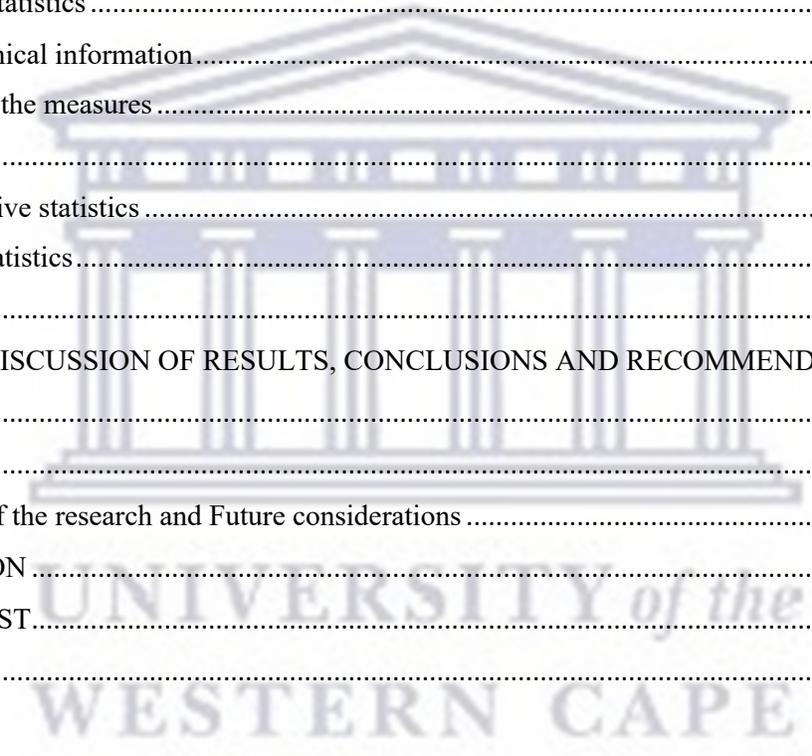
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TABLE OF CONTENTS

Title Page	i
Key words	ii
Notes	iii
Abstract	iv
Declaration	v
Acknowledgements	vi

1. CHAPTER 1 – INTRODUCTION.....	1
1.1 Background and Problem Statement	1
1.2 Research Objectives	6
1.3 Hypotheses	6
1.4 Summary of the chapter	7
1.5 Overview of the research study	7
2. CHAPTER 2 - LITERATURE REVIEW.....	9
2.1 Introduction.....	9
2.1.1 Flourishing.....	9
2.1.2 Job Crafting	10
2.1.3 Emotional Intelligence.....	14
2.1.4 Job Performance	16
2.2 The Relationships between Job Performance, Flourishing, Job Crafting and Emotional Intelligence .	19
2.2.1 Flourishing and Job Performance	19
2.2.2 Job Crafting and Job Performance.....	21
2.2.3 Emotional Intelligence and Job Performance	22
2.2.4 Flourishing, Job Crafting, Emotional Intelligence and Job Performance.....	24
2.3 Conclusion.....	26
3. CHAPTER 3 - RESEARCH DESIGN AND METHODOLOGY.....	27
3.1 Introduction.....	27
3.2 Research Design.....	27
3.3 Population and Sample.....	28
3.4 Procedure.....	29
3.5 Measuring Instruments	30
3.5.1 Biographical questionnaire	30
3.5.2 Flourishing at Work Scale – Short Form (FAWS-SF)	30
3.5.3 Job crafting Scale (JCS).....	32

3.5.4 Schutte Emotional Intelligence Scale (SEIS)	34
3.5.5. Job performance measure	35
3.6 Statistical Analyses.....	36
3.6.1 Descriptive Statistics	37
3.6.2 The Pearson Moment Correlation.....	37
3.6.3 Multiple Regression.....	38
3.7 Conclusion.....	38
4. CHAPTER 4 – PRESENTATION OF RESULTS	40
4.1 Introduction.....	40
4.2 Descriptive Statistics	40
4.3 Biographical information.....	41
4.4 Reliability of the measures	43
4.4.1 Reliability.....	43
4.5 Descriptive statistics	45
4.6 Inferential Statistics.....	46
4.7 Conclusion.....	53
CHAPTER 5 – DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS.....	54
5.1 Introduction.....	54
5.2 Discussion	54
5.3 Limitations of the research and Future considerations	61
5.4 CONCLUSION	68
REFERENCE LIST.....	71
APPENDICES.....	90



1. CHAPTER 1 – INTRODUCTION

1.1 Background and Problem Statement

In the 21st century the nature of work and life has become characterized by unavoidable changes. These changes are brought about by various environmental, social and technological developments or unforeseen occurrences. It has become more challenging for economies, countries and organizations to bounce back from these volatile fluctuations in all markets and industries (Martine & Alves, 2015).

Examples of the above-mentioned changes is emphasized by Wales (2013) who identified that trends such as climate change, globalization and social inequality have created a significant challenge to the traditional business model. The “credit crunch”, corporate scandals and possible corruption have led to a loss of trust in business, and companies are facing pressures from governments, consumers, employees and investors to demonstrate that they are adopting ethical and sustainable business practices (Pfeffer, 2015). Similarly, Martine and Alves (2015) question whether the economy, society and environment in the 21st century are indeed the three pillars of sustainability. These factors highlight the importance of critically discussing factors surrounding economic growth and the sustainability thereof.

The above-mentioned factors only touch the surface of the volatile fluctuations in the market, which understandably make business owners think twice about their organizational sustainability. Colbert and Kurucz (2007) describe organizational sustainability as keeping

‘the business going’. Clearly, the sustainability of any organization depends on the economic and social conditions in the communities in which it operates (Wales, 2013) and with studies suggesting that “high sustainability companies significantly outperform their counterparts” (Eccles, Ioannou & Serafeim, 2011, p. 1) it is best that attention be paid to these unpredictable changes and how to best manage these changes.

It seems as though the questions around managing impactful changes have urged all organizations – small to medium enterprises (SME’s) and Global conglomerates – to take on an approach which allows them to not only react in a continuous positive manner but plan ahead and focus on the relevant business aspects. This proactive nature of strategic business thinking encourages organizational sustainability regardless of the social, economic or technological change which may have occurred (Pfeffer, 2015).

One of the business aspects which should be a crucial focus point when ensuring organizational sustainability is highlighted by Viswesvaran and Ones (2000) who emphasize that job performance is a fundamental construct which is central to an organization’s success. However, managing the performance of the workforce is a strategic necessity according to Richardson (2014), but challenges exist and organizational success requires strategic management.

Hunter and Thatcher (2007) describe performance as the abilities and performance of individuals connected with an organization. Without individual performance, there is no team performance; without team performance, there is no unit performance; without unit

performance, there is no organizational performance, and without organizational performance, there is no economic sector performance, and ultimately no Gross Domestic Product (Campbell & Wiernik, 2015). This ties in with Kim and Ployhart's (2014) view of job performance being the basic building block on which the entire economy is based. Once again, this emphasizes the critical role which job performance plays in the sustainability of not only an economy, but an organization.

The question of how to impact job performance has been explored in the popular and academic literature. Some of the early studies with job performance as dependent variables have shown that there is a link between job performance and, amongst others, employee attitudes (Riketta, 2008; Roethlisberger, 1941); organizational commitment (Meyer, Paunonen, Gellatly, Goffin, & Jackson, 1989; Riketta, 2008); leadership (Schaubroeck, Lam, & Cha, 2007); and work motivation (Van Knippenberg, 2000).

These independent variables mentioned above could be classified as personal resources which better equip individuals to manage increasing job demands (Xanthopoulou, Bakker, Demerouti & Schaufeli, 2007). These job resources, when in a turbulent business environment, can positively affect an individual's job performance if maximized effectively. This view stems from the Positive Psychology movement (Seligman, Steen, Park, & Peterson, 2005) which, amongst others, focuses on increasing an individual's strength and resilience.

Results have indicated that better management of personal resources lead to improved health, lower absenteeism rate, increased engagement and improved performance (Bakker &

Schaufeli, 2007; Xanthopoulou et al., 2007). In addition to that, work engagement (Schaufeli & Bakker, 2004), psychological capital (Luthans, Avolio, Avey & Norman, 2007) and emotional intelligence (Jonker & Vosloo, 2008; Stys & Brown, 2004) are related to job performance.

Other independent variables influencing job performance could be flourishing (Diedericks & Rothmann, 2014; Keyes, 2005; Rautenbach, 2015); job crafting (Tims & Bakker, 2010; Nielson & Abildgaard, 2012); and emotional intelligence (Mayer & Salovey, 2000; Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim, 1998; Stys & Brown, 2004). The influence of the combination of variables, i.e. flourishing, job crafting and emotional intelligence on job performance, is argued to fit within the Job Demands-Resources (JD-R) framework. This theoretical framework provides a structure in which these variables may function together.

The Job Demands-Resources (JD-R) framework attributes employee well-being to the characteristics of work environments (Orgambidez-Ramos, Borrego-Alés, & Mendoza-Sierra, 2014). The characteristics of work environments can be classified in two general categories, job demands and job resources. Job demands being physical, social, or organizational aspects of the job that require sustained physical and/or psychological effort; and job resources being physical, social, or organizational aspects of the job that are needed to achieve work-related goals. The JD-R framework proposes that job resources buffer the relationship between job demands and exhaustion. In other words, if employees are facing high job demands but have high job resources, they are more capable of managing their work situations and therefore

engaging and/or being more productive in their job (Bakker & Demerouti, 2007; Simha, Elloy, & Huang, 2014).

For the present study, flourishing, job crafting behaviours and emotional intelligence are viewed as personal resources or processes that feed into personal resources. Personal resources (mentioned in the JDR Framework) described by Campbell and Wiernik (2015, p. 2) as “dependent variables which are extremely important when looking at job performance” are highlighted as suggestions to research further when looking at job performance.

In the pharmaceutical industry specifically, job performance across all levels of an organization is paramount in ensuring the business is able to operate and produce its outcomes as planned. Not only is this crucial for the business itself but for the pharmaceutical industry as a whole as this industry is a core function in the health care provided across South Africa.

For South Africa in particular, the importance of the pharmaceutical industry is closely linked to the need for effective and affordable health care services across the country (Brand South Africa, 2012). Health care services are provided by both the public and private sector, with majority of the South African population relying on the public healthcare system which is placed under an immense amount of pressure from a high demand but lack of staff and funding (Brand South Africa, 2012). The pharmaceutical industry plays a core role in ensuring that adequate health care can be provided to the population through the development, production and distribution of medicines (World Health Organization, 2019). Challenges in the pharmaceutical industry such as high turnover of middle and senior managers (Khoele &

Daya, 2014) as well as difficulties surrounding burnout, personality traits and coping strategies (Storm & Rothmann, 2003) can negatively impact the ability for adequate healthcare to be provided. Should the pharmaceutical industry or pharmaceutical companies not deliver, the risk of a national health crisis is a possibility which may result in the population having less access to medicine which has increased in cost.

Thus, with the focus on performance in a pharmaceutical organization, the purpose of the current study was to determine to what extent does flourishing, job crafting behaviours and emotional intelligence explain variance in employee job performance.

1.2 Research Objectives

The study aims to determine:

- the relationship between flourishing and job performance of employees
- the relationship between individual job crafting behaviours and job performance of employees, and
- the relationship between emotional intelligence and job performance of employees

1.3 Hypotheses

In accordance with the research objectives the following hypotheses are formulated:

H1: Flourishing (Dimensions: emotional well-being, psychological well-being, social well-being) explains a significant proportion of the variance in job performance.

H2: Job Crafting (Dimensions: increasing structural job resources; increasing social job resources; increasing challenging job demands; decreasing hindering job demands) explains a significant proportion of the variance in job performance.

H3: Emotional Intelligence (Dimensions: positive affect, emotion-others, happy emotions, emotions-own, non-verbal emotions, emotional management) explains a significant proportion of the variance in job performance.

H4: Flourishing, job crafting, and emotional intelligence explain a significant proportion of the variance in job performance.

1.4 Summary of the chapter

This chapter provided an introduction to the research topic, the problem statement and the motivation for the study. The research objectives and hypotheses were stated, as well as outlining the chapters to follow.

1.5 Overview of the research study

Chapter two details job performance through an explanation of the concept and the fundamental theories which form the foundation of this construct. The variables under investigation, namely, flourishing, job crafting and emotional intelligence are also reviewed and related to job performance.

