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Faculty of Economics and Management

MBA Business Administration

Master's Dissertation

How Emotional Intelligence Can Help Managers To Improve Effectiveness and Job Satisfaction In Cyprus Healthcare Workers.

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Supervisor

Dr. Athanasios Michiotis

December, 2023

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Abstract

Summary: The emotional intelligence of a Direct manager in a hospital can be likened to an air balloon, which carries an employee's job satisfaction and effectiveness in its basket. The higher the balloon rises, the better the levels of these two variables. Developing E.I in the health sector culture will help workers have better job satisfaction and effectiveness, and patients will receive better health care.

Objectives: The present study aimed to evaluate the emotional intelligence of direct supervisors/managers in a public hospital, as perceived by their employees. Additionally, the study aimed to determine if there is a significant relationship between E.I levels and job satisfaction and effectiveness. Also, to identify the E.I skills that supervisors and managers need to improve based on the needs of their employees. Finally, to explore the potential impact of E.I development on patient care in the health workplace.

Methodology Our study examined a sample of 554 employees at a public hospital, who were categorized into five groups of workers. 148 responded to an anonymous questionnaire that we designed specifically for this research with a rating scale ranging from 1 (strongly disagree) to 5 (strongly agree). Our questionnaire aimed to assess employees' opinions of their direct supervisors' emotional intelligence in the healthcare workplace. By analyzing the responses grouped into three separate sets (A-C) of questions (Q1-Q51). Statistical analysis was conducted using SPSS software, with pivot tables generated in Excel.

Results: Our study has shown that E.I greatly contributes to the well-being of the work environment and enhances the quality of healthcare services provided to patients. Here are the key findings:1. There is a significant and strong correlation between emotional intelligence and job satisfaction (r=0.736, sig=<0.01b) with positive effect $\hat{Y} > mean$ 2. The E.I of managers has a moderate to strong correlation with job effectiveness (r=0.480, sig=<0.01b) with positive effect. 3.Empathy displayed by direct managers has a statistically significant, moderate correlation with positive impacts on employee effectiveness (r=0.523, sig=<0.01b). Implementing E.I in the healthcare workplace will not only assist in leadership decisions but also serve as a valuable communication tool to boost job effectiveness and overall satisfaction of healthcare workers. To improve their E.I. in the workplace, all employees at every job level in the public hospital should follow specialized training seminars.

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Chapter 1

Introduction

1.1 Area of discussions

"Goleman, D. (1998). Book, "Emotional Intelligence," defines the concept as the ability to sense, understand, value, and effectively apply the power of emotions as a source of human energy, information, trust, creativity, and influence. In light of today's global health conditions, prioritizing human-centered approaches in the workplace is crucial. This requires a shift in traditional workplace cultures at all levels of the organization. As a result, leaders and executive managers must integrate emotional intelligence into their workplace cultures to meet the changing needs of employees and improve efficiency in the healthcare industry.

The current global health conditions have created a pressing need for a more human-centered approach to work. It's become evident that traditional workplace cultures at all levels require a significant shift. As a result, leaders and executive managers must prioritize emotional intelligence and foster a culture that meets the current needs of their workforce while simultaneously improving effectiveness and job satisfaction within the healthcare workplace. The Covid-19 pandemic accompanied in a wave of changes in the workplace that disrupted our way of working. Many workers were required to follow government guidelines and take restrictive measures to curb the spread of the virus in the workplace. Employers were faced with hard decisions on how to implement measures that would be most effective for their workers, balancing the needs of the organization with individual employee needs. Some chose to close temporarily, while others allowed their employees to work from home or offered flexible arrangements based on their family's health status. Meanwhile, employees across all levels were required to deliver work under unprecedented circumstances, often with tight deadlines and higher-than-usual demands. Despite their personal challenges, these employees attempted to maintain the quality of their work and control any unprecedented feelings they may have experienced during this time.

The practice followed by some employers during the pandemic crisis, combined the performance of job requirements that had to be made based on the needs of each employee. This clearly shows that they used emotional intelligence features without even realizing it and applied them to the corporate and organization culture during the pandemic. Managers in the crisis managed their own emotions, showed empathy for what each employee was facing and based on their needs protected the employment relationship. Managers had the opportunity to improve their social skills and relationship between their employees. Understanding also added more business value to the business and employees were motivated to work harder in order to show their appreciated for their understanding they gained from their work environment in the difficult times they went through.

During the pandemic, both employers and employees discovered that remote work not only works, but can also be highly effective for businesses, particularly in better conditions in the future. Studies have revealed that employees can

save time by avoiding distractions such as daily phone calls and unnecessary communication with colleagues that they might have experienced when working from the office. Conversely, if they are not delayed by any outside factors while working from home, they can complete their job with greater concentration, efficiency, and at a lower cost to the organization. Additionally, flexible hours or remote work for a few days can save employees money on daily commuting costs.

As the pandemic extended, many employers and employees began to reconsider their priorities and place a greater emphasis on spending time with their families. Enhancing emotional intelligence in the workplace can lead to improved efficiency and productivity. As a result, managers who have emotional intelligence are now highly valued by employees as it contributes to job satisfaction. Therefore, it is essential for managers to consider the importance of emotional intelligence and make adjustments to the work culture accordingly.

This research aims to assess the need of incorporating Emotional Intelligence in the healthcare workplace. The study aims to determine if the implementation of EI by direct managers can lead to improved effectiveness and job satisfaction among employees. Additionally, the research will examine the EI skills that employees require from their managers to improve and provide guidance on how managers can develop those skills. This study can potentially generate a valuable communication tool for employees and assist leadership in making informed decisions that positively impact productivity and overall job satisfaction.

The research will utilize a positivistic quantitative approach with a focus on quantitative data. Data collection will be achieved through a confidential questionnaire, consisting of Likert scale questions, which will be distributed to employees within the health organization of Cyprus Hospital. The results of the study will provide valuable insights into whether Emotional Intelligence (E.I.) is used by managers in the organization. It will also determine if there is a need to incorporate more emotional intelligence into the organizational culture to enhance effectiveness and job satisfaction.

1.2   The main research questions

Various tests are available to assess the sample population, as discussed in the "Measuring Emotional Intelligence with Different Approaches" section of Chapter 2. However, none of these tests fully cover the questions we are investigating for our study. As a result, we designed a new anonymous questionnaire using the Likert scale. Ranging from 1 (strongly disagree) to 5 (strongly agree), presented in Appendix A. Health workers will rate their direct supervisor by completing the questionnaire. The responses were divided into three groups of questions that will help for to identify the answers of the main research question.

The first group of questions aims to determine:

- Is there a need of Emotional Intelligence in the workplace?

- Whether their direct supervisors /managers exhibit Emotional Intelligence traits?

- How satisfied they are with their workplace in terms of their direct supervisors' Emotional Intelligence and overall health of the work environment.

The second group of questions will explore into the following areas:

- Studying the correlation between the Emotional Intelligence (EI) of Direct Supervisors / Managers and organizational effectiveness, with a focus on identifying factors that enhance employee productivity.
- How the E.I of Direct Supervisors / Managers impacts job satisfaction levels among healthcare professionals, with the aim of determining the extent of job satisfaction in this field.

Third group of questions aims to determine:

- What emotional intelligence skills will employees need from their manager to improve? These may include self-awareness, Self-management, empathy, motivation and social skills.
- How can Emotional intelligence be developed in the work environment of health as per workers perspective?

Based on the responses to these inquiries, we can determine the significance of Emotional Intelligence in the health work culture and how it impacts job satisfaction and workplace effectiveness. Furthermore, we can explore methods of development emotional intelligence within a healthcare workplace.

6.1 The importance of addressing the research questions and objectives

Our research aims to explore the fundamental principles of emotional intelligence by examining the various approaches and techniques used by researchers to assess it. Our primary focus will be on the five key components of emotional intelligence, as studied by renowned researcher Daniel Goleman. The first important point is to identify on the part of the employees of an organization the most important need they have at work especially after the difficult period from the pandemic covid-19. Through questions we will be able to determine if the managers of the organization use elements of emotional intelligence. In addition, we will find out if there is a need for more use of emotional intelligence in health organization.

The second crucial aspect Involves obtaining feedback from healthcare employees regarding the specific aspects of their managers' emotional intelligence that impact their job performance and satisfaction levels. Through this process, we can identify the areas where managers may need improvement and tailor training programs that promote emotional intelligence within healthcare organizations, fostering a positive and supportive work environment.

Keywords: Emotional intelligence at workplace, job satisfaction, job effectiveness, Emotional intelligence development at workplace.

2. Literature

2.1.1 **Emotional intelligence theory**

The concept of emotional intelligence originated from the work of two researchers, Peter Salavoy and John Mayer, in their article titled "Emotional Intelligence". Subsequently, Daniel Goleman popularized the term through his book "Emotional Intelligence" in 1995. The theory posits that an individual's ability to recognize, understand, and manage their own emotions, as well as those of others, has a significant impact on their overall success. As such, emotional intelligence has become a topic of great interest in both academic and business settings, as it has the potential to improve communication, leadership, and overall job performance.

As per the research conducted by Salovey and Mayer (1990) Emotional Intelligence (EI) is defined as the skill of recognizing one's own emotions as well as those of others, and utilizing this knowledge to steer one's behavior. However, in 1997, Mayer and Salovey redefined EI as the ability to reason about emotions and to leverage them to enhance thinking. This broader definition encompasses various aspects such as accurately perceiving emotions, accessing and generating emotions to aid in reasoning, understanding emotions and emotional knowledge, and reflectively regulating emotions to promote emotional and intellectual development.

Numerous researchers have consistently reported that emotional intelligence is a crucial skill for leaders and managers. Its significance lies in the ability of leaders to understand, manage, and regulate their own emotions as well as those of their subordinates. A recent study showed that leaders with high emotional intelligence are more likely to inspire loyalty, trust, and commitment among their team members. Therefore, it is imperative for organizations to invest in developing emotional intelligence among their leaders and managers to achieve positive outcomes.

According to Goleman's (1995) definition, emotional intelligence refers to the ability to motivate oneself and persevere in the face of obstacles. It also involves the capacity to control impulses and delay gratification, regulate one's emotions to prevent them from interfering with cognitive function, empathize with others, and maintain a positive outlook. Emotional intelligence is a highly valued trait in professional and academic settings, as it relates to effective communication, leadership, and conflict resolution.

According to Goleman (1995), emotional intelligence encompasses five key elements:

1. Self-awareness: The ability to recognize and understand own emotions, strengths, and weaknesses. People with high emotional intelligence are able to act appropriately based on their emotional state.

2. Self-management or regulation: The capacity to control one's emotions and stay calm and positive during difficult situations. Emotionally intelligent individuals do not let their feelings make decisions for them, and they make decisions when they are calm and have thought through the problem.

3. Motivation: The skill of motivating others by understanding and appreciating their work, evaluating their performance, and rewarding them accordingly. Emotionally intelligent people typically help their teams become more productive and effective.

4. Empathy: The ability to listen and understand the needs and situations of others, even when their feelings may not be clear. People with high empathy do their best to help others in any way they can.

5. Social skills: Characteristics that enable individuals to build better relationships with colleagues or other people at work. They strive to communicate well and show interest in others, such as by saying "good morning" or asking how they are doing.

Possessing the skills of accurately interpreting the moods, behaviors, and motives of others, as well as responding to them effectively, can significantly enhance the quality of relationships (Bradberry2016). In his article, Landry (2019) emphasizes the impact of emotional intelligence on organizational culture, stating that leaders or managers who lack this trait may experience lower employee engagement and a higher turnover rate.

2.1.2 Measure EI with different approaches.

As per Morrison's (2008) findings, emotional intelligence competencies can be broadly categorized into two groups – social and personal competencies. Social competencies involve awareness of one's surroundings and self-management. Measuring an individual's emotional intelligence can be achieved through several techniques that are based on various theories of emotional intelligence.

One way to assess emotional intelligence is through the MSCEIT ability test, which measures four divisions of the EI model created by Mayer and Salovey: perceiving emotions, facilitating thoughts, understanding emotions, and managing emotions. Another option is the ESCI test, which is a 360-survey designed to assess 12 competencies that distinguish outstanding performers from average ones. These competencies are grouped into four areas: self-awareness, self-management, social awareness, and relationship management. The ESCI measures individual behaviors related to emotional self-awareness, emotional self-control, achievement orientation, positive outlook, adaptability, empathy, organizational awareness, influence, coaching and mentoring, conflict management, inspirational leadership, and teamwork. According to the manual that L&T Direct and Mc Clelland Center (2011) prepared for the Hay Group company, a global management consulting firm, these competencies are essential for success in various fields. Additionally, the Genos test is a behavioral assessment tool designed to evaluate the frequency with which employees exhibit emotional intelligence behaviors in the workplace. This assessment measures an employee's ability to recognize and manage their own emotions, as well as their ability to perceive and respond to the emotions of others in a professional context. It is an effective tool for identifying areas where employees may benefit from further training or development in order to improve their emotional intelligence competencies and enhance their overall job performance. Furthermore, in order to measure the emotional intelligence of nurse participants, the

Emotional Intelligence Scale (EIS) developed by Schutte and colleagues in 1998 was utilized as a self-test. Emotional intelligence is determined by an individual's traits, social skills, and competencies in recognizing and managing their own emotions and feelings. The scale features 33 items, each rated on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). Scores are then tallied to determine an overall score, with a higher score indicating a higher level of emotional intelligence. While there are no specific cut-off scores, the lowest possible score is 33 and the highest is 165.

2.2 The importance of emotional intelligence in the workplace

According to Goleman (1998), emotional intelligence is deemed as the Sine Qua Non of leadership, implying that it is an indispensable attribute for individuals holding leadership positions. In other words, emotional intelligence is regarded as a fundamental prerequisite for effective leadership

As the world continues to change, so too do the expectations and requirements of the modern workplace. In today's environment, possessing exceptional knowledge and expertise in one's field is no longer sufficient to secure employment or advance professionally. A new criterion has emerged that is just as critical as any other: the ability to treat oneself and others with respect and dignity. Developing this skill is critical for individuals seeking success in their careers. Moreover, the ongoing COVID-19 pandemic has caused a shift in employee priorities. Today, individuals place a higher value on having more time to spend with their families, particularly following the difficulties and challenges of the pandemic. As a result, they are likely to seek out careers that offer greater flexibility and work-life balance. Employers must recognize this new reality and adjust their policies and practices accordingly to attract and retain top talent. If an employer fails to identify the needs of their employees in a timely manner, many may become dissatisfied with their job and seek employment elsewhere. This delay could result in financial losses for the employer, wasted training time, and a negative reputation in the professional community.

The art of effective management lies in cultivating strong relationships with employees, fostering a shared commitment to achieving organizational goals. A manager's capacity to listen attentively, empathize with their employees, and offer help in resolving challenges can go a long way towards cultivating a happy and highly productive workforce. According to Salovey and Mayer's (1990) research, emotional intelligence is a valuable skill for those who approach life tasks adaptively, helping them to solve problems more effectively. Additionally, individuals with emotional intelligence tend to be more inventive and flexible when devising solutions to difficult problems.

According to Dattner (2003), the responsibilities of organizations are evolving and becoming more intricate due to the rapid advancements in technology, which demand prompt responses to electronic communications. Additionally, teams are becoming more prevalent, and employees are growing more diverse. To meet these demands successfully, managers must possess emotional intelligence, be capable of working with ambiguity, respond quickly, collaborate effectively with teams, and manage a diverse group of individuals.

According to Goleman and Boyatzis (2008), social intelligence is crucial in the workplace, especially during times of crisis. In a survey conducted by a major Canadian healthcare system following significant cutbacks and restructuring, it was found that employees working under leaders who scored low in social intelligence were three times more likely to have unmet patient care needs than those with supportive leaders. Conversely, nurses working under socially intelligent leaders reported better emotional wellbeing and an improved capacity to provide quality care to their patients, even amidst the stress of downsizing.

2.3   The impact of EI on organization effectiveness

According to Burches (2020) "around the word, every health care system is struggling with rising cost and the lack of economic sustainability of most healthcare systems has contributed to the development of regulation in the health sector. It is even more important that public resources are used in the most efficient and effective way"

Daft (2008) defines efficiency as "the number of resources used to achieve the organization goals. Managers adjust structural and contextual dimension to most efficiently and effectively transform inputs into outputs and provide value".

Also stated that "the role of management is to maintain stability and efficiency, with the managers doing the thinking and the workers doing what they are told".

Some factors that affecting the Job efficiency could be the working hours, training and development of employees, effective communication, support during the work, stress and emotions by management, motivation, procedures and policies and financial rewards.

The researchers Kaur and Sharma (2019) stated that "most of the interpersonal interactions are administered by organization performance relating to dealing customers, obtaining instruction and reporting to superiors and maintaining relationship with peers in an organization. EI acts as a key driver for regulating, directing and controlling emotional, personal and social competencies of people at work. EI has significant impact on the work performance".

According to Duck (2002) "emotions and values drive behavior. They are the fuel of human performance". In other words, as high effective management of people in work teams we have then a greater organization performance can be produced.

A study was undertaken by Morrisson (2008) which data collected from ninety –four registered nurses that were working at healthcare facilities arrived to the result that "the issue of occupational stress and conflict among nurses is a major concern. It is imperative nurses learn how to effectively handle conflicts in the work environment. Developing the competencies of EI and understanding how to effectively handle conflict is necessary to nurses working in a highly stressful occupation".

The authors Goleman and Boyatzis (2008) wanting to emphasize how EI affected the efficiency at work they state" our research over the past decade has confirmed that is a large performance gap between socially intelligent and socially unintelligent leaders".

