

The influence of the leaders' emotional intelligence, role breadth self-efficacy and organisational climate on proactive work behaviour: A case of selected Customs Clearing companies in Zimbabwe.

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DECLARATION

I, Praise Choeni (11613043) declare that this dissertation titled, “The Influence of the leaders’ emotional intelligence, role-breadth self-efficacy and organizational climate on proactive work behaviour: A case of selected Customs Clearing companies in Zimbabwe” for M. Com. Human Resource Management at the University of Venda is my own work. This work has not been submitted in any form for another degree or diploma at any university or other institution of higher education. Information derived from the published or unpublished work of others has been acknowledged in the text and a list of references is given.

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ABSTRACT

Technological advancement and, social and economic issues affecting businesses present a multitude of opportunities and challenges to organisations, leaders and employees. These factors have prompted organisational role players to take responsibility in ensuring organisations' survival. The study sought to determine the influence of the leaders' emotional intelligence, role-breadth self-efficacy and organisational climate on proactive work behaviour at selected customs clearing companies at the Beitbridge Border Post, Zimbabwe. A self-administered questionnaire was used to collect data from a sample of 204 participants, using the simple random sampling technique. The Statistical Package for the Social Sciences (SPSS) version 25 was used to perform descriptive and inferential statistics. The inter-correlation results showed that leaders' emotional intelligence, role breadth self-efficacy and the organisational climate were positively and significantly correlated to proactive work behaviour. The following represent the intercorrelation results, leaders' emotional intelligence ($r = 0.34$; $p < 0.01$), role breadth-self efficacy ($r = 0.45$; $p < 0.01$) and organisational climate ($r = 0.31$; $p < 0.01$). Furthermore, the stepwise multiple regression analysis identified six models in the prediction of proactive work behaviour. Of all the six models identified, the most significant predictor of proactive work behaviour was role breadth self-efficacy ($\beta = 0.46$, $p < 0.001$) with a contribution of 20.7% on proactive work behaviour. The findings were discussed in line with the literature, and the study concludes that employee proactivity at work may differ, based on the leaders' emotional intelligence, the employees' role breadth self-efficacy and the organisational climate. The study, therefore, recommends that organisations should take into consideration the factors which influence their employees' proactivity at work, hence develop programmes to assist the enhancement of such proactiveness.

Keywords: Leaders' emotional intelligence, role-breadth self-efficacy, organisational climate, proactive work behaviour.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

This Chapter introduces the leaders' emotional intelligence aspect, role breadth self-efficacy, organisational climate and proactive work behaviour. It also outlines the research aim, research objectives and research hypotheses. In short, the Chapter is an overview of this study.

1.2 Background of the Study

As businesses struggle for survival due to high competition, Anand and Udaya Suriya (2010) suggest that both organisations and employees should adapt to the environment. On the other hand, Belschak and Den Hartog (2010) postulate that organisations should strive to capitalise and uphold employees to react and adapt to changes in their environment by taking initiatives. Thus, organisations should depend on both future and action-oriented conceptions to enhance their organisational operations. The role of employers is, therefore, to ensure that in times of economic decline, key organisational role players understand the factors that enhance proactivity among their employees.

Understanding the aspects that promote, or hinder proactive practices is imperative for the survival of any organisation. Besides, today's employees face a lot of job-related distractions, thus increased work pressures, yet they are expected to be efficient and effective in their work (Griffin, Neal, & Parker, 2007). As the global markets force organisations to keep abreast with the rapid changes, employees are likewise expected to come up with strategies that embrace such changes, be always one step ahead, thus ever ready to provide the latest services. For instance, due to recent technology, employees need to be equipped with additional skills to remain competitive in their industry. Conversely, economic situations that have resulted in the reduction of the workforce may imply that there is much work to be done, but fewer people to do that work. Such situations indicate the dynamic nature of the workplace and the importance of the employees' willingness and ability to act and make decisions proactively (Ellis, 2012).

Proactive work behaviour refers to anticipatory actions, which employees take to improve the circumstances at work and avoid uncertainties (Grant & Ashford, 2008). Employees who are behaviourally proactive are likely to predict potential problems and take preventive measures before the situation worsens (Frese & Fay, 2001). Proactive work behaviour motivates employees to initiate their own actions based on certain predetermined goals (Frese, Garst &

Fay, 2007). Correspondingly, Parker and Collins (2010) emphasised that proactive work behaviour is aimed at bringing change within the organisation, not only by improving work methods, but also initiating innovative ideas, expressing concerns and taking immediate action to prevent the recurrence of problematic situations. Although there is much evidence indicating the importance of proactive work behaviour, the question of how to promote the employees' proactive work behaviour is still under- explored (Hong, Liao, Raub, & Han, 2016). It is worthwhile to investigate the best possible ways to promote proactive work behaviour.

It can be assumed that the leaders' emotional intelligence is crucial in enhancing proactive work behaviour, as having emotionally intelligent leaders often helps employees to come up with diverse ways of doing their work without barriers to positive work outcomes (Parker, Bindl & Strauss, 2010). Leaders' emotional intelligence refers to a leader's ability to recognise and control his or her emotions and those of others, as well (Mayer, Salovey & Caruso, 2008). The possession of the leader emotional intelligence enables competent leaders to work with their employees effectively (Coetzee & Schreuder, 2013). This is because emotionally intelligent leaders have the ability to skilfully control and understand their emotions (Jin & Shapiro, 2008). Van Rooy and Vieswesvaran (2004) suggest that the leaders' emotional intelligence can play a significant part in enhancing employees' proactive work behaviour. Whitehurst (2015) concurs that leaders' emotional intelligence is also important in cultivating and imparting a captivating vision that enhances the employees' passion at work.

Role breadth self-efficacy is also a motivating concept in promoting proactive work behaviour (Parker, Williams & Turner, 2006). The concept of role-breadth self-efficacy refers to people's perceptions about their capability to perform a certain task. In simple terms, role breadth self-efficacy is the extent to which people feel confident enough to perform broader and more proactive roles, even those that extend beyond traditionally prescribed technical requirements (Parker, 1998). Role breadth self-efficacy encompasses a person's perception of his or her capability to execute certain tasks and behaviours, which focuses on a range of integrative and interpersonal roles. It is, therefore, important to find out how an individual's confidence in their capabilities can enhance his or her proactiveness at work.

It is important to note that the organisation's success also depends on its climate (Adeniji, 2011). This is because the key aspect of organisational life depends on the interaction between employees in an atmosphere of cordiality (Randhawa & Kaur, 2015). Organisational climate is defined as a set of descriptive characteristics that influences the behaviour of employees within the organisation, thereby differentiating that organisation from other organisations (Holloway, 2012). In other words, it is a set of approaches and practices that

reflects the organisation (Aiswarya & Ramasundaram, 2012). The way in which individual employees behave in an organisation can indicate whether the work environment is stable or not, hence the organisational climate has been found to be one of the contributing aspects when it comes to employee proactive behaviour (Farooqui, 2012). However, due to its complex nature, there is no definite definition of organisational climate, since it depends on how employees perceive the organisation's climate based on their experiences in the work environment (Dawson, Gozalez-Roma, Davis & West, 2008). Owing to that, it is vital to investigate whether this organisational climate phenomenon influences the employees' proactive work behaviour.

1.3 Problem statement

Given the above background, a plethora of studies have focused on how leaders' emotional intelligence influences work outcomes such as job satisfaction and employee performance (Cekmecelioglu, Gunsul & Ulutas, 2012; Gunu & Oladepo, 2014; Suifan, Abdallah & Sweis, 2015). Several studies also reveal that role-breadth self-efficacy influences proactive work behaviour (Strauss, Griffin & Parker, 2009; Parker et al., 2010; Martin, Liao & Campbell, 2013; Hwang, Han & Chiu, 2015). However, little is known about how organisational climate influences employee outcomes, such as proactive work behaviour. Studies have shown that organisational climate is a meaningful construct, with significant implications for understanding employee outcomes (Adeniji, 2011). However, the extent to which leaders' emotional intelligence, role breadth self-efficacy and organisational climate influence proactive work behaviour has received little attention thus far. This is because most of the existing studies focus on factors of employee performance (Law, Wong, Huang & Li, 2008; Oyewunmi, Oyewunmi, Ojo & Oludayo, 2015) and job satisfaction (Muhammad, 2009; Ngirande & Timothy, 2014).

There are limited studies where these other variables of leaders' emotional intelligence, role breadth self-efficacy and organisational climate were examined on proactive work behaviour. In addition, most of the existing studies were conducted in the academic sector (Mohamad & Jais, 2016; Papadimos, Sipes, Lyaker & Pappada, 2016), thereby creating a grey area for research on environments other than the academic sector. This study, therefore, strives to investigate how leaders' emotional intelligence, role breadth self-efficacy and organisational climate affect proactive work behaviour in the non-academic sector to help bridge the gap that exist in literature.

1.4 Research Aim

The research investigated the extent to which the leaders' emotional intelligence, role breadth self-efficacy and organisational climate affect proactive work behaviour among employees.

1.5 Research Objectives

The following constitutes the research objectives:

- To examine the relationship among the leaders' emotional intelligence, role breadth self-efficacy, organisational climate and proactive work behaviour.
- To identify the extent to which demographic variables (gender, age and work experience) would predict proactive work behaviour.
- To determine whether work experience, leaders' emotional intelligence, role breadth self-efficacy and organisational climate would contribute to proactive work behaviour.

1.6 Research Hypotheses

The following hypotheses were tested.

H1: There would be a significant relationship among leaders' emotional intelligence, role breadth self-efficacy, organisational climate and proactive work behaviour.

H2: There would be a significant relationship between the factors of age, gender, work experience and proactive work behaviour.

H3: Work experience, leaders' emotional intelligence, role breadth self-efficacy and organisational climate, would jointly and independently contribute positively and significantly towards an employee's proactive work behaviour.

1.7 Significance of the Study

This study will contribute to the existing body of knowledge in the field of Human resource management. It would provide guidance for both individuals and organisations on proactive work behaviour. Understanding conditions that cultivate employee proactivity in the workplace would assist organisations to stimulate and encourage proactivity. In addition, individual employees are bound to benefit by understanding how embracing proactive behaviour fosters the employees' ability to take control of their own work and initiate action towards the desired results. The study would also assist organisations to devise strategies that would promote employees to engage in proactive behaviour, thus contribute to the individual as well as the organisation's growth. This study would make a significant contribution in the field of human

resource management through the development of policies that enhance employees' proactiveness.

1.8 Operational Definition of Terms

The following are definitions of concepts that form the basis of this study.

Leaders' Emotional intelligence: Refers to leaders' ability to recognise and regulate their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide their thinking and behaviour and manage emotions to adapt to new environments (Goleman, 2000).

Role-breadth self-efficacy: Refers to employees' perceptions on their capability to perform tasks that stretch far beyond the specified technical requirements (Parker, 1998).

Organisational climate: Is a set of measurable properties of the work environment that can either be directly or indirectly perceived by the employees within the work environment and at the same time influencing and motivating the employee's behaviour (Holloway, 2012).

Proactive work behaviour: Anticipatory actions which employees take in an attempt to improve the circumstances at work and to avoid uncertainties. It is aimed at bringing change within the organisation not only by improving work methods, but also initiating innovative ideas, expressing concerns and taking immediate action to prevent reoccurrence of the problematic situations (Grant & Ashford, 2008).

1.9 Layout of chapters

The study consists of five Chapters.

1.8.1. Chapter One: Introduction: This chapter outlines the background of the study, problem statement, research objectives, research hypotheses and significance of the study.

1.8.2. Chapter Two: Literature review: Literature review discusses the theoretical concepts, concept of leader emotional intelligence, role breadth self-efficacy, organisational climate and proactive work behaviour

1.8.3. Chapter Three: Research methodology: The chapter provides information on research design, population of the study, sampling and sampling procedure, data collection methods, data analysis and ethical considerations.

1.8.4. Chapter Four: Presentation of results. This chapter presents the results of the study. The results are presented in the form of descriptive statistics and inferential statistics.

1.8.5. Chapter Five: Discussion of results, conclusions and recommendations for future research: Chapter five discusses the demographic information, reliability results, correlation results and multiple regression results. The conclusions, limitations of the study and recommendations for future research will be outlined.

1.10 Chapter summary

The study aimed to investigate the influence of the leaders' emotional intelligence, role breadth self-efficacy and organisational climate on proactive work behaviour. The background of the study was given. It highlighted how previous studies view these variables. Consequently, a gap in the existing literature was identified. This led to the formulation of research objectives. In attempting to answer the research questions, research hypotheses were formulated. The significance of the study and the Chapter layout were outlined.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This Chapter focuses on reviewing the theoretical and empirical studies related to the leaders' emotional intelligence, role breadth self-efficacy, organisational climate and proactive work behaviour. The Chapter first gave a detailed exposition of the theories that informed this study in explaining these variables. This was followed by the review of empirical studies indicating how the above three variables of leaders' emotional intelligence, role breadth self-efficacy and organisational climate relate to proactive work behaviour.

