

**IMPACT OF EMOTIONAL INTELLIGENCE AND ORGANISATIONAL CULTURE ON THE  
PERFORMANCE OF MALAYSIAN ADMINISTRATIVE AND DIPLOMATIC OFFICERS**

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**ABSTRACT**

*Organisational performance in the public administration is an area of interest. The Institute for Management Development (IMD) reported that Malaysia secured a 12th position in 2014 and later dropped to the 24th position in 2017 in the World Competitiveness Report. The government plays an integral role in stimulating and promoting competitiveness of the domestic market through various policies and shortening of the procedures. As civil servants are the implementers of these policies and procedures in facilitating the growth of national productivity. Thus, this study focuses on emotional intelligence and organisational culture in improving effectiveness and efficiency of organisational performance amongst public administrators. A sample of 375 Administrative and Diplomatic Officers (ADOs) from various ministries based in Putrajaya completed the survey questionnaire. This study examines the direct effect of emotional intelligence (EI) on organisational performance (OP) and explores the mediating effect of organisational culture (OC) between emotional intelligence and organisational performance (OP). The emotional intelligence scale, organisational culture scale and balanced scorecard scale guided the data to be collected. The data was analysed using SPSS version 21.0 and Smart PLS (Smart Partial Least Square) 3.2.6. version. The results indicate that EI has a significant impact on OP and OC has a significant mediating effect on the relationship between EI and OP. This study contributes to a better understanding of organisational performance in the public sector and establishes emotional intelligence as a determinant of organisational performance and simultaneously suggests ways in ensuring it is prioritised in the public administration domain. The findings are expected to contribute to government policies specifically in recruitment, training and development, organisational learning and development and succession planning encouraging the emergence of effective future leaders.*

**Keywords:** Emotional Intelligence, Organisational Culture, Organisational Performance, Public Administration

**INTRODUCTION**

Public organisations are expected to deliver quality services, improve efficiency within the legislative framework and have a high performing workforce. The IMD (Institute for Management Development) World Competitiveness Report ranked Malaysia in the 24<sup>th</sup> position in 2017, a two-fold drop within three years from the 12<sup>th</sup> position in 2014. This indicates public sector performance, a component of productivity in the IMD Competitiveness study, had declined. Public administrators are expected to serve and respond efficiently to citizens' expectations leading to a healthy and responsive public service (Denhardt & Denhardt, 2000). Human capital performance in the Eleventh

Malaysian Plan (2016-2020) showed a disjoint between elements of knowledge, skills and attitude, imposing a risk of Malaysia not attaining first-world talent base. As such, public administrators are encouraged to be emotionally and socially competent; a factor that influences the performance of non-task behaviour of the public administrators (Hwa & Amin, 2016).

This study focuses on emotional intelligence (EI), organisational culture (OC) and organisational performance (OP). EI consisting of self-awareness, self-management, social awareness and relationship management has a positive effect on OP (Baczyńska & Thornton, 2017; Bozionelos & Singh, 2017). Despite this, limited research explores the role of EI on organisational culture (OC) in the Malaysian public administration, specifically amongst the Administrative and Diplomatic Officers (ADO). The Malaysian Public Complaints Bureau (2017) recorded a total of 966 complaints, through January and February 2017, the highest accrued to dissatisfaction of quality of service (at 22.4 percent) followed by failure of enforcement (at 20.8 percent).

The main intent of this study is to examine the direct effect of EI on OP and explore the mediating effect of OC between EI and OP amongst the ADOs in Malaysia. OC is examined due to the existence of the 'little Napoleons' culture in the civil service of Malaysia, as reported in the media (Malaysiakini, 17 April 2006). Dato' Seri Abdullah Ahmad Badawi, the fifth Prime Minister of Malaysia (from 2003 to 2009), implied that public administrators were socially dominating and slow in performing their tasks leading towards an unacceptable reputation (Malaysiakini, 17 April 2006). Hence, OC serves as an intermediate variable as it has been proven that OC determines OP, leadership, organisational structure and organisational effectiveness (Ding, Li, Zhang, Sheng, & Wang, 2017; Knight, Patterson, & Dawson, 2017).