2.4 The impact of EI at job satisfaction in the workplace

According to Robbins and Judge's (2013) definition, job satisfaction is characterized as a positive sentiment towards one's job that stems from an evaluation of its qualities. When employees experience satisfaction, they tend to exhibit greater happiness, motivation, and productivity, while taking fewer absences from work. Additionally, they are more likely to engage in collaboration and maintain positive relationships with their colleagues. Furthermore, employees who experience job satisfaction have a tendency to stay with their organization for an extended period of time.

Early detection of employee job satisfaction is crucial for any organization to take necessary measures to maintain a positive work environment. One effective method to determine job satisfaction is by having personal conversations with employees. Periodically establishing personal communication with employees through a series of thoughtful questions, such as their level of job satisfaction and whether they require support to improve their work experience, can greatly benefit the organization.

The manager, as a leader, must demonstrate an active listening approach and consider the responses provided by the employee. This will foster a positive relationship and encourage the employee to express their thoughts and ideas more freely. Furthermore, organizations have the option to conduct surveys or questionnaires among their employees. However, some individuals may not feel comfortable expressing their true feelings in such a format. This is where anonymity can play a crucial role in allowing individuals to voice their opinions and suggestions. Additionally, it is important for organizations to be aware of industry standards, such as salaries and working hours. Conducting research on these factors can help avoid dissatisfaction among employees if there are significant discrepancies compared to other companies in the same industry. Finally, it is worth noting that emotional intelligence and job satisfaction are closely related. By comparing the variables that affect both, it becomes clear that emotional intelligence can greatly enhance job satisfaction.

According to Suleman, Syed, Mahmood, and Husain's (2020) research, emotional intelligence is a crucial factor in ensuring individual job satisfaction and overall productivity within an organization. The study found a moderate, positive correlation between emotional intelligence and job satisfaction. Emotional intelligence was also found to be a predictor of job satisfaction, with five dimensions – integrity, emotional stability, self-development, managing relationships, and altruistic behavior – identified as predictors of job satisfaction. The research indicates that emotional intelligence and job satisfaction are directly related, with higher levels of emotional intelligence correlating with higher levels of job satisfaction.

Furthermore, a survey was conducted by Liu and Liu (2013) which studied 148 team leaders and 840 team members. The study revealed that teams with a negative emotional climate have an adverse impact on the job satisfaction of team members. Conversely, teams with a positive emotional climate can moderate the relationship between leader

emotional intelligence and team member job satisfaction. This means that the effect of leader emotional intelligence on member job satisfaction is stronger when the team's emotional climate is more negative.

6.1 How to develop of EI skills at workplace

In recent years, individuals and companies have recognized the importance of Emotional Intelligence as a key skill in the workplace. As a result, many are now actively seeking to measure and develop this ability during the hiring, working, and promotion processes. Research has shown that Emotional Intelligence can be enhanced through training. According to Goleman (1995), such training could offer significant benefits to both individual leaders and organizations as a whole. For instance, it could be made available to all employees, not just those in leadership positions, thereby broadening the pool of potential candidates for leadership roles within the organization.

Research submitted by Barling, Slater, and Kelloway (2000) indicates that emotional intelligence correlates with three fundamental components of transformational leadership – idealized influence, inspirational motivation, and individualized consideration – as well as contingent rewards. Furthermore, the research supports the notion that training managers in transformational leadership can also aid in developing emotional intelligence through training.

The initial step for any organization is to evaluate the current level of emotional intelligence in the workplace, which will provide insight into the emotional intelligence of their direct managers. This evaluation can be achieved by utilizing the tests outlined in the "Measure EI with different approaches" section. In our study, we have developed a new anonymous questionnaire that health workers can complete. This questionnaire will be divided into three groups of questions, all of which will examine the emotional intelligence of their direct manager.

After conducting assessments, the organization should develop comprehensive training programs for all levels of the hierarchy based on their specific needs. The training should cover the four essential fields of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. The training can be conducted internally by the HR department or through outsourced trainers. Following the training, the organization should communicate regularly with employees about the importance of emotional intelligence in the workplace and their commitment to fostering a healthy workplace culture. They should also make it clear that collaboration will be considered during the promotion process and that there will be established procedures to reduce the risk of exploitation. During and after the training, the organization should evaluate the effectiveness of the training and the employees' performance and provide further training where necessary.

The cultivation of emotional intelligence within the healthcare industry can significantly enhance patient outcomes. By prioritizing the development of emotional intelligence, healthcare professionals can better understand and address the emotional needs of patients, ultimately leading to improved health outcomes. The successful implementation of emotional intelligence in healthcare requires ongoing training and education, as well as a commitment to creating a

culture that values empathy and compassion. Ultimately, the integration of emotional intelligence into healthcare practice has the potential to revolutionize patient care and improve overall health outcomes.

In her article, Landry (2019) highlights the crucial role of education in emotional intelligence. She emphasizes that even if one excels at their job technically, the ability to communicate effectively with the team and collaborate with others is equally important. Focusing on improving emotional intelligence can lead to career advancement and benefit the organization as a whole.

6.1 Critics about emotional intelligence theory and drawbacks

While the emotional intelligence theory has gained significant attention, it has also faced criticism surrounding its definitions, measurement, and validity. According to Robbins and Judge (2013), there is a lack of clarity among EI researchers regarding its definition, as different definitions are used by different researchers. Some researchers focus on emotional intelligence through tests, while others view it as a broader construct that can be measured through self-reports.

According to some experts, there has been significant debate surrounding the measurement of Emotional Intelligence (EI). Critics have raised concerns about the existence of right and wrong answers on tests assessing this form of intelligence, as it is seen as a distinct type of intelligence. Parker, Taylor, and Bagby (2001) contend that only assessments that evaluate mental abilities should be considered measures of emotional intelligence. Additionally, Robbins and Judge (2013) suggest that EI may be closely linked to intelligence and personality, and that when these factors are accounted for, it may not offer anything particularly unique.

The use of emotional intelligence can have some downsides for businesses, as it can be leveraged to manipulate people. When emotions are viewed as a skill, they can be used as a tool to persuade others to do what one wants. This can result in employees or managers employing emotional intelligence for their personal gain. For instance, an employee may try to exploit their manager's high social awareness. Moreover, not everyone takes emotional skills seriously, which means that both the organization and employees will need to invest time and effort in developing these abilities. Lastly, people in the organization may become overly familiar and cross boundaries, which can be seen as a negative.

It is imperative for any responsible entity to consider all forms of criticism and drawbacks associated with a given course of action. This is particularly important as it enables one to identify and implement necessary precautionary measures. Failing to consider and address such issues may lead to undesirable outcomes that could have otherwise been avoided. As such, it is essential to be diligent and thorough in assessing any potential risks and challenges that may arise in the course of executing a particular task or project. By doing so, one can proactively mitigate negative consequences and ensure the successful attainment of set objectives.

3   Methodology

3.1 Identify the research problem

The research aims to analyze the level of emotional intelligence among direct supervisors and managers at the public hospital being studied, based on Daniel Golman's theory of the five elements. The study will also explore the significance of emotional intelligence in the healthcare industry and its impact on employee job satisfaction and effectiveness, taking into account how direct supervisors have acted during the pandemic period. Additionally, the study will identify the areas of emotional intelligence that require improvement among direct supervisors and managers. The results will shed light on the hospital's strengths and weaknesses regarding emotional intelligence implementation and its correlation with job satisfaction and effectiveness in healthcare culture. Finally, the study aims to determine the perception of employees regarding the necessity of development emotional intelligence in the healthcare workplace.

3.2 Paradigm and methodology

While emotional intelligence primarily concerns human behavior and the interactions between managers and employees, a phenomenological perspective may seem more fitting. However, a positivistic quantitative approach is more appropriate for this research as it involves a comprehensive review of literature to establish a suitable theory and formulate hypotheses. Specifically, the study will review the emotional intelligence literature in the health workplace, which will be based on the five key elements of Daniel Golman's theory: self-awareness, self-regulation, motivation, empathy, and social skills. To examine the usefulness and validity of this theory, the study will employ a quantitative methodology through a survey.

6.1 Methods of data collection and Justification of the data sampling

The proposed research will employ a quantitative methodology to investigate the impact of emotional intelligence on workplace culture in the healthcare sector. Specifically, the study will focus on examining the experiences of five groups of workers – Medical Doctors, Nurses, Other Health Professionals, Administration Staff, and Other Support Staff – in a public hospital in Cyprus. The research will utilize an anonymous survey of 554 employees, which will be approved by the National Bioethics Committee of Cyprus, the State Health Services organization's Office of Research and Innovation, and the hospital's managers across all worker categories.

The study will employ a closed-ended questionnaire that utilizes a Likert scale to measure each respondent's emotional intelligence. Respondents will be able to rate their emotional intelligence on a scale of 1 to 5, with 1 indicating low emotional intelligence/ or strongly disagree and 5 indicating high emotional intelligence / or strongly agree. The questionnaire will be given to individuals with the necessary characteristics of education who should be at least at the degree level. Written and verbal communication will be sent to the managers and staff, informing them of an upcoming survey that will take place during a specific period. All responses will be kept strictly anonymous to ensure that the

results obtained are unbiased and solely utilized for the purpose of my thesis. To ensure confidentiality, designated boxes will be provided where individuals can submit their responses without their supervisors being able to view them.

Although emotional intelligence is typically studied using a phenomenological perception approach, the proposed research will utilize a positivistic quantitative approach. This approach will involve a review of the literature on emotional intelligence in the workplace, with a focus on Daniel Golman's theory of emotional intelligence, which identifies five critical elements: Self-awareness, Self-regulation, Motivation, Empathy, and social skills. The research will utilize the quantitative methodology to examine the usefulness and validity of the theory of emotional intelligence, and how it relates to the workplace culture in the healthcare sector. In conclusion, the proposed research aims to deepen our understanding of the impact of emotional intelligence on workplace culture in the healthcare sector. The results of the study will provide valuable insights to healthcare managers and policymakers on how to develop effective strategies to improve workplace culture and enhance patient care.

3.4 Method of analysis

The utilization of a quantitative method will provide a numerical analysis. In order to increase the sample size, the data will be collected and checked for any missing information. This data will then be entered into the SPSS software system and pivot excel program for analysis, the results are subsequently examined based on the data obtained from the public hospital. The findings are analyzed, leading to a comprehensive conclusion.

3.5 Ethical Issues

To ensure the successful execution of the research program, a comprehensive research plan must be submitted to the National Bioethics Committee of Cyprus for a thorough evaluation and approval. Additionally, the plan must be presented to the hospital's management team for approval across all departments and worker categories. Finally, the Office of Research and Innovation at the State Health Services organization must provide the last approval before the research can commence.

A covering letter or note will accompany the questionnaire, in which the researcher will outline the aims of the study and assure participants that their involvement will remain entirely anonymous. By participating in the research, employees are indicating their consent. Furthermore, the confidentiality of all personal data and information will be strictly maintained at all times. The research data and findings will be utilized solely for research purposes and scientific advancement.

Once the anonymous data has been collected, it will be carefully supervised by the responsible professor, who will ensure that no other individuals have access to the data. The responses from the questionnaires will be entered into the Superior Performance Software System (SPSS) and pivot excel program for analysis and to produce the results. Upon completion of my master's thesis, all questionnaires will be destroyed to maintain confidentiality.

It is very important to mention that there is no risk to the participants. No one will take part against their will and if during the filling of the questionnaire he would like not to complete it, the results will simply be that the process for him will stop. The Results will be used to complete my master's thesis and for no other scientific reasons. This also means that the results will not be published anywhere.

Explanation of the role of the researcher

As a researcher, it is my responsibility to conduct a thorough and systematic investigation into a specific subject matter with the goal of generating new knowledge or enhancing existing knowledge. This requires me to create a methodology tailored to the research question and execute it meticulously to ensure the accuracy and validity of my findings. It is also my ethical obligation to maintain the highest standards of research practices, including obtaining informed consent from participants, protecting their privacy, and ensuring the confidentiality of data.

My role as a researcher is crucial to the advancement of knowledge and requires a high level of expertise and professionalism. For my thesis research, I will be serving as an internal researcher with valuable insights into the organization due to my three years of experience in the public hospital. My personal involvement in the research is essential, and I will strive to maintain a trusting relationship with participants to facilitate constructive outcomes. Throughout the research process, I will remain impartial and objective in my observations. Participants will have access to a secure box to submit their completed questionnaires anonymously.

In case of inquiries, participants can reach out to the Academic Coordinator for research of the Open University of Cyprus or the scientific supervisor of the master's thesis to submit complaints, grievances, or request more information or clarifications.

Chapter 4

Presentation and analysis of research data

4.1 Demographic characteristics

The study focused on 554 employees at a public hospital, categorized into five groups: Medical Doctors, Nurses, Other Health Professionals (Radiological, Chemical Laboratory, Pharmacy), Administration Staff (Finance, HR, Secretary), and Other Support Staff (Healthcare Caregivers). We received responses from 148 workers, representing 26.71% of the total population, with 93 women and 55 men. Notably, two categories had response rates of 50.98% and 45.90%, while the other two had 30% and 28.57%, respectively. The nurses had the lowest response rate at 19.06% due to their diverse roles within the hospital. To ensure accurate data collection, we distributed and collected 200 printed questionnaires manually, as computer access was limited. Ultimately, 74% of workers responded, providing us with 148 reliable results.

Table 4.1.1: Demographic characteristics of population sample and categories of participating workers.

| Category of the staff	Sample of Population	Participants	Responding population %
Medical Doctors	91	26	28.57
Nurse	341	65	19.06
Other Health Professionals from departments (Radioloical,Chemical laboratory& Pharmacy)	61	28	45.90
Administration Staff(Finance,HR, Secretary)	51	26	50.98
Other Support staff(Healthcare Caregivers)	10	3	30.00
Grand Total	**554**	**148**	**26.71**

Table 4.1.2: Demographic characteristics of population gender and categories of participating workers.

Gender and category of staff	Number of Participants
⊟ **FEMALE**	**93**
Administration Staff(Finance,HR, Secretary)	16
Medical Doctors	14
Nurse	42
Other health professionals from (Radioloical,Chemical laboratory& Pharmacy)	19
Other Support staff(Healthcare Caregivers)	2
⊟ **MALE**	**55**
Administration Staff(Finance,HR, Secretary)	10
Medical Doctors	12
Nurse	23
Other health professionals from (Radioloical,Chemical laboratory& Pharmacy)	9
Other Support staff(Healthcare Caregivers)	1
⊟ **(blank)**	
(blank)	
Grand Total of Participants	**148**

Chart1: Gender of participating workers
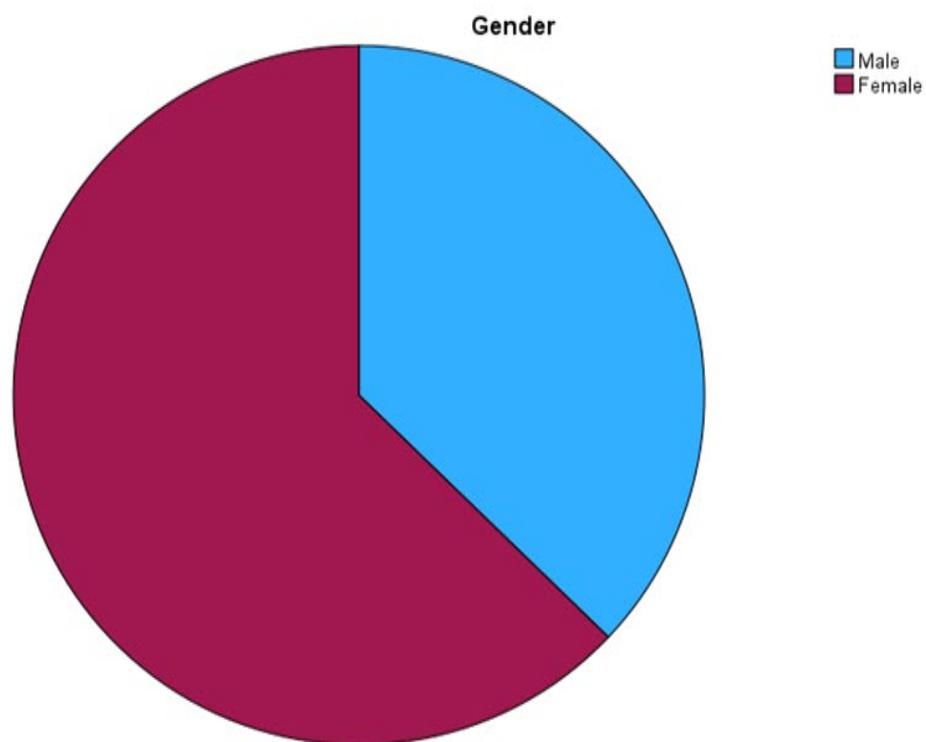
4.2 Analyze of survey results per questionnaire group A-C

Chapter 2 discusses various tests for measuring Emotional Intelligence in the sample population. However, none of these tests met our study's requirements, so we created an anonymous questionnaire with a scale ranging from 1 (strongly disagree) to 5 (strongly agree), presented in Appendix A. Health workers completed the questionnaire, and the responses were divided into three groups of questions. The first group of questions aims to determine whether Emotional Intelligence is essential in the workplace. It explores whether workers observe Emotional Intelligence traits in their immediate supervisors and whether they are satisfied with their supervisors' Emotional Intelligence and the overall Emotional Intelligence levels in their healthy workplace. The second group of questions investigates the impact of a direct supervisor/manager's Emotional Intelligence on organizational effectiveness. It aims to identify the factors that make workers more effective and how their supervisors' Emotional Intelligence affects their job satisfaction in a healthy workplace. The third group of questions focuses on identifying the Emotional Intelligence skills that employees need from their managers to improve and how Emotional Intelligence can be developed in a healthy work environment from the workers' perspective.

4.3 Group A Survey Results "Questions Q1-Q20 assessed the five characteristics of E. I Direct Supervisors / Managers in the health workplace".