2.2 Theoretical frameworks

This study is grounded on several theoretical perspectives. The theory of planned behaviour, for example, was used to understand the construct of proactive work behaviour. The emotional intelligence theory helped to explain the aspect of the leaders' emotional intelligence, while the social cognitive theory was applied on the constructs of role breadth self-efficacy and organisational climate. These are discussed below.

2.2.1 Theory of Planned Behaviour

In organisations, understanding the fundamental determinants of employee behaviour is the paramount goal for any organisation that strives to succeed (Chen & Tung, 2014). One of the prominent theories that help researchers to predict human behaviour is the theory of planned behaviour (Chatzoglou & Vraimaki, 2009). This theory, propounded by Ajzen (1991) posit that an individual's intention to perform a specific behaviour determines that behaviour, and that the individual's intention, in turn, is affected by attitudes towards the behaviour, subjective norms, and perceived behavioural control (Ajzen, 1991). These aspects are elaborated below:

Behavioural Intention: This represents a person's motivation in planning or deciding to perform a certain behaviour (Conner & Armitage, 1998). Intentions are expected to capture the motivational factors that influence behaviour and they reflect the level of an individual's willingness to try, and the amount of effort they plan to exert to perform the behaviour. Generally, when the intention to engage in a behaviour is stronger, it is likely that its performance will be stronger as well. If an individual is strong intentioned, the behaviour will be performed.

Attitude toward Behaviour: This is the degree to which a person has positive or negative feelings towards the behaviour of interest. It entails a consideration of the outcomes or

consequences of performing the behaviour or the subjective evaluation of the risks and benefits of the outcome (Wang, 2006).

Subjective Norm: This refers to one's belief about whether other important people think he or she will perform the behaviour. Generally, it relates to an individual's perception of the social environment surrounding the behaviour.

Perceived Behavioural Control: This is an individual's perception of the degree to which the performance of a behaviour is easy or difficult (Ajzen, 1991). Usually, perceived behavioural control varies, depending on a situation and actions. Thus, individuals may believe that their outcomes are determined by their own behaviour (internal locus of control), while that individual may also believe that his or her chances of performing a certain behaviour are very slim (low perceived behavioural control). Put simple, the perceived behavioural control entails that people's behaviours are strongly influenced by their confidence in their ability to perform that behaviour. It tends to increase when individuals perceive that they have more resources and confidence (Ajzen, 1985; Lee & Kozar, 2005).

This theory is relevant in explaining proactive work behaviour (Ajzen & Fishbein, 2005). Since proactive behaviour is assumed as a highly volitional and rational behaviour which involves changing the situation at hand or challenging the status quo, employees may consider it as risky. In this way, engaging in proactive work behaviour usually provokes fear on the employees, especially when the risk of initiating change outweighs the benefits (Shin & Kim, 2015). Individuals tend to be timid when it comes to proactive behaviour (Morrison & Phelps, 1999). For employees, therefore, to be proactive at work, they first deliberate on the risk and benefits associated with such a behaviour (Ajzen, Czasch & Flood, 2009). When applying this theory, one should note that behavioural attitudes depicts the extent to which an individual has a favourable or unfavourable evaluation of proactive behaviour (Ajzen, 1991). Subjective norms reflect an individual's perception of social pressure to perform or not to perform proactive behaviour (Ajzen, 1991). The perceived behavioural control indicates the alleged easiness or difficulty of engaging in proactive behaviour (Shin & Kim, 2015).

Therefore, the implication of this theory in this study is that, employee proactivity is based on employee's attitudes toward proactive behaviour, subjective norms and perceived behavioural control, which in turn influences an employee's intention to be proactive. The organisations can therefore, enhance employee proactivity by empowering their employees to develop a sense of control and self-confidence on their capabilities to perform their jobs (role breadth self-efficacy) and providing a favourable working environment. By so doing, employees would consider proactive behaviour as beneficial rather than a risk.

2.2.2 Emotional intelligence theory

Although, the study of emotional intelligence is relatively novel, in attempting to explain the concept of emotional intelligence, there arose many definitions as well as theories. When Salovey and Mayer (1994) proposed the concept of emotional intelligence, they defined it as a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. George (2000) also indicated that emotional intelligence is the ability, capacity, a self-perceived grand ability to identify, assess, manage and control the emotions of one's self and those of others. Cherniss (2010) though, reported that there is no specific agreement in defining emotional intelligence. However, regardless of the different opinions and theories, many theorists seem to have a mutual understanding that emotional intelligence entails the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in the self and others (Mayer et al., 2008).

The study of emotional intelligence in organisational context has become an area of interest among researchers (Cavazotte, Moreno & Hickmann, 2012). In recent years, there has been a growing body of literature emphasising that the leaders' emotional intelligence is one of the essential forms of intelligence, which is applicable in both the world in general as well as in the work environment (Goleman, 1995). Wang, Oh, Courtright and Colbert (2011); Wilderom, Hur, Wiersma, Van den Berg and Lee (2015) put much emphasis on this in their studies on the effects of leader emotional intelligence on job outcomes. The emotional intelligence theory by Goleman (2002) is crucial in an endeavour to expound the concept of the leaders' emotional intelligence. According to Goleman (2002) emotional intelligence is about having the ability to manage your own emotions as an individual and of those around you. Goleman (2002) presented the concept of emotional intelligence as one which comprises of four elements namely, self-awareness, self-management, social awareness and social skills. The theory further predicts, that when a leader is able to control and manage those elements, the higher the emotional intelligence. These four elements are elaborated below.

Self-awareness: The ability to understand our own emotions, what drives us, our strong and weak points (Hay Group, 2010). Generally, we can assume that our feelings are obvious, yet they are often hidden from us (Goleman, 2009). However, when one is self-aware, it means that person is aware of both their moods and feelings towards that mood (Goleman, 2009). This entails that an individual is self-reflective, introspective and can differentiate between thoughts, feelings and reactions. Leaders who are aware of why they experience emotional responses, and understand the origin and causes of those emotions, are able to manage and control those emotions because they can identify them (Scott-Halsell, Blum & Huffman, 2011).

As a leader, when one understands his or her own feelings, that individual can identify how those feelings affect himself or herself together with the subordinates (Miller, 2009).

Self-management: Self-management refers to the ability to be in control of what you say and do, while eliminating the temptations of making impulse decisions at the same time accounting for your actions (Mayer et al., 2008). In other words, it involves one's ability to self-handle their own emotions so that they do not impede but enable one to recover well from emotional breakdown and transform best preferences into action to succeed (McPheat, 2010). Bourdon (2010) views self-management as the ability to take charge of the focus of disorganised states of mind. Self-management enables individuals to display dominion over challenging situations, to adapt to change and to be zealous in confronting difficult issues (Vieira, 2008). It is also established that the self-management of emotions is important in developing innovative ideas (Scott-Halsell, Blum & Huffman, 2010)

Social awareness: Social awareness is the ability to perceive and understand the social relationships and structures in which the individual and those around him or her operate in, (McPheat, 2010). In short, when a leader possesses this competence, that individual can precisely understand and practically respond to the expressed feelings, thoughts and needs of his or her subordinates (Nelson & Low, 2011). The ability to treat people in accordance with emotional reactions is important. This aspect also involves building and retaining talent, valuing people's differences and appreciating the organisational goal (Goleman, 2009)

Social skills: Social skills involve the ability to be a good communicator. Leaders should possess conflict resolution skills, while communicating and enlightening the organisational members about the vision of the organisation (Boyatzis, Goleman & Rhee, 2000). Above all, the general assumption is that, a good leader should have a positive impact on his or her employees. He or she should lead by example by displaying acceptable behaviours and values. It is likely possible for leaders emotional intelligence to influence their own behaviour, which will in turn influence the followers (employees) behaviour.

2.2.3 Social cognitive theory

Social cognitive theory started as the social learning theory in the 1960s when propounded by Albert Bandura. It was later modified into the Social cognitive theory in 1986. The theory posit that cognitive, behavioural, personal and environmental factors interact to determine behaviour (Crothers, Hughes & Morine, 2008). Bandura (1986) theorises that, learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment and behaviour. The theory provides a framework for understanding, predicting, and changing

human behaviour. It postulates that an individual's behaviour is primarily learned through observing others as well as through interactions with his or her environment (Bandura, 1997). Generally, human behaviour is because of various interacting factors, therefore, people are contributors, rather than sole determiners, of what happens to them (Bandura, 1997).

The theory also postulates that people set their own goals and strive to achieve the set goals by channelling their behaviours toward the accomplishment of those goals. It asserts that humans are not just reactive creatures but have the capability to adjust their behaviours and their environment as well (Nevid, 2009). According to the social cognitive theory, a person's behaviour is influenced by his or her expectations and environmental factors. This implies that environmental aspects surrounding a person might effectively enable or limit the individual's access to attain certain goals. That is, instead of being negatively influenced by the environment, an individual can also adjust the environment to achieve his or her goals. Thus, the theory comprises of six constructs. It should be noted that the first five constructs were developed as part of the initial social learning theory, and the construct of self-efficacy was added when the theory was developed into the social cognitive theory. A summary of all these constructs is given below.

Reciprocal Determinism: This refers to the dynamic and reciprocal interaction between an individual, the environment and behaviour. Reciprocal determinism means that an individual is an agent for change and a respondent to change. This denotes that the person, behaviour and the environment have a symbiotic relationship with each other. The interaction between these three factors differs among individuals, the behaviour examined and the specific situation in which that behaviour exists (Bandura, 1989).

Behavioural Capability: An individual's ability to perform a behaviour through essential knowledge and skills. For a person to successfully perform a behaviour, that individual must understand what must be done, and how to do it. The assumption is that, human beings learn from the consequences of their behaviour, which in turn influence the environment they live in.

Observational Learning: People can observe other people's behaviour, and then imitate those actions. It involves behavioural acquisition that occurs by watching the actions and outcomes of others.

Reinforcements: This emphasises on the internal or external reactions to an individual's behaviour, which affects the possibility of either continuing or discontinuing the behaviour. Reinforcements can be self-initiated or initiated by the environment and can either be positive

or negative. This is the construct in the social cognitive theory which closely expresses the reciprocal relationship between behaviour and the environment. In this study, it links well with the aspect of organisational climate because employees can reciprocate their proactivity with the organisational climate. If the organisations climate is favourable, then they are likely to behave proactively. Conversely, if the climate is unfavourable, they might as well respond negatively, because their reinforcement is either influenced by the environment (organisational climate) or self-initiated.

Expectations: This denotes the expected outcome of an individual's behaviour. Humans tend to anticipate the results of their actions, even before they engage in a certain behaviour. Expectations are mostly because of past experiences.

Self-Efficacy: Central to the Social Cognitive Theory is the concept of self-efficacy (Ashford & LeCroy, 2010). Self-efficacy is the idea that people decide how to behave based on how they perceive their capabilities to perform tasks that extends beyond the scope of the expected requirements for the tasks (Pajares, 2002). In other words, self-efficacy denotes the level of a person's confidence in his or her capabilities to successfully perform a behaviour. This involves what an individual believes he or she can accomplish, using his or her skills under certain circumstances (Snyder & Lopez, 2007). This theory states that individuals behave based on their belief that they can achieve goals (Bandura, 2005). When an individual has a strong level of self-efficacy, that individual will exert a lot of effort, persistence and resilience to achieve something (Bandura, 1986). As a result, individuals are more likely to engage in activities which they have high self-efficacy and less likely to engage in those they do not (Van der Bijl & Shortridge Bagget, 2002). The implication, therefore, is that, employee's decision to be proactive is determined by their level of confidence in their ability to be proactive

2.3 Concept of Proactive Work Behaviour

From the literature, there are three types of people, those who make things happen, those who watch things happen and those who wonder what happened, (Kantern & Ulker, 2012). People who are proactive fall within the first category of people who make things happen, rather than watching and wondering what happened. This means that being proactive entails taking control to make things happen. Recently, scholars have drawn increased attention to the changing ways in which work is performed and how productivity is assessed (Grant & Parker, 2009). As organisations change from production-based economies to knowledge-based ones, the way work is done and measured has changed too (Omotayo, 2015). Traditionally, work performance was based on the idea that jobs could be solely designed to maximise efficiency, and individual performance was measured based on the amount of work performed (Frese, 2008).