## LITERATURE REVIEW

Employees with high EI in the US Air Force, multinational consulting firms, insurance companies, beverage, retail and manufacturing industries, consistently perform better and create a positive effect on OP (Jorfi, Jorfi, & Moghadam, 2010; Afolabi, Awosola, & Omole, 2010; Hanzaae & Mirvaisi, 2013). In the context of teamwork, EI competencies such as collaboration, interpersonal skills and social skills have been researched, as opposed to self-awareness, self-management, social awareness and relationship management (Clarke, 2010).

OC is defined as "dynamic, innovative and engaging, as it innovates, engages and greatly influences employees in enacting these behaviors in the organization" (Schein, 2010, p.74). OC, consisting of job challenge, communication, trust, innovation and social cohesion, that strongly inter-correlate with one another is used in this study (Zeitz, Johannesson, & Ritchie, 1997). Empirical studies on the relationship between leaders and OC exist, however there is lack of research in OC as an intervening variable in predicting its outcome on OP.

OP is viewed from the perspectives of the individual performance level (Rummler & Brache, 1990). Employee performance from various departments within an organisation, collaboratively contribute towards achieving the OP factor. Kaplan and Norton (1992), in their balance scorecard (BSC) framework, clustered OP into four

perspectives; financial, learning and growth, internal process and stakeholders. Hence, BSC an instrument to measure OP is affirmed from the collaborative performance of all individuals and collectively assesses the overall OP in public administration. Since its inception, BSC has been implemented in an increasing number of organisations in Malaysia (Othman, 2007).

EI in the Malaysian public sector focuses specifically on the education sector, attempting to improve the performance of teachers. EI has a positive relationship with the completion of tasks amongst public sector personnel such as teachers, nurses, and officials from the police force, prison and immigration department (Abdullah, 2017). EI is associated positively with, effectiveness in leadership, work performance, human resource management, confidence, self-efficacy, stress and mental health and job satisfaction (Che Yusoff, Abdullah, & Adnan, 2017). There are however no studies done on the mediating effect of OC between EI and OP with reference to diplomatic officers.

### **THEORETICAL BACKGROUND**

The Social Intelligence Theory according to Goleman (1995), and the Hierarchy of Needs Theory structures this study systematically into an appropriate conceptual framework. The Social Intelligence Theory stresses the need to know oneself (self-awareness) and others (social awareness) to determine appropriate stimuli (self-management) that influences human relations (social skills). EI competencies are complementary to cognitive abilities of technical intelligence as it utilises emotions in order to process information and derive at decisions (Ciarrochi & Mayer, 2007). Studies highlighting Goleman's have been utilized in the organisational context as it is now practiced and used worldwide by researchers and consultants (Dijk & Freedman, 2007). According to Goleman, social intelligence consists of self-awareness, social awareness, relationship management and self-management. The Hierarchy of Needs Theory describes the human motivation factor in terms of its five prescribed levels of needs, aiming at attaining the next (higher) level of need upon the fulfillment of the existing (lower) level of needs. According to Maslow (1943), humans need to feel a sense of belonging and to be accepted amongst social groups. OC provides a sense of belonging as it influences the employees' behaviour in fostering a familiar environment via the organisations' vision and mission leading to an enhanced organisational performance (Cameron & Quinn, 2011; Schein, 2010).

### **Emotional Intelligence, Organisational Culture and Organisational Performance**

EI individuals effortlessly adapt the way they perceive themselves and their ideas during organisational challenges and changes (Gabel, Dolan, & Luc Cerdin, 2005). EI is associated with work place emotions as it understands emotional knowledge, manages relationship, creates a positive OC, initiates additional assignments and voluntarily assists people in creating positive OP (Hareli & Hess, 2010; Tan, Härtel, Panipucci, & Strybosch, 2005; Malik & Shahid, 2016; Anwar, Osman-Ghani, Fontaine, & Rahman, 2017). EI acknowledges the value of self-management to engage and obtain commitment from employees (Brunetto, Teo, Shacklock, & Farr-Wharton, 2012; Danaeefard, Salehi, Hasiri, & Noruzi, 2012; Naghdi & Shatalebi, 2013; Johar & Shah, 2014; Olannye, 2014). EI has been proven to have a positive significant effect on OP

(Anwar, Osman-Ganie, Fontaine & Rahman, 2017; Gabriel, Cheshin, Moran & van Kleef, 2016).