4.3.1"Questions from Q1 to Q17. Assess at what level direct supervisors/managers exhibit traits of emotional intelligence."In order to evaluate the Emotional Intelligence traits of Direct Supervisors/Managers, we have designed a set of questions (Q1-Q17) under Group A1Q. These questions are focused on identifying the presence of specific emotional intelligence traits and determining the extent to which these traits are demonstrated. Our objective is to provide insights into the emotional intelligence level of Direct Supervisors/Managers so that appropriate strategies can be developed to improve their performance. *Graph 4.3.1(1) Graph of the Results* of E.I. characteristics of direct supervisors/managers at heath *workplace.*

Average rating per category of the 5 Characteristics of emotional intelligence in Direct Supervisors / Managers from the side of employees in the workplace.

- Self-Awareness: 3.11
- Self-Management or as a Regulator: 3.46
- Motivation: 3.46
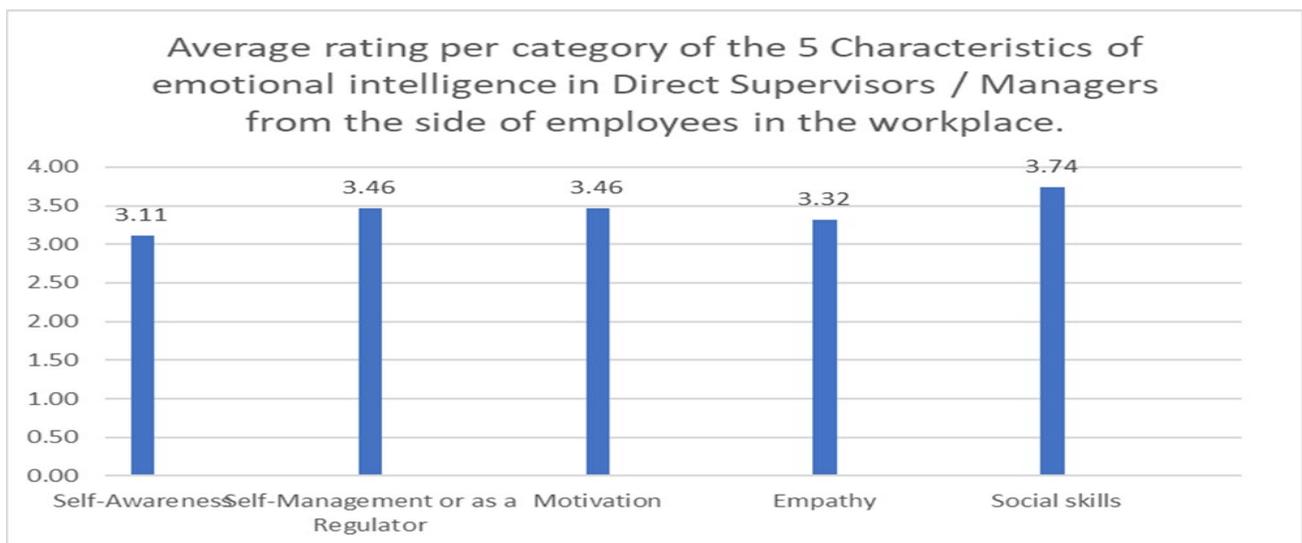- Empathy: 3.32
- Social skills: 3.74

Table 4.3.1(1) the Results of E.I. characteristics of direct supervisors/managers at heath workplace as per category of staff.

5 Characteristics of Emotional Intelligence	Self-Awareness			Self-Management or as a Regulator			Motivation				Empathy				Social skills		
Category of the staff	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
Administration Staff(Finance,HR, Secretary)	2.50	3.81	3.69	4.08	3.50	3.81	3.42	3.69	4.04	4.12	3.96	4.04	3.69	3.19	4.12	4.12	3.92
Medical Doctors	2.73	3.42	3.46	4.00	3.46	3.77	3.50	3.62	3.69	4.04	3.42	3.88	3.50	3.12	3.58	4.23	3.69
Nurse	2.57	3.34	3.25	3.62	3.11	3.37	3.05	3.34	3.60	3.43	3.25	3.32	3.18	2.85	3.52	3.98	3.29
Other health professionals from (Radioloical,Chemical laboratory& Pharmacy)	3.36	2.68	2.75	3.21	2.82	3.00	2.75	2.82	3.25	3.43	3.43	3.36	3.14	2.57	3.46	4.14	3.39
Other Support staff(Healthcare Caregivers)	1.00	3.67	4.67	4.33	4.33	4.33	3.67	4.33	4.33	4.67	4.67	4.00	4.67	3.33	3.67	4.33	4.33
(blank)																	
Grand Total	2.70	3.32	3.30	3.70	3.21	3.47	3.15	3.37	3.64	3.68	3.47	3.57	3.35	2.91	3.63	4.09	3.51
Average rating per category of the 5 Characteristics of emotional intelligence in Direct Supervisors / Managers from the side of employees in the workplace.	3.11			3.46			3.46				3.32				3.74		
The average score of all characteristics of Emotional intelligence in Direct Manager between questions Q1-Q17.							3.42										

Table 4.3.1(2) Results of average score of E.I. characteristics of direct supervisors/managers at heath workplace as per their gender

Category of staff	GROUP A 1Q (Q1-Q17)
⊟ **FEMALE**	**3.31**
Administration Staff(Finance,HR, Secretary)	3.70
Medical Doctors	3.69
Nurse	3.17
Other health professionals from (Radioloical,Chemical laboratory& Pharmacy)	2.95
Other Support staff(Healthcare Caregivers)	4.03
⊟ **MALE**	**3.59**
Administration Staff(Finance,HR, Secretary)	3.83
Medical Doctors	3.48
Nurse	3.53
Other health professionals from (Radioloical,Chemical laboratory& Pharmacy)	3.58
Other Support staff(Healthcare Caregivers)	4.00
⊟ **(blank)**	
(blank)	
Total Average (mean)	**3.42**

Notably, women rate their managers with an average score of 3.31, men with an average score of 3.59, and both genders have a similar view of direct managers.

Table 4.3.1(3) Statistical average Results of E.I. Characteristics of Direct Supervisors/managers at Health Workplace Mean, Percentiles and St. deviation.

Statistics

GROUPA1Q

N	Valid	148
	Missing	1
Mean		3.4157
Median		3.4706
Std. Deviation		.74910
Range		3.53
Minimum		1.24
Maximum		4.76
Percentiles	25	2.9559
	50	3.4706
	75	4.0000

Table 4.3.1(4)A statistical Histogram used a graph to present the average E.I. Characteristics of Direct Supervisors/managers at Health Workplace Mean and St. deviation.
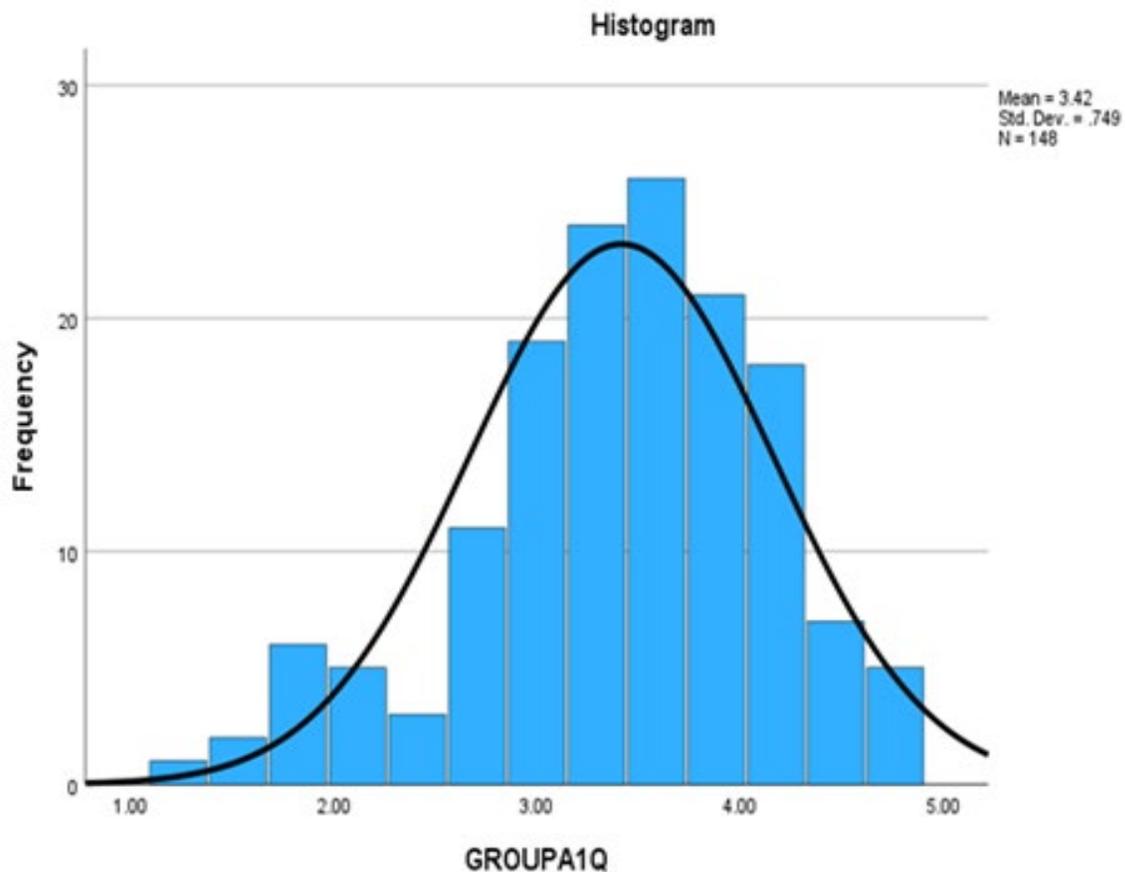
- ➢ *Mean:* Based on the evaluation, the characteristics described in Daniel Goldman's theory, Direct Supervisors / Managers, exhibit some of their characteristics, but not significantly, with an overall score of 3.42. This analysis shows that Awareness scored the lowest at 3.11, Self-Management/Regulation and Motivation at 3.46, Empathy at 3.32, and Social Skills the highest at 3.74.

- ➢ *Percentiles*: Over 75 individuals have selected option 4, indicating their concurrence with the notion that their Direct Supervisor/Manager exhibits traits of emotional intelligence. 50 respondents have provided a score of 3.47, signifying a neutral stance. Lastly, 25 participants have responded with a score of 2.95 or lower, indicating their disagreement with the statement.

- ➢ *Standard deviation*: The results show Std. deviation is less than 1> 0.749 therefore data is grouped closer to the mean, this means that the data us fairly reliable.

4.3.2 Question 18 examines if employees are satisfied with the Emotional Intelligence of their Direct Supervisor / Manager.

Table 4.3.2 (1) Statistical average results from Q18: Are you satisfied with the emotional intelligence of your immediate Supervisor/ Manager?

Category of staff	Q18	Q19	Q20
Administration Staff (Finance, HR, Secretary)	3.85	4.08	4.54
Medical Doctors	3.69	4.42	4.65
Nurse	3.37	4.37	4.42
Other health professionals from (Radiological, Chemical laboratory& Pharmacy)	3.07	4.39	4.43
Other Support staff (Healthcare Caregivers)	4.33	4.67	4.33
(blank)			
Total Average (mean)	**3.47**	**4.34**	**4.48**

Table 4.3.2 (2) Statistical average results of employee's satisfaction with the emotional intelligence of their immediate Supervisor/ Manager. Mean, Percentiles and St. deviation.

Statistics

Q18.Are you satisfied with the emotio

N	Valid	148
	Missing	1
Mean		3.47
Median		4.00
Std. Deviation		1.169
Variance		1.367
Range		4
Minimum		1
Maximum		5
Percentiles	25	3.00
	50	4.00
	75	4.00

Table 4.3.2 (3) A statistical Histogram used to graph the average Results of employee's satisfaction with the emotional intelligence of their immediate Supervisor/ Manager.
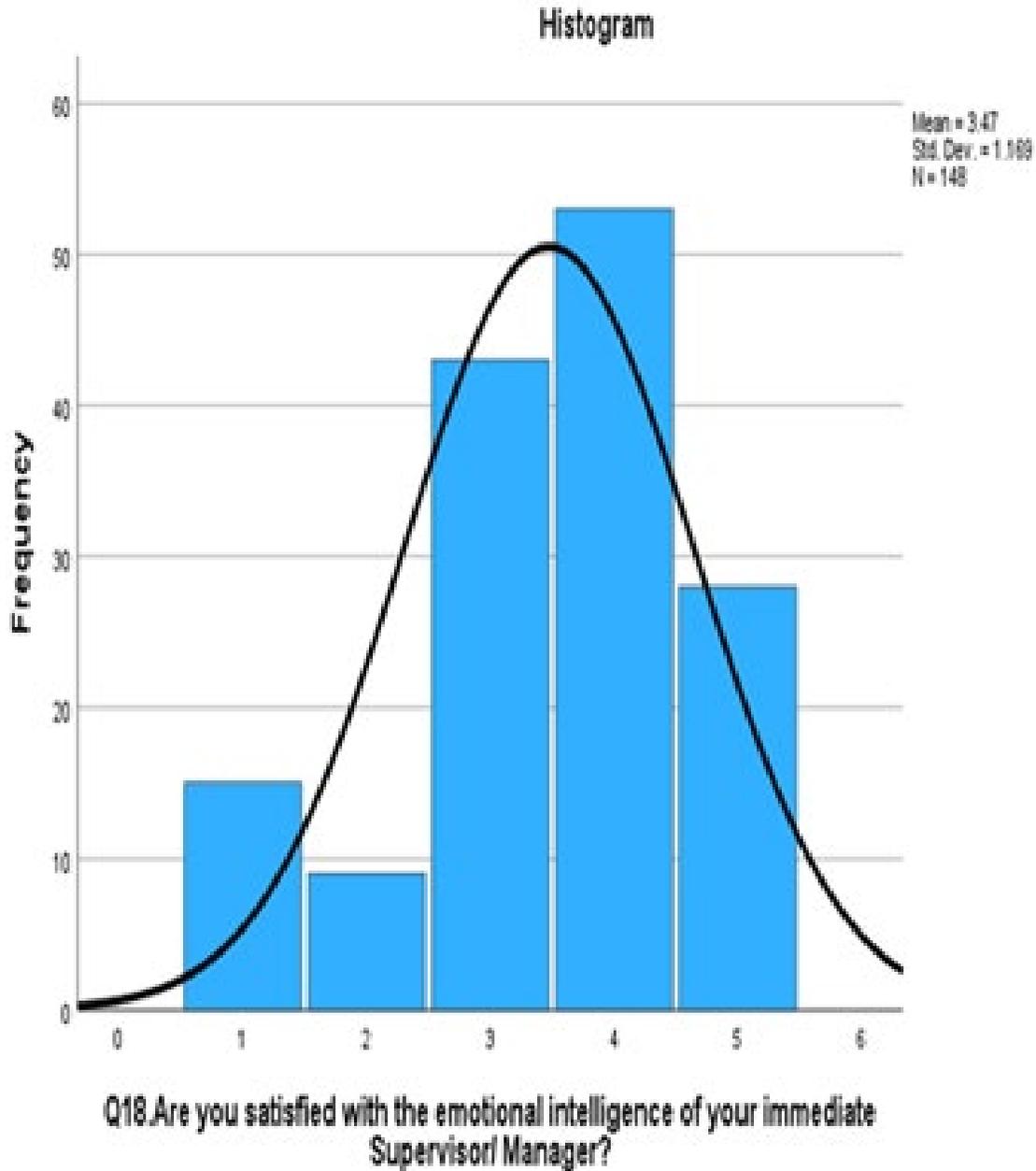
- ➤ *Mean:* Based on the findings of Q18, it appears that the Emotional Intelligence of Direct Supervisors/Managers has received an overall score of 3.47. This score indicates that respondents feel somewhat satisfied with their manager's emotional intelligence, yet they also believe there is room for improvement.

- ➤ *Percentiles*: More than 75 people chose answer 4, "agree", which means they are satisfied with their Direct Supervisor/ Manager; 50 people scored again 4 and 25 answered 3, which is the answer "neither agree nor agree".

- ➤ *Standard deviation*: The results show Std. deviation is more than 1< 1.169 therefore data is grouped are not closer to the mean, this means that the data cannot be very reliable.

4.3.3 Question 19 Examines if there is a need for Emotional Intelligence in the healthcare workplace.

Table 4.3.3(1) Results from Q19: To what extent is Emotional Intelligence needed in the healthcare workplace?

Category of staff	GROUPA(Q19)
Administration Staff(Finance,HR, Secretary)	4.08
Medical Doctors	4.42
Nurse	4.37
Other health professionals from (Radioloical,Chemical laboratory& Pharmacy)	4.39
Other Support staff(Healthcare Caregivers)	4.67
(blank)	
Total Average (mean)	**4.34**

Table 4.3.3 (2) Statistical average results to what extent is Emotional Intelligence needed in the healthcare workplace. Mean, Percentiles and St. deviation.