Ideally, employees were seen as passive beings whose behaviour was based on strict adherence to the supervisor's orders, reinforcements and other environmental factors (Frese, 2008). Effectiveness was also measured based on how well individuals carried out their tasks, as indicated in their job descriptions (Campbell & Cochrane, 1999). However, this traditional view had its own weakness of not considering all the behaviours that are essential for effectiveness in these rapidly changing work environments. Nowadays, organisations depend on their employees' ability to engage in a broader set of behaviours that would enable them to take initiatives, think creatively and innovatively to keep the organisation competitive (De Jong & Den Hartog, 2007).

Initially, researchers, as well as practitioners believed that sufficient ground for good employee performance and organisational success relied on employee's passiveness. However, due to changes in the work environments, these traditional views have transformed towards a more proactive point of view. Typically, a vast amount of empirical studies has been conducted focusing on diverse angles and related aspects of proactive behaviour. In general, proactive behaviour is classified based on diverse researchers' views. Several researchers have classified the concept of proactive behaviour into three different approaches. One of the approaches examines proactive behaviour from a complementary point of view, which categorises it into general and specific proactive behaviour (Crant, 2000).

The other approach classifies proactive behaviour in three distinct categories, which are examined in terms of organisational proactive behaviour, individual proactive behaviour and co-workers oriented or team member proactive behaviour (Griffin et al. 2007; Belschack & Hartog, 2010; Hashemi, Nadi, Hosseini & Rezvanfar, 2012). The last approach classifies the concept of proactive behaviour as proactive work behaviour (Parker & Collins, 2010). In this study, proactive behaviour is examined in accordance with the last approach by (Parker & Collins, 2010). According to Parker and Collins (2010), proactive work behaviour is a discretionary behaviour that aims at changing the internal organisational environment. Parker and Collins (2010) established four constructs which constitutes proactive work behaviour, and these are; taking charge, individual innovation, and problem prevention and voice. These are elaborated below.

Taking charge: Taking charge occurs when employees seek to improve the way work is performed, including work structures, practice, and routines. These entail voluntary, constructive, and change-oriented efforts to bring about positive functional change (Morrison & Phelps, 1999). Taking charge attempts to influence the way work is performed in general (Parker & Collins, 2010). It is also referred as constructive efforts by employees to effect

functional change with respect to how work is performed (Crant, 2000). According to Morrison and Phelps (1999) organisations need employees who can challenge the status quo to bring about beneficial change. Taking charge can be equated to extra-role behaviour because it is voluntary. It is distinct, however, from other forms of behaviours, in that it is naturally change oriented and aimed at improvement.

Problem prevention: Problem prevention happens when employees seek to find the underlying cause of problems and implement measures to avert future reoccurrence of the problem (Parker & Collins, 2010). It also refers to self-directed and anticipatory action that is performed to prevent reoccurrence of work problems (Frese & Fay, 2001).

Individual innovation: Individual innovation takes place when an employee perceives new and rising opportunities, creates new thoughts, and attempts to actualise those thoughts. It is centred on the perceived new and rising opportunities, producing new ideas, and executing those ideas. It also involves novelty, thereby differentiating it from voice and taking charge (Parker and Collins, 2010).

Voice: Voice occurs when employees express constructive tasks to enhance the standard procedures of their work environment (Parker & Collins, 2010). It implies that employees challenge the status quo in their work group, state their individual opinions even if other members disagree to support their suggestions. They come up with recommendations for improvement and speak up with constructive and innovative suggestions, to enhance a positive change. According to LePine and Van Dyne (2001) voice is a promotive behaviour that emphasises the expression of constructive challenges intended to improve rather than merely criticise. It also involves coming up with ideas aimed at bringing about change and suggesting modification to standard procedures, even when others do not agree. Voice is essential in organisations where new ideas are necessary for constant improvement.

2.3.1 The Importance of proactive work behaviour

According to Parker and Collins (2010), there are at least three main reasons that make proactive work behaviour important. First, in a gradually changing and uncertain workplace, it is no longer easy to anticipate and identify all the pre-identified behaviours. Employees must rather, use their own initiative to specify what needs to be done. If they only wait to be told what to do or to follow only prescribed actions, they are bound to be less efficient and less effective in their work. Therefore, proactive work behaviour is important because it enables employees to be flexible and to act towards the accomplishment of organisational goals without being coerced. Second, the uproar for innovation means that employees should be

prepared to make constructive suggestions, try to do things differently, and take responsibility for making innovative ideas that would bring change in an organisation. This implies that proactive work behaviour is significant in enhancing employees to think out of the box and come up with new avenues of doing things effectively. Third, changing career statuses entails that employees are the champion of their own careers. That is, employees should take responsibility in advancing their careers, hence they can achieve this if they are proactive (Strauss, Griffin & Rafferty, 2009).

2.3.2 Phases of proactive behaviour

Grant and Ashford (2008) classify three main phases of the proactive work behaviour process. These are; anticipation, planning and action directed towards future impact.

Anticipation phase: The process of thinking ahead in order to foresee future outcomes. It involves visualising benefits and the costs of attaining goals. Several studies indicate that individuals who anticipate and imagine future goals are motivated to pursue these goals, and thus engage in proactive behaviour to reach those (Locke & Latham, 2002). Anticipation enables individuals to visualise how things would look like in the future, hence one is likely to act in a way that promotes or prevent these states. This implies that anticipation can reinforce self-fulfilling prophecies (Eden, 2003).

Planning phase: This second stage intends to prop up an idea. An idea generated is put on paper or in writing. Planning commonly encompasses the development of other strategies and plans to prepare for the unseen or unexpected (Fiol & O Connor, 2003). Planning strategies for achieving possible selves, increases the likelihood that people would pursue and achieve these selves (Oyserman, Bybee & Terry, 2006) while planning to overcome barriers and formulating backup plans increases the likelihood that people will succeed in that as well.

Action directed towards future Impact: The final phase is about implementing what has been initially planned, into an actual action, which is visible and foreseeable by everyone involved in the organisation. This marks the final and crucial stage, within the full process. When employees direct their actions towards future impact, they never stop to think about the consequences associated with their actions, be it on themselves or their environment (Grant, 2007). They often consider both the short and long-term effects of their actions (Grant, 2008). At this stage, employees act with a foresight to shield them from any future problems, but grab future opportunities (Tsoukas & Shepherd, 2004).

2.4 Concept of Leaders' emotional intelligence

In general, emotional intelligence involves one's ability to understand his or her own and others' emotions (Davies, Stankov & Roberts, 1998). Individuals with high emotional intelligence can put themselves in a positive affective state and withstand adverse emotional conditions without negative results (Carmeli & Josman, 2006). The capacity to precisely assess and express one's own emotions provides a number of advantages in interpersonal relationships, such as self-confidence and easy rapport (George, 2000). The interpersonal advantages afforded to individuals with high emotion perceptions enable them to enhance the effective execution of their duties, among others.

Although leaders can significantly influence their organisations, so does employees as well. This is because, the success of any existing organisation, whether large or small, depends on both leaders and employees (Dasborough, 2006; Farooqui, 2012). However, the level of leaders' emotional intelligence has an impact of influencing the overall employee job outcomes (Harte, Schmidt and Hayes, 2002). This is because, emotionally, intelligent leaders are known not only for offering their emotional support, but other forms of support to their employees as well (Liu, Prat, Perrewe & Ferris, 2008). Reporting to an emotionally intelligent leader, therefore, means having a combination of various resources, (Bono, Glomb, Shen, Kim, Koch, 2013; Sonenshein, 2014). According to Yukl and Chavez (2002), emotionally intelligent leaders are aware of their own strengths and weaknesses, yet they retain some self-control mechanism, unlike those who are less emotionally intelligent.

To add on that, Rahim, Psenicka, Polychoniou, Ferdausy and Dias (2006) reports that leaders who possess emotional intelligence can recognise their employee's needs, take active interest in them and react to changes in their emotional circumstances. However, when leaders fail to manage and control their own emotions, the quality of work, thinking and decision-making process and the interaction with employees would result in unfavourable job outcomes (Palmer, Jansen & Coetzee, 2006). Therefore, for an organisation to be successful, it requires people who are in a better position to motivate their own actions and those of their subordinates.

2.5 Leaders' Emotional Intelligence and Proactive Work Behaviour

The effect of a leaders' emotional intelligence on employees' behaviours is better understood by considering the nature and process of the interaction between leaders and employees. Based on the provision of support from their leaders, employees form their own judgments about their relationship with and treatment from their leaders (Dulebohn, Bommer, Liden, Brouer & Ferris, 2012).

These judgments about the leaders' influence then stimulate positive or negative employee's behaviours (Anand, Vidyarthi, Liden & Rousseau, 2010). According to Moss, Ritossa and Ngu (2006) leaders with superior emotional appraisal skills are capable of treating their employees with approval and respect, thereby facilitating the employees' behaviours that are beneficial for them and the organisation. Leaders with high emotion perceptions impart certain levels of understanding and control in their workplace relationships, which in turn motivates employees to cherish their leaders and display desirable outcomes (Wong & Law, 2002). Since emotional intelligence consciously and subconsciously enables the appraisal and adjustment of emotions, the leaders with high emotional intelligence are likely to succeed in evoking positive behaviours among their employees (Zineldin & Hytter, 2012).

Rahim and Malik (2010) posit that leaders who have a high level of emotional intelligence can realise their employees' needs, such leaders are likely to possess supportive behaviours that enhances proactivity. On the other hand, Srivastava (2013), reveals that when a leader has a low level of emotional intelligence, it also leads to a reduction in the employee's proactivity and this again, will have an impact on productivity. Acha, Hargis and Howard (2013) suggest that emotionally intelligent leaders should stimulate their employees' behaviour by displaying positive emotions in order to trigger their employees' emotions and behaviours in the organisation.

This entails that leaders should be able to change their negative emotions into positive ones to enhance a positive work environment among the employees (Olcer, Florescu & Nastase, 2014). The whole idea is to ensure that leaders play a role as mood managers, so that they impart positive feelings to their employees rather than negative emotions. When a leader achieves that, employees are bound to reciprocate by adding value to the organisation through an exhibition of positive work outcomes (O Boyle, Humphrey, Pollack, Hawver & Story, 2011)

Griffin, Parker and Mason, (2010) revealed that leaders play a pivotal part in encouraging employees to be proactive. The study indicated that leaders have enough influence that can be used to incubate employee proactivity by demonstrating a precise and clear vision for the organisation. Sonnentag and Spsychala (2012) found out that leadership in general, was positively related to the employee's proactive work behaviour, especially when the leader possesses good leadership skills, while emotional intelligence would be a greater advantage. This is congruent with Kim, Cable, Kim and Wang's (2009) findings that revealed that emotional competence influenced work performance because of employee proactive behaviour towards their leaders. Their study supported the fact that emotional competence was positively related to proactive behaviour, notwithstanding that, proactive behaviour mediated the relationships between emotional competence and work performance.

Sunindijo, Hadikusumo, and Ogunlana (2007), examined the relationship between emotional intelligence competencies and leadership styles in 54 projects in Thailand. Their study was based on Goleman's (1995) emotional intelligence competency model. The findings revealed that managers with higher emotional intelligence scores were those who demonstrated that they recurrently use leadership behaviours such as leading by example and proactive behaviour in the workplace. Those managers with high levels of emotional intelligence scored higher compared to their counterparts who had lower emotional intelligence. In contrast, negative leader behaviours, which are because of low emotional intelligence, tend to inhibit employee proactivity. According to Rafferty and Restubog (2011), leaders who lack positive leadership behaviours such as emotional intelligence, are likely to be abusive, thereby lowering the employee's confidence to voice their concerns or generate ideas. In that way, employee proactivity is discouraged.

2.6 Concept of Role Breadth Self-efficacy

Role breadth self-efficacy is known as a unique phenomenon that is intentional, focused and enduring in nature. It is a common understanding that an individual's level of role breadth self-efficacy is based on one's ability to mobilise his or her competence (Srikanth and Jomon, 2015). The reason being that, for one to attain goals, that individual should have confidence about his or her capabilities. Self-doubters usually suffer setbacks and give up, while self-confident people are more likely to keep at it and succeed (Tsai, Tsai, & Wang, 2011). For instance, where a marketing executive is expected to deal with all the marketing processes, including advertisements. If the same marketing executive also gets involved in the negotiations with suppliers of their raw materials, for bargaining purposes, then such behaviours are not formally expected from their role. However, with continuous involvement in the negotiations with suppliers, in the long run, the marketing executive begins to perform the role of greater breadth even though it is not formally articulated (Srikanth & Jomon, 2015).