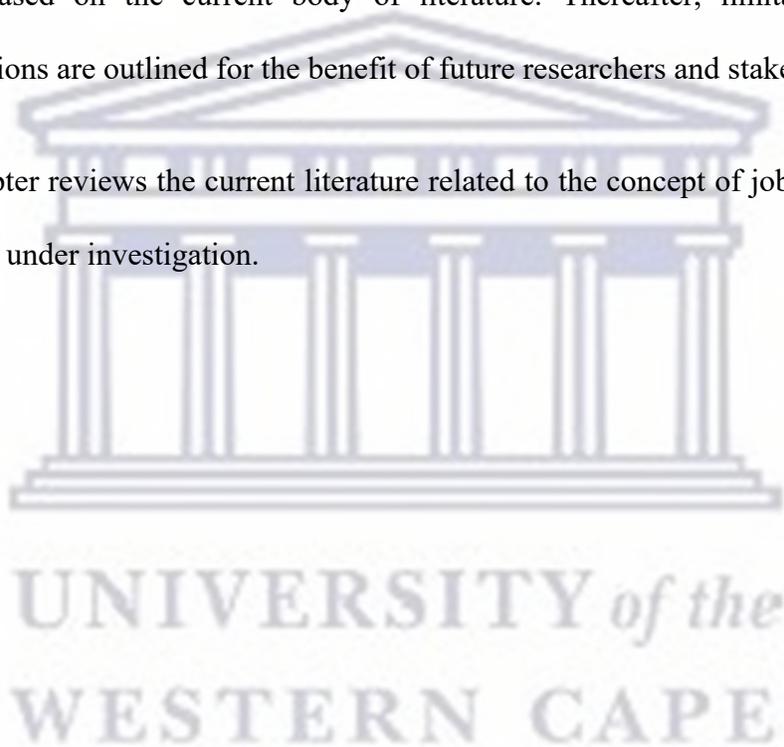
Chapter three provides an overview of the research methodology used to investigate the research propositions. The chapter specifies how the sample was selected, the various methods

used to collect the data, the psychometric properties of the methods used and lastly, the statistical techniques used to test the hypotheses.

Chapter four concentrates on the results obtained from the data analysis.

Further discussion of the results is completed in chapter five with emphasis on contextualizing the results based on the current body of literature. Thereafter, limitations and future recommendations are outlined for the benefit of future researchers and stakeholders.

The next chapter reviews the current literature related to the concept of job performance and the constructs under investigation.



2. CHAPTER 2 - LITERATURE REVIEW

2.1 Introduction

This chapter aims to review current literature related to job performance, flourishing, job crafting and emotional intelligence. It begins by discussing the conceptual frameworks of each construct and the models which explain each construct. Towards the end of this chapter, literature relating to the relationships between job performance and flourishing, job crafting and emotional intelligence is presented.

2.1.1 Flourishing

As a pattern of positive feelings and positive functioning in life (Keyes, 2005), flourishing not only includes individuals who thrive at work, but also those who are happy, engaged, intrinsically motivated, and successful (Bono, Davies, & Rasch, 2012). According to Janse van Rensburg, Rothmann and Diedericks (2017, p. 1) flourishing describes “subjective well-being, which focuses on how individuals evaluate their experiences in different contexts”. It is a multidimensional perspective of emotional well-being or ‘feeling well’, and psychological and social well-being or what Keyes (2005) calls ‘functioning well’.

The flourishing construct has been conceptualized in terms of self-perceived success regarding relationships, self-esteem, purpose and optimism (Diener, Wirtz, Tov, Kim-Prieto, Choi, & Oishi, 2009). In contrast, Seligman (2011) conceptualized flourishing in terms of five dimensions in the PERMA model, namely: positive emotions (P), engagement (E), relationships (R), meaning (M), and accomplishment (A).

Flourishing in the work context was conceptualized by Rothmann (2013) whereby flourishing individuals are proposed to experience high levels of emotional, psychological and social well-being (Keyes & Annas, 2009). Rothmann (2013) argues that the following dimensions of flourishing in the workplace are relevant:

- 1) Emotional well-being (EWB): consists of job satisfaction and a positive affect balance (Keyes, 2002; Rojas & Veenhoven, 2013). EWB refers to a presence of positive emotions and satisfaction with life (Keyes, 2005).
- 2) Psychological well-being (PWB): consists of autonomy, competence, relatedness, learning (personal growth), meaning and purpose, and engagement (Deci & Ryan, 2011; Keyes, 2005; Seligman, 2011). PWB is a positive evaluation of the self. For example, satisfaction with one's achievements, having a purpose in life and developing or growing as an individual (Keyes, 2005).
- 3) Social well-being (SWB): consists of social tasks (social acceptance, social growth, social contribution, social coherence and social integration) that are encountered in organizations (Keyes, 1998; Janse van Rensburg et al., 2017). SWB refers to quality of relationships, and positive appraisals of others (Keyes, 2005).

Through the use of Rothmann's (2013) flourishing at work framework, the Flourishing at Work Scale - Short Form (FAWS-SF) was developed in order to measure the above-mentioned dimensions in the workplace namely, emotional; psychological and social well-being.

2.1.2 Job Crafting

Demerouti and Cropanzano (2010) have highlighted that there are several studies revealing that employees perform best in challenging but resourceful work environments as these

environments facilitate their work engagement. However, challenging work environments place a high demand on an individual. Petrou, Demerouti, Peeters, Schaufeli and Hetland (2012) highlight that crafting a job involves a set of proactive behaviours whereby employees shape their work in order to minimize challenging job demands and maximize resources. Thus, it is expected that “employees with a proactive personality are most likely to craft their own jobs, so that they stay engaged and perform well” (Bakker, Tims, & Derks, 2012, p. 1360).

Accordingly, job crafting is defined as the self-initiated changes that employees make in their own job demands and job resources to attain and/or optimize their personal (work) goals. It is the changes employees may make regarding their job demands and job resources which are conceptualized in the job demands-resources model or JD-R framework (Bakker, Tims, & Derks, 2012). It is important to note that with each work environment having its own unique characteristics, the JD-R framework as mentioned above specifies how employee well-being and increased performance can be achieved through two sets of working conditions, namely job demands and job resources (Bakker & Demerouti, 2007). Job demands are negative aspects of the job requiring continuous mental and physical effort such as social, organizational or physical demands. Job resources on the other hand, are positive aspects of the job which may function as stimulations for growth and motivation for achieving goals through reducing the negative pressures from job demands (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). The JD-R framework is the framework in which job crafting exists and it is the aim of this study to research the existence and degree of proactive job crafting behaviours which could allow for enhanced employee performance.

Employees may actively change the design of their jobs by choosing tasks, negotiating different job content, and assigning meaning to their tasks or jobs (Parker & Ohly, 2008). In addition, Berg, Dutton and Wrzesniewski (2008) emphasize that job crafting is not about redesigning the job as a whole but instead changing particular aspects of the job within the boundaries of the specific job tasks.

A core feature of job crafting is that employees initiate and carry out alterations in their jobs from the bottom-up, rather than managers directing changes from the top-down (Bakker et al., 2012). Not only is job crafting a way to think about job design that puts employees “in the driver’s seat” in cultivating meaningfulness in their work but also the process whereby a job crafter (Berg et al., 2013) can proactively reshape the boundaries of their jobs using three categories of job crafting techniques, namely: task, relational, and cognitive crafting.

Task crafting: This involves an employee altering responsibilities in his/her formal job description. This can be done by adding tasks, dropping tasks, altering the nature of tasks, or changing how much time or attention is paid to various tasks (Tims & Bakker, 2010).

Relational crafting: This involves an individual changing how, when, or with whom he/she interacts with in the execution of his/her job (Tims & Bakker, 2010).

Cognitive crafting: This involves an employee changing the way he/she perceives the tasks and relationships that make up his/her job (Berg et al., 2013).

Tims and Bakker (2010) emphasize that although there is extensive literature on job crafting, the field seemed in need of a generic job crafting scale. Hence, the Job Crafting Scale (JCS) was developed by Tims, Bakker and Derks (2012). For purposes of this research, the JCS was

used. The JCS consists of four different dimensions, namely, 1) increasing structural job resources; 2) increasing social job resources; 3) increasing challenging job demands; and 4) decreasing hindering job demands.

Increasing structural job resources: This refers to the resources of “variety, opportunity for development, and autonomy” which will likely have more impact on the job design because it is about gaining more responsibility (Tims, Bakker, & Derks, 2012, p.176).

Increasing social job resources: This refers to resources of “social support, supervisory coaching, and feedback” (Tims et al., 2012, p.176). For instance, asking a supervisor for his/her opinion on the quality or quantity of work completed or his/her advice on work-related aspects. Increasing structural job resources will positively affect the job design as it is related to increasing the responsibility and knowledge of the job (structural aspects) whereas increasing social job resources will positively affect the job design as it is related to social factors such as satisfactory interaction with others, coaching and feedback.

Increasing challenging job demands: This relates to employee behaviours, which increase challenging demands such as high volume or work or high responsibility. Tims et al. (2012) explain that although this is seen as additional pressure, it results in feelings of accomplishment and achievement.

Decreasing hindering job demands: Includes emotional and mental demands such as working with people and working with job knowledge. It involves the individual making his/her work less mentally or emotionally intense should the demand be too high for him/her (Tims et al., 2012).

2.1.3 Emotional Intelligence

According to Stys and Brown (2004), emotional intelligence (EI) is a form of pure intelligence which is in fact, a cognitive ability. It has been viewed as a mixed model of intelligence involving cognitive ability and personality aspects which can influence general well-being (Stys & Brown, 2004).

Within the workplace, emotional intelligence (EI) has received a vast amount of attention in the last decade with numerous theories, models and scales that were developed and described (Bar-On, 1997; Goleman, 1998; Salovey & Mayer, 1990). Goleman (2006) defined EI as an ability to recognize and regulate emotions within others as well as ourselves with the view that EI holds four dimensions namely self-awareness, self-management, social awareness, and relationship management (Goleman, 1998). Similarly, Salovey and Mayer (1990, p. 187) define EI 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 thinking and actions”. Salovey and Mayer's (1990) dimensions of EI however differ to that of Goleman and is emphasized through two key aspects, experiential and strategic which comprise of four branches namely, emotional perception, emotional assimilation, emotional understanding, and emotion management. In addition to the above-mentioned views, Bar-On (1997) defined EI with five dimensions, an intrapersonal characteristic, interpersonal characteristic, one's adaptability, stress management and general mood with an overall view of EI as an understanding of oneself and others, relating to people, adapting to and coping with immediate surroundings and dealing with environmental demands.

A few of the various instruments created for measurement of emotional intelligence are the ECI or ESCI (Emotional and Social Competence Scale) (Wolff, 2005); WPQ-ei (Work Profile Question – emotional intelligence version) (Goleman, 2006); the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) (Mayer, Salovey, & Caruso, 2008); and the EQ-I (Emotional Quotient Inventory) (Bar-On, 1997).

For the purpose of this study, Schutte et al., (1998) self-report measure of EI will be used which is based on the categories and subcategories of Mayer and Salovey's (2000) original EI model. Mayer and Salovey's model define EI in two key areas, (1) Experiential – the ability to perceive, respond, and manipulate emotional information without necessarily understanding it; and (2) Strategic – the ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them (Stys & Brown, 2004).

The SEIS (Schutte Emotional Intelligence Scale) developed by Nicola Schutte (1988) defines EI in the below six dimensions which assess perception, understanding, expression, regulating and harnessing of emotion in the self and others (Schutte et al., 1998).

The dimensions are as follows:

- 1) Positive affect – a respondents' tendency to have a positive outlook on life in general, but more specifically when facing problems.
- 2) Emotion-others – a respondents' experience of other people's emotions
- 3) Happy emotions - aspects such as good mood, positive emotions, happiness and joy.
- 4) Emotions-own – a respondents' perception of their own emotions.

- 5) Non-verbal emotions - non-verbal messages that a person sends and receives from others, and how a person interprets these non-verbal emotions
- 6) Emotional management - reflecting a respondents' indication that they can control their emotions or fail to manage their emotions.

The SEIS is a self-report measure of EI based on the categories and subcategories of Salovey and Mayer's original EI model as mentioned above (Jonker & Vosloo, 2008). Overall, there are numerous EI models available such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), The Emotional Competency Inventory (ECI) (Goleman, 2006) which Rosete and Ciarrochi (2005), as well as Rexhepi and Berisha (2017) emphasize is crucial in utilizing when assessing emotional intelligence in the workplace.

2.1.4 Job Performance

With various definitions of this construct, most authors are in agreement about job performance, also called work performance. Motowildo (2003, p. 92) describes job performance as "the total expected value to the organization of the discrete behavioural episodes that an individual carries out over a standard period of time". Viswesvaran and Ones (2000) define job performance as actions, behaviours and outcomes of an employee which contribute (positively or negatively) to organizational success or goals.

Morgeson, Delaney-Klinger and Hemingway (2005, p. 341) emphasize that "high levels of ability and skill" (such as job autonomy, higher levels of cognitive ability and higher levels of job-related skill) "will enable incumbents to perform more tasks, and the performance of these tasks will be recognized in higher ratings of job performance". Similarly, Hunter (1986) has shown that the relationship between ability and job performance is mediated by job knowledge.