Statistics

Q19.Do you think there is a need for e

N	Valid	148
	Missing	1
Mean		4.34
Median		4.50
Std. Deviation		.796
Variance		.633
Range		4
Minimum		1
Maximum		5
Percentiles	25	4.00
	50	4.50
	75	5.00

Table 4.3.3 (3) A statistical Histogram used to graph average results to what extent is Emotional Intelligence needed in the healthcare workplace.
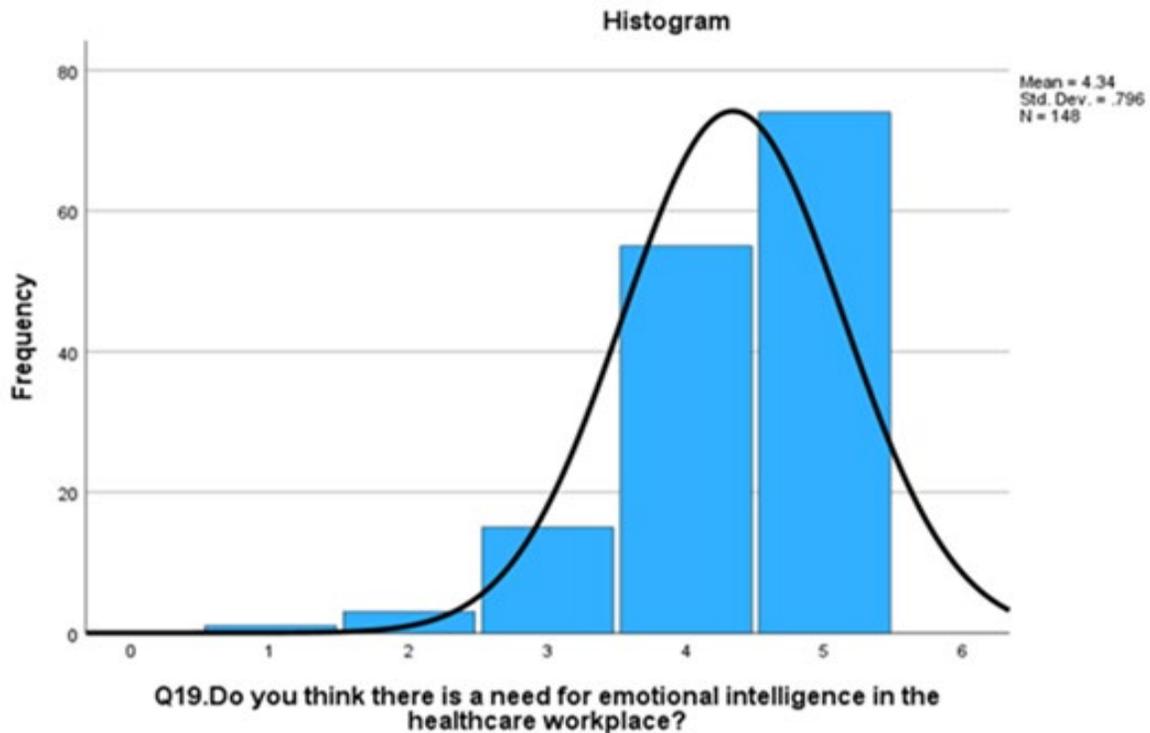
- ➢ *Mean:* Based on the results, it is clear that the staff is in agreement with a score of 4.34. Notably, caregivers (also known as other support staff) were the first to identify the importance of emotional intelligence in the healthcare workplace, scoring 4.67. Following closely were medical doctors with a score of 4.42, and other health professionals from Radiological, Chemical laboratory, and Pharmacy with 4.39. Nurses scored a 4.37, while administration staff had a score of 4.08.

- ➢ *Percentiles*: Over 75 individuals opted for option five, indicating a "Strongly Agree" stance towards the necessity of Emotional Intelligence in the healthcare industry. Approximately fifty people selected 4.50, which falls between "Agree" and "Strongly Agree", while another 25 opted for 4, signifying "Agree". Notably, none of the staff members responded with "3 neither agree nor agree", "2 Disagree", or "1 strongly disagree", highlighting the importance of Emotional Intelligence in this field.

- ➢ *Standard deviation*: The results show Std. deviation is less than 1> 0.796 therefore again the data is grouped closer to the mean, this means that the data us fairly reliable.

Appendix B.1 contains a list of survey questions Q1-Q20 with statistical results for mean and standard deviation. Q20 will be examined in Section 4.5

4.4 Group B Survey results "Questions Q21-Q42 examining the job satisfaction and the factors that enhance employee's effectiveness in health workplace".

4.4.1 Employees Job satisfaction at Health workplace

Survey results from Questions Q21-Q30 will examine to what extent employees have Job satisfaction at Health workplace. (GroupB1SUM)

Table 4.4.1(1) *Results from questions Q21-Q30 and examine to what extent employees have job satisfaction at health workplace*

Category of staff	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	SUM Q21-Q30
Administration Staff(Finance,HR, Secretary)											
Medical Doctors	3.65	3.04	2.74	2.48	3.43	3.61	3.52	3.65	3.61	3.96	3.37
Nurse	3.65	3.00	2.78	1.73	2.86	3.73	3.49	3.57	3.76	3.68	3.22
Other health professionals from (Radioloical,Chemical laboratory& Pharmacy)	3.33	2.33	2.67	3.00	3.33	4.00	4.00	4.33	4.33	4.33	3.57
Other Support staff(Healthcare Caregivers)	2.00	3.00	3.00	3.50	4.50	2.00	4.50	4.50	3.00	3.00	3.30
(blank)											
Total Average (mean)	**3.58**	**2.98**	**2.77**	**2.11**	**3.14**	**3.65**	**3.55**	**3.66**	**3.71**	**3.78**	**3.29**

Graph **4.4.1(1)** *Results from questions Q21-Q30 and examine to what extent employees have job satisfaction at health workplace.*
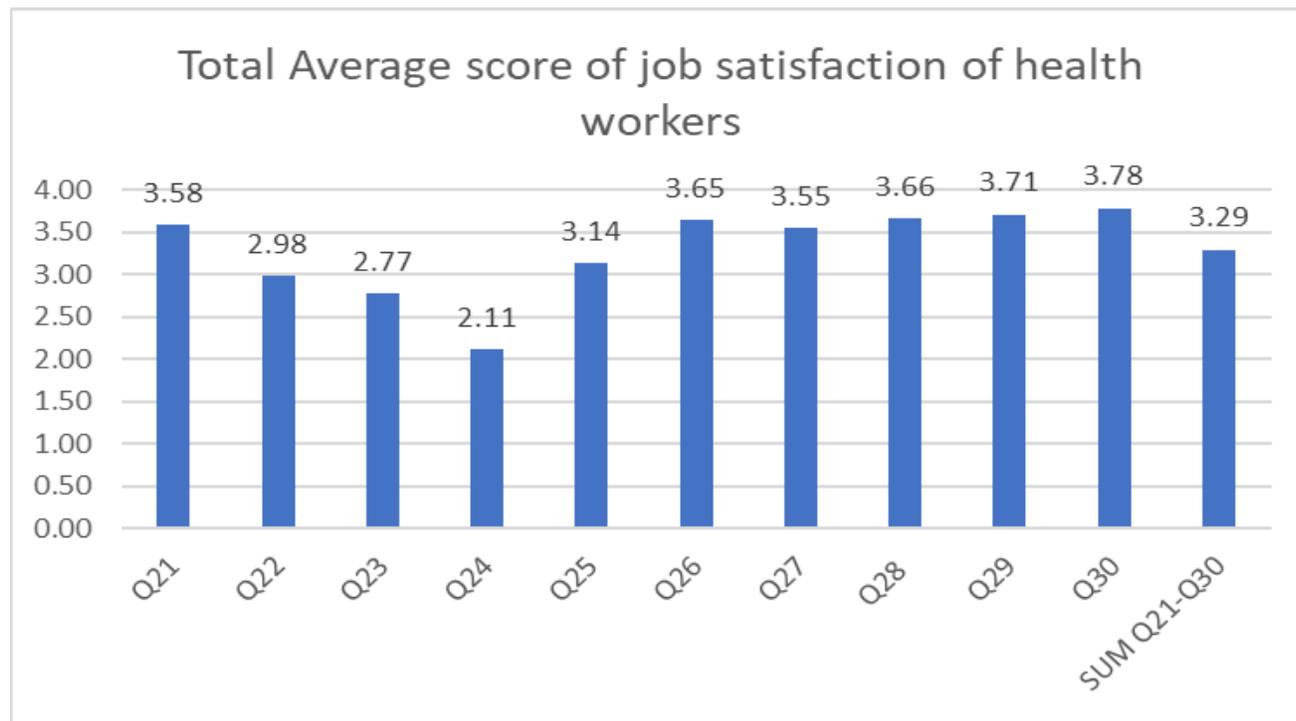
Table 4.4.1 (2) Statistical average results to what extent employees have job satisfaction at health workplace. Mean, Percentiles and St. deviation.

Statistics

GROUPB1SUM

N	Valid		148
	Missing		1
Mean			3.2581
Median			3.2000
Std. Deviation			.67693
Variance			.458
Range			3.90
Minimum			1.10
Maximum			5.00
Percentiles	25		2.9000
	50		3.2000
	75		3.7000

Table 4.4.1 (3) A statistical histogram was used to graph the results of employee job satisfaction at a health workplace.

Mean = 3.26
Std. Dev. = .677
N = 148
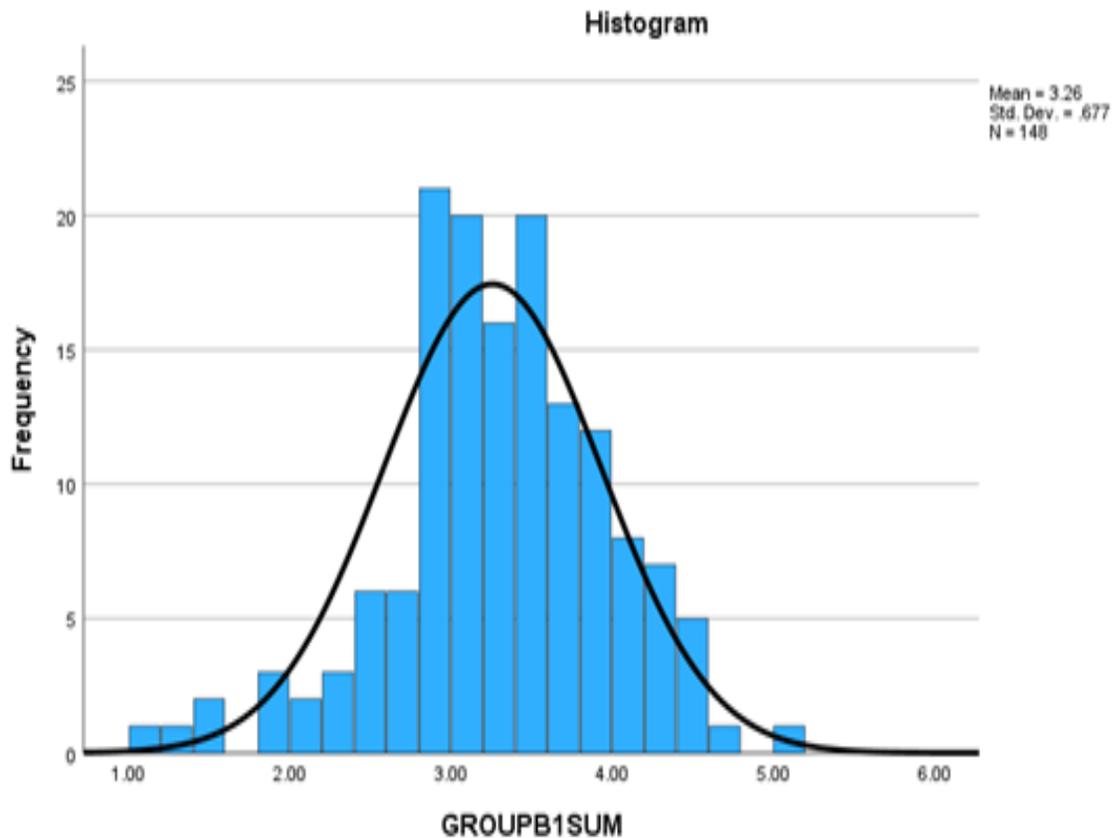
> *Mean:* The average of these results indicates that most staff members were neither satisfied nor dissatisfied with their workplace, with a score of 3.29. Question 24 received the lowest score of 2.11, as it asked about opportunities for promotions, which is often a cause for dissatisfaction in public hospitals. On the other hand, question 30 received the highest score of 3.78, as it asked about the freedom to control work schedules. It is worth noting that all categories of staff scored below 3.58 in terms of job satisfaction.

> *Percentiles*: According to the survey, over 75 individuals selected response 3.70, indicating a level of job satisfaction between "neither agree nor disagree" and agreement. Additionally, 50 participants chose response 3.20, while 25 individuals selected 2.9, indicating a range of neutrality to disagreement.

> *Standard deviation*: The results indicate a standard deviation of less than 1, specifically 0.6769, which suggests that the data is closely grouped around the mean and therefore fairly dependable.

4.4.2 The factors that enhance employee's effectiveness in their Health workplace

Survey questions results Q31-Q42 are aimed at: examining the factors that enhance employee's effectiveness in their workplace (EFFICIENTSUM).

Table4.4.2(1) Results from Q31-Q42 what would make employees more effective in their workplace?

Category of staff	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	SUM Q31-Q42
Administration Staff(Finance,HR, Secretary)	2.96	3.38	4.08	3.81	3.23	3.42	3.85	3.65	3.65	3.62	3.31	3.96	3.58
Medical Doctors	3.04	3.58	4.12	3.46	3.62	3.38	3.54	3.46	3.27	3.42	3.12	3.65	3.47
Nurse	3.20	3.34	3.58	3.34	3.18	3.32	3.52	3.18	3.20	3.18	2.94	3.26	3.27
Other health professionals from (Radioloical,Chemical laboratory& Pharmacy)	2.61	3.00	3.61	3.39	3.32	2.96	3.21	2.75	3.11	2.93	2.79	3.14	3.07
Other Support staff(Healthcare Caregivers) (blank)	3.00	3.67	3.67	4.00	4.00	4.33	3.67	4.00	4.67	4.00	4.00	3.00	3.83
Total Average (mean)	3.01	3.33	3.77	3.47	3.31	3.30	3.53	3.25	3.30	3.27	3.03	3.43	3.33

*Graph **4.4.2(1)** Results from questions Q31-Q42 what would make employees more effective in their workplace?*
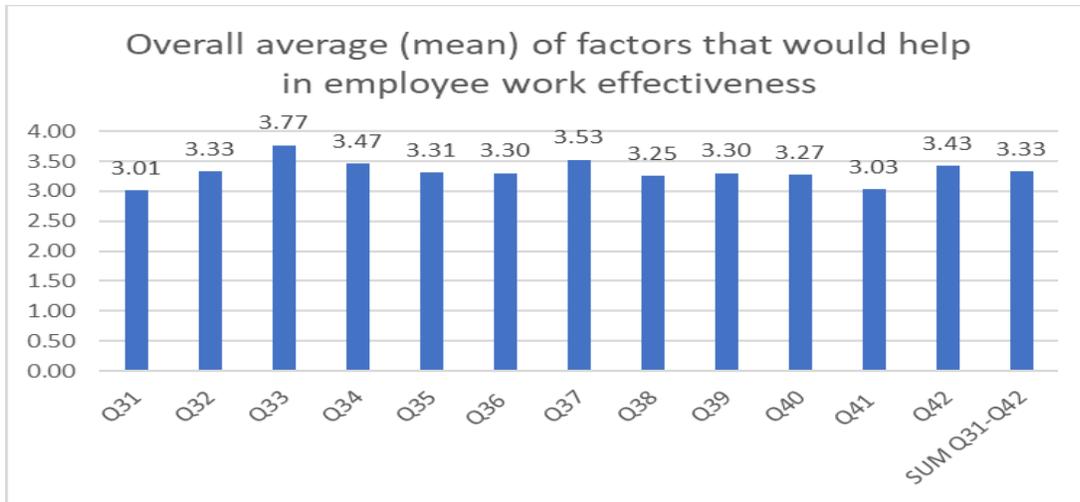
Table 4.4.2 (2) Statistical average results to what would make employees more effective in their workplace? Mean, Percentiles and St. deviation.

Statistics
EFFICIENTSSUM

N	Valid	148
	Missing	1
Mean		3.3333
Median		3.3333
Std. Deviation		.80982
Variance		.656
Range		3.67
Minimum		1.33
Maximum		5.00
Percentiles	25	2.8333
	50	3.3333
	75	3.9792

Table 4.4.2 (3) A statistical histogram was used to graph the average results of *what would make employees more effective in their workplace?*
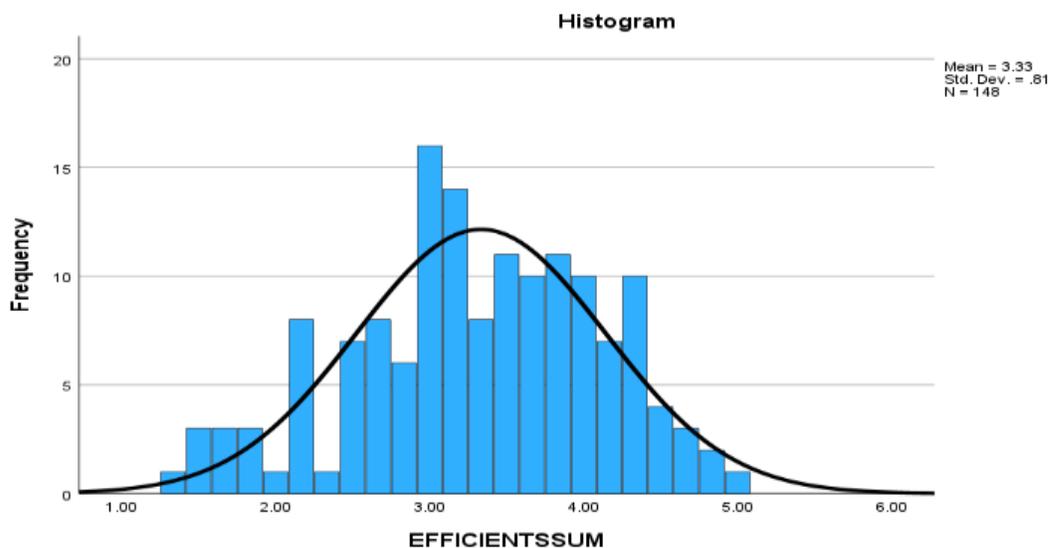
➢ *Mean:* Based on the results, it appears that the majority of the staff provided a rating of 3.33, indicating a neutral stance on what contributes to their effectiveness in the workplace. Notably, Question 33 received the highest score of 3.77, with medical doctors providing a particularly high rating of 4.12. This question pertained to whether or not direct Supervisors/ Manager understand the nature of your work and the problems you face in the workplace.