But, the desire and opportunity to increase role breadth self-efficacy solely relies on the individual, not the organisation. Amtmann, Bamer, Cook, Askew, Noonan and Brockway (2012) noted that role breadth self-efficacy fosters the course of action an individual chooses. They further noted that, an individual's belief in his or her ability to succeed, has an impact on his or her level of motivation, the extent of effort expended and the extent to which one endures during difficulties and uncertainties. In contrast, an individual who does not believe in his or her capabilities is bound to fail in all aspects. Amtmann et al. (2012) observe that individuals who are self-efficacious persist longer and are better in dealing with challenging tasks, than people with low role breadth self-efficacy. Conversely, regardless of its positive benefits, role

breadth self-efficacy might also have negative effects. This occurs when there is an overlap in certain responsibilities, thereby leading to role ambiguity.

2.7 Role breadth self-efficacy and proactive work behaviour

Several studies highlight the importance of role breadth self-efficacy in enhancing employee proactive work behaviour because employees need to be confident for them to be proactive and to overcome obstacles (Strauss, et al., 2009; Parker et al., 2010; Martin, Liao & Campbell, 2013; Hwang, Han & Chiu 2015). According to Parker et al. (2010), a belief that one can be effective at work is relevant in proactive behaviour because such behaviour involves a high potential psychological risk to the individual. For instance, employees who are proactive may have to deal with others who are resistant and unconvincible. For that reason, role breadth self-efficacy gives employees the confidence they need to adapt to the outcomes of proactivity. Axtell (2000) mentions that role breadth self-efficacy is one of the most crucial determinants of employee's tendency to come up with ideas that assist in improving the way things are done.

A study by Lopez-Domínguez, Enache, Sallan and Simo (2013) revealed that employees with high role breadth self-efficacy perceive their job roles more broadly, actively and conduct a wider range of tasks than employees with lower role breadth self-efficacy. Kim, Wang, Ahn & Bong (2015) posit that proactivity at work is associated with a lot of uncalculated risks. It is, therefore, essential for employees to have a strong belief that they can bring positive change in an organisation against all the obstacles. Employees with high role breadth self-efficacy are known for their ability to see opportunities in their environment and perceive an increased likelihood of success through proactive behaviour (Wu & Parker, 2017). Furthermore, Strauss, et al. (2009) noted that, employees should be confident in their ability to engage in proactive behaviour because proactivity involves questioning the status quo, hence it requires a person with a strong level of role breadth self-efficacy to perform such questioning.

Role breadth self-efficacy is considered as a proximal predictor of proactive work behaviour, usually employees with a high sense of role breadth self-efficacy develop strategic skills, which they use when they encounter challenges that needs proactive action (Griffin et al., 2007). According to Parker et al. (2006), when considering employee proactivity, individuals tend to ask themselves three common questions, which are: "Can I do this? Is it feasible? How high are the costs"? However, the response to these questions depends on the individual's level of confidence in his or her capabilities to be proactive. Individuals with high role breadth self-efficacy are more likely to weigh the possible costs of proactive behaviour, in a positive way, and still believe that they can succeed regardless of the setbacks, unlike those with low role breadth self-efficacy.

According to Griffin et al. (2010) Individuals high in role breadth self-efficacy have a greater belief that behaving proactively is likely to result in successful outcomes and are thus motivated to engage in proactive behaviour. While, individuals with low role breadth self-efficacy on the other hand are less sure of their ability to be successful in taking on tasks outside their prescribed roles, and they perceive proactive behaviours as carrying more risk. Parker et al. (2006) explain that role breadth self-efficacy basically effects the employee's proactivity when they confidently come up with constructive ideas and problem-solving techniques. The extant research reports that role breadth self-efficacy is a strong predictor of behaviours, such as change-oriented organizational citizenship behaviour and proactive work behaviour (Parker et al., 2006; López-Domínguez et al., 2013). Hwang et al. (2015) also found a link between role breadth self-efficacy and proactive work behaviour.

Correspondingly, Den Hartog and Belschak (2012) also found out that individuals high in role breadth self-efficacy are more likely to display proactive behaviour compared to those with low role breadth self-efficacy. In relation to this, Van Dam, Oreg & Schyns, (2008) reported that, employees who have high role breadth self-efficacy are likely to be oriented towards role or job changes. Such employees are believed to be flexible and non-resistant to organisational changes, unlike those with a low role breadth self-efficacy. Parker et al. (2010) also postulated that proactive work behaviour is a "motivated, conscious, and goal directed" process influenced by "can do" (expectancy), "reason to," and "energised to" attitudes. When Hong et al. (2016) furthered this idea, it was found out that only "can do" attitudes, which reflects role breadth self-efficacy influenced proactive work behaviour, while intrinsic motivation and activated positive affect had no significant impact.

In addition, Sonentag and Spychala (2012) further investigated the relationship between role breadth self-efficacy and proactive behaviour. In their study, data was collected from 200 workers of small and medium-sized electronic companies in Germany. The study indicated that a positive relationship existed between the employees' role breadth self-efficacy and proactive work behaviour. It also highlighted that employees who work in jobs which require higher levels of job control and high time pressure, experienced higher levels of role breadth self-efficacy, thereby showing more proactive work behaviour. Congruently, Griffin, et al. (2007) conducted a study among 1,228 employees from two public sector institutions in Australia. The findings showed that role breadth self-efficacy was a strong predictor of proactivity at both individual, team, and organisational level. In another study, Ohly and Fritz (2007) emphasised how role breadth self-efficacy is crucial in improving proactivity. The study was conducted among 98 employees from multiple German software development companies. The results indicated that role breadth self-efficacy was an influential factor of proactive work behaviour. Parker, Williams and Turner (2006) tested a model in which

personality and work environment antecedents influenced proactive work behaviour. In their study, a sample of 282 Wire makers in the U.K was used. The study revealed that the employee's role breadth self-efficacy and flexible role orientation had positive links with proactive work behaviour.

2.8 Concept of Organisational Climate

The concept of organisational climate gained popularity in the late 1950s as social scientists studied variations in work environments (Okoya, 2013). Although most researchers in educational institutions made visible efforts to define and measure dimensions of organisational climate, the concept began to gain attention from several angles of research in the organisational contexts (Kanten & Er Ukler, 2013). However, literature indicate that organisational climate is multifaceted in nature. This explains the existence of its different definitions by several researchers. Litwin and Stringer (1968) define organisational climate as a set of measurable properties of the work environment that is directly or indirectly perceived by the people who live and work in that environment, thereby motivating and influencing their behaviour. On the other hand, Haritha and Subrahmanyam (2013) refer to organisational climate as a perception of the psychologically significant aspects of the work environment and acknowledged as a potential influence on the employee's behaviour at work.

While organisational climate is described by Castro and Martins (2010) as a relatively long-term quality of an organisation's internal environment, which results from the behaviour and policies of members of the organisation and is perceived by the members, thereby serving as a basis for interpreting situations and a foundation for directing activities. Haritha and Subrahmanyam (2013) ascertain that organisational climate possesses the following characteristics, that it can possibly influence an individual's behaviour, it influences how individuals feel about an organisation, it is a stable construct, which rarely changes over time, it is perceived and shared among members in an organisation and it is multidimensional in nature. However, regardless of how an individual view or define organisational climate, one thing in common is that it is perceptual, descriptive and each organisation has its own climate, unique from other organisations (MacCormick & Parker 2010).

2.9 Organisational Climate Dimensions.

There is an existence of several and diverse dimensions of organisational climate. In this study, much emphasis was placed on the dimensions of organisational climate by Litwin and Stringer (1968). Litwin and Stringer (1968) view organisational climate as a combination of measurable attributes of the work environment that are perceived by the people who work in that environment, which consists of the following variables.

Structure: This encompasses the employees' feelings about the organisational constraints, number of rules, regulations, and procedures, which govern the organisation.

Standards: The perceived importance of implicit and explicit goals, and the performance standards. Standards are there to determine whether employees are in line with the organisational values. They measure the feelings of employees' determination to perform better and their pride in doing what is good all the time.

Responsibility: This involves being accountable, and the ability to make sound decisions in the organisation. When employees begin to possess responsibilities, they feel honoured and encouraged to even solve all organisational challenges on their own. It also involves the employees' feelings such as being your own boss, and not having to double-check personal decisions

Support: It reflects the trust sentiments; which employees attach with their organisations. It also involves the extent to which employees feel a sense of belonging and that they are considered as valuable assets rather than liabilities, the perceived helpfulness of managers and other employees, and emphasise on mutual support.

Identity: Implies on the employees' feelings that they belong to the organisation and that they are valuable members of a working team, reflects employees' sense of pride in belonging to the organisation and their degree of commitment to the achievement of the organisation's goals.

Reward: Employees' feelings that the organisation emphasises on positive rewards rather than punishments, and the perceived fairness of promotion policies. It also indicates the employees' feelings of being remunerated or compensated for doing well. Much emphasis is placed on how employees perceive rewards to be fair.

Warmth: Feelings of general good fellowship at the workplace, and the prevalence of friendly and informal social groups. The feeling of an overall good, welcoming atmosphere that exists in the organisation. This involves good working conditions, presence of social groups where people discuss freely to attain desired outcomes.

Risk and Conflict: Conflict entails a situation whereby people in an organisation have different or diverging opinions, thereby resulting in misunderstandings. It also refers to the presence of personal and emotional tensions in the organisation. Groups and individuals may even resent each other when the level of conflict accelerates. Plots, traps, power and territory struggles are usual elements in such an environment. Personal conflicts may even result in gossip and slander. However, a healthy conflict is necessary in an organisation (Isaksen & Lauer, 2002). Risk entails the employees' feelings about riskiness or challenge in the job or

organisation. It also involves feelings held by people on their unpreparedness to face threats, thereby using avoidance as a tactic to protect themselves. Employees should be encouraged to be risk takers.

2.10 Organisational Climate and Proactive Work Behaviour

An organisational climate encompasses the durable features of an organisational environment that is experienced by its members and influences their behaviours and attitudes (Vanaki & Vagharseyyedin (2009). Employees' perceptions of their organisation's climate are likely to encourage them to either behave positively, negatively or ethically. The organisational climate incorporates structure, standards, division of responsibility, reward system, support and working conditions dimensions. If organisations are delighted with their employees and treat them with respect and trust, those employees would definitely progress positively (Litzky, et al., 2006). In other words, when an organisation's climate is perceived by employees as more supportive in all angles, be it socially or emotionally, they generally tend to exhibit positive behaviours such as the organisational citizenship behaviour, proactive behaviours and innovative behaviour (Kidwell & Valentine, 2009).

Specifically, researchers have found links between organisational climate and proactive work behaviour (Bellou & Andronikidis, 2009; Bindl & Parker, 2010; Scheuer, 2010). A study by Bindl and Parker (2010) revealed that proactive work behaviour is related to an organisations' climate because, proactive behaviour is an interpersonal behaviour that can affect and inflame other people's reactions in a work setup due to its change-oriented nature. Individuals who have good relations with their co-workers are likely to engage in proactive work behaviour. Similarly, when employees perceive that their co-workers and the organisation are support them, such perceptions have a significant impact of positively enhancing employees to embark on proactive behaviours at work (Griffin, et al., 2007).

In addition, several researchers affirm that organisational climate predict relevant employee attitudes, behaviours as well as organisational outcomes (James, et al., 2008; Kuenzi & Schminke, 2009). Bindl and Parker (2010) also asserted that proactive work behaviour can be linked to situational factors, such as organisational climate. Moreover, when employees perceive that they have supportive co-workers to back them up, such perceptions will likely motivate employees to behave proactively in their work (Griffin, et al., 2007). In support of this, Rahim and Siti Rohaida showed that an organisation's climate that encourages fair treatment to all will influence employees who are dispositionally proactive to seek feedback from their leaders. McAllister, Kamdar, Morrison and Turban (2007) assume that positive or favourable

climate will likely encourage employees to be flexible, but a negative climate will inhibit flexible effort.

Since, organisational climate involves the quality of working environment, if employees feel that they are valued and respected within their organisation, they are left with no better choice, but to positively contribute to the achievement of the organisational goals (Griffin, et al., 2007). Just as, Kark and Carmeli (2009) concur that it is fundamental for organisations to promote a supportive behaviour within an organisation, because such behaviour would likely endorse the employees' perceptions of a supportive climate at work, facilitating them to improve, and wilfully contribute to more proactive outcomes. Parker et al. (2006); Chen and Huang (2007); Cantor, Morrow and Montabon (2012) also showed that good relations between employees in an organisation indicated the effects of a good organisational climate, which predicted proactive problem solving. Parker, et al. (2006) further suggested that a positive and safe work environment is important for an individual to be willing to challenge the status quo and effect change, thereby facilitating proactivity.