According to Richardson (2014), job performance can be impacted by tenure within a company and experience within a role. Many authors (Dalal, Lam, Weiss, Welch, & Hulin, 2009; Rotundo & Sacket, 2002; Viswesvaran & Ones, 2000) believe that the job performance variable can be divided into three broad dimensions:

- 1) *Task behaviour/task performance* - Rotundo and Sacket (2002, p. 67) define this dimension a “group of behaviours involved in the completion of tasks”. Similarly, Motowidlo (2003) defines task performance as recognized activities part of a job which contribute to the technical core of the organization, whereas Murphy (1989) defines this dimension as an individual accomplishing duties and responsibilities which is associated with a given job.
- 2) *Organizational citizenship behaviour* – This dimension is regarded as behaviour which contributes to the organization goals through a contribution to an organizations social and psychological environment (Rotundo & Sacket, 2002). In particular, it is looking at a group of behaviours within a job role.
- 3) *Counter-productive behaviour* – This dimension is defined as “voluntary behaviour that harms the well-being of the organization” which is a definition built on the definition of counterproductive performance (Rotundo & Sacket, 2002, p. 69).

Ng and Feldman (2008) describe the job performance construct as having ten dimensions: core task performance, creativity, performance in training programs, organizational citizenship behaviours, safety performance, general counterproductive work behaviours, workplace aggression, on-the-job substance use, tardiness, and absenteeism.

In addition, Borman and Motowidlo (1997) view this construct in terms of two general factors:

- 1) *Task performance* - activities that are recognized as part of the job and support the organization's technical core (Borman & Motowildo, 1993), and later described as the effectiveness with which an employee contributes to the organization by actions performed (directly or indirectly) (Borman & Motowildo, 1997).
- 2) *Contextual performance* – activities that support the organizational, social, and psychological environment (Borman & Motowildo, 1993), and later described as an employee's contribution to organizational effectiveness in ways that serves as a catalyst for task activities (Borman & Motowildo, 1997).

A popular way of measuring job performance in organizations is through a performance appraisal process. Kuvaas (2006) highlights that performance appraisals are one of the most important practices within Human Resources. This is where an employee is rated on their performance based on key responsibility areas (KRA's) or key performance indicators (KPI's) (Fletcher, 2001). KRA's or KPI's include task and contextual performance most often rated by an employee's managers or colleagues. The employee usually rates him/herself as well and this rating in conjunction with manager/colleague ratings brings about discussions regarding that employee's development areas. This is confirmed by Fletcher (2001) who emphasizes that performance appraisals assist with evaluating and developing employee's competence. Using performance ratings provided by performance appraisals thus reduces the issue around self-rating and its validity.

Having said that, it is imperative to note that an objective measure of performance (i.e. a performance score/rating) is seen to be more valid than self-reported job performance which may involve more subjectivity (Tims, Bakker, & Derks, 2011). If job performance is to be

measured accurately in order to conduct research, the validity or performance scores obtained through a performance management process is crucial (DeNisi & Pritchard, 2006).

2.2 The Relationships between Job Performance, Flourishing, Job Crafting and Emotional Intelligence

Having conceptualized the four variables in the study, the relationships are discussed below in terms of the existing literature. Each relationship identified is accompanied by a hypothesis describing the proposed nature of that relationship.

2.2.1 Flourishing and Job Performance

The relationship between the construct of flourishing and job performance is difficult to ascertain as limited research on this relationship exists. However, many studies detail dimensions or aspects of flourishing which could be used to explain the hypothesized relationship. The aspects of flourishing, such as personal well-being (Keyes, 2005), proactive behaviour (Bakker et al., 2012), happiness (Seligman et al., 2005), and thriving (Luthans et al., 2008) may substantiate a positive relationship between flourishing and job performance variables. For instance, ‘happiness’, operationalized as employee personal well-being or the overall efficiency of one’s psychological functioning (Wright, Cropanzano, & Bonett, 2007) is a dimension of flourishing and research suggests significant links between employee personal well-being and job-related performance (Diedericks & Rothmann, 2014; Keyes, 2005). Similarly, Wright and Cropanzano (2004, p.341) explain that “happiness is a valuable tool for maximizing both personal betterment and employee job performance”.

Dimensions or aspects of flourishing fall within a framework of positive psychology which Luthans et al. (2008, p. 220) explain is “concerned with people’s strengths (rather than weaknesses and dysfunctions) and how they can grow and thrive (rather than be fixed or maintained)”. Luthans et al. (2007) highlights that individuals can consistently perform at higher levels than what would have initially been possible in cases where higher levels of personal resources exist.

In Staw and Barsade’s (1993) study, it was found that there is a strong correlation between participants PWB (personal well-being) and their accuracy in decision making, effective social behaviour and an overall higher performance rating. Similarly, Ng and Feldman (2008) highlight results showing that employees’ psychological capital is positively related to their performance. Thus, “a growing body of empirical research has found significant links between various measures of employee PWB and measures of job-related performance” (Wright & Cropanzano, 2004, p.341). This suggests a positive relationship between aspects of flourishing and job performance. Redelinguys, Rothmann and Botha (2019) confirm this in their study of 258 South African secondary school educators which investigated the effects of flourishing at work on job performance, intention to leave and organizational citizenship behaviour. The results indicated that workplace flourishing positively predicted job performance.

The aim of this study would be to test whether all dimensions of flourishing have a positive relationship with job performance.

H1: Flourishing (Dimensions: emotional well-being, psychological well-being, social well-being) explains a significant proportion of the variance in job performance.

2.2.2 Job Crafting and Job Performance

Tims, Bakker and Derks (2012) highlight that literature showcasing the relationship between job crafting and job performance is very ‘careful’ in terms of the predictions made. However, Tims et al. (2012, p. 181) predicted that “employees who increase their levels of social and structural job resources, and their challenging job demands are seen as better performers than employees who do not increase their challenging job demands and job resources”.

Positive emotions such as happiness, joy, and enthusiasm seem to broaden people’s ‘thought-action repertoires’ which according to Fredrickson (2001) implies that they build a variety of personal resources (similar to job resources in the JD-R Framework). These resources include physical resources such as health and/or physical skills; social resources such as, friendships and social support network; intellectual resources such as knowledge or psychological resources like optimism. This can be used to cope with the job demands mentioned in the JDR framework and this subsequently allows employees to perform well (Bakker, 2015; Luthans et al., 2008).

In addition to the above, Bakker et al. (2012) emphasize that job crafting is positively related to job performance through employee work engagement. Similarly, Lyons (2008) also noticed that all examples previously used to illustrate job crafting behaviours had beneficial effects on the organization as well. In Tims, Bakker, Derks and van Rhenen’s (2013) study of 525 individuals within the occupational health services sector, team job crafting was associated with positive individual performance. Similarly, Petrou et al., (2012) agree that there is

accumulating evidence that job crafting has a positive impact on individual well-being and job performance.

In addition to that, several studies have shown that employees show the best job performance in challenging yet resourceful work environments because these environments facilitate their work engagement (Demerouti & Cropanzano, 2010). This implies that organizations should offer aspects like feedback, social support, and variety in tasks which Bakker et al. (2012) term job resources. This influence on an employee's job demands and resources may indirectly influence employee engagement and more specifically, their work performance (Harter, Schmidt, & Keyes, 2002).

From the literature it is clear that job crafting influences job performance. However, there is evidence that suggests that job crafting can negatively affect an individuals' job performance. For instance, failure to manage job resources accordingly or handle job demands will certainly affect how an individual is able to perform their job, complete certain tasks as well as remain engaged and positive in their role (Bakker et al., 2012; Demerouti & Cropanzano, 2010; Tims et al., 2012; Petrou et al., 2012).

H2: Job Crafting (Dimensions: increasing structural job resources; increasing social job resources; increasing challenging job demands; decreasing hindering job demands) explains a significant proportion of the variance in job performance.

2.2.3 Emotional Intelligence and Job Performance

According to Zaccaro (2001), EI is an increasingly relevant determinant of success on the job, particularly as employees climb the corporate ladder or the organizational hierarchy.

Developing emotional intelligence results in increased productivity, loyalty, innovation and performance of individuals, groups and organizations (Bar-On, 2006).

Not only has EI been extensively researched in workplace settings and been related to increased success among those who share similar positions (e.g. senior managers) (Stys & Brown, 2004) but EI is also highlighted as an essential social and emotional skill for all management levels, specifically executive level leaders (Zaccaro, 2001). Additionally, hiring individuals with higher levels of emotional intelligence as well as training existing staff to be more emotionally intelligent has been associated with financial gains in the private sector. Cavallo and Brienza (2001) similarly highlight that senior managers with a higher level of EI perform better on the job as there is a strong relationship between one's emotional competency and performance in leaders. That being said, a higher level of EI will likely have a positive effect on job performance (Mayer & Salovey, 2000).

Bailey (2015) explains that the positive link between emotional intelligence and job performance is clear, however, the problem is that researchers and professionals alike cannot agree on what it is about EI that actually makes the difference to an individuals' job performance. Pekaar, Van der Linden, Bakker and Born (2017) similarly define EI as an individual's capacity or knowledge to deal with emotions effectively, and highlight that previous research has given rise to high expectations about EI's ability to predict job performance. The "initial enthusiasm was tempered by the relatively modest meta-analytic correlations" between EI and job performance studies conducted by Joseph and Newman (2010) and O'Boyle, Humphrey, Pollack, Hawver, and Story (2011) (Pekaar et al., 2017, p. 136). The research conducted by Pekaar et al. (2017) addressed two limitations in EI research:

- One limitation being that most previous studies combined the different dimensions of EI into an overall EI score in order to predict an individuals' job performance which unfortunately 'masks' the unique effects of specific EI dimensions.
- The second limitation being that EI is usually measured at a single point in time whereas this does not allow for an accurate result in revealing the situations where an individual tends to apply EI throughout various situations.

Therefore, Pekaar et al. (2017) suggest that the potential value of distinguishing EI dimensions in the prediction of job performance should be carefully considered.

H3: Emotional Intelligence (Dimensions: positive affect, emotion-others, happy emotions, emotions-own, non-verbal emotions, emotional management) explains a significant proportion of the variance in job performance.

2.2.4 Flourishing, Job Crafting, Emotional Intelligence and Job Performance

The existing literature has limited information on research which includes the above-mentioned variables, namely, flourishing, job crafting and emotional intelligence in one study. In addition to that, very limited research exists looking at the influence of flourishing, job crafting and emotional intelligence on job performance. Having said that, research exists showcasing studies whereby the above-mentioned variables (flourishing, job crafting and emotional intelligence) were investigated in relation to job performance, either individually or in pairs.

Various researchers have confirmed significant positive correlations with these variables and job performance. For instance, Spreitzer, Porath and Gibson's (2012, p.155) study whereby "findings from employees (and often their managers) from more than a dozen organizations across a wide variety of industries (including health care, financial services, maritime, energy, nonprofits, manufacturing, mining, and education) demonstrated that when people report that they are thriving at work, they achieve better job performance". Bono et al. (2012) confirm this by emphasizing that thriving employees are able to sustain their performance over time.

According to Demerouti and Cropanzano (2010), employees perform best in challenging but resourceful work environments. Bakker et al. (2012) agree with this and state that employees who craft their jobs will stay engaged and perform optimally. However, Berg et al. (2008) highlight that challenges exist with employees who cannot craft freely and performance can be negatively affected but various crafting opportunities exist at any level of the organization, regardless of the position.

Lastly, Jackson's (2014) study emphasized that trait EI was predictive of both in-role and extra-role performance, suggesting that effectively managing one's emotions, exhibiting strong social skills, demonstrating self-control, and displaying a general sense of well-being (i.e., trait EI) can lead to improved performance on the job.

Once again, limited studies investigating the influence of all three variables (flourishing, job crafting and emotional intelligence) on job performance exist. What is very clear, is more and more organizations are advocating healthy practices and awareness of the above-mentioned variables in order to increase employee performance at work (Spreitzer et al., 2012). Therefore, finding out which of the variables and their dimensions has the biggest influence on job

performance would be useful to determine priorities for human resource development within the organization.

H4: Flourishing, job crafting, and emotional intelligence explains a significant proportion of the variance in job performance

2.3 Conclusion

This chapter provided an overview of the development of the existing relevant theories. The focus was on job performance and flourishing, job crafting and emotional intelligence. The increased interest in organizational success through job performance has been consistent with the emerging trends in psychology, positive psychology, organizational behaviour and personal resources (Campbell & Wiernik, 2015; Kim & Ployhart, 2014; Richardson, 2014; Viswesvaran & Ones, 2000). However, the relationship between job performance and flourishing, job crafting and emotional intelligence remains empirically and conceptually underdeveloped (Bakker et al., 2012; Demerouti & Cropanzano, 2010; Luthans et al., 2008; Pekaar et al., 2017).

Understanding the relationship between job performance and flourishing; job crafting and emotional intelligence could assist organizations in improving many factors relating to their workforce such as employee wellness, engagement, commitment, job performance and so on.