Thus, it is hypothesized that:

H<sub>1</sub>: EI has a positive significant effect on OP

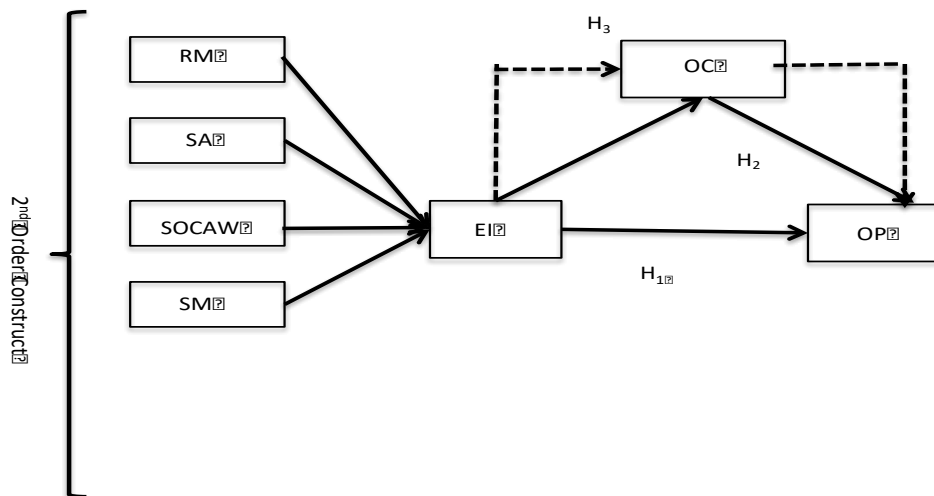
‘OC is a normative glue that holds the organisation together’ (Tichy, 1982). Similarly, Smircich (1983, p. 33) states that the ‘symbolic cultural dimension in some way contributes to the overall systematic balance and effectiveness of an organisation’. EI provides an opportunity in influencing employees leading to a dynamic, innovative and engaging environment and organisational excellence (Schein, 2010). As OC has a behavioral element that potentially influences OP, there exists a relationship between OC and OP. OC has a positive significant effect on OP (Uzkurt, Kumar, Kimzan, Eminoğlu, 2013; Ding, Li, Zhang, Sheng & Wang, 2017; Hughes & Smart, 2012). Given that OC has a significant effect on OP, it is hypothesized that:

H<sub>2</sub>: OC has a positive significant effect on OP

OC potentially mediates the relationship between organisational restructuring, organisational performance and employee responsiveness (Irefin & Mechanic, 2014; Nikpour, 2017). Employees face elements of OC consisting of job challenge, trust, communication, social cohesion and innovation on a daily basis. Therefore, emotionally intelligent employees effectively manage OC leading to an effective OP (Ng’ang’a & Nyongesa, 2012; Wanjiku & Agusioma, 2014). It is thus hypothesized that:

H<sub>3</sub>: OC mediates the relationship between EI and OP

Figure 1 displays the conceptual framework model for this study. EI is the key determinant of OP (H<sub>1</sub>); and OC influences OP (H<sub>2</sub>). Therefore, it is conceptualised that OC mediates the relationship between EI and OP (H<sub>3</sub>).



Source: Goleman (1995), Kaplan & Norton (1996), Zeitz, Johannesson & Ritchie (1997).  
Figure 1. Preliminary conceptual framework for EI, OC and OP.

## DATA COLLECTION

ADOs in five ministries at job grades 41 up to 54 based in Putrajaya, the federal government administrative capital of Malaysia completed the questionnaire. ADOs assume a crucial role in executing, formulating and assisting the implementation of government policies. The initial sample size was determined using a free software G\*Power 3.1.9 (Faul, Erdfelder, Buchner, & Lang, 2009) with power being 0.8 and effect size  $f^2 = 0.15$  and a 5% probability of error which required a minimum sample of 76 (Cohen, 1988; Hair et al., 2017). This figure appeared too small to represent the size of the civil service in Putrajaya. Thus, following Krejcie and Morgan (1970), one would need close to 400 for a population that is large. Knowing very well that some of the targeted group may not answer the questionnaire, we decided to raise the distribution to 700. This bore fruit as we obtained 375 valid responses. Thus, a purpose sampling with a homogenous method was utilised, as the sampling frame to draw respondents was not available despite numerous attempts, and the unavailability of direct access to the potential respondents at the targeted ministries was an issue. Following this, an internal representative who is also an ADO for each ministry assisted to distribute the questionnaires to participants who volunteered to participate. The representative ensured all questionnaires were completed and returned in sealed envelopes for confidentiality. The current sample size,  $n=375$ , is deemed more than appropriate for PLS-SEM.