It is essential to create a healthy organisational climate, which prioritises on factors that influence the employees' perceptions, such as decision making, leadership and recognising the employees' efforts (Chirayath, 2007). By so doing, employees are likely to strive towards achieving the organisational success by being proactive in all their endeavours. Likewise, Montani, Odoardi and Battistelli (2014) found out that an organisational climate that supports proactivity is likely to increase proactivity. It is therefore crucial for organisations to adopt and create favourable working climates in the hopes of encouraging employees to show their interests in the organisation's success and to be able to handle problems in a strategic manner (Borghini, 2005).

According to Griffin et al. (2007), an organisational climate that provides a supportive and psychological safe working environment, is helpful in fostering proactivity at work. Similarly, Axtell, et al. (2000), revealed that organisational climate constructs such as support for innovation and management, were positively related to idea implementation and suggestion. In a longitudinal study, Axtell, Holman and Wall (2006) alluded to the fact that when management provides positive support to their employees, it triggers employees to open up and positively provide constructive suggestions. On the same vein, Dorenbosch, van Engen, and Verhagen, (2005) suggested that human resource practises, which comprise of employee participation and supervisor support, can encourage employees to take responsibility and engage in proactive behaviour. All in all, these findings indicate that a favourable

organisational climate is crucial for an individual to be willing to challenge the status quo and bring change within an organisation.

2.11 Leaders' Emotional Intelligence, organisational Climate and Role- Breadth-self Efficacy

The above sections considered selected existing literature on how a leaders' emotional intelligence, role- breadth self-efficacy and organisational climate influence proactive work behaviour. There is also empirical evidence, which indicates that the variables of leader emotional intelligence, organisational climate and role breadth self-efficacy are related. Shrestha and Baniya (2016) aver that a leader's emotional intelligence is critical in promoting positive employee job outcomes. This entails that, leaders' emotional intelligence has an impact on the organisations climate (Boerierter, 2017).

Ideally, leaders do not operate in a vacuum, rather their success is strongly dependent on their employees (Boerierter, 2017). This is the reason why emotionally intelligent leaders strive to promote a favourable organisational climate (Kuenzi & Schminke, 2009). The leaders' emotional intelligence helps in creating good working relations among employees and their leaders, by simply displaying positive emotions (Zohar & Tenne-Gazit, 2008). Zohar and Tenne-Gazit (2008) further explain that when good working relations are established between leaders and their employees, an atmosphere of trust and openness is created, thereby displaying the characteristics of a favourable organisational climate.

Similarly, Liao and Chuang (2007) affirm that emotionally intelligent leaders generate people oriented, task oriented and ethical actions. Such actions help leaders to set an organisational climate which would stimulate employees to achieve organisational goals and display positive behaviours. In addition, Norman, Avolio, and Luthans (2010) testify that a leader's positive attitude is vital in fuelling positive employee behaviours.

Avey, Avolio, and Luthans (2011) report that leaders induce emotional contagion to their employees, because their positive moods are likely to have a considerably positive impact on their employees' moods as well, thereby promoting a positive organisational climate. Leaders who properly manage their emotions create a climate of enthusiasm, information sharing and motivation, thereby facilitating an exceptionally positive behavioural outcome (Badea & Pana 2010). A bad-tempered and cruel leader creates a toxic environment where employees develop negative attitudes, shun responsibilities, ignore opportunities and generally lose interest in achieving organisational goals (Goldman, 2008).

Lyman and Adler (2012) agree that a great work environment is where employees trust their leaders, have self confidence in what they do and enjoy the relationship they have with their

colleagues. Porter (2010) stated that the leaders' emotional intelligence is a crucial attribute that can aid the development of trust among employees, thereby creating an effective work environment. In agreement, Rego, Sousa, Cunha, Correia and Saur Amaral (2007) emphasised that emotional intelligent leaders can manage their own and other people's emotions, such intelligence will establish and promote supportive relationships with employees. Rego et al. (2007) further stated that emotional intelligence in a leader will assist the leader to foster supportive relationships within the organisation, thereby creating a swift climate of trust and togetherness, where ideas are generated and put in practice without fear. As noted by Cherniss (2010), effective leaders display their emotional intelligence through a reflection of their behaviours and actions.

Walumbwa, Peterson, Avolio and Hartnell (2010) highlighted that one of the characteristics of servant leadership is emotionally intelligent leaders (Du Plessis, Wakelin & Nel, 2015). Yet, servant leaders are known for focusing not only on their needs, but on their employee's developmental needs as well. By so doing, leaders develop a better understanding of their employee's emotions and behaviour (Barbuto, Gottfredson & Searle, 2014). Conversely, leaders who lack emotional intelligence may have difficulties in attempting to deal with their employees, thereby creating negative relationships within the organisation (Badea & Pana, 2010). Such leaders, are likely to be unaware of their own emotions, biasness and moods, and may even fail to control their emotions whenever they are faced with demanding situations (Badea & Pana, 2010).

In terms of the relationship between organisational climate and the role breadth self-efficacy, Bowen and Schneider (2014) aver that once an organisation's climate is perceived to be good, employees tend to develop a certain level of team spirit and work with a positive attitude to achieve goals. Furthermore, following their daily tasks, employees who perceive a favourable organisation's climate will also engage in extra-role behaviours to fulfil their personal as well as the organisation's vision (Schneider, Ehrhart, Mayer, Saltz, & Niles-Jolly, 2005). A study by Zhang and Liu (2010) investigated the characteristics of organisational climate and its effects on human resource management, which incorporated other variables such as turnover intentions, job satisfaction, job performance, job stress and self-efficacy. The findings of the study revealed that organisational climate greatly influenced performance as well as employee self-efficacy.

In a study by McCabe, Mellor, Karantzas, Von Treuer and Davison (2015) it was found that organisational climate enhances the employee's role breadth self-efficacy, especially, organisational climate aspects like trust, and support were found to be positively associated with role breadth self-efficacy. McCabe et al. (2015) concur that several organisational climate

variables can foster an environment that instills a sense of belonging in employees, whereby employee's achievements are recognised, and they feel confident to even perform better. As a result, McCabe et al. (2015) proposed that employees' capacities can be continually enhanced by providing mutual support from the organisation as well as from co-workers. By so doing, employees' confidence in their capabilities is boosted. Creating a positive or favourable organisational climate is vital for the survival of the organisation. Favourable organisational climates do not only enhance employee motivation but may positively enhance other employee attributes such as self confidence in performing organisational roles (Momeni, 2009).

Regarding the relationship between leader's emotional intelligence and role-breadth self-efficacy, Bandura (1997) argued that the most crucial components of emotional intelligence are, self-awareness, self-regulation, and control of other emotions and these form a crucial part in the development of an individual's self-efficacy beliefs. Ramchunder and Martins, (2014) also pointed out that, emotional intelligence is one of the psychological aspects that have a significant role in fostering an individual's self-efficacy beliefs. Adding to that, Behjat & Chowdhury (2012) reported that, leaders with higher emotional intelligence are likely to be successful, because they enhance role breadth self-efficacy in employees, by their ability to manage and control their own emotions effectively.

According to Gundlach, Martinko and Douglas, (2003) the mental processes of self-efficacy can be driven by emotions, so when emotions are uncontrolled, that can inhibit the proper cognitive processing of information, which is vital when performing tasks. Hence, individuals with low emotional intelligence and, low self-efficacy are likely to struggle in maintaining order in their day to day tasks. On a similar view, Ramchunder and Martins (2014) conducted a study on self-efficacy, emotional intelligence, and leadership style using a sample of policemen in South Africa. The study findings indicated that self-efficacy was correlated with emotional intelligence.

Moreover, Sarkhosh and Rezaee (2014) conducted a similar study, but the sample was made of teachers. The findings in their study also revealed that there was a positive relationship between teachers' emotional intelligence and self-efficacy. Ream (2010) stated that when individuals are able to control and objectively understand their emotions and how they influence other people's, then they are able to enhance self-efficacy beliefs. Rastegar and Memarpour (2009) also found a positive significant relationship between emotional intelligence and employee self-efficacy.

2.12 Age, gender and proactive work behaviour

To date, empirical research has found diverse opinions and findings on the relationship between age, gender and proactive work behaviour. Bindl and Parker (2010) considered age and gender as individual differences within the distal antecedents. While some studies on proactive behaviour (Bindl & Parker, 2010; Grant & Ashford, 2008; Parker & Collins 2010; Thomas, Whitman & Vieswesvaran, 2010) established age and gender as demographic variables influencing proactive work behaviour. However, the effects of age and gender on proactive work behaviour were not clearly pointed out. Often, in some studies there were effects and in some there were not. On the same note, where effects were established across studies, these were in different directions, thus (young versus old; men versus women).

A study by Veldhoven and Dorenbosch (2008) revealed that in most instances, older employees are active, action oriented, and persistent in their work, thereby displaying proactive roles. Due to their persistence in proactive roles, older employees tend to tackle negative stereotypes of being less proactive, less adaptive, less innovative and instead defy the odds by behaving proactively in their work. Veldhoven and Dorenbosch's (2008) study, comprised of a sample of 619 employees across 11 organisations in the Netherlands, revealed that older employees were more positive when it comes to proactivity. The study further indicated that older employees were more active when engaging in proactive roles as compared to younger ones. However, these findings contradict Schalk, et al.'s (2010) who expressed that ageing workers are always low on proactive work behaviour.

Some studies found negative relationships between age and proactive job searching, (Kanfer, Wanberg & Kantrowitz 2001; Maurer, Weiss & Barbeite, 2003). While, Morrison and Phelps (1999) found no relationship between age and taking charge. Warr and Fay (2001) found greater links between proactive behaviour and age among females. Researchers such as Bertolina, Truxillo and Fraccaroli (2011); Jawahar, Kisamore, Stone & Rahn, (2012) found that younger employees displayed more proactive behaviour at work than older ones. However, the issue of concern is that studies examining the relationship between age, gender and proactivity have yielded inconsistent results. Males have been found to be more proactive in terms of career behaviours (Kanfer, Wanberg & Kantrowitz 2001), networking behaviours (Claes & Ruiz-Quintanilla, 1998) and voice behaviour (Van Dyne & LePine, 1998).

While, a study by Thomas, et al. (2010) also found that key proactive concepts such as personal initiative, voice and taking charge are not merely a reflection of age, experience or mental ability. The study revealed that there is no relationship between age, gender and proactive work behaviour, individuals decide to be proactive in their work, regardless of their age or gender. Griffin et al. (2007), also reported that there was no significant relationship

between gender and proactive work behaviour. It was shown that both men and women had the same ability to take charge, voice their concerns and take initiative in their work place. These findings are similar to Shirandula, Mapelu and Sipula's (2016) findings, which reported that there was no significant difference in proactive work behaviour between male and female employees. However, these findings contradict those by Rashkovits and Rashkovits (2016) who found out that females were significantly lower on proactive work behaviour than males. Similarly, studies by Yaousaf, Sanders and Shipton (2013); De Pater Van Vianen, Fischer and Van Cinkel (2009) also found out that men were more proactive at work than their female counterparts.

2.2 Chapter summary

The chapter discussed about the theoretical framework, concept of leaders' emotional intelligence, role breadth self-efficacy, organisational climate and proactive work and the importance of proactive work behaviour. Furthermore, the chapter outlined the relationships between leaders' emotional intelligence, role breadth self-efficacy, organisational climate, age, gender and proactive work behaviour as indicated by previous studies.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

Chapter one gave a brief description of the purpose of the study, what it intends to achieve, as well as a brief exposition on the leader's emotional intelligence, role breadth self-efficacy, organisational climate and proactive work behaviour. The first Chapter also highlighted the procedures that were followed, and instruments used in collecting data. This Chapter provides a detailed outline of the methodology that was used for this study. This comprises of the research procedure, population, and sampling technique, data collection methods and instruments. The Chapter also elucidates on how the data was analysed.

3.2 Research Design and Approach

Welman, Kruger and Mitchell (2005) point out that research design is the way in which information is gathered from the research participants. Kumar (2011) stated that research design encompasses the way data will be obtained, analysed and interpreted. The research design is the pillar of the whole research. This is because it gives steps and guidelines to be considered throughout the study. For this study, a survey was used to obtain the data. According to Bless, Higson - Smith and Sithole (2013) when using a survey, data can either be obtained using telephone interview, personal interviews or even questionnaires. For this study, data was obtained using questionnaires. Questionnaires were appropriate because they are less expensive and easy to administer. The use of questionnaires also enabled the researcher to obtain data from a large pool of participants, fast and efficiently (Bless et al., 2013).