➢ *Percentiles*: More than 75 people choose answer 3.97 which means is between "neither agree or disagree" about what makes them more effective at workplace. 50 people answer 3.33 which is "neither agree or disagree" and 25 people answer 2.83 which mean is between "Disagree" to "neither agree or disagree".

➢ *Standard deviation*: The statistical analysis indicates that the standard deviation is less than one with a value of 0.80982. This finding suggests that the data points are closely grouped around the mean, thus indicating a high degree of reliability.

At appendix B.2 contains a list of survey questions Q21-Q42 with results for mean and standard deviation.

4.5 Group C Survey results "Questions Q43-Q51 The areas of E.I that direct supervisor can improve and how to develop E. I in the health workplace"

4.5.1. Survey question results Q43-Q47Where the direct supervisor or manager can improve their emotional intelligence

Survey questions results Q43-Q47 have the objective to identify areas where the direct supervisor or manager can improve their emotional intelligence based on the feedback provided by the employees.

Graph **4.5.1(1)** *Results from questions Q43-Q47* where the direct supervisor or manager can improve their emotional intelligence*?*

Average results where the Direct Supervisor /Manager need more improvement in E.I

- Q43-Self-Awareness: 3.41
- Q44 Self-Management or as a Regulator: 3.32
- Q45-Motivation: 3.69
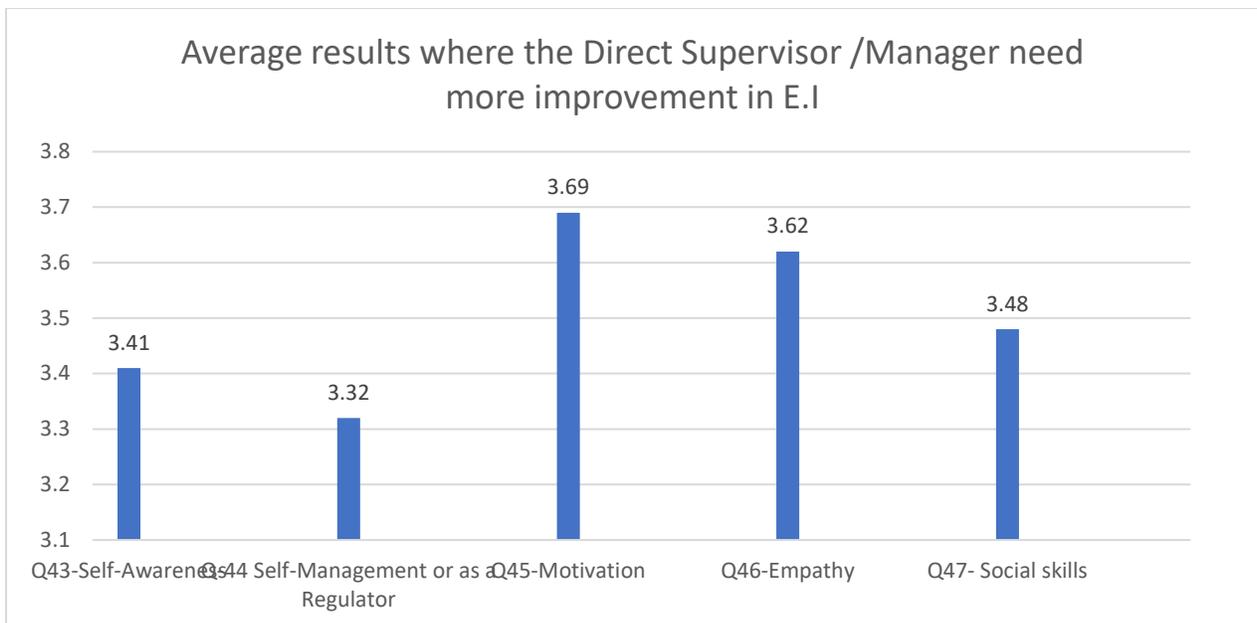- Q46-Empathy: 3.62
- Q47- Social skills: 3.48

Table4.5.1(1) Results from Q43-Q47 Where Direct Supervisor/ Manager needs more improvement in emotional intelligence as per employee's perception.

Category of staff	Q43	Q44	Q45	Q46	Q47	SUMQ43-Q47
Administration Staff (Finance, HR, Secretary)	3.04	2.96	3.65	3.62	3.23	3.30
Medical Doctors	3.35	3.12	3.54	3.38	3.04	3.28
Nurse	3.65	3.43	3.65	3.69	3.77	3.64
Other health professionals from (Radiological, Chemical laboratory& Pharmacy)	3.36	3.68	4.00	3.75	3.50	3.66
Other Support staff (Healthcare Caregivers)	2.67	2.67	3.33	3.00	3.00	2.93
(blank)						
Total Average (mean)	**3.41**	**3.32**	**3.69**	**3.62**	**3.48**	**3.51**

Table 4.5.1 (2) Statistical average results to where Direct Supervisor/ Manager needs more improvement in emotional intelligence as per employee's perception? Mean, Percentiles and St. deviation.

Statistics

IMPROVSUM

N	Valid		148
	Missing		1
Mean			3.5054
Median			3.6000
Std. Deviation			1.00107
Variance			1.002
Range			4.00
Minimum			1.00
Maximum			5.00
Percentiles	25		3.0000
	50		3.6000
	75		4.2000

Table 4.5.1 (3) A statistical histogram was used to graph the average results of where Direct Supervisor/ Manager needs more improvement in emotional intelligence as per employee's perception.

Histogram
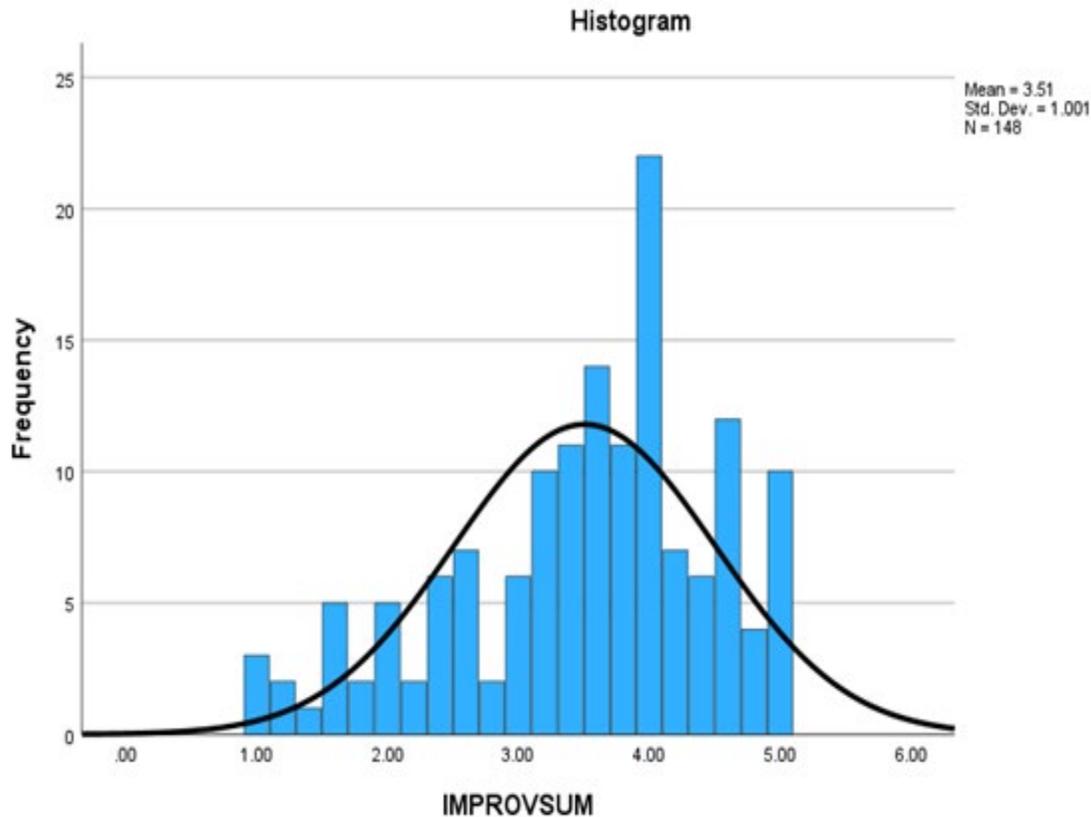
> *Mean:* As per the staff's perception, the outcomes indicate that the Direct Supervisor/ Manager could benefit from enhancing their emotional intelligence skills regarding employee motivation, as reflected in a score of 3.69 for question Q45. Additionally, they could improve their empathy towards their employees' circumstances, as reflected by a score of 3.62 for question Q46.

> *Percentiles*: Over 75 individuals have selected option 4.20, indicating agreement regarding the areas in which managers must improve. 50 respondents have chosen option 3.60, indicating neither agreement nor disagreement, while 25 individuals have selected option 3, signifying neither agreement nor disagreement.

> *Standard deviation*: The standard deviation of the results is 1, indicating that the data is closely clustered around the mean, thereby establishing its reliability.

At appendix B.3 contains a list of survey questions Q43-Q51 with results for mean and standard deviation.

4.5.2. Survey question results Q48-Q51: How to develop Emotional intelligence in the health workplace. (DEVELOSUM)

Table4.5.2(1) Results from questions Q48-Q51 How to develop Emotional intelligence in the health workplace

Category of staff	Q48	Q49	Q50	Q51	SUMQ48-Q51
Administration Staff (Finance, HR, Secretary)	4.38	4.35	4.27	4.62	4.40
Medical Doctors	4.31	4.42	4.38	4.38	4.38
Nurse	4.49	4.51	4.45	4.57	4.50
Other health professionals from (Radiological, Chemical laboratory& Pharmacy)	4.04	4.14	4.00	4.32	4.13
Other Support staff (Healthcare Caregivers)	4.67	4.33	4.00	4.33	4.33
(blank)					
Total Average (mean)	**4.36**	**4.39**	**4.31**	**4.49**	**4.39**

Table 4.5.2 (2) Statistical average results of how to develop Emotional intelligence in the health workplace? Mean, Percentiles and St. deviation.

Statistics

DEVELOPSUM

N	Valid	148
	Missing	1
Mean		4.3885
Median		4.5000
Std. Deviation		.59425
Variance		.353
Range		2.50
Minimum		2.50
Maximum		5.00
Percentiles	25	4.0000
	50	4.5000
	75	5.0000

Table 4.5.2 (3) A statistical histogram was used to graph the average results *of how to develop Emotional intelligence in the health workplace?*
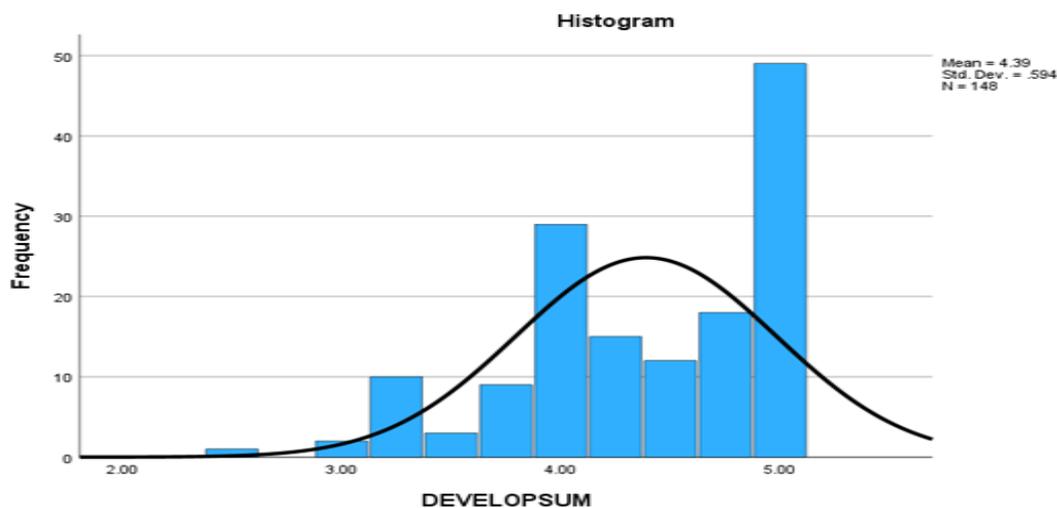
- ➤ *Mean:* Based on the staff's feedback, it appears that the most effective approach to enhancing emotional intelligence within the workplace is through comprehensive training for all hospital employees. This approach received a Q51 score of 4.49. Another effective method cited by staff is the implementation of regular open communication and meetings, which scored a Q49 of 4.39 and allows staff to better understand one another.
- ➤ *Percentiles*: Over 75 individuals expressed their strong agreement with the development of emotional intelligence within a healthcare setting by selecting answer 5. Another 50 individuals answered with a rating of 4.50, which is also indicative of strong agreement. Lastly, 25 individuals chose answer 4, indicating agreement with the concept.
- ➤ *Standard deviation*: The standard deviation of the results was less than 1 (0.594), signifying that the data is closely grouped around the mean and, therefore, quite reliable.

4.6 Survey results questions Q19, Q20, Q29, Q48 and Q51: The average view for Emotional Intelligence in the healthcare workplace from staff perspective. (HEALTHSUM)

Examines questions

Q19. Do you think there is a need for emotional intelligence in the healthcare workplace?

Q20. Do you think if there was a development of emotional intelligence among healthcare workers, would offer better service/ care for patients?

Q29. Am I working in a positive environment that helped me better care for or serve the patient?

Q48. Do you think emotional intelligence seminars for a Supervisor/ Manager would be beneficial in the healthcare workplace?

Q51. Do you think all hospital staff need emotional intelligence training to improve patient care?

Table4.6(1) Presents the average results obtained from Q19, Q20, Q29, Q48, and Q51, which provide an overview of the average view concerning Emotional Intelligence (EI) in the healthcare workplace.

Category of staff	HEALTHQ19	HEALTHQ20	HEALTHQ29	HEALTHQ48	HEALTHQ51	HEALTHSUM
Administration Staff(Finance,HR, Secretary)	4.08	4.54	3.96	4.38	4.62	4.32
Medical Doctors	4.42	4.65	3.50	4.31	4.38	4.25
Nurse	4.37	4.42	3.42	4.49	4.57	4.25
Other health professionals from (Radioloical,Chemical laboratory& Pharmacy)	4.39	4.43	3.54	4.04	4.32	4.14
Other Support staff(Healthcare Caregivers)	4.67	4.33	4.00	4.67	4.33	4.40
(blank)						
Total Average (mean)	4.34	4.48	3.56	4.36	4.49	4.25

Table 4.6(2) Statistical average results which provide an overview of the average view concerning Emotional Intelligence (EI) in the healthcare workplace. *Mean, Percentiles and St. deviation*.

Statistics

HEALTHsum

N	Valid	148
	Missing	1
Mean		4.2459
Median		4.3000
Std. Deviation		.43022
Variance		.185
Range		2.00
Minimum		3.00
Maximum		5.00
Percentiles	25	4.0000
	50	4.3000
	75	4.6000

Table 4.6.(3) A statistical histogram was used to graph the average results which provide an overview of the average view concerning Emotional Intelligence (EI) in the healthcare workplace.

Histogram

Mean = 4.25
Std. Dev. = .43
N = 148
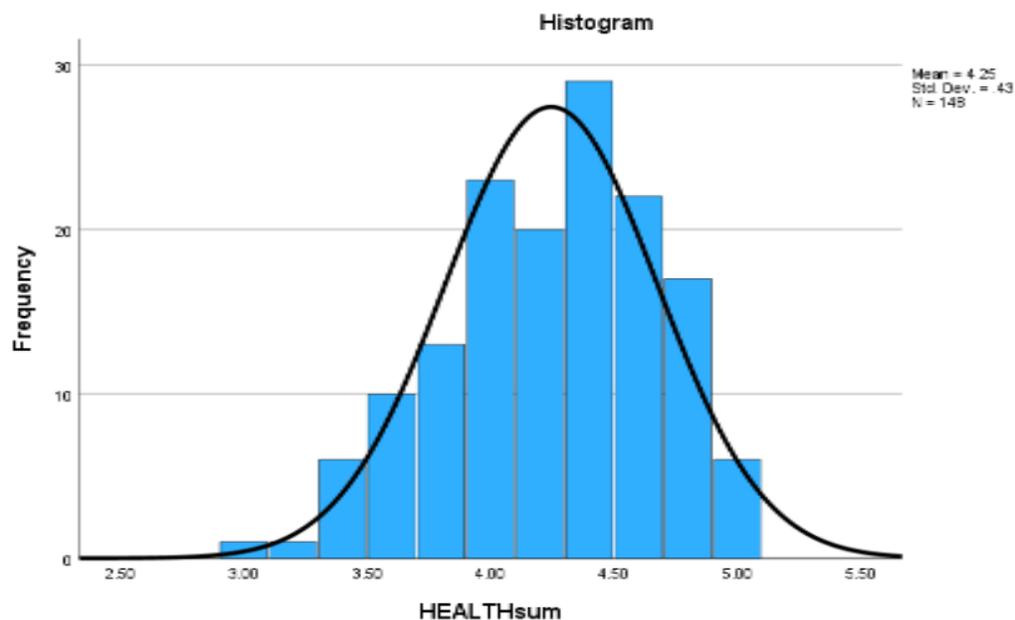
➤ *Mean:* Based on the data, the staff appears to strongly agree with questions Q19, Q20, Q48, and Q51, scoring between 4.34 to 4.49. However, question Q29 resulted in a score of 3.56, indicating a neutral stance on whether they work in a positive environment that allows them to provide quality care to patients.