## Respondents Profile

Table 1 presents the demographic profile of the respondents. Female employees contributed to 61.9 percent of the responses received. The largest age group consists of those in the age category of 31-40 years, representing 48.3 percent of the overall sample. The next largest groups of respondents (29.3%) are those who are between the ages of 41 and 50. Hence, 77.6 percent of the respondents are between 31 and 50 years of age.

The occupational grade of the civil servants consists of M41, M44, M48, M52 and M54. The respondents from grade M44 are the largest in proportion of respondents (44 %) who answered the questionnaire. Grade M42/43 (1.6%) is naturally rare. Most of the officers (65.1%) recorded more than five years of employment as ADO, indicating a reasonable duration of exposure to the OC, hence expected to show good performance. As officers, they had the required level of understanding to comprehend the requirements and contents of the questionnaire and provided the relevant responses.

Table 1: *Demographic Profile of the Respondents (n= 375)*

Characteristics	Frequency	Percentage
<b>Gender</b>		
Male	143	38.1
Female	232	61.9
<b>Age (years)</b>		
21 -30	83	22.1
31-40	181	48.3
41 and above	111	29.6

Characteristics	Frequency	Percentage
<b>Years of Work Experience</b>		
0-5	131	34.9
6-10	163	43.5
11-15	77	20.5
Above 15	4	1.1
<b>Grade/Position*</b>		
41/42	104	27.7
42/43	6	1.6
44	165	44.0
48 and 54	100	26.7

Note: Grade/Position\* = The higher the grade numerals, the higher the position

### Instrumentation

EI was measured by a 26-item Likert scale questionnaire originally developed by Goleman, Boyatzis, & McKee (2002) and adapted consisting of the respective items on Relationship Management, Self-Awareness, Social Awareness and Self-Management. Goleman, Boyatzis, & McKee (2002) defines emotional intelligence as the ability to relate, manage, understand and control one's own emotions and that of others in the workplace. The items in the questionnaire were designed to represent the understanding proposed by this definition. An example is "I help create a positive work environment". Table 2 explains the operational definition of the items.

Table 2: *Operationalisation of EI Constructs*

Latent Variables	Definition
Relationship Management	Proficiency in influencing relationships and building networks; an ability to find common ground and rapport.
Self-Awareness	Recognise and emotionally self-aware on moods, emotions and drives, and effect on others while performing their daily tasks.
Social Awareness	Understanding and empathise with the emotions of others while performing duties and skilled in treating people according to their emotional reactions.
Self-Management	The ability to control or redirect disruptive impulses; the propensity to suspend judgement; to think before acting in ensuring quality delivery of performance and achievement.

Source: Goleman (1995), Goleman, Boyatzis, & McKee (2002)

OC was measured by a 24-item Likert scale questionnaire developed by Zeitz, Johannesson and Ritchie (1997). It measures job challenge, communication, trust, innovation and social cohesion of an individual. Job challenge refers to the variety and complexity at work; communication refers to the strength of communication between top management and employees, and amongst employees; trust refers to the existence of confidence or reliability between superiors and their followers and amongst

employees; innovation refers to a supportive environment for creativity, problem solving and generating new ideas; and social cohesion refers to the inter-relationship between organisation's members including members' cooperation and solidarity (Carmeli, 2003).

OP was measured by a 20-item Likert scale statements developed by Kaplan and Norton (1992). An individual perspective was employed to measure the level of learning and growth, internal processes, stakeholder perspective and finance perspective (Rummler & Brache, 1990). Learning and growth focuses on improving and creating value in employee knowledge, internal processes improvement leads towards better stakeholder perspective, while the financial perspective places importance on the perspective of the stakeholders on the financial position of the organisation. The final questionnaire had components on emotional intelligence, organizational culture, balanced scorecard and demographic profile of the respondent.