A quantitative research approach is mostly appropriate when examining relationships between variables (Creswell, 2009). Moreover, in a quantitative study, the researcher focuses on numerical methods and emphasise on calculating occurrences, quantities or size of associations between entities (Gelo, Braakmann & Benetka 2008; Roberts, Priest & Traynor, 2006). Quantitative approaches also use strategies such as standardised questionnaires, surveys, and structured interviews to gather data using predetermined instruments that generate statistical data. Quantitative approach summaries data from the participants into statistical representations rather than textual pictures of the phenomenon. It entails that the whole research process is fashioned in an objective manner and usually, the findings represent the total population under study (Creswell, 2009). According to Bryman and Bell (2011), quantitative research is very useful when examining relationships between variables, describing variables and determining the cause and effect interactions between variables.

This study employed a quantitative research approach to investigate the relationship between leader's emotional intelligence, role breadth self-efficacy and organisational climate on proactive work behaviour. The quantitative approach enabled the researcher to answer questions about the relationships between variables with the purpose of explaining, predicting and controlling a certain phenomenon (Leedy & Ormrod, 2012).

3.2 Population and Sampling

Population refers to the total of the entire elements in the area that is under investigation (Creswell, 2013). The target population of the study (600) was made up of all categories of employees working in the customs clearing companies at the Beitbridge Border Post, Matabeleland South Province, Zimbabwe. The population consisted of employees at the lower, middle and higher-level positions in different clearing agent companies. According to Bryman and Bell (2011) a sample is a group of elements drawn from the population, which is representative of the population and is studied to obtain knowledge about the population. It also refers to a subset of the entire population whose characteristics will then be generalised to the population (Bless, et al., 2013).

In this study, multisampling techniques were used to select the sample. First, a purposive sampling method was used to select the clearing agent companies. Second, simple random sampling was used to select the respondents from the selected companies. Simple random sampling is a probability sampling method whereby each unit has the same probability of being randomly selected for the sample (Shaughnessy, 2011). Initially, a total of 300 questionnaires were distributed to the participants in different customs clearing companies and 235 questionnaires were returned, giving a response rate of 78%. However, from the 235 questionnaires, the researcher noticed that in some questionnaires, some information was missing, and only 204 questionnaires were usable. As a result, the researcher used 204 as the sample size.

3.3. Measuring instrument

To gather information from the sample, a questionnaire, which comprised five sections was used. The first section consisted of demographic information; section B comprised of the role-breadth self-efficacy questionnaire; section C comprised of organisational climate questionnaire; section D comprised of proactive behaviour questionnaire, while section E comprised of the leader's emotional intelligence questionnaire

Biographical Questionnaire: To obtain biographical information for the sample, a self-designed biographical questionnaire was used. The biographical questionnaire gathered data

concerning the demographical variables such, as age, gender, marital status, work experience, qualification and position.

Role Breadth Self-Efficacy Scale: This was developed by Parker (1998). The questionnaire was used to measure role- breadth self-efficacy. It is a five-point Likert scale with 7 items and the response scale ranging from 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree. Some of the items included in this instrument are, “I would feel confident to represent my work area in meetings with senior management, I would feel confident writing a proposal to spend money in my work area and I would feel confident to present information to a group of colleagues”. Previous studies reported the Cronbach alpha coefficient for the scale range of 0.73 and 0.96 (Axtell & Parker, 2003; Crant, 2000). This scale had a reliability coefficient of Cronbach’s alpha 0.86 in this study.

Organisational Climate Scale: The study used a 22-item shortened version of the organisational climate questionnaire by Litwin and Stringer (1968). Each Item is rated on a 5-point Likert scale ranging from 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree. Some of the items included in this instrument are, “Employees are rewarded in proportion through the excellence of their job performance, and there is a warmth relationship between management and workers in this organisation”. In previous studies by Giles (2010) and Heyart (2011) the Cronbach alpha coefficient for the instrument was found to be 0.72. In this study, the scale had a reliability coefficient of Cronbach’s alpha 0.65.

Proactive Behaviour Scale: Proactive work behaviour was measured using a 7-item scale developed by Frese, Fay, Hilburger, Leng and Tag (1997). Each Item is rated on a 5-point Likert scale ranging from 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree. Some of the items included in this instrument are, “Whenever something goes wrong, I search for a solution immediately and Whenever there is a chance to get actively involved, I take it”. The questionnaire has evidenced good psychometric reliability. Previous studies reported a Cronbach alpha coefficient of 0.84 and 0.90 (Frese & Fay 2007; Bledow & Frese 2009). This scale had a reliability coefficient of Cronbach’s alpha of 0.75 in this study

Leaders’ Emotional Intelligence Scale: was developed by Wong and Law (2002). The questionnaire was used to measure the leaders’ emotional intelligence. It is a 16-item measure and the responses to each of the items are rated using a 7-point Likert scale, which ranges from 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = Neutral, 5 = Somewhat agree 6 = agree to 7 = strongly agree. The reliability of this scale was considered acceptable

with a Cronbach alpha coefficient of 0.95 in a study by (Boerrigter, 2017). This scale has a reliability coefficient of Cronbach's alpha 0.86 in this study.

3.4 Pilot Study

A pilot study was carried out to ensure that the items in the questionnaire were clearly stated and had the same meaning to participants. It was also done to give the researcher an idea of how long it would take the participants to complete the questionnaire. In addition, it assisted in ensuring that the instrument did not have repetitive items and that the instructions for completing the questionnaire were precise and clear.

3.5 Research Procedure

Before administering the questionnaire, an ethical clearance and permission to conduct the research was obtained from the University's Research and Ethics Office. After being granted permission to conduct the study by the University, the researcher approached the Human Resources Department for each participating company to obtain permission to use their employees as participants in the research. After being granted permission, the researcher went on to seek informed consent from the participants. The researcher then distributed questionnaires to those participants who had consented to be part of the study. To ensure that the working activities were not disrupted, the respondents were requested to submit the questionnaires to their supervisors. After completing them, the researcher collected the questionnaires from the supervisors. The participants were informed of their confidentiality and that participation was voluntary.

3.6 Data analysis

Data analysis is defined as the procedure by which data is combined, reduced and interpreted, according to what and how the respondents would have responded and what the researcher read (Merriam, 2009). The IBM-SPSS version 25 was used to analyse the data. The descriptive statistics was used for data analysis, specifically, Mean and standard deviation to summarise the demographic data, for instance, the frequencies and percentages. The use of descriptive statistics is also crucial in summarising data and it is important in interpreting the results of the quantitative research (Merriam, 2009). Inter-correlation analysis was conducted to determine whether there was a relationship between the leaders' emotional intelligence, role breadth self-efficacy, organisational climate and proactive work behaviour. Inter correlation analysis was also performed to determine whether the demographic variables of age, gender and work experience were related to proactive work behaviour. The stepwise multiple regression analysis was also done to determine whether work experience, the

leaders' emotional intelligence, role breadth self-efficacy and organisational climate, would jointly and independently contribute positively and significantly to proactive work behaviour.

3.7 Ethical Considerations

The study was conducted among clearing agent employees at the Beitbridge Border Post. There were several ethical considerations, which were taken by the researcher during the different stages of the research project. According to Leedy and Ormrod (2012), ethics are rules, guidelines or principles that regulate and recommend behaviour as morally acceptable or unacceptable. The following ethical considerations were observed.

Informed Consent: Participation by participants was voluntary. All of them were informed about the purpose of the study, the importance of their participation and how the study results were to be used. The participants were also informed that participation was voluntary, and that they had a right to withdraw from the research at any given time if they want to.

Confidentiality and anonymity: The researcher also assured the participants that the data provided was kept confidential and anonymous. To ensure confidentiality, the participants were told not to include their names or any form of identification on the questionnaire. It was also emphasised that the information obtained was meant for research purposes and not for personal reasons. The researcher also ensured the participants that they would not be harmed in any way by participating in the study.

3.8 Delimitation of the Study

The study was carried out in the Customs Clearing Agent companies at the Beitbridge Border Post in Matabeleland South Province, Zimbabwe.

3.9 Chapter Summary

The study population, sampling and sampling procedure were outlined. The study population comprised of employees from customs clearing companies at the Beitbridge Border post, Matabeleland South Province, Zimbabwe. In addition, the data collection methods, measuring instruments and research procedure were included in this chapter. A close-ended questionnaire was used to collect data from the participants. Furthermore, the researcher outlined the ethical considerations which were observed throughout the study

CHAPTER FOUR: RESULTS

4.1. Introduction

This Chapter presents the study results. These are presented in the form of descriptive statistics results, correlation analysis results and regression analysis results, as obtained from the data. The reliability of the measuring instruments was established using the Cronbach's Alpha coefficients. The researcher also used tables to present the results.

4.2. Reliability of the Variables

Table 4.1: *Reliability coefficients*

Scale	Number items	C Alpha	Reliability Level
Proactive work behaviour	7	0.75	Good
Role breadth self-efficacy	10	0.86	Very good
Leader emotional intelligence	16	0.86	Very good
Organisational climate	22	0.65	Good

The Cronbach's Alpha was used to measure the reliability of all constructs. The correlation coefficient ranges from plus or minus one. A high Alpha coefficient means that the reliability is also high. An item's total correlation should be at least, greater than 0.30 if not, then it is likely that the item is measuring a different thing entirely (Field, 2005; Pallant, 2010). All the Cronbach alpha coefficients in this study were above, 0.30. This implies that the items were reliable. A Cronbach alpha coefficient of above 0.70 is believed to be excellent (Pallant, 2010). In this study, the Cronbach alpha coefficients were, proactive work behaviour $\alpha = 0.75$, Leaders' emotional intelligence $\alpha = 0.86$; Role breath self-efficacy $\alpha = 0.86$ and organisational climate $\alpha = 0.6$. The organisational climate was below $\alpha = 0.70$, but was good, though.

4.3 Descriptive Statistics

Descriptive statistics give an outline of the demographic characteristics of the sample. The demographic results revealed in this study were for the following variables, age, gender, marital status, work experience, qualification and position.

Table 4.2: Demographic statistics (gender)

Gender	Frequency	Percentage (%)
Male	116	56.9
Female	88	43.1

Table 4.2 above shows that among the participants, 116 (56.9%) were males, while 88 (43.1%) were females. The results also revealed a gender imbalance because most of the participants were males.

Table 4.3: Demographic statistics (marital status and position)

Categories	Frequency (f)	Percentage (%)
Marital status		
Single	68	33.3
Married	113	55.4
Divorced	10	4.9
Widowed	13	6.4
Position		
Junior	79	38.7
Senior	82	40.2
Management	43	21.1

Table 4.3 above shows that most of the participants were married 113 (55.4%), followed by those single 68 (33.3%), widowed 13 (6.4%) and 10 (4.9%) were divorced. In addition, most of the participants were senior employees 82 (40.2%), 79 (38.7%) junior employees and management staff were 43 (21.1%).

Table 4.4 below shows that the majority of the participants had a diploma as their highest qualification, 76 (13.2%), followed by those who had degrees 29 (14.2%), Ordinary level 27 (13.2%), Certificate 27 (23.2%), Honours 29 (14.2%), Advanced level 25 (12.3%) and only 1 participant was a holder of a Masters' degree 1 (1.5%). 158 (77.5%) of the participants were permanent employees, 24 (11.8%) were interns, 18 (8.8) were temporary employees and only 4 (1.9%) were contract employees.

Table 4.4: Demographic statistics (qualification and employment status)

Category	Frequency (f)	Percentage (%)
Qualification		
Ordinary level	27	13.2
Advanced level	25	12.3
Certificate	27	13.2
Diploma	76	37.3
Degree	29	14.2
Honours	19	9.3
Masters	1	0.5
Employment status		
Permanent	158	77.5
Temporary	18	8.8
Intern	24	11.8
Contract	4	1.9

4.4. Inferential statistics

The results on the intercorrelation analysis and stepwise multiple regression analysis are discussed below.

4.4.1. Inter-Correlations among variables with proactive work behaviour.

The Pearson-product correlation helps to check if there is a relationship between the independent and dependent variables. To assess the association between the independent variables, leaders' emotional intelligence, role breadth self-efficacy, organisational climate, gender, age and work experience and the dependent variable (proactive work behaviour), the Pearson product correlation analyses was performed.

The results of the correlational analyses in **Table 4.5** below, show that there was a positive significant relationship between organisational climate and proactive work behaviour ($r = 0.31$; $p < 0.01$). This entails that when the organisations climate is good, employees tend to be proactive at their work, and a favourable organisational climate would also lead to an increase in proactive work behaviour. A positive significant relationship also existed between role-breadth self-efficacy and proactive work behaviour, ($r = 0.45$; $p < 0.01$). This shows that when employees' role- breadth self-efficacy increases, so does their proactive work behaviour. The results further revealed that the leaders' emotional intelligence was positively significantly

related to proactive work behaviour ($r = 0.34$; $p < 0.01$). This means that when the leaders' emotional intelligence increases, employees also increased their proactive work behaviour.