Past research identified that flourishing, job crafting and emotional intelligence can be a direct causal link to improved job performance (Cavallo & Brienza, 2001; Demerouti & Cropanzano, 2010; Fredrickson, 2001; Staw & Barsade's, 1993; Tims et al., 2012; Zaccaro, 2001).

3. CHAPTER 3 - RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The aim of this study was to investigate the relationship between job performance and flourishing, job crafting and emotional intelligence. This chapter will discuss the research methodology used to investigate the above-mentioned relationships. The sample selection, data collection methods, procedure and data analysis will also be detailed.

3.2 Research Design

A quantitative research design of an ex-post facto nature was used. The quantitative design followed a positivistic research paradigm (Kothari, 2004). This approach allowed for data to be summarized statistically as the data was collected at a single point in time (Kothari, 2004). Experiments, surveys and collection of data on predetermined instruments are various strategies that this approach uses in order to produce statistical data (Creswell, 2003). For the purpose of the current study, surveys and secondary data was used to answer the study hypotheses. Employing this design addressed the over-arching research question “To what extent does flourishing, job crafting and emotional intelligence influence an individual’s job performance?”.

A self-administered questionnaire was used to collect the data from the sample which allowed data collection from a large sample. The questionnaire was also the most suitable in terms of time and cost constraints, as well as ensuring objective findings (Terre Blanche, Durrheim, & Painter, 2014). The quantitative research method also ensures that the hypotheses can be tested while determining relationships between variables (Babbie, 2010). However, Lavrakas (2008)

emphasizes that a limitation in using self-administered questionnaires could be the inability to explore the topic or probe for further insight into a topic. In practice, a limitation to the method of the self-administered questionnaire, or rather how the questionnaire was administered, was that not all participants were aware of or able to complete the questionnaire due to their own work-related commitments.

3.3 Population and Sample

A sample is a smaller group of elements drawn from an accessible population (Babbie, 2010). Similarly, Kothari (2004) defines a sample population as a group of individuals forming a portion of the population which participates in the study. The sample in this study consisted of all lower, middle and senior level employees who were employed at the selected pharmaceutical company in its various branches across South Africa (N = 150). A limitation of this sampling frame includes the challenges of generalizability, which did not allow for findings to be applied to other pharmaceutical companies or the South African pharmaceutical industry as a whole.

Sekaran (2001) explains a sample size between 80-110 would be sufficient for a population of 150. Sekaran (2001) also suggests that an acceptable response rate is thirty percent when a sample size is under 150. Thus, all employees within the organization under research were chosen to be part of the sample in order to maximize the data set. A survey was handed to all employees in the company (various branches across South Africa) and 99 questionnaires were returned, representing a 66% response rate. However, 27 questionnaires had to be excluded from the data set due to missing data. This resulted in a final dataset of 72 responses. Although

a response rate of 30% is acceptable for a small population such as the one in the present study, it is not ideal for the purpose of generalizability and advanced data analysis.

3.4 Procedure

Before conducting the survey, approval was first obtained from the relevant committees at the University of the Western Cape. Permission was then obtained from the organization where the research would be conducted and an agreement was signed by both organization and researcher which granted permission for the questionnaires to be administered.

The organizations Human Resource Executive first sent out an electronic notification via email which informed possible participants that the research is taking place. A secondary notification was sent via email which informed respondents that the research was to begin by a said date. The secondary email contained a) the survey, b) an information letter explaining the purpose of the research, c) the time it would take to complete the survey, d) clarity on anonymity and confidentiality, and e) assurance that participation was voluntary and that participant(s) could withdraw at any point during the research process.

Respondents were also notified that although no identifying information would be required and all responses would be used for research purposes only, a third-party researcher would link their survey responses to their individual performance scores provided by the organization under study.

Data was gathered over a period of three months. After the first month of the survey being sent out, a reminder email was sent to encourage the remaining respondents to participate and submit their survey to the Human Resources department if they had not done so already.

3.5 Measuring Instruments

Four questionnaires were used to collect the data namely, the biographical questionnaire, the Flourishing at Work Scale – Short Form (FAWS -SF), Job crafting Scale (JCS) and the Schutte Emotional Intelligence Scale (SEIS). Secondary data in the form of performance appraisal scores obtained from the research organization was used as a measure of job performance.

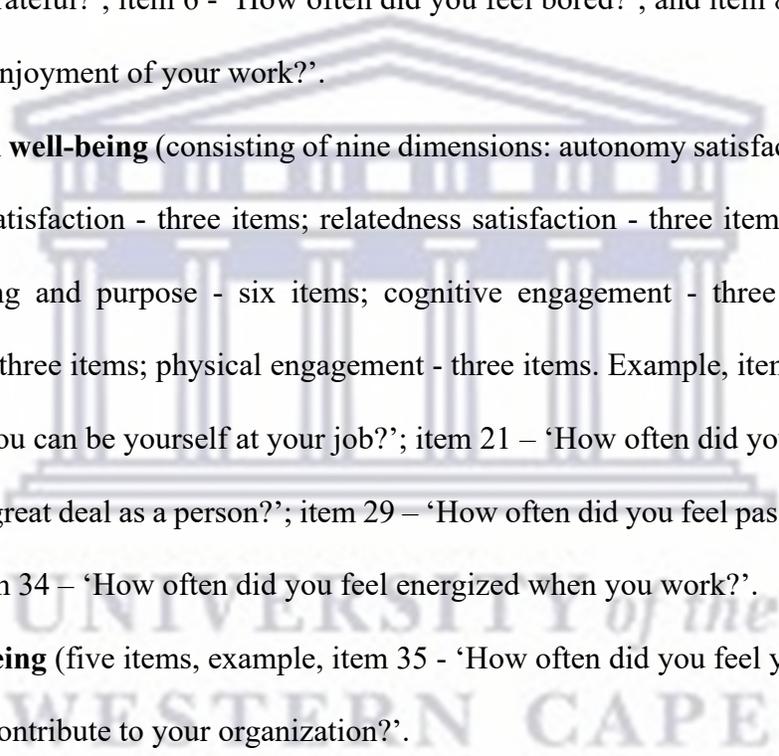
3.5.1 Biographical questionnaire

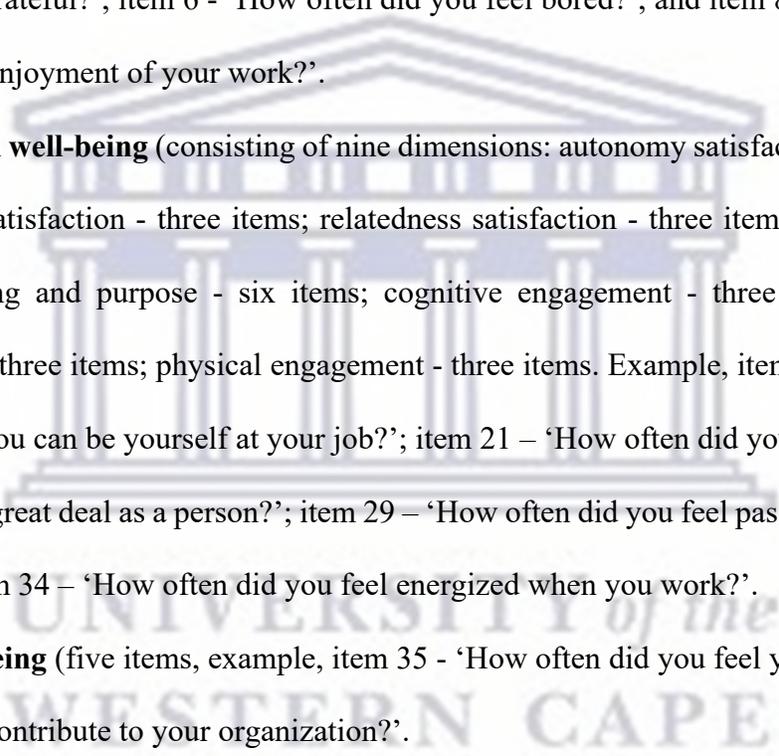
The biographical questionnaire requested the following information from participants: race, age group, gender and skill profile. This information was used to describe the sample.

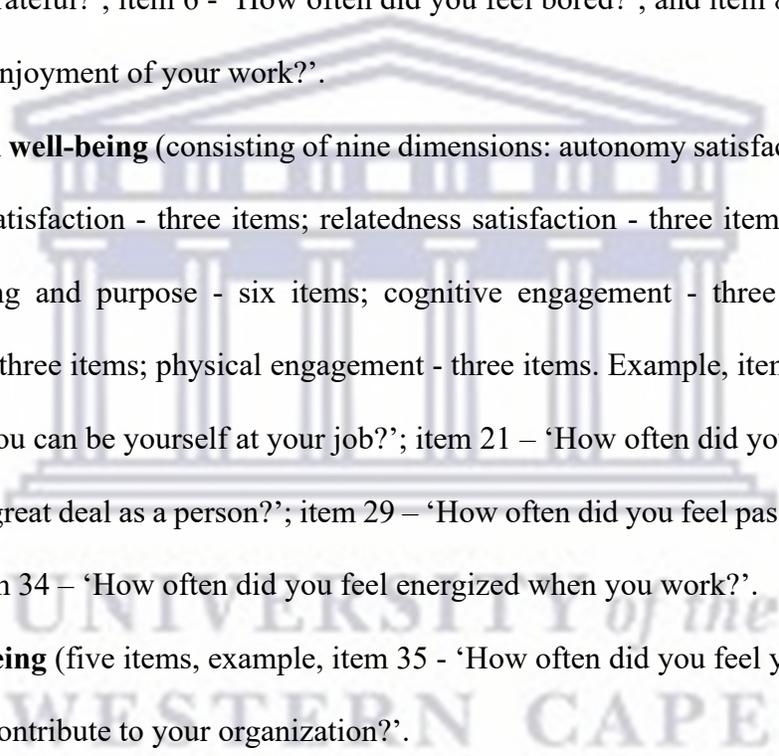
3.5.2 Flourishing at Work Scale – Short Form (FAWS-SF)

Flourishing in this study was measured by the Flourishing at Work Scale - Short Form (FAWS-SF) which was derived from the initial Flourishing at Work Scale developed from Rothmann's (2013) flourishing at work framework. The FAWS-SF was validated by Rautenbach and Rothmann (2017). The FAWS-SF consists of 21 items measuring the following dimensions namely, emotional, psychological, and social well-being. Not only does the FAWS-SF indicate if an individual is flourishing at work, but it can also determine if an individual is 'languishing' which is the opposite behaviour in terms of an individual's well-being at work.

In order for flourishing at work to be assessed, the respondents had to answer 21 items regarding the frequency with which they experienced specific situations during the past month. Responses are measured on a six-point scale of frequency (how often) ranging from 1 (*Never*) to 6 (*Every day*). For instance,

Emotional well-being (consisting of three sub-dimensions: positive affect – three items; negative affect – three items; and job satisfaction – two items), for example, item 3 - 'How often did you feel grateful?', item 6 - 'How often did you feel bored?', and item 8 - 'How often did you feel real enjoyment of your work?'.


Psychological well-being (consisting of nine dimensions: autonomy satisfaction - three items; competence satisfaction - three items; relatedness satisfaction - three items; learning - three items; meaning and purpose - six items; cognitive engagement - three items; emotional engagement - three items; physical engagement - three items. Example, item 10 – 'How often did you feel you can be yourself at your job?'; item 21 – 'How often did you find that you are developing a great deal as a person?'; item 29 – 'How often did you feel passionate about your job?'; and item 34 – 'How often did you feel energized when you work?'.


Social well-being (five items, example, item 35 - 'How often did you feel you had something important to contribute to your organization?'.


The Flourishing at Work Scale – Short Form (FAWS-SF) was chosen as a measure for the study as it is currently the most suitable scale looking at employee well-being aspects in the workplace. Employee well-being aspects form a large basis of the proposed study.

The reliabilities of the flourishing dimension scales were acceptable ($p > 0.70$), except for the subscale that measures negative affect (Rautenbach, 2015). Thus, the FAWS-SF provided a useful assessment of self-reported flourishing at work (Janse van Rensburg, et al., 2017).

According to Rautenbach's (2015) study, configural, metric, and scalar invariance of the FAWS-SF in a calibration sample was confirmed. Rautenbach (2015) explains that this supports the work of Keyes' (2005) unified structure of hedonic, eudemonic, and social well-being models which have been integrated.

3.5.3 Job crafting Scale (JCS)

For purposes of this research, the Job Crafting Scale (JCS) was used in order to measure job crafting and its associated proactive behaviours. The JCS consists of four different dimensions, namely, 1) increasing structural job resources; 2) increasing social job resources; 3) increasing challenging job demands; and 4) decreasing hindering job demands.