### Measurement Model

PLS-SEM analysis follows a two-step process; first, the measurement model assesses the internal consistency, reliability, convergent validity (CV) and discriminant validity (DV); and second, assessment of the constructs relationship (Hair et al., 2017). PLS-SEM handles complex frameworks and is recommended for mediating models (Real, Roldán, & Leal, 2014; Richter et al., 2016; Hair et al., 2017). Results indicated the composite reliability (CR) scores (EI, OC and OP) exceeded the recommended criterion of 0.7 (Avkiran, 2017). EI dimensions consist of Self-Awareness, Self-Management, Social Awareness and Relationship Management with five dimensions, i.e. Emotional Self-Awareness (ESA), Achievement Orientation (AO), Emotional Self-Control (ESC), Empathy (EMP) and Influence (INFL). The Self-Awareness construct originally consisted of seven indicators (ESA), Self-Management had eight indicators (ESC-two and AO-six), Social Awareness had six indicators (EMP) and Relationship Management had five indicators (INFL). Following the need to remove items with a loading of < 0.5, Table 3 presents the final number of indicators for each dimensions of EI model that has an acceptable level of AVE, ranging between 0.502 (emotional self-awareness) and 0.559 (influence). Table 3 displays dimensions of EI with an acceptable level of CR (0.828 to 0.842), emotional self-awareness (0.828), influence (0.829), achievement orientation (0.840) and empathy (0.842). ESC has been eliminated due to low loading levels.

Table 3: *Construct Validity of Measurement Model (Emotional Intelligence)*

Construct	Items	Loading Factor		AVE	Composite reliability	Cronbach Alpha
		Initial model	Modified model			
Self-Awareness	ESA1	0.588	0.602	0.502	0.828	0.724
	ESA2	0.625	0.623			
	ESA3	0.606	0.619			
	ESA4	0.622	0.635			
Self-Management	AO1	0.679	0.686	0.523	0.840	0.753
	AO2	0.609	0.607			
	AO3	0.646	0.644			

Social Awareness	EMP1	0.670	0.695	0.526	0.842	0.757
	EMP2	0.594	0.615			
	EMP3	0.635	0.651			
	EMP4	0.599	0.613			
Relationship Management	INFL1	0.716	0.726	0.559	0.829	0.712
	INFL2	0.573	0.578			
	INFL4	0.562	0.564			

OC constructs consist of *Job Challenge* with seven indicators (JC), *Communication* with six indicators (COM), *Innovation* with five indicators (INV), *Trust* with four indicators (TR) and *Social Cohesion* with four indicators (SOC). Items with a loading of < 0.5 were deleted as these were found not contributing significantly to the construct. As such, Table 4 displays the number of OC items after deletion. The items were retained with an acceptable level of AVE, which are between 0.513 (*Trust*) and 0.605 (*Job Challenge*). The composite reliability (CR) fulfilled the convergent validity. All constructs of OC recorded an acceptable level of CR (0.759 to 0.836), *Trust* (0.759), *Job Challenge* (0.820), *Communication* (0.827), *Innovation* (0.829), and *Social Cohesion* (0.836). Table 4 shows that the factor loading of constructs in the measurement model that fulfills the requirement of > 0.5.

Table 4: Construct Validity of Measurement Model (Organisational Culture)

Construct	Items	Loading Factor		AVE	Composite reliability	Cronbach Alpha
		Initial model	Modified model			
Job Challenge	JC1	0.684	0.844	0.605	0.820	0.670
	JC2	0.742	0.767			
Communication	COM1	0.560	0.567	0.552	0.827	0.715
	COM2	0.603	0.691			
	COM3	0.724	0.750			
Trust	TR1	0.621	0.700	0.513	0.759	0.522
	TR2	0.549	0.650			
Innovation	INV1	0.596	0.583	0.553	0.829	0.721
	INV2	0.731	0.722			
	INV3	0.628	0.742			
Social Cohesion	SOC1	0.729	0.757	0.564	0.836	0.734
	SOC2	0.625	0.616			
	SOC3	0.682	0.716			

Table 5 demonstrates OP was evaluated with four constructs, *Learning and Growth* with five indicators (LG), *Internal Process* with five indicators (IP), *Financial Perspective* with four indicators (FP) and *Stakeholder Perspective* (SH) with six indicators. Items with a loading of < 0.5 were deleted as it does not contribute to the construct. Items retained have acceptable levels of AVE, showing a result of between 0.51 (*Financial Perspective*) and 0.600 (*Learning and Growth*). OP has acceptable levels of CR (0.750 to 0.817), *Financial Perspective* (0.750), *Internal Process* (0.765), *Stakeholder Perspective* (0.808) and *Learning and Growth* (0.817).