➤ *Percentiles*: Over 75 individuals have rated the need for Emotional Intelligence in healthcare workplaces and its correlation with patient care as a resounding 4.6, signifying a "Strongly agree" sentiment. Another 50 individuals rated it between "Agree" to "Strongly agree" with a score of 4.30, while 25 individuals rated it as "Agree" with a score of 4. The noteworthy aspect here is that no staff members indicated a rating of "3 neither agree nor disagree," "2 Disagree," or "1 Strongly disagree."

➤ *Standard deviation*: The standard deviation of the results was less than 1 (0.43), signifying that the data is closely grouped around the mean and, therefore, quite reliable

Table 4.2-4.6 A Summary of the results from survey questions in sections 4.2-4.6

Survey Questions	Mean	Outcome of the questions	SPSS code
Group A questions Q1-Q17	3.42	Average levels of E.I characteristics of Direct Supervisor / Manager in the workplace as per health work	SUP.CHARSUM
Group A question Q18	3.47	Average levels of employee satisfaction with E.I of their Direct Supervisor / Manager	Q18
Group A question Q19	4.34	Average levels of employee needs of emotional intelligence in a healthy workplace.	Q19
Group A question Q20	4.48	Average levels of employees' opinion on whether the development of emotional intelligence among healthcare workers would offer better service/ care for patients	Q20
Group B1 questions Q21-Q30	3.29	Average levels of employees' job satisfaction in the hospital	GROUPB1SUM
Group B2 questions Q31-Q42	3.33	Average levels of Employee effectiveness in the hospital	EFFICIENTSUM
Group C1 questions Q43-Q47	3.51	The average level of employees' perception of what Direct Supervisor/ Manager needs more improvement in emotional intelligence.	IMPROVSUM
Group C2 questions Q48-Q51	4.39	The average level of employee's perception of how to develop emotional intelligence in the health workplace.	DEVELOSUM
Other combination of questions Q19,Q20,Q29,Q48 &Q51	4.25	The average level of view for Emotional Intelligence in the healthcare workplace.	HEALTHSUM
Other combination of questions Q11,Q12,Q13,Q14	3.32	The average level of E.I empathy of direct Supervisors/Managers in the workplace?	EMPATHYSUM
Group B2 question Q33	3.77	Average level if direct Supervisors/Managers understand the nature of your work and the problems you face in the workplace?	EFFICIENTSQ33

4.7. Evaluate the potential correlations between the levels of emotional intelligence (E.I.) characteristics displayed by direct supervisors and the average levels of job satisfaction and employee effectiveness in their health workplace.

4.7.1 Assessing the strength of the correlation between the levels of Emotional Intelligence characteristics I direct Supervisors /Managers(SUP.CHARSUM) and the mean levels Job satisfaction (GROUPB1SUM) of hospital health workers.

This study proposes to investigate a possible association between the aforementioned variables, which may have implications for the development of effective strategies for improving employee job satisfaction in the healthcare sector. The study will use appropriate statistical methods to analyze the data and draw valid conclusions.

Please find below a summary of the model that illustrates the strength of the correlation between two variables, using R. The analysis reveals that there exists a strong relationship of 0.736 between the levels of Emotional Intelligence characteristics exhibited by direct Supervisors/Managers and the level of Job satisfaction.

Correlation table 4.7.1 showcases the correlation between the level of emotional intelligence characteristics exhibited by direct supervisors and managers, and the job satisfaction levels of hospital employees.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736[a]	.542	.539	.45957

a. Predictors: (Constant), SUP.CHARSUM
b. Dependent Variable: GROUPB1SUM

Descriptive Statistics

	Mean	Std. Deviation	N
GROUPB1SUM	3.2581	.67693	148
SUP.CHARSUM	3.4157	.74910	148

Based on the ANOVA test, we conducted an examination of the significance value in the ANOVA table, which revealed a Sig. value of g.<0.01. This value is lower than the accepted threshold of 0.05, indicating that the regression model is considered significant.

Table Anova 4.7.1 Regression model significants of correlation table5.2

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.524	1	36.524	172.931	<.001[b]
	Residual	30.836	146	.211		
	Total	67.360	147			

a. Dependent Variable: GROUPB1SUM
b. Predictors: (Constant), SUP.CHARSUM

According to our coefficients table, we have identified a positive coefficient indicating that an increase in the independent variable (i.e. levels of E.I characteristics demonstrated by direct supervisors/managers) corresponds to an increase in the mean of the dependent variable (i.e. levels of job satisfaction) and vice versa.

The regression equation, $\hat{Y} = a + bx$ generated by table, can be used to predict our dependent variable from our independent variable. In our case, the Unstandardized B constant is (a) which equals .985, and the Unstandardized B SUP.CHARSUM is (b) which equals .665 – both values being positive. As a result, the regression equation for our situation is .985 + .665(score SUP.CHARSUM). This implies that, for each unit increase in the levels of E.I Characteristics of direct Supervisors/Managers (SUP.CHARSUM), we can predict an increase of .665 units in the levels of job satisfaction (GROUPB1SUM). If the mean levels of E.I Characteristics of direct Supervisors/Managers increase and have a score of 4, their job satisfaction level will increase to 3.645 – higher than their original mean score of 3.26. This leads us to conclude that there is a positive correlation effect. *Table Coefficient 4.7.1: Table helps us to write the regressionn equation $\hat{Y} = a + bx$ which we can use to predict our depended variable from our independent variable.*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.985	.177		5.569	<.001	.636	1.335
	SUP.CHARSUM	.665	.051	.736	13.150	<.001	.565	.765

a. Dependent Variable: GROUPB1SUM

The Image presented above serves to establish the linearity of the relationship between the variables in question. The horizontal axis represents the independent variable, namely the sum of characters in support (SUP.CHARSUM), whereas the vertical axis depicts the dependent variable, namely the sum of Group B1 (GROUPB1SUM). By graphically depicting the variables in this manner, we can better assess the nature of their relationship and identify any patterns or trends. *Scatterplot4.7.1 Correlation between level of E.I characteristicsto direct managers and levels of workers job satisfaction*

CORRELATION BETWEEN LEVEL OF E.I CHARACTERISTIC TO DIRECT MANAGERS AND LEVEL OF WORKERS JOB SATISFACTION

R^2 Linear = 0.542

y=0.76+0.81*x
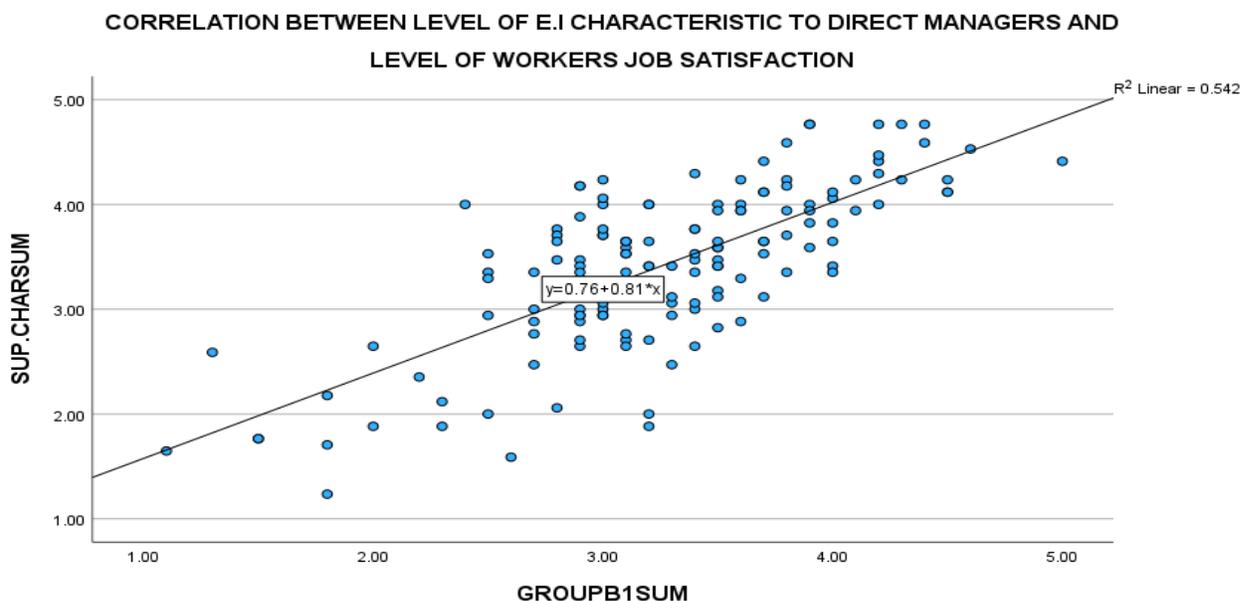
4.7.2 Assessing the strength of the correlation between the levels of Emotional Intelligence characteristics by direct Supervisors /Managers(SUP.CHARSUM) with the mean levels that make employees more effective in their workplace (EFFICIENTSUM).

The assessment aims to establish whether SUP.CHARSUM has a positive impact on EFFICIENTSUM. This information is vital to understand how the EI characteristics of direct supervisors and managers can affect the overall effectiveness of employees in the workplace. By assessing this correlation, organizations can develop strategies to promote and improve employee well-being and productivity

According to the model summary, it appears that there is a moderate correlation of .480 between the Emotional Intelligence traits of direct Supervisors/Managers and the average levels of employee effectiveness in the workplace.

Correlation table 4.7.2: Correlation between the level of Emotional Intelligence characteristics by direct Supervisors /Managers with the levels of effitiveness in health workplace.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480[a]	.230	.225	.71285

a. Predictors: (Constant), SUP.CHARSUM
b. Dependent Variable: EFFICIENTSSUM

Descriptive Statistics

	Mean	Std. Deviation	N
EFFICIENTSSUM	3.3333	.80982	148
SUP.CHARSUM	3.4157	.74910	148

The significance of the regression model was evaluated by conducting ANOVA, and the results indicate a Sig. value of less than 0.01, which is below the significance level of 0.05. This indicates that the regression model is statistically significant. *Table Anova 4.7.2 Regression model significants of correlation table5.3*

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.211	1	22.211	43.709	<.001[b]
	Residual	74.192	146	.508		
	Total	96.403	147			

a. Dependent Variable: EFFICIENTSSUM
b. Predictors: (Constant), SUP.CHARSUM

Upon analyzing the coefficients table, we have once again discovered a positive coefficient. This indicates that as the independent variable – the levels of E.I Characteristics of direct Supervisors/Managers – increase, the mean of the dependent variable – levels of effectiveness – also tends to increase. The opposite is also true.

Based on the coefficients table, we can derive the following regression equation: $\hat{Y} = a + bx$ a value of 1.561 for "a" and 0.519 for "b," both of which are positive. For our particular case, the regression equation is 1.561 + 0.519 (score SUP.CHARSUM). This means that for every unit increase in the levels of E. I Characteristics of direct Supervisors/Managers (SUP.CHARSUM), we can predict a corresponding increase of 0.519 units in levels of effectiveness (EFFICIENTSUM). If the mean levels of E.I Characteristics of direct Supervisors/Managers increase and have a score of 4, we can anticipate that their average levels of effectiveness will be 3.637, which is higher than their initial mean score of 3.33. Therefore, we can conclude that there is a positive correlation effect between the two variables. *Table Coefficient 4.7.2: Table helps us to write the regressionn equation $\hat{Y} = a + bx$ which we can use to predict our dependent variable (EFFICIENTSSUM) from our independent variable (SUP.CHARSUM)*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.561	.274		5.688	<.001	1.019	2.103
	SUP.CHARSUM	.519	.078	.480	6.611	<.001	.364	.674

a. Dependent Variable: EFFICIENTSSUM

Above picture ensure that the relationship between variables is linear . At X axis we have independent variable(SUP.CHARSUM) and at Y axis the depent variable (*EFFICIENTSSUM*) .*Scatterplot4.7.2 Correlation between level of E.I characteristicsto direct managers and levels of workers* effictiveness

CORRELATION BETWEEN LEVELS OF E.I CHARACTERISTICS TO DIRECT MANAGERS AND LEVELS OF HEALTH WORKERS EFFECTIVESS

R^2 Linear = 0.230

y=1.94+0.44*x
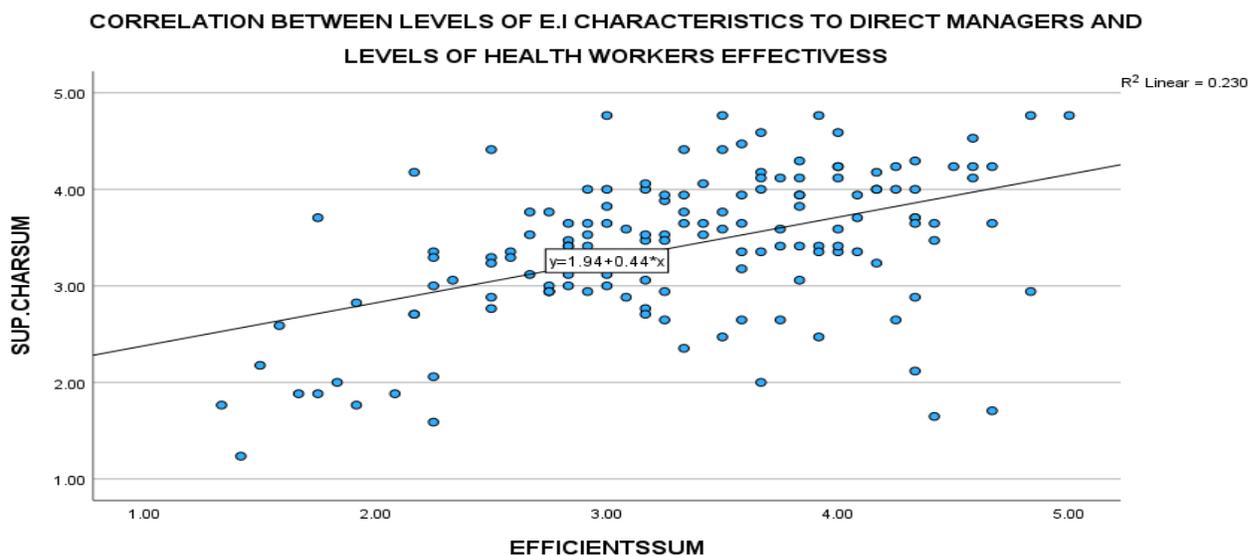
4.7.3 Assessing the strength of the correlation between the average levels of Emotional Intelligence for empathy of direct Supervisors /Managers(EMPATHYSUM) with the mean levels of Direct Supervisor/ Manager to understand employess nature of their work and problems in the workplace (EFFICIENTQ33)

According to the summary provided by the model, there exists a moderate to strong correlation of .523 between the levels of Emotional Intelligence – specifically empathy – exhibited by direct Supervisors/Managers, and their ability to understand the nature of their employees' work and the problems that arise in the workplace.

Correlation table 4.7.3: Correlation between the level of E.I empathy by direct Supervisors /Managers with mean levels by Direct Supervisor/ Manager to understand employess nature of their work and problems in the workplace.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.523[a]	.274	.269	.89266

a. Predictors: (Constant), EMPATHYSUM

Upon conducting an ANOVA analysis, the statistical significance of the regression model was assessed by examining the significance value in the ANOVA table. The results indicate that the Sig. value is less than 0.01, which is lower than the standard threshold of 0.05. Thus, the regression model is deemed significant.

Table Anova 4.7.3 Regression model significants of correlation table5.4

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.849	1	43.849	55.028	<.001[b]
	Residual	116.340	146	.797		
	Total	160.189	147			

a. Dependent Variable: EFFICIENTSQ33
b. Predictors: (Constant), EMPATHYSUM

Upon reviewing the coefficients table, we have once again identified a positive coefficient indicating that an increase in the independent variable (i.e. levels of E.I. empathy of direct supervisors/managers) corresponds with an increase in the mean of the dependent variable (i.e. mean levels of direct supervisor/manager understanding of employees' nature of work and problems in the workplace). Conversely, a decrease in the independent variable corresponds with a decrease in the dependent

According to the coefficients table, we can determine the regressionn equation $\hat{Y} = a + bx$ 1.865 stands for a and .573 for b. Both values are positive. In our case, the regression equation is .1.865 + .573 multiplied by the score for

EMPATHYSUM. This means that for every unit increase in the levels of empathy of direct supervisors/managers (EMPATHYSUM), we can predict that the levels of effectiveness (EFFICIENTQ33) will increase by .573 units. If the mean levels of empathy of direct supervisors/managers increase and have a score of 4, their average levels of effectiveness would be 4.157, which is higher than their initial mean score of 3.77. Therefore, we have a positive correlation effect. *Table Coefficient 4.7.3: Table helps us to write the regressionn equation $\hat{Y} = a + bx$ which we can use to predict our dependent variable (EFFICIENTQ33) from our independent variable (EMPATHYSUM)*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.865	.267		6.985	<.001
	EMPATHYSUM	.573	.077	.523	7.418	<.001

a. Dependent Variable: EFFICIENTSQ33

Table4.7.1-47.3 Summary of the correlation between two variables from section 4.7.1 to 4.7.3

	Correlation beween two variables	Model summary	ANOVA	Coefficients
		R	Sig	$\hat{Y} = a + bx$
	Scale of evaluation	R values: 0.70-1=strong correlation 0.3-0.7moderate & less 0.3 weak	less <0.05 the regression model is significant	if $\hat{Y}$ > research mean result of dependent variable= possitive effect
1	Assessing the strength of the correlation between the level of Emotional Intelligence characteristics of direct Supervisors /Managers(SUP.CHARSUM) with the Job satisfaction (GROUPB1SUM) of hospital health workers	0.736	<0.01 [b]	3.645
	Mean levels of Emotional Intelligence characteristics of direct Supervisors /Managers(SUP.CHARSUM)			3.42
	Mean levels of Job satisfaction (GROUPB1SUM)			3.26
	Results of correlation between variables at point 1	*Strong correlation*	*Significant*	*Possitive effect*
2	Assessing the strength of the correlation between the levels of Emotional Intelligence characteristics of direct Supervisors /Managers(SUP.CHARSUM) with the mean levels that make employees more effective in their workplace (EFFICIENTSUM)	0.480	<0.01 [b]	3.637
	Mean levels that make employees more effective in their workplace (EFFICIENTSUM)			3.33
	Results of correlation between variables at point 2	*Moderate correlation*	*Significant*	*Possitive effect*
3	Assessing the strength of the correlation between the average levels of Emotional Intelligence for empathy of direct Supervisors /Managers(EMPATHYSUM) with the mean levels of Direct Supervisor/Managers to understand employee nature of their work and problems in the workplace (EFFICIENTQ33)	0.523	<0.01 [b]	4.157
	Mean levels of Emotional Intelligence for empathy of direct Supervisors /Managers			3.77
	Results of correlation between variables at point 3	*Moderate correlation*	*Significant*	*possitive effect*

Chapter 5

Discussion of findings and results

5.1 Discussion of findings and results

The focus of the study was to investigate the emotional intelligence traits of direct supervisors and managers in hospitals, according to the perspectives of the healthcare workers. Additionally, the study aimed to determine the mean levels of job satisfaction and the main factors that affect employee effectiveness in a healthy workplace, and examine the potential correlation with the emotional intelligence characteristics displayed by direct supervisors and managers.