In order for job crafting behaviours to be assessed, the respondents had to answer 21 items regarding the frequency with which they experienced each item. Responses are measured on a five-point scale of frequency ranging from 1 (*Never*) to 5 (*Always*). For instance:

Increasing structural job resources (consisting of five items), for example, item 1 – 'I try to develop my capabilities', item 3 – 'I try to learn new things at work', and item 5 – 'I decide on my own how I do things'.

Decreasing hindering job demands (consisting of six items), for example, item 7 – 'I try to ensure that my work is emotionally less intense', item 9 - 'I organize my work so as to minimize contact with people whose expectations are unrealistic', and item 11 – 'I organize

my work in such a way to make sure that I do not have to concentrate for too long a period at once’.

Increasing social job resources (consisting of five items), for example, item 13 – ‘I ask whether my supervisor is satisfied with my work’, and item 15 – ‘I ask others for feedback on my job performance’.

Increasing challenging job demands (consisting of five items), for example, item 17 – ‘When an interesting project comes along, I offer myself proactively as project co-worker’, item 19 - ‘When there is not much to do at work, I see it as a chance to start new projects’, and item 21 – ‘I try to make my work more challenging by examining the underlying relationships between aspects of my job’.

In terms of the JCS’s psychometric properties, Tims, Bakker and Derks (2012) highlight that the JCS is a reliable instrument. Not only are the Cronbach alphas all above the recommended 0.70, but the scale showed goodness-of-fit indices of approximately 0.90 supporting the acceptability of fit. In terms of the scale’s validity, the JCS holds criterion validity and positive correlations with colleague-ratings of work engagement, employability, and performance. Overall, the validity of the JCS is supported by results such as peers being able to rate each other's job crafting behaviours in Tims, Bakker and Derks (2012) study.

A South African study (Peral & Geldenhuys, 2016) reports reliability scores of the JCS as follows: increasing structural job resources ($\alpha = 0.83$), increasing social job resources ($\alpha = 0.83$), increasing challenging job demands ($\alpha = 0.83$) and decreasing hindering job demands ($\alpha = 0.84$), with a total reliability score of the JCS being 0.84.

3.5.4 Schutte Emotional Intelligence Scale (SEIS)

The Schutte Emotional Intelligence Scale (SEIS) self-report measure of EI developed by Schutte et al. (1988). The SEIS defines EI in six dimensions which assess perception, understanding, expression, regulating and harnessing of emotion in the self and others (Schutte et al., 1998).

The six dimensions are 1) positive affect, 2) Emotion-Others, 3) Happy Emotions, 4) Emotions-Own, 5) Non-verbal Emotions, and 6) Emotional Management. It comprises of 33 self-referencing statements (three items being reverse-scored) and requires participants to rate the extent to which they agree or disagree with each statement on a five-point scale (1 = *strongly disagree*; 5 = *strongly agree*). Each dimension and example item(s) are shown below.

Positive affect, item 8 – ‘Emotions are one of the things that make my life worth living’;

Emotion-others, item 26 – ‘When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself’;

Happy emotions, item 14 – ‘I seek out activities that make me happy’;

Emotions-own, item 9 – ‘I am aware of my emotions as I experience them’;

Non-verbal emotions, item 25 – ‘I am aware of the non-verbal messages other people send’;

and **Emotional management**, item 1 ‘I know when to speak about my personal problems to others’ and item 21 – ‘I have control over my emotions’.

According to Jonker and Vosloo (2008), the conciseness of the SEIS and the evidence accumulating on the scale’s reliability and validity, makes this scale a reasonable and suitable choice for a brief self-report measure of global emotional intelligence. The SEIS’s overall

reliability rating is 0.90 with only the ‘utilizing emotions’ subscale showing poor reliability. Schutte (1998) proposes that a total score of the SEIS be used and in many cases, the scale is used as a total score. Śmieja, Orzechowski and Stolarski (2014) highlight that this is preferred when dealing with individual diagnosis of emotional intelligence.

Evidence of construct, predictive and discriminant validities was confirmed by Petrides and Furnham (2000), Ciarrochi et al. (2001) as well as Schutte et al. (1998). This highlights that not only are the test-retest and internal reliabilities good, but the group differences in score and correlations with other measures have in general been in agreement with the academic expectations.

3.5.5. Job performance measure

For purposes of this research, a performance appraisal score provided by the company under study was used in order to measure individual job performance. The performance appraisal used a global score out of five (5) assessing all job-related indicators of performance. Each numerical score is an indicator of the level of performance against the expected standard within which each individual falls into after the performance appraisal is complete.

Degree of Achievement	Rating
Exceptional	5
Exceeds Expectations	4
Commendable	3
Needs Improvement	2
Unacceptable	1
Nothing Accomplished	0

A unique benefit of this study is not only using self-report measures of performance but existing objective data source such as performance scores provided by the company under study. According to DeNisi and Pritchard (2006), performance appraisals are an excellent approach in assessing individual job performance and if done correctly can lead to increased job performance. The reason for an increase in job performance is due to goal setting and clarity of expectations for the position. Similarly, Prowse and Prowse (2009) support this and highlight the advantage of performance appraisals increasing motivation and achieving increased individual performance over the long-term.

For this study in particular, performance appraisal scores offered the best insight into an individual's performance at work as the performance management process ensured that performance appraisals were conducted correctly and involved both the line-manager and the individual employee at set points throughout the year whereby goals would be set and performance measured thereafter. However, in conjunction to the extensive literature on performance appraisals and performance management, Prowse and Prowse (2009) warn against low validity and reliability which may occur with performance appraisals because of the challenges or issues involving the skills which the person conducting the performance appraisal should have.

3.6 Statistical Analyses

A third-party independent researcher gathered all completed surveys and consent forms. These surveys were coded with a particular letter (example: A, B, C) which was then linked to the relevant performance score (coded as: a, b, c) matching the participants employee code. Both

the employee code and performance score (being secondary data) was provided to the independent researcher by the participating organization for purpose of coding and ensuring anonymity. The survey data was captured from hard copy completed survey answers into an Excel format which in turn was exported into the Statistical Package for Social Sciences (SPSS) version 25 (SPSS Statistics, 2014) for analysis. The properties of each scale were analyzed using descriptive statistics as well as reliability analyses. Descriptive statistics was used to describe the characteristics of the sample, and Pearson correlation analysis provided insight to the relationships between the variables. Lastly, in order to test the hypotheses, multiple regression analysis was used.

3.6.1 Descriptive Statistics

Descriptive statistics was used to describe the characteristics of the sample under study. Donges (2018) highlights that this can be done through the four types of descriptive statistics, namely, measures of frequency (count, percent and frequency), measures of central tendency (mean, median, and mode), measures of dispersion or variation (range, variance, standard deviation) and measures of position (percentile ranks, quartile ranks). According to Babbie (2010) this method assists the researcher to present quantitative descriptions in a more manageable form. The descriptive statistics used in the current study were percentages, frequencies, means, modes, and standard deviations.

3.6.2 The Pearson Product Moment Correlation

In order to ascertain if there is any correlation between two variables, the Pearson-product Moment Correlation analysis is conducted (Wilson, 2009). This correlation ranges between -1

and +1 and will detail if a correlation is statistically significant or not. Sekaran (2001) further explains that the Pearson product Moment Correlation will not only describe the significance of bivariate relationships, but also the nature and direction of the variables used in the study. This is confirmed by Pallant (2010) who emphasizes that this analysis is used to describe the direction and degree of strength of a linear relationship between two variables. This study used Pearson product Moment Correlation to analyze the relationship between flourishing, job crafting, emotional intelligence and job performance and their associated dimensions.

3.6.3 Multiple Regression

According to Slinker and Glantz (2008), multiple regression is the most common form of linear regression analysis. It is used to explain the relationship between one continuous dependent variable and two or more independent variables. In this case, the dependent variable would be job performance and the independent variables would be flourishing, job crafting and emotional intelligence. This method allows the researcher to ask the general question, “what is the best predictor of...”. Weedmark (2018, p. 3) highlights that a clear advantage of this method is “the ability to determine the relative influence of one or more predictor variables to the criterion value”. This study used multiple regression analysis to analyze the relationship between flourishing, job crafting, emotional intelligence (their associated dimensions) and job performance.

3.7 Conclusion

This chapter provided an overview of the research methodology used within the study. The chapter specifically made reference to the research design, the sampling of participants, and

the procedure used for data collection. In addition to that, it detailed the measuring instruments used for data collection and included the reliability and validity of each measure as well as the motivation for use. Lastly, the statistical techniques used to analyze the data were explained. The following chapter will focus on presenting results which were obtained from the analysis of the data.



4. CHAPTER 4 – PRESENTATION OF RESULTS

4.1 Introduction

This chapter details the analysis of the data and specifies the findings of the study. The purpose of this chapter is to present the empirical results found through the use of the statistical techniques described in the chapter above. The Statistical Package for the Social Sciences (SPSS) was used to analyze and present the data. Graphical representations and numerical tables are used to group the data and create an interpretation of the results. In order to present and discuss the hypothesized relationships, descriptive and inferential statistics was conducted.

4.2 Descriptive Statistics

In the sections that follow, descriptive statistic calculations derived from the sample are shown. This allows for the basic features of data in a study to be described. With short summaries and graphical analysis, this technique provides the reader with simple visualizations which conveys a more intuitive depiction of the data.

4.3 Biographical information

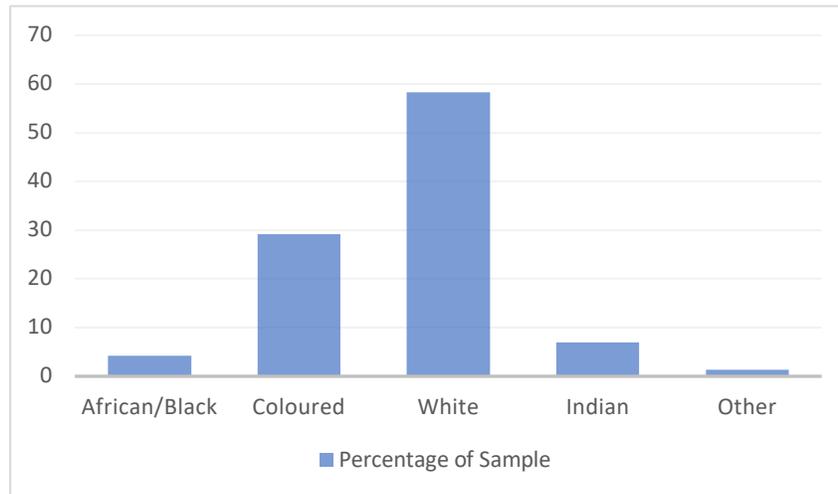


Figure 4.3.1 Race of respondents

Figure 4.3.1 indicates that 4.2% of the respondents were African/Black people ($n = 3$), 29.2% of the respondents were Coloured people ($n = 21$), while 58.3% were White people ($n = 42$), followed by 6.9% respondents who were Indian people ($n = 5$). One respondent indicated 'other' ($n = 1$).

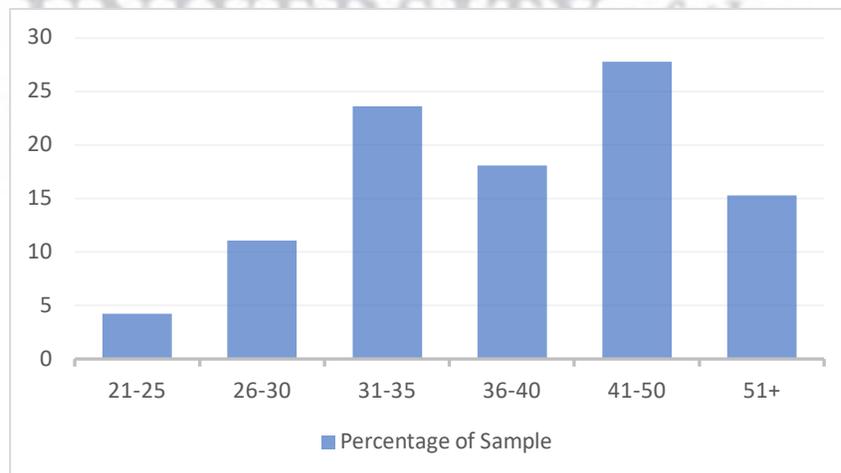


Figure 4.3.2 Age category of respondents

Figure 4.3.2 specifies that 4.2% of the respondents fell within the 21-25 years of age group (n = 3), 11.1% fell within the 26-30 years of age group (n = 8), 23.6% respondents in the 31-35 years of age group (n = 17), 18.1% respondents in the 36-40 years of age group (n = 13), while 27.8% respondents in the 41-50 years of age group (n = 20), and a further 15.3% falling in the 51+ years of age group (n = 11).