Table 5: Construct Validity of Measurement Model (Organisational Performance)

Construct	Items	Loading Factor		AVE	Composite reliability	Cronbach Alpha
		Initial model	Modified model			
Learning and Growth	LG1	0.583	0.671	0.600	0.817	0.662
	LG2	0.678	0.784			
Internal Process	IP1	0.518	0.520	0.524	0.765	0.539
	IP2	0.557	0.569			
Financial Perspective	FP1	0.656	0.794	0.514	0.750	0.504
	FP2	0.398	0.463			
Stakeholder Perspective	SH1	0.616	0.635	0.519	0.808	0.678
	SH2	0.565	0.578			
	SH3	0.598	0.743			

The HTMT criterion is used as a benchmark to assess the measurement models' discriminant validity as shown in Table 6. HTMT ratios are < 0.85, which indicates sufficient discriminant validity (Henseler, Ringle & Sinkovics, 2009). Hence, this provides assurance that the constructs are truly different from each other by empirical standards.

Table 6: Heterotrait – Monotrait Ratio (HTMT)

	FP	COM	SP	SOCAW	INV	IP	JC	LG	OC	OP	SA	SM	SOCAW	RM	TR
FP															
COM	0.420														
SP	0.564	0.199													
SOCAW	0.229	0.503	0.131												
INV	0.287	0.681	0.158	0.395											
IP	0.399	0.255	0.448	0.162	0.272										
JC	0.216	0.440	0.157	0.399	0.442	0.164									
LG	0.332	0.159	0.441	0.145	0.194	0.524	0.100								
OC	0.413	0.972	0.194	0.553	0.907	0.277	0.751	0.161							
OP	0.863	0.420	0.941	0.216	0.254	0.803	0.197	0.838	0.391						
SA	0.473	0.625	0.302	0.542	0.565	0.201	0.465	0.142	0.738	0.469					
SM	0.356	0.610	0.217	0.554	0.494	0.224	0.483	0.095	0.693	0.369	0.767				
SOCAW	0.485	0.682	0.379	0.343	0.476	0.247	0.296	0.245	0.850	0.542	0.585	0.513			
RM	0.296	0.673	0.073	0.543	0.491	0.203	0.480	0.186	0.703	0.277	0.560	0.535	0.506		
TR	0.273	0.403	0.094	0.352	0.442	0.167	0.322	0.067	0.773	0.176	0.384	0.347	0.324	0.390	

Note: COM: Communication, FP: Financial Perspective, INV: Innovation, IP: Internal Process, JC: Job Challenge, JS: Job Satisfaction, LG: Learning and Growth, SP: Stakeholder Perspective, SOC: Social Cohesion, TR: Trust. HTMT ratios should be smaller than 0.85 (HTMT<sub>.85</sub> < 0.85).

### Structural Model

Smart PLS 3.2.7 tests level of significance and generate *t*-statistics for all paths by bootstrapping 5000 resamples to assess the structural model. The bootstrapping procedure is used to evaluate the significance of the hypothesis (Hair et al., 2017). Table 7 demonstrates the path-coefficients, observed *t*-statistics and significance level. The Preacher and Hayes (2008) approach of indirect effect examined the mediating effect of

OC between EI and OP. Quantitative method highlights that total or direct effects are not given attention in mediating models (Hayes & Rockwood, 2017). As such, the focus of this study is on indirect effect. Significant indirect effect is possible with the absence of the total and direct effect (Zhao, Lynch & Chen, 2010). Structural model measures the basic parameters (i.e. outer weights, outer loadings and path coefficients), predictive relevance ( $Q^2$ ) and the effect size ( $f^2$ ) of the model (Hair et al., 2017). Cohen's (1988) guidelines assessed the  $f^2$  where 0.02, 0.15 and 0.35 indicate small, medium and large effects. The structural model simultaneously provides the results of the mediation effect.

EI ( $\beta = 0.754, p \leq 0.05$ ) has a positive significant effect on OC that has a substantial predictive relevance that explains 56 percent of the variance. OC ( $\beta = 0.756, p \leq 0.05$ ) has a positive relationship with OP. Table 7 indicates the exclusion of EI ( $f^2 = 1.06$ ) has an important effect on OC. The exclusion of OC ( $f^2 = 0.155$ ) has a large effect on OP. The  $Q^2$  values determined by the blindfolding procedures represent the predictive relevance of the structural model for predicting the indicators of an endogenous construct. The value of  $Q^2 > 0$  has sufficient predictive relevance and the value of  $Q^2 < 0$  shows a lack of predictive relevance (Fornell & Cha, 1994). There is sufficient predictive relevance for EI on OC ( $Q^2 = 0.123$ ) and OC on OP ( $Q^2 = 0.057$ ).