The results also revealed the relationships between the demographic variables of gender, age, work experience and proactive work behaviour, as shown in **Table 4.5** below. It shows that there was no relationship between gender and proactive work behaviour ($r = -0.13$; $p > 0.05$). This means that gender does not have an impact on proactive work behaviour, thus employee proactive work behaviour is not influenced by gender in any way. Age had a positive significant relationship with proactive work behaviour ($r = 0.19$; $p < 0.05$). This means that age has an impact on employee's proactive work behaviour. When employees' age increases, so does their proactive work behaviour. A positive significant relationship was found between work experience and proactive work behaviour ($r = 0.23$; $p < 0.05$). This means that work experience has an influence on employee proactive work behaviour. When employees have more work experience, their proactive work behaviour also improves.

Table 4.5: Mean, standard deviation and correlational matrix between variables in the study

	\bar{x}	SD	1	2	3	4	5	6	7
1 Gender	1.43	.50	1						
2 Age	34.49	9.04	-.25**	1					
3 WE	4.66	3.64	-.18*	.57**	1				
4 PWB	28.67	3.23	-.13	.19**	.23**	1			
5 OC	79.36	8.45	-.01	.08	.07	.31**	1		
6 RBSE	42.07	4.75	-.02	.16*	.04	.45**	.36**	1	
7LEI	89.13	14.67	-.01	.09	.06	.34**	.57**	.43**	1

Note: ** = $p < 0.01$ level; * = $p < 0.05$ level; WE = Work experience, PWB= Proactive work behaviour, OC= Organisational climate

The results further indicate that there was a relationship between the variables of the leaders' emotional intelligence, organisational climate and role breadth self-efficacy. A positive significant relationship existed between the leaders' emotional intelligence and organisational climate ($r = 0.57$; $p < 0.01$). This shows that when the leaders' emotional intelligence increases, so does the organisational climate. In addition, a positive significant relationship also existed between organisational climate and role breadth self-efficacy ($r = 0.36$; $p < 0.01$).

This means that when the organisational climate is good, the employees would also increase their role breadth self-efficacy, at work. It was also revealed that role breadth self-efficacy is positively related to the leaders' emotional intelligence ($r= 0.43$; $p=0.000$). Therefore, when the leaders' emotional intelligence is high, employees would also increase their role breath self-efficacy.

4.4.2 Stepwise Multiple Regression Analysis

To determine the contribution of variables used in the study, a six-model stepwise multiple - regression analysis of proactive work behaviour on role breadth self-efficacy, dimensions of organisational climate (warmth, rewards, risk and conflict), leaders' emotional intelligence and work experience was computed. Role breadth self-efficacy was entered in step 1, warmth was entered in step 2, rewards was entered in step 3, work experience was entered in step 4, leaders' emotional intelligence was entered in step 5 and risk and conflict was entered in step 6.

4.6: Summary of stepwise multiple regression analysis on predictors of proactive work behaviour

Model		SS	Df	MS	F	Sig.
1	Regression	413.91	1	413.91	50.85	.000
	Residual	1587.29	195	8.14		
	Total	2001.20	196			
2	Regression	563.92	2	281.96	38.06	.000
	Residual	1437.28	194	7.41		
	Total	2001.20	196			
3	Regression	641.07	3	213.69	30.32	.000
	Residual	1360.13	193	7.05		
	Total	2001.20	196			
4	Regression	704.20	4	176.05	26.06	.000
	Residual	1297.00	192	6.76		
	Total	2001.20	196			
5	Regression	760.71	5	152.14	23.43	.000
	Residual	1240.49	191	6.50		
	Total	2001.20	196			
6	Regression	798.11	6	133.02	21.01	.000
	Residual	1203.09	190	6.33		
	Total	2001.20	196			

Table 4.7 Summary of Stepwise regression analysis for variables predicting Proactive work behaviour

	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6
Predictors	B	β	B	B	B	B
RBSE	.46***	.40***	.41***	.41***	.33**	.29***
Warmth		.28***	.42***	.40***	.364***	.30***
Rewards			-.24**	-.25**	-.37***	-.31***
WE				.18**	.18**	.19***
LEI					.24**	.22**
Risk & Conflict						.16*
R ²	0.207	0.282	0.320	0.352	0.380	0.399
Change in R ²	0.207	0.075	0.039	0.032	0.028	0.019
F for Change in R ²	50.85***	20.25***	10.94**	9.35**	8.70**	5.91**

Note: *** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$; WE = Work experience, LEI = Leaders' emotional intelligence, RBSE = Role-breadth self-efficacy.

The analysis shows that on the first model, role breadth self-efficacy was a significant predictor of proactive work behaviour $\beta = 0.46$, $p < 0.001$, with the contribution of $F(1, 195) = 50.85$, $p < 0.001$ and accounted for 20.7% of the variation in proactive work behaviour. At the second model of the regression, warmth was a significant predictor of proactive work behaviour $\beta = 0.28$, $p < 0.001$, with contribution of $F(2, 194) = 38.1$, $p < 0.001$ and accounted for 28.2% of the variation in proactive work behaviour. At the third model of the regression, rewards were a significant predictor of proactive work behaviour $\beta = -0.24$, $p < 0.001$, with the contribution of $F(3, 194) = 30.2$, $p < 0.001$ and accounted for 32% of variation in proactive work behaviour. At the fourth model of the regression, work experience was also $\beta = 0.18$, $p < 0.01$, with the contribution of $F(4, 192) = 26.1$, $p < 0.01$ and accounted for 35.2% of variation in proactive work behaviour. At the fifth model of the regression, the leaders' emotional was a significant predictor of proactive work behaviour $\beta = 0.24$, $p < 0.01$, with the contribution of $F(5, 191) = 23.4$, $p < 0.01$ and accounted for 38% variation in proactive work behaviour. Finally, at the sixth model of the regression, risk and conflict was a significant predictor of proactive work behaviour $\beta = 0.16$, $p < 0.05$, with the contribution of $F(6, 190) = 21.0$, $p < 0.05$, and accounted for 39.9% variation in the proactive work behaviour. These results imply that role breadth self-efficacy, warmth, rewards, work experience, risk and conflict, and the leaders' emotional intelligence, significantly contribute to proactive work behaviour. An absence of these variables, therefore, could result in a decrease in proactive work behaviour. However, of all

the six models, the most significant predictor of proactive work behaviour was role breadth self-efficacy, which had a contribution of 20.7%.

4.5 Chapter Summary

This Chapter dealt with the presentation of results. The results revealed the Cronbach's Alpha coefficients of the variables, which were being investigated. The intercorrelation analysis was carried out to determine the possible relationship between the leaders' emotional intelligence, role breadth self-efficacy and organisational climate on proactive work behaviour. Multiple regression analysis was also performed to determine the variables, which contributed on proactive work behaviour. The results indicated that, work experience, leaders' emotional intelligence, role breath self-efficacy, and the dimensions of organisational climate (warmth, reward ,risk and conflict) were the most contributors of proactive work behaviour.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The Chapter discusses the study results and outlines its limitations. Thereafter, recommendations for future research. The main objective of the study was to analyse and find out whether leaders' emotional intelligence, role breadth self-efficacy and organisational climate have an influence on proactive work behaviour. Based on this objective, this Chapter gives a concluding interpretation on the study findings.

5.2 Discussion

The demographic information, reliability, correlation and regression results are discussed below.

5.2.1 Inter Correlation results

The correlation analysis results were used to explain the hypothesis 1 and 2. The results revealed that there was a positive significant relationship between the leaders' emotional intelligence and proactive work behaviour. This entails that leaders' emotional intelligence has an influence in enhancing employee proactive work behaviour. When a leader is emotionally intelligent, he or she would lead employees in a way that would encourage them to be proactive at work. This is consistent with Rahim and Malik's (2010) findings that leaders who have a high level of emotional intelligence are able to realise their employees' needs, and such leaders are likely to possess supportive behaviours that would enhance proactivity at work. Acha, Hargis and Howard (2013), corroboratively emphasised that emotionally intelligent leaders should take advantage of their intelligence so that they stimulate their employees' behaviour. This could be achieved when leaders display positive emotions, which would trigger their employees' emotions. In turn, they would reciprocate by being proactive in their work.

The results also revealed that there was a positively significant relationship between role breadth self-efficacy and proactive work behaviour. This shows that, employees' confidence in their capabilities to perform more roles in the work place impact on their proactive work behaviour. When employees do not doubt their capabilities, such confidence motivates them to overcome obstacles, enhancing their proactivity in the process. This dovetails with Parker, et al.'s (2006) observation that individuals high in role breadth self-efficacy have a greater belief that behaving proactively is likely to result in successful outcomes and are thus motivated to engage in proactive behaviour at work. In contrast, individuals with low role breadth self-efficacy are less sure of their ability to be successful in taking on tasks outside their prescribed roles, and they perceive proactive work behaviour as carrying more risk.

The results also revealed a significantly positive relationship between organisational climate and proactive work behaviour. This means that when the organisations climate is favourable, employees would also exhibit proactive work behaviour. This is supported by Kidwell and Valentine, 2009 who stated that when an organisations climate is believed to be supportive in all angles by employees, be it socially or emotionally, they generally tend to exhibit positive behaviours such as proactive work behaviour. To add on that, Griffin, et al. (2007) posited that, when employees perceive that their co-workers and the organisation support them, such perceptions have a great impact on positively enhancing employees to embark on proactive behaviours at work. Thus, the organisational climate has an influence on proactive work behaviour (Bindl & Parker, 2010). Based on this, this study rejects the null hypothesis, and concludes that there is a relationship between the leaders' emotional intelligence, role breadth self-efficacy and organisational climate on proactive work behaviour.

On the demographic factors (gender, age, work experience) predicting proactive work behaviour, the results indicated that there is no significant relationship. This implies that employees' proactive work behaviour is not influenced by the fact that they are male or female. Both genders have an equal ability to be proactive at work. These findings correspond with Griffin et al's, (2007) assertion that there was no relationship between gender and proactive work behaviour in their study. Given the above, this study accepts the null hypothesis and concludes that there is no relationship between gender and proactive work behaviour.

However, age, the results revealed that age has a positive significant relationship with proactive work behaviour. This means that as one's age increases, employees also increase their proactive work behaviour. The implication is that as employees become older, their level of proactivity at work increases. These findings are similar to van Veldhoven and Dorenbosch's (2008) which revealed that older employees are more proactive at work than the younger ones. On the other hand, these results are contrary to Porto and Dall Agnol (2016), findings that proactive work behaviour inversely corelates with age. That is, proactivity decreases as the age increased.

Informed by the above, this study rejects the null hypothesis and concludes that there is a relationship between age and proactive work behaviour. A positive significant relationship was also found between work experience and proactive work behaviour. This means that work experience has an influence on employee proactive work behaviour. Thus, when there is more work experience, the employees' proactive work behaviour also improves. Implying that employees who have more experience in their work, are likely to be active in voicing concerns, taking charge, individual innovation and problem prevention, thereby enhancing organisational development through their proactivity.

5.2.2 Discussion of Stepwise multiple regression results

The results of the stepwise multiple regression analysis showed that role breadth self-efficacy and the dimensions of organisational (warmth, reward, risk and conflict), work experience and leaders' emotional intelligence were significantly contributing to proactive work behaviour. This shows that an absence of all these factors would result in a decrease in proactive work behaviour. However, the variable which contributed most to proactive work behaviour was role breadth self-efficacy. This indicates that indeed, role breadth self-efficacy is related to proactive work behaviour and it does contribute to it. These results are consistent with Hwang et al. (2015), findings which revealed that role breadth self-efficacy had a strong effect on proactive work behaviour. Since proactive work behaviour is associated with taking risks and challenging the status quo, this explains why employees need to be confident enough if they are to overcome the challenges and obstacles that hinder their proactivity (Parker et al., 2010). On this aspect, Parker and Collins (2008), confirmed that when an individual's confidence is raised, that person is likely to opt for more challenging goals with the hope of succeeding and achieving those goals. This is so because the level of confidence would be high such that the individual would strive to proactively challenge the status so as to achieve. This explains why role breadth self-efficacy is a strong predictor of proactive work behaviour.