The study also sought to identify if there is a need for emotional intelligence in the healthcare workplace, the emotional intelligence traits that require improvement in direct supervisors or managers, and how emotional intelligence can be developed in the hospital work environment.

Upon analyzing the data collected in section 4.3.1, it was found that direct supervisors and managers possess a general score of 3.42 for emotional intelligence traits, indicating that they display these traits but not to a significant extent. In the study, each characteristic was evaluated and assigned a score. The results indicate that self-awareness received a score of 3.11, which is relatively low compared to the other characteristics. Self-management, which refers to an individual's ability to regulate their emotions and motivation, received a score of 3.46. Empathy received a score of 3.32, while social skills received the highest score of 3.74. These findings suggest that social skills are a strength among the evaluated characteristics, whereas self-awareness an empathy are an area that may require further development. A comparison in section 4.7.3 showed that, as rated by the employees themselves. Therefore, improving empathy in direct supervisors and managers could lead to better understanding of employees' problems and, in turn, improve their work effectiveness. This finding was supported by the fact that question Q33 had the highest rating of 3.77 among group B2 questions, which explored factors that make employees more effective (see 4.7.3 point 3 in the table summary between two variables).

Based on the findings in Section 4.7.1, it is evident that a positive strong correlation exists between the level of emotional intelligence displayed by direct supervisors and managers, and the job satisfaction levels of their employees. The study results are statistically significant, providing a high degree of certainty that improving emotional intelligence in the healthcare workplace will lead to increased job satisfaction among employees. For further details, please refer to point 1 in Table Summary under section 4.7.3.

The findings of Section 4.7.2 demonstrated a noteworthy and moderately significant positive correlation between the average level of emotional intelligence characteristics exhibited by direct supervisors and managers, and the effectiveness of employees. From this, we can conclude that employees may experience higher levels of effectiveness in the healthcare workplace if their supervisors and managers make a conscious effort to improve their emotional intelligence. Please refer to point 2 in table summary of Section 4.7.3 for further information.

Upon reviewing the results of various question combinations, such as Q19, Q20, Q48, Q51, and Q29 in Section 4.6, it is evident that the workers' average tendency is to strongly agree with scores exceeding 4.25. Specifically, Q19, Q20, Q48, and Q51 indicate that the workers firmly believe in the importance of emotional intelligence in the healthcare workplace. They emphasize that developing emotional intelligence among healthcare workers will enhance patient care and service. Additionally, they agree that emotional intelligence seminars for supervisors and managers, as well as emotional intelligence training for all hospital staff, would be beneficial. Comparatively, Q29 only scored 3.56. However, despite their agreement or disagreement with working in a positive environment, their tendency is to almost agree. This suggests that they seek to improve their work environment and patient care/service by introducing emotional intelligence to a greater degree in their workplace. Please refer to Section 4.6 for further information.

5.2 Previous researchers

Insufficient research has been conducted on emotional intelligence in the public health sector in Cyprus. Specifically, in order to evaluate the average levels of emotional intelligence in direct supervisors and managers in a public hospital from the perspective of employees and to determine if there is a relationship between the average levels of emotional intelligence of direct supervisors and managers and the job satisfaction and effectiveness factors that effect of health workers, there is a lack of evidence-based research. However, the study by Symeou et al. (2017) attempted to identify the impact of emotional intelligence on the emotional state of nurses in public hospitals in Cyprus, revealing that emotional intelligence has a moderate negative correlation with the emotional state of the nurse. Frixou et al. (2019) found that nurses with high emotional intelligence and self-esteem are associated with higher scores on the transformational leadership scale, and training nursing staff in techniques for enhancing emotional intelligence and self-esteem could be a strategy to achieve transformational leadership style. The findings of the present study are related to and confirmed by the above studies. Latsou et al. (2022) discovered that an increase in employee emotional intelligence was associated with a decrease in organizational issues, and employees with high emotional intelligence are more aware and satisfied with their work, and know their limits and obligations. In the Greek field, Kitsios et al. (2022) found that healthcare managers express high levels of emotional perception and management evaluation of their own and other emotions. Diamande, E. (2015) concluded that intervention policies should be oriented towards enhancing emotional intelligence parameters as a basis for professional quality and seniority. Gavriilidou, V. (2020) found that emotional intelligence plays a significant role in the workplace, and therefore, a number of training seminars must be organized for public hospital workers to develop their emotional intelligence as much as possible.

5.3 Strengths and limitation in the research

One of the major strengths of this study is that, as an employee of the hospital where the research was conducted, I was able to quickly and easily gather input from staff members across all categories while also ensuring their anonymity and the proper use of the results. In addition, the study received approval from three different bodies, including the national Bioethics Committee of Cyprus, the State Health Services organization's office of research and innovation, and the hospital's managers across all worker categories.

Given the demanding environment, our staff are handling patients who require immediate attention so they needed more time to respond. Moreover, doctors and nurses often do not have a designated workspace. In addition, the limited access to a computer during working hours necessitated the traditional method of collecting questionnaires. Although this approach required more effort, it was completed in a timely and accurate manner.

Furthermore, it should be noted that as part of the assessment process, employees were required to complete a questionnaire in which they evaluated the emotional intelligence of their respective direct supervisor or manager. It is possible that this particular task may have caused some fear to employees to answer. However, they were assured in both written and verbal form that their responses would remain strictly anonymous. Additionally, a designated box was provided where their supervisor could not view their answers. It should be noted that the results obtained were unbiased and used solely for the purpose of my thesis.

Finaly, there is minimal research on emotional intelligence in the healthcare sector of Cyprus. Therefore, there is a significant need for further research in this area that includes patients' perspectives and investigates the practical implementation of emotional intelligence in healthcare would yield significant benefits.

Chapter 6

6. Conclusion

6.1 Conclusion

Based on our study, we have determined that there is a significant strong correlation between the emotional intelligence of managers and job satisfaction with very positive effect. Providing a high degree of certainty that improving emotional intelligence in the healthcare workplace will lead to increased job satisfaction among employees. For further details, please refer to point 1 in Table Summary under section 4.7.3.

Additionally, we have found a moderate to strong correlation between the emotional intelligence of managers and the job effectiveness with very positive effect in health workers. Employees may experience higher levels of effectiveness in the healthcare workplace if their supervisors and managers make a conscious effort to improve their emotional intelligence. Please refer to point 2 in table summary of Section 4.7.3 for further information.

Furthermore, the findings indicate that while direct managers do exhibit some emotional intelligence traits, it is not to a significant degree. The study found that the empathy displayed by direct managers has a statistically significant, moderate correlation with positive impacts on employee effectiveness. On average, workers strongly agree that enhancing empathy in direct supervisors and managers could lead to a better understanding of their problems and, consequently, improve their work effectiveness. (see section 4.7.3 point 3 in the table summary between two variables).

Overall, there is a consensus on the importance of emotional intelligence in the healthcare workplace, with an emphasis on how developing emotional intelligence among healthcare workers can enhance patient care and service. Respondents also express agreement that seminars on emotional intelligence for supervisors and managers, as well as emotional intelligence training for all hospital staff, would be beneficial. See section 4.6.
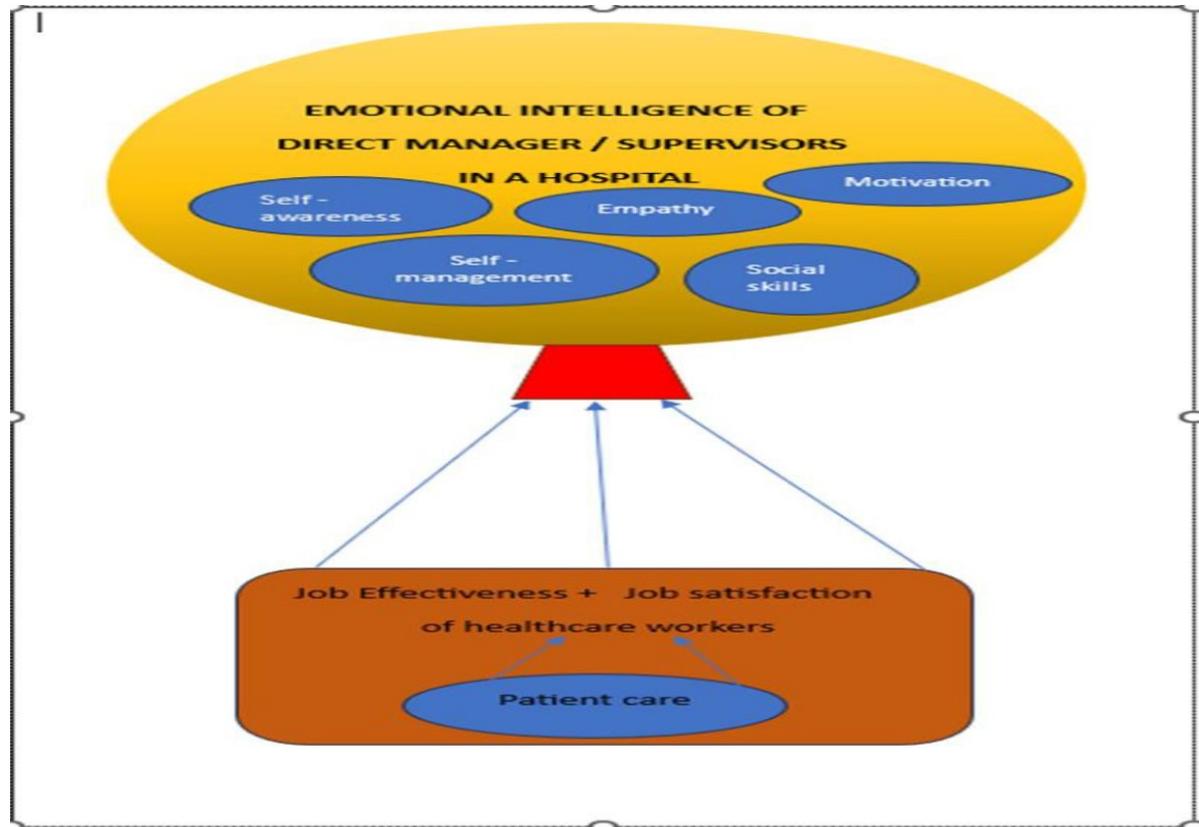
As emotional intelligence continues to develop, managers will be able to have more productive and meaningful meetings with their employees. By actively listening and understanding the challenges they face, managers can provide solutions promptly and effectively. Simultaneously, employees will be trained to communicate their immediate problems accurately and in a timely manner to their supervisors or managers.

In addition, there is a pressing need to conduct extensive research on the advancement of emotional intelligence in the healthcare industry, for the benefit of both private and public hospitals in Cyprus. Incorporating emotional intelligence can enhance the working conditions for healthcare professionals and improve the quality of care provided to patients. It can also serve as a valuable communication tool for employees, aiding in leadership decision-making that directly impacts employee satisfaction and productivity.

Furthermore, examining the correlation between the implementation of emotional intelligence and workplace health issues can cover the way for future research and contribute to reducing such problems.

It is highly recommended that the Ministry of Health, along with health organizations, public and private hospitals, make emotional intelligence a top priority in the workplace as a future health policy strategy. While implementing such a plan may pose some challenges due to the sensitive nature of the subject matter, the benefits of doing so will ultimately save time, money, and energy for health workers. This approach has the potential to address many of the problems that currently hinder the achievement of a higher level of prevention in healthcare and improve the quality of patient care. To ensure success, hospitals should adopt an emotional intelligence plan complete with guidelines for supervisors, managers, and employees to follow and implement throughout their work. Additionally, critical thinking and ongoing training with evaluation feedback should be incorporated to further enhance emotional intelligence skills.

Emotional intelligence can be likened to an air balloon, which carries an employee's job satisfaction and effectiveness in its basket. The higher the balloon rises, the better the levels of these two variables. We have created a balloon figure to illustrate how emotional intelligence can drive job satisfaction and organizational effectiveness. As executives and employees develop their emotional intelligence, job satisfaction levels increase, leading to greater organizational effectiveness including better patient care. Image1 E.I as driving force for job satisfaction and organization efficiency.

6.2 How to develop of EI skills at health workplace in order to improve job effectiveness and job satisfaction in Cyprus health workers

The evaluation of emotional intelligence in the workplace is a crucial step for hospitals, clinics, and the Cyprus health system to take. Direct managers and workers should be assessed to determine their level of emotional intelligence. This assessment can be done by various tests, as detailed in the section "Measure E.I. with different approaches." Alternatively, our anonymous survey questionnaire can be used to examine the emotional intelligence of the direct manager, which will be taken from the health workers' side in three groups of questions.

Based on the assessment results of the five primary fields of emotional intelligence, namely self-awareness, self-management, motivation, empathy, and social skills of management, the organization should prioritize the characteristics that employees assessed their directors with a lower score. The organization should then design complete training programs for all levels of hierarchy based on the needs of the health organization. During the training, the results from the anonymous research should be presented to the top hierarchy levels to explain the average scores with emotional intelligence characteristics. It should be explained where employees found that they have vital emotional intelligence and where they lack it. In our research, the direct managers' most strong E.I. skill was social skills. The self-regulatory and skills with a lack of self-awareness and empathy skills scored the lowest, while motivation was at an average level (see section 4.3.1). The results of what employees mention about what will make them more effective at their work and whether they have job satisfaction with the emotional intelligence of their directors should also be presented. In our research, the worker for job effectiveness question with number 33 scored the highest. This means that they consider this factor very important whether their direct supervisor/manager to understands the nature of their work and the problems they face in the workplace, which will help them be more effective at work. For job satisfaction, they average a score of 3.25. Finally, the research shows statistical results that there is a significant strong relationship between the emotional intelligence of the directors and job satisfaction, with any improvement in E.I. skills leading to a possible effect on job satisfaction. The statistical results about the relationship with job effectiveness showed that a significantly moderate to strong relationship with any improvement in E.I. skills will lead to possible effects on job effectiveness (see sections 4.4.1 and 4.4.2). In the case of emotional intelligence improvement of the director, the final benefit will go to the patients (see sections 4.5.1,4.5.2, and 4.6). Therefore, some extra training must be given to the rest of the workers to inform them through training how they can help their manager to improve their emotional skills. They should explain how to transfer their problems and suggestions correctly to their manager through emotional intelligence procedures, which will act as a communication tool that will evaluate the problem and the suggestion with high priority things that have to do with patients.

In contrast, effective managers must employ emotional intelligence to assess issues and implement appropriate solutions. They should exhibit self-control and self-management, actively listening to employees, demonstrating

empathy and providing guidance or encouragement for addressing future concerns or proposing ideas. If a resolution cannot be reached, the matter will remain pending while the procedural steps are reviewed but again, communication with the employee and explanation of the reasons for no actions should be provided. If the problem needs a high level of difficulty, the manager will transfer the problem as soon as possible. The organization should provide the training internally through the H.R. department or the outsourced trainer. After the training, the organization should communicate more often with its employees about how important they see E. I. at the workplace and that they aim to improve and apply emotional intelligence in a healthy workplace culture. Collaboration with employees will be considered in the promotion period. It should also clarify that there will be recorded procedures on how the organization will apply emotional intelligence to reduce the risk of exploitation. During and after the training, the organization should evaluate its training and employee performance and offer further training in needed areas. Developing emotional intelligence in the health sector culture will help workers have better job satisfaction and effectiveness, and patients will receive better health care. Direct supervisors and managers will be proud of the results of their accomplishments, and perhaps, commendation will come from the higher levels of hierarchy. All the guild parties will be happy with fewer strikes and wasting valuable time.

The following is a procedural guide for health organizations seeking to integrate the principles of Emotional Intelligence (E.I.) into their cultural framework. The implementation of E.I. can significantly impact the overall performance of an organization, particularly in the healthcare sector, where the nature of the work demands a high level of emotional intelligence.