Table 7: Structural Model – Direct Effect

Hypothesis	Standard Beta	SE	t-value	p-value	Decision	R <sup>2</sup>	f <sup>2</sup>	Q <sup>2</sup>
EI > OP (H <sub>1</sub> )	0.754	0.020	37.64	0.000	Supported	0.515	1.066	0.123
OC > OP (H <sub>2</sub> )	0.756	0.017	45.03	0.000	Supported	0.132	0.155	0.020

The bootstrap confidence interval should not include a zero between the lower and upper limit of 95 percent bootstrap confidence interval (Hair et al., 2017). Table 8 indicates the relationship between EI and OP operates via OC supporting H<sub>3</sub> ( $\beta = 0.431, 95\% \text{ Boot CI: [LL} = 0.292, \text{UL} = 0.533]$ ). The condition is fulfilled.

Table 8: Structural Model – Indirect Effect

Hypothesis	Standard Beta	SE	t-value	p-value	Bootstrap at 95% Confidence Interval (BCA)		Decision
					Lower	Upper	
EI > OC > OP (H <sub>3</sub> )	0.431	0.171	2.525	0.01	0.292	0.533	Significant

## DISCUSSION

Public administrators, leaders and employees must manage themselves and others in creating a positive OC. The perspective of the social intelligence theory emphasizes that employees who are able to relate to others create a comfortable environment leading

to an improvement in OC (Naghdi & Shatalebi, 2013). A positive OC enhances organisational performance as ADOs deliver services to the public (Tseng, 2010; Jacobs, Mannion, Davies, Harrison, Konteh, & Walshe, 2013). OC encourages a creative workforce by allowing individuals to share their thoughts and further enhancing work processes and environment (Hon & Lui, 2016; Gochhayat, Giri, & Suar, 2017). The structural model assessment reaffirmed that OC has a positive significant relationship with OP (H<sub>2</sub>). Hierarchy of needs theory supports that strong cultures are associated with consistency in effort, clear focus and better performance in environments where unity and common vision are required (Cameron & Quinn, 2011).

EI has a significant indirect on OP via OC (H<sub>3</sub>). EI significantly linked to OC affects OP as such, OC has a significant positive mediating role between EI and OP. EI allows employees to evaluate their environment, creating better responses to their colleagues and the public. OC advocates, engages and allows employees to be emotionally and socially competent, consequently creating superior organisational performances. Employees have an introspective view (emotional self-awareness) of their skills due to challenging tasks hence, encouraging self-development.

## CONCLUSION

This study investigates the theoretical links between the hypothesized constructs adding enormous value in the public policies. Nikpour (2017) supports the significant positive relationship between OC and OP. OC has a significant impact in the relationship between EI and OP as it leads to an increase in OP affecting the organisational outcomes hence, increasing customer satisfaction (Nikpour, 2017).

The results can be generalised to public administrators in Malaysia, as OC is consistent across all departments. Policies evolve to ensure precise implementation of regulations and administration of tasks. EI involves the understanding of emotions indirectly, motivating, driving and influencing people (Sternberg, 2005). EI should be practiced by employees and implemented top-down by key personnel. Inclusion of EI in performance appraisals of employees ensures it becomes a prominent part of OC specifically in the areas of dealing with colleagues, customers and stakeholders. Managers should stress the importance of EI during appraisal feedback.

EI competencies should be gauged in the interview process. EI training should be provided to encourage and create awareness when a new candidate is recruited, including it as part of the on boarding, orientation and mentoring process. Experienced public administrators can facilitate workshops focusing on their EI experiences and appointed as mentors for new recruits for constant coaching in the workplace. EI awareness should be included in successive planning policies. EI strengthens social cohesion in the workplace leading to positive effects on learning and growth, internal processes, the financial perspective and stakeholders' perspective.

In future, this study should include dimensions of EI advocated by Bar-On (1997) or Petrides and Furnham (2000) providing an opportunity to establish the effectiveness of other dimensions of EI at the workplace.

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