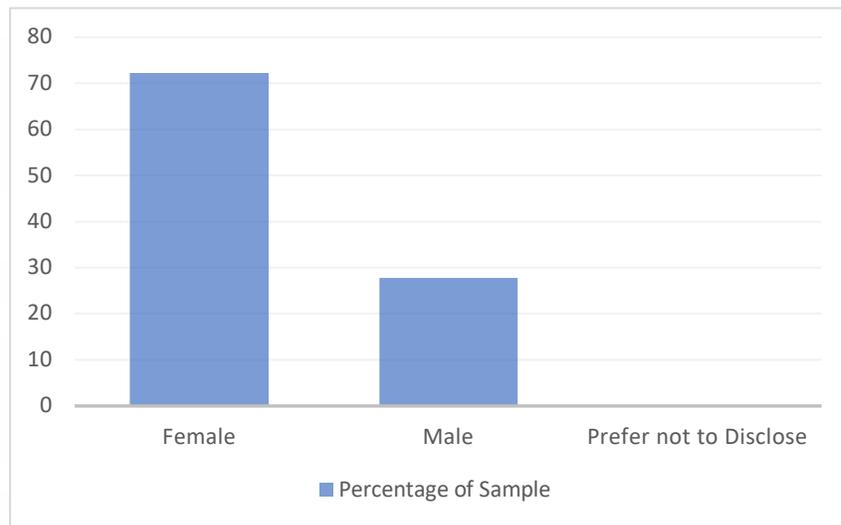


Figure 4.3.3 Gender of respondents

Figure 4.3.3 shows that 72.2% of the respondents were female, (n = 52), 27.8% of the respondents were male, (n = 20), and 0% of respondents preferred not to disclose their gender, (n = 0).

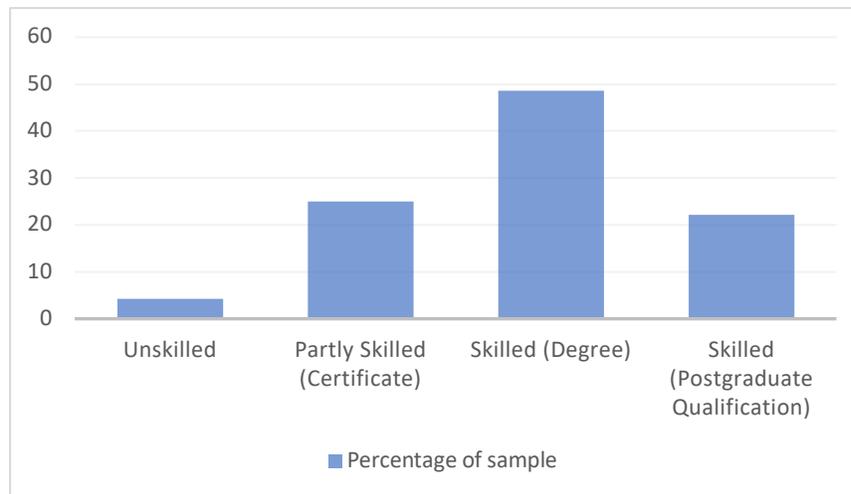


Figure 4.3.4 Skill profile of respondents

Figure 4.3.4 indicates that 4.2% of the respondents were unskilled, ($n = 3$), 25% of the respondents classified themselves as partly skilled with a certificate being their highest qualification, ($n = 18$), while 48.6% deemed themselves to be skilled with a Bachelor's Degree, ($n = 35$), followed by 22.2% ($n = 16$) had postgraduate qualifications.

4.4 Reliability of the measures

4.4.1 Reliability

According to Foxcroft and Roodt (2009), reliability is the consistency with which the test measures what it is supposed to measure. Sekaran (2003) emphasizes that reliability also refers to stability and freedom for error. In order to establish a questionnaires reliability, the Cronbach's Coefficient Alpha is calculated. A Cronbach Alpha of 0.7 and higher shows that there is internal consistency in the instrument in question, however, this is for the social sciences specifically (Sekaran, 2003).

Table 4.2 – Cronbach alpha reliability scores for the instruments (n = 72)

Scale	Items	Reliability
FAWS: EWB	4	0.781
FAWS: PWB	9	0.882
FAWS: SWB	5	0.889
FAWS: Second order factor	18	0.932
JCS: Increasing structural job resources	5	0.793
JCS: Decreasing hindering job demands	6	0.725
JCS: Increasing social job resources	5	0.758
JCS: Increasing challenging job demands	5	0.818
EI: Positive affect	7	0.666
EI: Emotion-Others	7	0.771
EI: Happy emotions	4	0.653
EI: Emotions-Own	4	0.583
EI: Non-verbal emotions	3	0.740
EI: Emotional management	4	0.518
EI: Second order factor	29	0.842

As shown above, the Cronbach's Coefficient Alpha for each of the instruments used in this study was calculated accordingly. The results show that the Cronbach Alpha's ranged from 0.52 to 0.93. The dimensions of flourishing and job crafting all presented reliability coefficients above the threshold of acceptable reliability (i.e. >0.7). Four EI dimensions, namely positive affect ($\alpha = 0.67$), happy emotions ($\alpha = 0.65$), emotions-own ($\alpha = 0.58$), and emotional management ($\alpha = 0.52$), presented low reliability scores (i.e. <0.7). Due to the low reliability of the EI dimensions, it was decided to use the EI second-order factor as confirmed by Jonker and Vosloo (2008) for further analysis. As the job performance measure consisted of only one item, it was not possible to calculate the reliability of this measure.

4.5 Descriptive statistics

Table 4.1 Descriptive statistics of the variables and associated dimensions (n = 72)

Dimension(s) in each Construct	Min	Max	Mean	Std. Deviation
Flourishing at Work – Emotional well-being	2.25	6.00	4.48	0.88
Flourishing at Work – Psychological well-being	1.78	5.89	4.51	0.84
Flourishing at Work – Social well-being	1.40	6.00	4.33	1.08
Flourishing at Work – Total	2.22	5.94	4.46	0.81
Job Crafting – Increasing structural job resources	2.40	5.00	4.20	0.56
Job Crafting – Decreasing hindering job demands	1.50	4.33	3.06	0.65
Job Crafting – Increasing social job resources	1.00	5.00	2.85	0.73
Job Crafting – Increasing challenging job demands	2.00	5.00	3.62	0.72
Emotional Intelligence	1.14	2.76	2.01	0.28
Job Performance Score	3.00	4.85	3.82	0.52

The mean scores on the total Flourishing at work scale were 4.46, with a standard deviation of 0.81. Within the response range of 1 to 6 on the frequency Likert scale, the results reveal that the respondents experienced flourishing at work ‘about 2 or 3 times a week’ to ‘almost every day’.

The mean scores for the four job crafting dimensions are discussed below. Within a response range of 1 to 5 on the frequency Likert scale, the results reveal that when it came to increasing structural job resources (M = 4.20, SD = 0.56), the respondents did this ‘often’. When it came to decreasing hindering job demands (M = 3.06, SD = 0.65), the respondents decreased hindering job demands ‘sometimes’. When it came to increasing social job resources (M = 2.85, SD = 0.73), the respondents did this ‘rarely’ to ‘sometimes’. Lastly, when it came to

increasing challenging job demands ($M = 3.62$, $SD = 0.72$), the respondents increased challenging job demands 'sometimes' to 'often'.

With respect to Emotional intelligence, the response range of 1 to 5 on the agreement Likert scale (1 = strongly agree; 5 = strongly disagree) was used. The results reveal that the respondents 'agree' to majority of the statements confirming their positive response to and use of EI at work ($M = 2.01$, $SD = 0.28$).

Respondents also tended to have relatively high job performance scores ($M = 3.81$, $SD = 0.51$) with the highest performance rating score available being 5 (rating range from 0 to 5). The results reveal that in terms of performance rating and description, most respondents were scored as performing between 'commendable' and 'exceed expectations'.

4.6 Inferential Statistics

In order to understand the relationships between the variables, a correlation analysis was performed. The hypotheses and findings are discussed below.

Table 4.3: Relationships between flourishing, job crafting, emotional intelligence and job performance ($n = 72$)

Correlations											
		FAWS_EWB	FAWS_PWB	FAWS_SWB	FAWS_TOTAL	JCS_ISJ_R	JCS_DH_JD	JCS_ISo_cJR	JCS_ICJ_D	EI	Job Performance Score
Flourishing at Work – Emotional well-being	Pearson Correlation	1									
	Sig. (2-tailed)										
Flourishing at Work – Psychological well-being	Pearson Correlation	.716**	1								
	Sig. (2-tailed)	0									
Flourishing at Work – Social well-being	Pearson Correlation	.618**	.642**	1							
	Sig. (2-tailed)	0	0								
Flourishing at Work – Total	Pearson Correlation	.842**	.929**	.852**	1						
	Sig. (2-tailed)	0	0	0							
Job Crafting – Increasing structural job resources	Pearson Correlation	.428**	.524**	.325**	.495**	1					
	Sig. (2-tailed)	0	0	0.005	0						
Job Crafting – Decreasing hindering job demands	Pearson Correlation	0.051	0.17	0.124	0.146	0.194	1				
	Sig. (2-tailed)	0.673	0.153	0.301	0.221	0.103					
Job Crafting – Increasing social job resources	Pearson Correlation	-0.009	0.055	0.155	0.084	0.009	0.219	1			
	Sig. (2-tailed)	0.94	0.645	0.194	0.485	0.939	0.064				
Job Crafting – Increasing challenging job demands	Pearson Correlation	.255*	.274*	.264*	.301*	.451**	0.134	0.171	1		
	Sig. (2-tailed)	0.031	0.02	0.025	0.01	0	0.261	0.15			
Emotional Intelligence	Pearson Correlation	-.376**	-.326**	-0.169	-.323**	-.429**	-0.122	0.116	-.431**	1	
	Sig. (2-tailed)	0.001	0.005	0.155	0.006	0	0.306	0.33	0		
Job Performance Score	Pearson Correlation	0.135	0.11	0.062	0.112	-0.001	-0.147	-0.042	0.103	0.024	1
	Sig. (2-tailed)	0.258	0.359	0.606	0.347	0.993	0.216	0.726	0.391	0.842	
**. Correlation is significant at the 0.01 level (2-tailed).											
*. Correlation is significant at the 0.05 level (2-tailed).											

From Table 4.3, it is evident that there is no significant relationship between job performance and the other variables studied. However, significant relationships exist between some of the independent variables which are shown below:

- 1) A statistically significant relationship exists between job crafting (increasing structural job resources) and flourishing (emotional well-being), $r=0.428$ ($p < 0.01$).
- 2) A statistically significant relationship exists between job crafting (increasing structural job resources) and flourishing (psychological well-being), $r=0.524$ ($p < 0.01$).
- 3) A statistically significant relationship exists between job crafting (increasing structural job resources) and flourishing (social well-being), $r=0.325$ ($p < 0.01$).
- 4) A statistically significant relationship exists between job crafting (increasing structural job resources) and flourishing (total score), $r=0.495$ ($p < 0.01$).
- 5) A statistically significant relationship exists between emotional intelligence and flourishing (emotional well-being), $r=-0.376$ ($p < 0.01$).
- 6) A statistically significant relationship exists between emotional intelligence and flourishing (psychological well-being), $r=-0.326$ ($p < 0.01$).
- 7) A statistically significant relationship exists between emotional intelligence and flourishing (total score), $r=-0.323$ ($p < 0.01$).
- 8) A statistically significant relationship exists between emotional intelligence and job crafting (increasing structural job resources), $r=-0.429$ ($p < 0.01$).
- 9) A statistically significant relationship exists between emotional intelligence and job crafting (increasing challenging job demands), $r=-0.431$ ($p < 0.01$).

Hypothesis 1: Flourishing dimensions (namely, emotional well-being, psychological well-being, social well-being) explains a significant proportion of the variance in job performance.

Table 4.4: ANOVA with flourishing dimensions and job performance

Model	Model Summary			Std. Error of the Estimate
	R	R Square	Adjusted R Square	
1	.141 ^a	.020	-.023	.52223

a. Predictors: (Constant), FAWS_SWB, FAWS_EWB, FAWS_PWB

Table 4.5: Significance of Relationship between flourishing and job performance.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.377	3	.126	.461	.710 ^b
	Residual	18.545	68	.273		
	Total	18.923	71			

a. Dependent Variable: Job Performance Score

b. Predictors: (Constant), FAWS_SWB, FAWS_EWB, FAWS_PWB

The results in Table 4.4 show that 2% of the variance in job performance is explained by the FAWS-SF dimensions. However, the results in Table 4.5 reveal that the variance explained is not statistically significant ($R^2 = 0.020$, $F(3, 68) = 0.461$, $p = n.s.$). Therefore, hypothesis 1 is rejected.

Hypothesis 2: Job crafting (*Dimensions: increasing structural job resources, increasing social job resources, increasing challenging job demands, decreasing hindering job*) explains a significant proportion of the variance in job performance.