Step 1: Assess current E.I at Workplace the first step in implementing E.I. is to conduct a thorough assessment of the current organizational culture. This assessment should include a review of the organization's values, mission, and vision, as well as an evaluation of the current level of emotional intelligence among employees.
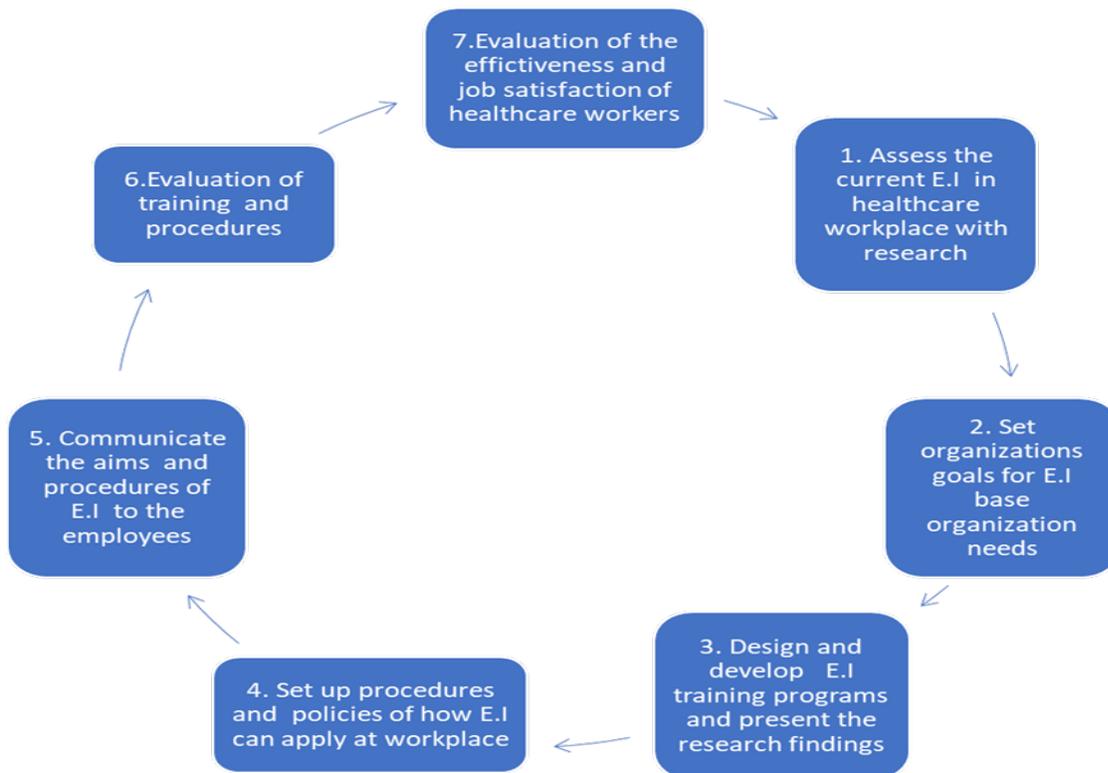
Step 2 and 3 Set the organization goals for E.I. base on organization needs and design training programs for E.I. The second and third steps are to develop a comprehensive training program that will equip employees with the skills necessary to enhance their emotional intelligence. This program should be tailored to the specific needs of the organization and should include training on self-awareness, self-regulation, motivation, empathy, and social skills.

Step 4 and 5 Set up procedures and policies how E.I will apply at workplace and communicate with employees aims and procedures. The fourth and fifth steps are to create a supportive environment that fosters emotional intelligence. This can be achieved by implementing policies and practices that promote emotional intelligence, such as providing opportunities for employees to engage in meaningful work, fostering a sense of community, and encouraging open and honest communication.

Step 6 and 7 Evaluate training and procedures evaluating job effectiveness and job satisfaction

Lastly, it is important to measure the impact of the E.I. program on the organization. This can be done through regular assessments of employee satisfaction and engagement, as well as through the analysis of performance metrics. In conclusion, the integration of Emotional Intelligence into an organizational culture can yield significant benefits for health organizations. By following the steps outlined in this procedural guide, health organizations can create a culture that prioritizes emotional intelligence and supports the overall well-being of its employees and patients.

Please refer to Image 6.3.2 that depicts the circle procedure for developing Emotional Intelligence (E.I) in a health workplace. This image provides an informative and illustrative representation of the process that can be adopted to facilitate E.I development in a workplace setting. *Image6.3.2 The circle procedure of how E.I can be developed in at health workplace.*

Appendixes

A. Survey questionnaire

Title of research : How Emotional Intelligence Can Help Managers To Improve EffEctiveness and Job Satisfaction In Cyprus Healthcare Workers.

The research below is subject to the approval of National Bioethics Committee of Cyprus and the Office of research and Innovation OKYпY

The research is carried out as part of my Master's thesis of the MBA Study program of the Open University of Cyprus

Examine author Daniel Golmans Theory of Emotional Intelligence in the workplace .Based on the author there are five traits of Emotional Intelligence that when a manager has developed them to a high degree can be the key to a successful management. The five characteristics have to do with

self -awareness, self management of the managers's emotions, motivation that he can give, the empathy and social skills he can have with employees.

We would like to mention that the survey is anonymous and all provisions for personal data are observed.

The questionnaire will be conducted among 554 employees of General Hospital of Larnacas.

I would kindly ask you to take 10 minutes of your time to complete the questionnaire.

Thank you in advance for your participation. Researcher: Yioula Raouna

Survey Number of Approval   ЕЕВК ЕП202

Date

Gender   M / F

Survey

Directions: Please answers each question by circling the number that best reflects your degree of agreement or disagreement with that

question. There are five possible responses to each questions on a scale from "Strongly Disagree" at number 1 to "Strongly Agree " at number Strongly Disagree .

1........................   2........................   3 ....   4........................   5 ....

Strongly Disagree   *Strongly Agree*

Explanation of the term Direct Supervisor / Director : Direct manager by work category, clinic /department , shift/ on call manager

Job Category(Please tick one box only)

Medical Doctors

Nurse

Other health professionals from (Radioloical,Chemical laboratory& Pharmacy)

Administration Staff(Finance,HR, Secretary)

Other Support staff(Healthcare Caregivers)

	Research questions	Strongly Disagree(1)	Disagree(2)	Neither agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
A	Emotional Intelligence in terms of Self-Awareness					
1	Does my Direct Supervisor /Manager often lose his temper during meeting/or under stressful conditions?	1	2	3	4	5

Research questions	Strongly Disagree(1)	Disagree(2)	Neither agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
A **Emotional Intelligence in terms of Self-Awareness**					
1 Does my Direct Supervisor /Manager often lose his temper during meeting/or under stressful conditions?	1	2	3	4	5
2 My Direct Supervisor/Manager recognizes his emotions and controls them in the best way on order to have the right discussions?	1	2	3	4	5
3 Does my Direct Supervisor /Manager understand his mistakes and try to change them?	1	2	3	4	5

Emotional intelligence in terms of Self-Management or as a Regulator	Strongly Disagree(1)	Disagree(2)	Neither agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
4 Does my Direct Supervisor/ Manager listen to me and perhaps accept some of my suggestions?	1	2	3	4	5
5 Does my Direct Supervisor/ Manager treat all employees the same way?	1	2	3	4	5
6 Does my Direct Supervisor/ Manager monitor my progress against my daily goals?	1	2	3	4	5

Emotional intelligence in terms of Motivation	Strongly Disagree(1)	Disagree(2)	Neither agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
7 Does my Direct Supervisor / Manager appreciate my work and reward me ?	1	2	3	4	5
8 My Direct Supervisor/ Manager encourages me in my work team and advises me how to be particularly productive and organizational ?	1	2	3	4	5
9 Is my Direct Supervisor/ Manager positive in difficult professional moments and finding solutions?	1	2	3	4	5
10 The Direct Supervisor/ Manager makes sure to make the appropriate equipment requests for your department to provide better patient care?	1	2	3	4	5

Emotional Intelligence in terms of Empathy	Strongly Disagree(1)	Disagree(2)	Neither agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
11 Does my Direct Supervisor / Manager notice easily if something is at my disposal, does he understand and show compassion?	1	2	3	4	5
12 Did my Direct Supervisor / Manager support me during the Covid Pandemic?	1	2	3	4	5
13 Does my Direct Supervisor / Manager " wear my shoes" in the workplace when necessary (understanding)?	1	2	3	4	5
14 Does the organization care about me because the Direct Supervisior / Director brought up the problems we face in the workplace?	1	2	3	4	5

18	Are you satisfied with the emotional intelligence of your immediate Supervisor/ Manager?	1	2	3	4	5
19	Do you think there is a need for emotional intelligence in the healthcare workplace?	1	2	3	4	5
20	Do you think if there was a development of emotional intelligence among healthcare workers, there would be better service/ care for patients?	1	2	3	4	5

B	Job satisfaction at my workplace :	Strongly Disagree(1)	Disagree(2)	Neither agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
21	Am I getting the right support and help from my Direct Supervisor /Manager?	1	2	3	4	5
22	Do I have sufficient opportunities to develop my professional skills with training?	1	2	3	4	5
23	Do I have opportunities to move to another department or start another job?	1	2	3	4	5
24	Am I satisfied with my opportunities for promotion?	1	2	3	4	5
25	Is the amount of work I am expected to complete each week / or day reasonable?	1	2	3	4	5
26	Do I feel that I can easily communicate with my Supervisor / Manager?	1	2	3	4	5
27	Am I recognized when I perform my regular duties well?	1	2	3	4	5
28	Does your Direct Supervisor /Manager encourage you to work as a team ?	1	2	3	4	5
29	Am I working in a positive environment that helped me better care for or serve the patient?	1	2	3	4	5
30	Does my Direct supervisor/ Manager give me the freedom to control my work schedule?	1	2	3	4	5

B2	Relationship between of emotional intelligence and workplace productivity. Consider being more effective in your workplace if you :	Strongly Disagree(1)	Disagree(2)	Neither agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
31	If you could you move to another department /position at your own request ?	1	2	3	4	5
32	If there were the daily performance indicators in the department / clinic where you work?	1	2	3	4	5
33	If your Direct Supervisor/ Manager understand the nature of your work and the problems you face in the workplace?	1	2	3	4	5
34	If your Direct Supervisor / Manager ensure that you received more specific training in managing tasks in a Hospital environment ?	1	2	3	4	5
35	If you have a better reward system depending in your work?	1	2	3	4	5
36	If my Direct supervisor / Manager held more frequent meeting with your department staff to present department goals and results on a regular basis?	1	2	3	4	5
37	If the Direct Supervisor / Managerappreciate and recognize your work effort in front of other colleagues in a meeting?	1	2	3	4	5
38	If the Direct Supervisor / Manager bring more staff to the department you work in?	1	2	3	4	5
39	If the Direct Supervisor /Manager give you more time for rest leave?	1	2	3	4	5
40	If there a fairer burden in the daily work?	1	2	3	4	5
41	If the Direct Supervisor/ Manager regularly monitor employee successes and give extra " time off" once a month as a reward?	1	2	3	4	5
42	If your Direct Supervisor / Manager was more flexible with your working hours ?	1	2	3	4	5

C	Where do you think your Supervisor/ Manager needs more improvement in emotional intelligence?	Strongly Disagree(1)	Disagree(2)	Neither agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
43	Do you think your Supervisor/ Manager needs more Self-awaraness of his emotions?	1	2	3	4	5
44	Do you think your Supervisor/ Manager needs more Self-management or as regulator?	1	2	3	4	5
45	Do you think your Direct Supervisor / Manager needs to improve the motivation he gives to his employees?	1	2	3	4	5
46	Do you think your Direct Supervisor / Manager needs more empathy for what is happening to employees?	1	2	3	4	5
47	Do you think your Direct Supervisor/ Manager needs more social skills with employees?	1	2	3	4	5

C2	Developing Emotional Intelligence in the health workplace?	Strongly Disagree(1)	Disagree(2)	Neither agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
48	Do you think emotional intelligence seminars for a Supervisor/ Manager would be beneficial in the healthcare workplace?	1	2	3	4	5
49	Do you think that more frequent open meetings(communication) with staff would help develop emotional intelligence?	1	2	3	4	5
50	Do you think that if there were organizationally approved practices emotional intelligence would be	1	2	3	4	5
51	Do you think all hospital staff need emotional intelligence training to improve patient care ?	1	2	3	4	5

B. List with statistical results of survey questions group A-C Q1-Q51

B.1 Group A list of survey questions Q1–Q20 with statistical results for mean and standard deviation

Descriptive Statistics

	Mean	Std. Deviation
Q1.Does my Direct Supervisor /Manager often lose his temper during meeting/or under stressful conditions?	2.70	1.264
Q2.My Direct Supervisor/ Manager recognizes his emotions and controls them in the best way on order to have the right discussions?	3.32	1.190
Q3.Does my Direct Supervisor / Manager understand his mistakes and try to change them?	3.30	1.231
Q4.Does my Direct Supervisor/ Manager listen to me and perhaps accept some of my suggestions?	3.70	1.027
Q5.Does my Direct Supervisor/ Manager treat all employees the same way?	3.21	1.252
Q6.Does my Direct Supervisor/ Manager monitor my progress against my daily goals?	3.47	1.097

Q7.Does my Direct Supervisor / Manager appreciate my work and reward me ?	3.15	1.203
Q8.My Direct Supervisor/ Manager encourages me in my work team and advises me how to be particularly productive and organizational ?	3.37	1.150
Q9.Is my Direct Supervisor/ Manager positive in difficult professional moments and finding solutions?	3.64	1.094
Q10.The Direct Supervisor/ Manager makes sure to make the appropriate equipment requests for your department to provide better patient care?	3.68	1.184
Q11.Does my Direct Supervisor / Manager notice easily if something is at my disposal, does he understand and show compassion?	3.47	1.198
Q12.Did my Direct Supervisor / Manager support me during the Covid Pandemic?	3.57	1.156

Q13.Does my Direct Supervisor / Manager " wear my shoes" in the workplace when necessary (understanding)?	3.35	1.217
Q14.Does the organization care about me because the Direct Supervisior / Director brought up the problems we face in the workplace?	2.91	1.223
Q15.My Direct Supervisor creates relayionships with people in the workplace?	3.63	1.064
Q16.The Direct Supervisor says good morning and asks how are you ?	4.09	.996
Q17.Is my Direct Supervisor open to changes in the department?	3.51	1.152
Q18.Are you satisfied with the emotional intelligence of your immediate Supervisor/ Manager?	3.47	1.169
Q19.Do you think there is a need for emotional intelligence in the healthcare workplace?	4.34	.796

Q20.Do you think if there was a development of emotional intelligence among healthcare workers , there would be better service/ care for patients?	4.48	.795

B.2 Group B list of survey questions Q21–Q30 with statistical results for mean and standard deviation

Descriptive Statistics

	Mean	Std. Deviation
Q21.Am I getting the right support and help from my Direct Supervisor /Manager?	3.49	1.091
Q22.Do I have sufficient opportunities to develop my professional skills with training?	3.03	1.148
Q23.Do I have opportunities to move to another department or start another job?	2.66	1.141
Q24.Am I satisfied with my opportunities for promotion?	2.44	1.252
Q25.Is the amount of work I am expected to complete each week / or day reasonable?	3.09	1.217
Q26.Do I feel that I can easily communicate with my Supervisor / Manager?	3.65	1.036
Q27.Am I recognized when I perform my regular duties well?	3.48	1.085
Q28.Does your Direct Supervisor /Manager encourage you to work as a team ?	3.63	.985
Q29.Am I working in a positive environment that helped me better care for or serve the patient?	3.56	.984
Q30.Does my Direct supervisor/ Manager give me the freedom to control my work schedule?	3.56	1.018

B.2.1 Group B2 list of survey questions Q31-Q42 with statistical results for mean and standard deviation

Descriptive Statistics

	Mean	Std. Deviation
Q31.If you could you move to another department /position at your own request ?	3.01	1.166
Q32.If there were the daily performance indicators in the department / clinic where you work?	3.33	.992
Q33.If your Direct Supervisor/ Manager understand the nature of your work and the problems you face in the workplace?	3.77	1.044
Q34.If your Direct Supervisor / Manager ensure that you received more specific training in managing tasks in a Hospital environment ?	3.47	1.091
Q35.If you have a better reward system depending in your work?	3.31	1.266
Q36.If my Direct supervisor / Manager held more frequent meeting with your department staff to present department goals and results on a regular basis?	3.30	1.260
Q37.If the Direct Supervisor / Manager appreciate and recognize your work effort in front of other colleagues in a meeting?	3.53	1.109
Q38.If the Direct Supervisor / Manager bring more staff to the department you work in?	3.25	1.261
Q39.If the Direct Supervisor /Manager give you more time for rest leave?	3.30	1.188
Q40.If there a fairer burden in the daily work?	3.27	1.199
Q41.If the Direct Supervisor/ Manager regularly monitor employee successes and give extra " time off" once a month as a reward?	3.03	1.480
Q42.If your Direct Supervisor / Manager was more flexible with your working hours ?	3.43	1.278

B3. Group C list of survey questions Q43–Q51 with statistical results for mean and standard deviation

Descriptive Statistics

	Mean	Std. Deviation
Q43.Do you think your Supervisor/ Manager needs more Self-awaraness of his emotions?	3.41	1.094
Q44.Do you think your Supervisor/ Manager needs more Self-management or as regulator?	3.32	1.120
Q45.Do you think your Direct Supervisor / Manager needs to improve the motivation he gives to his employees?	3.69	1.087
Q46.Do you think your Direct Supervisor / Manager needs more empathy for what is happening to employees?	3.62	1.186
Q47.Do you think your Direct Supervisor/ Manager needs more social skills with employees?	3.48	1.209
Q48.Do you think emotional intelligence seminars for a Supervisor/ Manager would be beneficial in the healthcare workplace?	4.36	.729
Q49.Do you think that more frequent open meetings(communication) with staff would help develop emotional intelligence?	4.39	.734
Q50.Do you think that if there were organizationally approved practices emotional intelligence would be better established?	4.31	.807
Q51.Do you think all hospital staff need emotional intelligence training to improve patient care ?	4.49	.665

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