Table 4.6: Relationship between job crafting and job performance.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.197 ^a	.039	-.019	.52101

a. Predictors: (Constant), JCS_ICJD, JCS_DHJD, JCS_ISocJR, JCS_ISJR

Table 4.7: Significance of Relationship between job crafting and job performance.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.735	4	.184	.677	.610 ^b
	Residual	18.187	67	.271		
	Total	18.923	71			

a. Dependent Variable: Job Performance Score

b. Predictors: (Constant), JCS_ICJD, JCS_DHJD, JCS_ISocJR, JCS_ISJR

The results in Table 4.6 show that 3.9% of the variance in job performance is explained by the job crafting dimensions. However, the results in Table 4.7 reveal that the variance explained is not statistically significant ($R^2 = 0.039$, $F(4, 67) = 0.677$, $p = n.s.$). Therefore, hypothesis 2 is rejected.

Hypothesis 3: Emotional intelligence explains a significant proportion of the variance in job performance.

Table 4.8: Relationship between emotional intelligence and job performance.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.024 ^a	.001	-.014	.51978

a. Predictors: (Constant), EI

Table 4.9: Significance of Relationship between emotional intelligence and job performance.

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.011	1	.011	.040	.842 ^b
	Residual	18.912	70	.270		
	Total	18.923	71			

a. Dependent Variable: Job Performance Score

b. Predictors: (Constant), EI

The results in Table 4.8 show that 0.1% of the variance in job performance is explained by emotional intelligence. However, the results in Table 4.9 reveal that the variance explained is not statistically significant ($R^2 = 0.001$, $F(1, 70) = 0.040$, $p = n.s.$). Therefore, hypothesis 3 is rejected.

Hypothesis 4: Flourishing, job crafting, and emotional intelligence explains a significant proportion of the variance in job performance.

Table 4.10: Relationship between flourishing, job crafting, emotional intelligence and job performance.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.251 ^a	.063	-.024	.52232

a. Predictors: (Constant), JCS_ICJD, JCS_DHJD, JCS_ISocJR, FAWS_TOTAL, EI, JCS_ISJR

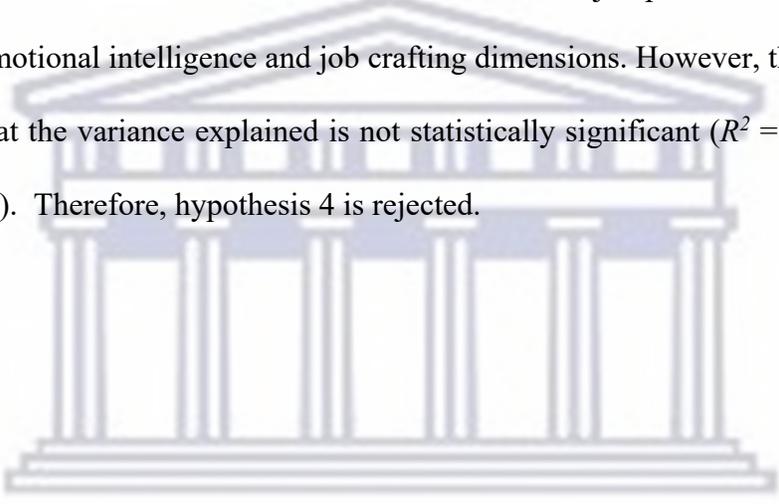
Table 4.11: Relationship between flourishing, job crafting, emotional intelligence and job performance.

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.189	6	.198	.727	.630 ^b
	Residual	17.733	65	.273		
	Total	18.923	71			

a. Dependent Variable: Job Performance Score

b. Predictors: (Constant), JCS_ICJD, JCS_DHJD, JCS_ISocJR, FAWS_TOTAL, EI, JCS_ISJR

The results in Table 4.10 show that 6.3% of the variance in job performance is explained by flourishing, emotional intelligence and job crafting dimensions. However, the results in Table 4.11 reveal that the variance explained is not statistically significant ($R^2 = 0.063$, $F(6, 65) = 0.727$, $p = n.s.$). Therefore, hypothesis 4 is rejected.



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Table 4.12: Summary of hypotheses testing

Hypothesis	Finding
H1: Flourishing (Dimensions: <i>emotional well-being, psychological well-being, social well-being</i>) explains a significant proportion of the variance in job performance.	Rejected
H2: Job Crafting (Dimensions: <i>increasing structural job resources; increasing social job resources, increasing challenging job demands, decreasing hindering job demands</i>) explains a significant proportion of the variance in job performance.	Rejected
H3: Emotional Intelligence explains a significant proportion of the variance in job performance.	Rejected
H4: Flourishing, job crafting, and emotional intelligence explains a significant proportion of the variance in job performance.	Rejected

4.7 Conclusion

The chapter covered above presented relevant findings that emerged from the study. Graphical representations and numerical tables were used to group the data and create an interpretation of the results for further discussion.

In the following chapter, a discussion of the results is presented, as well as a presentation of the findings in relation to the existing literature. Conclusions are then made and recommendations to individuals and organizations are emphasized.

CHAPTER 5 – DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the relationship and influence of flourishing, job crafting and emotional intelligence with job performance. Each section discusses the findings of this study in relation to the existing body of research. The findings from this study are presented in order to assist organizations in seeing the importance of a flourishing focused and job crafting-enabled culture while supporting employees in achieving improved emotional intelligence. Lastly, challenges and limitations of this study are briefly discussed; considerations for future research mentioned and recommendations for organizations and the specific organization in this study is presented.

5.2 Discussion

The sample used in this study included employees in the various branches across South Africa of the selected pharmaceutical company. The mean scores on each of the variables is briefly highlighted below.

Flourishing: The mean score (M) obtained for the flourishing variable was 4.46 (SD = 0.81), indicating that employees in this pharmaceutical company experience flourishing behaviours two to three times a week (according to the Likert scale anchor: 4) to almost daily (Likert scale anchor of 5) are functioning well and not languishing. This implies that, on average, employees are behaving proactively, thriving in their environment and being more concerned about their growth and ability to function-well (Bakker et al., 2012; Luthans et al., 2007; Luthans et al., 2008).

Job Crafting: The mean score (M) obtained for the job crafting dimensions was 4.20 (SD = 0.56) for increasing structural job resources, 2.85 (SD = 0.73) for increasing social job resources, 3.62 (SD = 0.72) for increasing challenging job demands and 3.06 (SD = 0.65) for decreasing hindering job demand, indicating that employees in this pharmaceutical company are participating in job crafting techniques and most likely functioning quite well in their current work environment (Tims et al., 2012).

Emotional Intelligence: The mean score (M) obtained for the emotional intelligence variable was 2.01 (SD = 0.28), indicating that employees in this pharmaceutical company show a positive response to emotional intelligence at work, as well as make use of emotional intelligence. This implies that employees are perceiving, understanding, expressing, regulating and harnessing emotion in the self and others (Schutte et al., 1998).

Job Performance: The mean score (M) obtained for the job performance variable was 3.81 (SD = 0.51), indicating that employees in this pharmaceutical company are performing relatively well. This may imply that employee's performance is positively affected by the use of the above variables, namely flourishing, job crafting techniques and emotional intelligence.

In this study, high levels of flourishing, emotional intelligence and performance were recorded. The results also show that certain job crafting techniques are being used which may indicate that the employees are functioning well in their current work environment.

In context of the pharmaceutical industry, majority of the staff have matriculated and have completed tertiary education which may indicate that their understanding of flourishing, job

crafting, emotional intelligence and job performance can be reasonably expected as well as developed.

Hypothesis 1: Flourishing (Dimensions: emotional well-being, psychological well-being, social well-being) explains a significant proportion of the variance in job performance.

The research hypothesis was not substantiated as flourishing (Dimensions: emotional well-being, psychological well-being, social well-being) did not explain a significant proportion of the variance in job performance.

In contrast to the expectation of a significant relationship found in the literature, this hypothesis was rejected as flourishing did not explain a significant proportion of the variance in job performance. According to suggestions from many authors such as Diedericks and Rothmann (2014); Ouwencel, LeBlanc and Schaufeli, (2011); Sparks et al. (2001); and Woon and Pee (2004) flourishing is likely to have a positive and significant correlation with job performance.

Diedericks and Rothmann (2014) highlight that a flourishing individual who feels well is likely to function well which should, in theory, have a positive influence on individual and organizational outcomes such as job performance. This is confirmed by Sparks et al. (2001) who explain that flourishing seems to benefit the individual employees and the organization. Diedericks and Rothmann (2014) emphasize that flourishing is strongly linked with aspects such as job satisfaction. According to Ouwencel et al. (2011), positive emotions intensify personal resources which in turn will predict an individual's future well-being. This is confirmed by Lyubomirsky, Sheldon and Schkade (2005) who propose that the resources mentioned above such as personal

resources, positive emotions, job satisfaction, well-being, and organizational commitment enable individuals to thrive and succeed at work.

Woon and Pee's (2004) study on information technology (IT) professionals highlighted that an individual who does not have a strong degree of job satisfaction would perform less optimally and this could be shown through engagement in counterproductive behaviour(s). Lastly, Wright et al. (2007) found that positive psychological well-being (PWB) and job satisfaction were associated with higher performance ratings which is consistent with Fredrickson's (2001) broaden-and-build model whereby performance is highest when employees report high scores on both PWB and job satisfaction.

Having mentioned the above, it is clear that there are numerous studies suggesting a correlation between flourishing, its dimensions (personal well-being, social well-being and psychological well-being) and job performance. However, the above hypothesis was rejected which opposed the literature under review. It is the researcher's opinion that the above hypothesis was rejected for reasons relating to the job performance scores used for data analyses – discussed further in the limitations section below. Therefore, when measuring job performance, researchers need to consider alternative and/or additional approaches to job performance scores or ratings (Welman, Kruger & Mitchell, 2005) such as psychometric measures which are highly job related (Tucker, 2015); peer reviews or 360-Degree feedback (Tims, Bakker & Derks, 2011). In this case, the additional approaches were not part of the research methodology, resulting in many limitations noted in the research recommendation section that follows in a subsequent part of this chapter.

Hypothesis 2: Job Crafting (Dimensions: increasing structural job resources; increasing social job resources; increasing challenging job demands; decreasing hindering job demands) explains a significant proportion of the variance in job performance. The research hypothesis was not substantiated as the dimensions of job crafting (increasing structural job resources; increasing social job resources; increasing challenging job demands; decreasing hindering job demands) did not explain a significant proportion of the variance in job performance.

In contrast to the above, research has linked job crafting with particular outcomes related to performance (e.g., Berg et al., 2013; Leana, Appelbaum & Shevchuk, 2009). A study on early childhood educators where employees work together to collectively redesign their jobs, found that educators who engaged in collaborative job crafting tended to perform better than those who did less collaborative crafting (Leana et al., 2009). Grant and Parker (2009) argue that when employees are able to see the impact that their tasks have on others, they experience their work as more meaningful, leading to higher performance. French (2009) confirms this and additionally highlights that job crafting has been associated with increased emotional well-being.

According to Tims and Bakker (2010), job crafting directly facilitates engagement and indirectly facilitates better job performance. This is because employees who change their work environment proactively can align their job demands and resources with their own abilities and needs. Lyons (2008) emphasizes that job crafting behaviours have beneficial effects on the organization. Piccolo and Colquitt (2006) elaborate on this and explain that management can influence employees' job demands and resources which may indirectly influence employee performance. Therefore, organizations should offer their employees sufficient job resources, including feedback, social

support, and skill variety as research proves a positive link between job crafting and job performance.

However, Berg et al. (2013) highlight the need for more theory and research that links specific forms of crafting to particular individual and organizational outcomes, both positive and negative. In relation to Hypothesis 2, which was rejected, it is the researcher's opinion that this was primarily due to the previously mentioned limitation around the job performance scores for data analysis purposes.

Hypothesis 3: Emotional Intelligence explains a significant proportion of the variance in job performance. The research hypothesis was not substantiated as emotional intelligence did not explain a significant proportion of the variance in job performance.

Once again, the above hypothesis was rejected which opposes majority of the literature supporting a positive and significant relationship between EI and job performance. Past research has implicitly or explicitly proposed that emotional intelligence relates to job performance in independent and linear ways (Goleman, 1998; Mayer, Salovey, & Caruso, 2000). According to O'Boyle, Humphrey, Pollack, Hawver and Story (2010), emotional intelligence is a strong predictor of task performance. Recent research also highlights the importance of EI as a predictor in important domains such as academic performance and job performance, among other domains (Humphrey, 2002; Jordan, Ashkanasy, & Hartel, 2003). This is confirmed by Zaccaro (2001) who emphasizes that emotional intelligence is also an increasingly relevant determinant of who will and will not be successful.

However, research exists highlighting that there has been a general lack of independent, systematic analysis substantiating the claim that EI predicts job performance. Landy (2005) and Zeidner, Matthews, and Roberts (2004) argued against using emotional intelligence to predict job performance unless it makes an incremental contribution to prediction. Hough (2003) suggests that predictors of job performance such as emotional intelligence may be important in ways other than their incremental linear effects.

The research conducted for this study differs with the limitation highlighted by Pekaar et al. (2017), which explains that combining the different dimensions of EI into an overall EI score “masks” the unique effects of specific EI dimensions. The reason for disagreeing with this limitation is due to low reliabilities experienced in this study when looking at the specific EI dimensions, which did not allow for an accurate or reliable result in the data analysis process. Similarly, Petrides and Furnham (2000) and Ciarrochi, Chan and Bajgar, (2001) studies report a considerably low reliability of the EI factors compared to the reliability of the whole measure itself. Van Rooy and Viswesvaran, (2004) mention that for research purposes, potentially unreliable sub-scales would not be safe as that could present additional measurement error negatively affecting the findings. Therefore, it was decided to combine the different EI dimensions into an overall EI score in order to predict an individual’s job performance as many other researchers have suggested.

Once again, the statistically insignificant correlation between emotional intelligence did not explain a significant proportion of the variance in job performance which is most likely due to the methodology chosen for the measurement of job performance. Considering the extensive literature

supporting a positive relationship between EI and job performance, it is the researcher's opinion that the findings of the present study does not accurately reflect the relationship between EI and job performance.

Hypothesis 4: Flourishing, job crafting, and emotional intelligence explain a significant proportion of the variance in job performance. This research hypothesis was rejected as flourishing, job crafting, and emotional intelligence did not explain a significant proportion of the variance in job performance.

As there is limited research investigating the relationship between flourishing, job crafting, emotional intelligence and job performance, it is challenging to compare the results obtained in this study to results which not evident in academic literature. However, the above has shown no significant correlation to job performance in the work context. As mentioned above, this opposes majority of the existing research showcasing positive and significant relationships between, respectively, flourishing, job crafting, emotional intelligence and job performance (Humphrey, 2002; Jordan et al., 2003; Keyes, 2005; Lyons, 2008; Piccolo & Colquitt, 2006; Tims & Bakker, 2010; Woon & Pee, 2004; Wright et al., 2007; Zaccaro, 2001).

5.3 Limitations of the research and Future considerations

5.3.1 Limitations in current study

The limitations of the study and the corresponding recommendation(s) are noted below:

Participants used in the sample were only employees from the pharmaceutical industry (one South African pharmaceutical company) and therefore the findings cannot be generalized to other

industries. However, Keyes (2005) notes that employee views and perceptions of flourishing, job crafting and emotional intelligence across industries should not be substantially different from the participants in this study. Therefore, future researchers are recommended to consider a larger sample size as well as including various South African pharmaceutical organizations in their study.

The cross-sectional design of the study did not allow for the stability of flourishing, job crafting and/or emotional intelligence to be studied over time. The cross-sectional design does not allow for any causal relationships to be studied (Mann, 2003). Therefore, future researchers should consider a longitudinal design that would assist in establishing any causal relationships between the independent variables and job performance; as well as determining any possible changes over time.

The performance reviews/performance appraisals provided challenges in terms of their validity. This is confirmed by Fletcher (2001) who suggests that performance appraisals do not provide valid performance data, as well as Latham and Mann (2008) who believe that the wrong aspects are usually measured in performance appraisals. Similarly, Conway and Lance (2010) highlight the negative influences of rater biases such as ‘Halo effect’, ‘Recency bias’ and ‘Leniency bias’. Lastly, Den Hartog, Boselie and Paauwe (2004) emphasize general issues relating to what is appraised and the process of appraisals in terms of who appraises and how it is conducted.

Another limitation is the indication of performance as a general factor or a single score. While a single performance appraisal score is common practice across many organizations, particularly when used as an indicator for salary increases (Erdogan, Kraimer & Liden, 2001), it does not allow

for any complexity or breakdown of one's performance at work in terms of the job performance dimensions. From a data analysis perspective, the single performance score did not result in significant correlations made between job performance and the independent variables (flourishing, job crafting and emotional intelligence). Manoharan, Muralidharan and Deshmukh (2009) highlight that a general factor or single performance score is not comprehensive enough to detail job performance in its entirety. They mention that the validity of these scores are not fit for data analysis but this can be overcome through their suggested model of performance appraisals where a single item or single unit is derived through the consideration of both qualitative and quantitative information for performance appraisals (Manoharan et al., 2009). A useful method to substantiate the performance score given is feedback from peers and supervisors, also called a 'peer review' or '360-degree feedback' which relates to an individual's work performance and occasionally their interpersonal relationships with colleagues (Tims, Bakker & Derks, 2011). In addition, Catano, Darr and Campbell (2007) suggest looking at multi-rater approaches, and Brackett, Rivers, Shiffman, Lerner and Salovey (2006) suggest self-rating or self-report measures to be used in support of performance reviews.

5.3.2 General recommendations for future researchers

Although the results obtained from this study were unexpected in comparison to the current literature on the influence of flourishing, job crafting and emotional intelligence on job performance, the correlation analysis presented evidence of significant relationships between emotional intelligence, flourishing and increasing structural job resources. Specifically, the significant relationships were found between:

- Job crafting (increasing structural job resources) and flourishing (emotional well-being): $r = .428$
- Job crafting (increasing structural job resources) and flourishing (psychological well-being): $r = .524$
- Job crafting (increasing structural job resources) and flourishing (social well-being): $r = .325$
- Job crafting (increasing structural job resources) and flourishing (total score): $r = .495$
- Emotional intelligence and flourishing (emotional well-being): $r = -.376$
- Emotional intelligence and flourishing (psychological well-being): $r = -.326$
- Emotional intelligence and flourishing (total score): $r = -.323$
- Emotional intelligence and job crafting (increasing structural job resources): $r = -.429$
- Emotional intelligence and job crafting (increasing challenging job demands): $r = -.431$

Schutte and Loi's (2014) study emphasizes that a higher level of EI is associated with employee flourishing at work. Similarly, and in support of the above significant relationships mentioned, Bakker (2015) highlights that emotional intelligence is crucial in job crafting when it comes to managing challenging job demands and this is where an individual's EI and emotional resources come into play. Lastly, Demerouti, Bakker and Gevers (2015) confirm the relationship between job crafting and flourishing in suggesting that job crafting stimulates employee flourishing as individuals can craft their jobs accordingly in an effort to create personal meaning.

Recommendation is thus given to future researchers to consider correlations between these variables in different organizations, as well as consideration to the effect that these correlations

may have on job performance having noted the above recommendations on performance appraisal validity and its challenges with data analysis.

5.3.3 Recommendations for organizations

It is critical for organizations to understand the factors that influence job performance at work, as well as factors which predict job performance at work. Understanding how these factors can influence and predict job performance at work will assist in the development of suitable interventions that will result in creating a high-performing workforce. The below presents recommendations of various initiatives and practices which the organization under study as well as other organizations within and outside of the pharmaceutical industry should consider.

Firstly, organizations are recommended to find ways to foster a flourishing environment which is a positive and supportive climate for job performance. Of course, organizations operate in highly stressful and pressurized environments creating negative influences on the workforce, however, these effects can be buffered through the organization and its management's commitment to the creation and sustainability of a flourishing work environment and a supporting culture. Not only does the physical and social structure of the work environment impact employee behaviour and morale, a healthy work environment can increase employee wellness and engagement (Orgambídez-Ramos, et al., 2014; Ouwencel, et al., 2011).

Secondly, the development of an environment and organizational culture which allows and promotes job crafting is essential to increased job performance. This is because employees who have altered their jobs to suit their skills or interests creates a sense of individual fulfillment

increasing their job satisfaction and engagement at work. Not only does job crafting improve an over-all sense of well-being in the workplace, it increases happiness and allows for stronger connections to be built (Morgeson et al., 2005).

Thirdly, an organizational culture of social and emotional awareness would be of a huge benefit. Not only does research show that emotionally intelligent employees have greater success in their careers and build stronger relationships at work, but that emotionally intelligent employees perform better in their job which positively impacts organizational success and profitability (Zeidner, et al., 2004).

Flourishing-specific interventions of employees could focus on the implementation of training programs to enhance personal growth and development, provide counselling opportunities, initiate resilience training, and build and promote positive social relationships. Janse van Rensburg et al. (2017) explain that by promoting healthy social relations, social well-being in the environment will enable employees to positively contribute to individual, group and organizational success. Work-life balance policies and programmes could be made available to all employees and encouraged from the top-down in order to promote flourishing. Similarly, managers and leaders can be encouraged to foster healthy and productive environments from departmental and a team level. Lastly, a culture of support for individual employee needs and positive practices can be created which allows for work environments which encourage flourishing (Zheng, Molineux, Mirshekary & Scarparo, 2015).

Job-Crafting specific interventions could be programs and systems that support and encourage a positive balance between work and personal life. This will allow employees more autonomy to manage their responsibilities which is essentially aiding the job crafting process (Nadeem & Hendry, 2003). Organizations could focus on helping individual employees to develop effective coping strategies in highly pressurized environments. Similarly, the creation of a culture of autonomy and trust will assist individuals with the tools and support to craft their jobs accordingly. Other job crafting interventions to be considered are training employees in job crafting (Gordon, Demerouti, Le Blanc, Bakker, Bipp, & Verhagen, 2018), creating awareness of the possibilities to engage in job crafting through the use of workshops, providing feedback on job crafting to each individual as well as ensuring that job resources are mobilized (Tims Bakker & Derks, 2014).

Emotional intelligence initiatives or interventions could be as simple as assisting individuals in awareness and understanding of emotional intelligence. It is crucial for organizations and employees to acknowledge the importance and value of EI. Various training initiatives focused on the development of emotional intelligence could be implemented. Organizations can conduct EI assessments with managers and individuals which encourages self-awareness and also provides a starting point for organizations. Lastly, an organization who values EI and sees it as a positive contributor to organizational success can adapt recruitment and selection decision around emotionally intelligent new hires (O'Boyle, et al., 2010).

Furthermore, the challenge regarding the validity of performance appraisals and performance scoring for data analysis purposes has been highlighted. Although validity of performance appraisals will always be an area for improvement in terms of research and practice, organizations

are recommended to consider additional approaches to their current performance appraisal system. Additions could include self-ratings of performance as well as multi-rater approaches which involve peer-reviews or 360-degree feedback. Additional feedback and ratings in performance appraisals removes subjectivity and many of the rater bias' which could come into play. Ultimately increasing the validity of both the actual performance review and the rating given.

Overall, it is critical for organizations to understand the factors that predict job performance in the work and organizational environment in order to develop interventions that will result in creating a high-performing workforce. The various initiatives and practices recommended above can be applied to any organization. However, it is important to ensure that specific and relevant initiatives are implemented which best suits the organization.

5.4 CONCLUSION

The South African work environment is continuously changing and filled with endless competition (Foxcroft & Roodt, 2009). A highly demanding environment such as this creates anxiety and tension that places strain on individuals at work. This negative impact on employees in the workplace not only affects the way they perform at work but challenges all organizations who aim to grow sustainably through happy, high performing employees in a flourishing environment (Keyes, Hysom & Lupo, 2000). Hence, the need to investigate the influence of flourishing job crafting and emotional intelligence on job performance.

The findings of this study provided further evidence relating to the relationship between flourishing, job crafting, emotional intelligence and job performance in a South African

pharmaceutical company, as well as recommendations for future researchers to improve the measurement and validation of job performance for data analysis purposes.

Although the data results do not support the hypotheses investigated, the current literature supports that positive correlations could exist between flourishing, job crafting, emotional intelligence and job performance. Bakker and Schaufeli (2008) highlight that a positive exchange between employee and employer (value, work-life balance, autonomy) is positively related to employees' feelings of perceived organizational support and affective commitment to the organization which is reciprocated in the form of higher levels of performance. O'Boyle et al. (2010) agrees with this in stating that increased psychological health and subjective wellbeing in these positive and supportive environments improve productivity.

The key finding from the above study is not only that future researchers should consider multiple approaches in the measurement of job performance for an effective correlational study to be undertaken but also that each variable investigated in this study namely flourishing, job crafting and emotional intelligence can be developed and increased through various individual behaviours, group efforts and organization-wide initiatives and practices.

Organizations are to critically consider how they are going to develop, promote and implement strategic initiatives aimed towards creating a workplace environment whereby flourishing, job crafting and emotional intelligence become a new norm. Not only will these strategic initiatives positively influence all employees in their job performance and the non-work-related aspects of their life (family, personal, physical & mental health) but also propel companies to become and remain sustainably high performing organizations in a globally competitive market.

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APPENDICES

Ethical Clearance Letter

Participant Forms:

Information Letter

Informed Consent Form

Measuring Scales: (Full Questionnaire)

Biographical Questionnaire

Flourishing at Work Scale – Short Form (FAWS-SF)

Job Crafting Scale (JCS)

Schutte Emotional Intelligence Scale (SEIS)