5.3. Conclusions

This study aimed at finding out the influence of the leaders' emotional intelligence, role - breadth self-efficacy and organisational climate on proactive work behaviour, among the selected clearing companies at the Beitbridge Border Post. The study findings showed that indeed the leaders' emotional intelligence, role breath self-efficacy and organisational climate does influence employees' proactive work behaviour. Furthermore, the demographic variables of age and work experience, had a relationship with proactive work behaviour, except for gender, which showed no significant relationship with it. The stepwise multiple regression analysis results also indicated that role breadth self-efficacy, organisational climate dimensions (warmth, rewards, risk and conflict) work experience and leaders' emotional intelligence had a contribution on proactive work behaviour. However, role breadth self-efficacy contributed most. This clearly shows that indeed, an organisation which has a combination of a good organisational climate, employees with high role breadth self-efficacy and leaders who are emotionally intelligent, such an organisation is bound to produce employees who are proactive at work. Thus, enhancing individual and organisational success.

5.4. Limitations of the Study

Although the study achieved its aims and objectives, there were some unavoidable limitations. The first was time constraint. The data collection period was limited. If there was much time, the researcher could have obtained a much larger sample. The second limitation is that the study was conducted among five customs clearing companies, which were geographically dispersed, so the researcher faced challenges when moving from one company to the other during data collection and the process of moving around was exhausting. Third, the researcher also noted that some participants were not willing to participate in the study because of their busy schedules. Some respondents even hinted that it would have been motivational if the researcher provided some small items such as pens and pencils, just to motivate people to spare their precious time in participating in the study. This was a limitation because those employees who refused to participate in the study, could have potentially provided some important information, which could have made an equally potential difference here.

5.5 Recommendations

Recommendations for Practise

The study recommends that organisations should take into consideration the factors which influence their employees' proactivity at work. The reason being that the 21st century is characterised by a stiff competition in the business world. The point is, the bussiness world has become the survival of the fittest. If an organisation fails to manoeuvre efficiently, it would be bruised and affected by stiff competition, hence its survival chances become limited. It is now the duty of the organisation and its role players to see to it that they create an atmosphere where proactive work behaviour becomes a norm. This can be achieved first, if employers encourage the organisational leaders to be emotionally intelligent in all their decisions.

Second, since the findings indicated that role breadth self -efficacy was the most significant predictor of proactive work behaviour, the study recommends that employers should take the aspect of role breadth self-efficacy seriously and develop programmes where employees are encouraged and empowered to occasionally take on roles, which are beyond their job-description. By so doing, employees' self-confidence is boosted, which in turn motivates them to be proactive and take initiatives for the benefit of both individuals and the organisation. Third, organisations should ensure that they create a favourable organisational climate, which influences warmth, rewards, risks and conflict. It is suggested that if organisations promote an atmosphere of warmth in the organisation, every member would feel welcome and develop good working relations with co-workers. An organisation's climate would be deemed favourable if it promotes fair reward policies. Moreover, a favourable organisation's climate is

one that would encourage employees to take risks and engage in healthy conflicts. When an organisation achieves such a favourable climate, employees would be motivated to openly share constructive ideas, voice concerns and to take initiatives that would assist in the successful operation of the organisation. All these recommendations could be successful if organisations put these ideas as part of their strategy to achieve organisational goals. Last, Policy makers should also highlight the importance of proactivity for business's sake. This is because this aspect of proactivity applies to all spheres in the world of work.

Recommendations for future research

The study recommends that a similar study could be carried out using interviews so as to obtain enough subjective feedback from the participants (Merriam, 2009). Furthermore, the study recommends that further studies be done, this time involving other occupational groups and larger companies to determine whether the influence of the leaders' emotional intelligence, role breadth self-efficacy and organisational climate on proactive work behaviour would remain the same on different sectors and occupational groups.

In addition, a longitudinal study could be employed to determine whether the influence of the leaders' emotional intelligence, role breadth self-efficacy and organisational climate on proactive work behaviour remains stable across time. The final recommendation would be to consider whether an addition of other variables such as employee empowerment can motivate them to be proactive at work.

5.6 Chapter Summary

The study aimed to assess whether the leaders' emotional intelligence, role breadth self-efficacy and organisational climate have an influence on proactive work behaviour. The demographic statistics and variables such as age, gender, marital status, position, qualification and work experience were outlined. The Chapter also highlighted the inter-correlation and stepwise multiple regression analysis. Last, the limitations, and recommendations were discussed.

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ANNEXURE A: INFORMED CONSENT FORM



SCHOOL OF MANAGEMENT SCIENCES

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT AND LABOUR RELATIONS INFORMATION SHEET AND INFORMED CONSENT FORM

My name is **Praise Choeni**; I am a Masters student at the University of Venda registered for Masters of Commerce in Human Resource Management (MCOM). My research is on **the influence of the leaders' emotional intelligence, role-breadth self-efficacy and organisational climate on employee proactive work behaviour**. I am inviting you to participate in this study, please note that any information that you will provide will be treated as confidential and therefore will not be divulged to anyone without your consent.

Your participation is voluntary, and you will be asked to respond to questions related to the research topic. You are also reminded that should you feel that the questions are not proper, you can choose not to answer and you have the right to withdraw from the study even after you have started completing the questionnaire. The questions do not require you to provide personal details such as your name and contact details.

INFORMED CONSENT FORM

In terms of the ethical requirements of the University of Venda, you are invited to complete this form as an indication of your permission to voluntarily participate in this study

I _____ hereby confirm that I have been fully informed about the purpose, procedures, and activities of the study. The rights and risks of participation have also been fully explained to me. I was given full opportunity to ask any questions and I understand that participants can withdraw from the study at any stage and time, without giving any reasons.

I therefore hereby freely **Give/Do not give** my consent to voluntarily take part in the study as outlined (**Delete the inapplicable**).

Signature: _____ **Date:** _____

Researcher signature: _____ **Date:** _____

ANNEXURE B: QUESTIONNAIRE

Dear Participant

My name is Praise Choeni. I am a postgraduate student in the field of Human Resource Management. The following statements are research questions which require your sincere response to all the items. There are no right or wrong answers, so you need not to spend much time thinking about the responses. Be rest assured that all the information will be treated with utmost confidentiality and will be used for academic research purpose only. Do not write your name or any other form of identification on the questionnaire in order to maintain the anonymity attached to the expected responses. Participation is voluntary, and you are free to withdraw at any point as you attempt the research questions. When the study is completed, you will be provided with the results, provided you request for the findings.

Thank you for your cooperation

Praise Choeni

+27 845573398; Email ppchoeni@gmail.com

YOUR CONSENT TO PARTICIPATE IN THIS STUDY IS INDICATED BY COMPLETING AND RETURNING THIS QUESTIONNAIRE.

Section A

Please complete by marking with an (X) or filling the blank spaces where appropriate.

1. Gender: Male..... Female.....
2. How old are you (in years.....)
3. What is your marital status: (1) Single _____ (2) Married _____ (3) Widower _____
(4) Divorced/Separated _____ (5) Other (Specified _____)
4. If Single are you: (1) Ms. _____ (2) Miss _____
5. Highest Academic Qualification _____

6. How long have you been employed in your present organisation.....

7. How will you classify your position in this organisation (1) Junior employee_____ (2) Senior_____ (3) Management Staff_____

8. Employment status (1) Permanent _____ (2) Temporary _____ (3) Intern _____ (4) Contract_____

Section B

Carefully read each statement and indicate the extent to which you agree or disagree with each statement. Tick with an (X) in the appropriate box using the Key: 1. Strongly Disagree; 2. Disagree; 3. Uncertain; 4. Agree; 5. Strongly Agree

		1	2	3	4	5
1	I actively confront problems	1	2	3	4	5
2	Whenever something goes wrong, I search for a solution immediately	1	2	3	4	5
3	Whenever there is a chance to get actively involved, I take it	1	2	3	4	5
4	I take initiative immediately even when others don't	1	2	3	4	5
5	I use opportunity quickly in order to attain my goals	1	2	3	4	5
6	Usually I do more than I'm asked to do	1	2	3	4	5
7	I am particularly good at realising ideas	1	2	3	4	5

Section C

		1	2	3	4	5
1	In this organisation there is a fair reward and recognition procedures	1	2	3	4	5
2	Employees are rewarded in proportion to the excellence of their job performance.	1	2	3	4	5
3	There is a promotion system here that helps the best employee to rise to the top.	1	2	3	4	5
4	There is not enough reward and recognition system for doing good work	1	2	3	4	5
5	Friendly atmosphere prevails among the people in this organization	1	2	3	4	5
6	There is a warmth relationship between management and workers in this organization	1	2	3	4	5
7	This organisation is characterised by a relaxed, easy-going working climate.	1	2	3	4	5
8	Employees in this organisation tend to be cool and aloof toward each other	1	2	3	4	5
9	I feel that I am a member of a well-functioning team.	1	2	3	4	5
10	When I am on a difficult assignment I can usually count on getting assistance from my boss and co-workers	1	2	3	4	5
11	In this organization people pretty much look out for their own interests.	1	2	3	4	5
12	People in this organization don't really trust each other enough	1	2	3		5
13	It is sometimes unclear who has the formal authority to make a decision	1	2	3	4	5
14	In some of the projects I've been on, I haven't been sure exactly who my boss was.	1	2	3	4	5

15	The jobs in this organisation are clearly defined and logically structured.	1	2	3	4	5
16	The attitude of our management is that conflict between competing units and individuals can be very healthy	1	2	3	4	5
17	The best way to make a good impression around here is to steer clear of open arguments and disagreements	1	2	3	4	5
18	The philosophy of our management is that in the long run we get ahead fastest by playing it slow, safe, and sure	1	2	3	4	5
19	In meetings the goal is to arrive at a decision as smoothly and quickly as possible	1	2	3	4	5
20	Our management believes that no job is so well done that it couldn't be done better	1	2	3	4	5
21	In this organisation we set very high standards for performance.	1	2	3	4	5
22	Around here there is a feeling of pressure to continually improve our personal and group performance	1	2	3	4	5

Section D

		1	2	3	4	5
1	I would feel confident to represent my work area in meetings with senior management	1	2	3	4	5
2	I would feel confident writing a proposal to spend money in my work area.	1	2	3	4	5
3	I would feel confident analysing a long-term problem to find a solution	1	2	3	4	5
4	I would feel confident to make suggestions to management about ways to improve the working of my section	1	2	3	4	5
5	I would feel confident to help set goals and targets in my area	1	2	3	4	5
6	I would feel confident to design new procedures for my work area.	1	2	3	4	5

7	I would feel confident to contact people outside of the company (e.g. suppliers) to discuss problems	1	2	3	4	5
8	I would feel confident to present information to a group of colleagues	1	2	3	4	5
9	I would feel confident to contribute to discussions about the company's Strategy	1	2	3	4	5
10	I would feel confident to visit people from other organisations to suggest doing things differently	1	2	3	4	5

Section E

Please choose the most appropriate option that reflects your current situation using the Key:

1. Strongly Disagree; 2. Disagree; 3. Somewhat disagree; 4. Neutral; 5. Somewhat agree; 6. Agree; 7. Strongly agree

My supervisor...

		1	2	3	4	5	6	7
1	Has a good sense of why he or she has certain feelings most of the time	1	2	3	4	5	6	7
2	Has a good understanding of his or her own emotions.	1	2	3	4	5	6	7
3	Really understands what he or she feels	1	2	3	4	5	6	7
4	Always knows whether he or she is happy	1	2	3	4	5	6	7
5	Always knows his or her colleagues' emotions from their behaviour	1	2	3	4	5	6	7
6	Is a good observer of other people's emotions	1	2	3	4	5	6	7
7	Is sensitive to the feelings and emotions of others	1	2	3	4	5	6	7
8	Has a good understanding of the emotions of people around him or her	1	2	3	4	5	6	7
9	Always sets goals for him or herself and then tries their best to achieve these	1	2	3	4	5	6	7

10	Always tells him or herself that is a competent person	1	2	3	4	5	6	7
11	Is a self-motivated person	1	2	3	4	5	6	7
12	Always encourages him or herself to do their best.	1	2	3	4	5	6	7
13	Is able to control his or her temper and handles problems rationally	1	2	3	4	5	6	7
14	Is quite capable of controlling his or her own emotions	1	2	3	4	5	6	7
15	Can always calm down quickly when angry	1	2	3	4	5	6	7
16	Has a good control of his or her own emotions.	1	2	3	4	5	6	7

THANK YOU.

RESEARCH AND
INNOVATION
OFFICE OF THE
DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR: Ms P
Choeni

Student No:
11613043

PROJECT TITLE: The influence of the leader's emotional intelligence | ,role breadth self-efficacy and organisational climate: A case of selected customs clearing companies in Zimbabwe.

PROJECT NO: SMS/17/HRM/05/2310

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof SS Babalola	University of Venda	Supervisor
Dr TS Setati	University of Venda	Co-Supervisor
Ms P Choeni	University of Venda	Investigator — Student

ISSUED BY:

UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: October 2017
Decision by Ethical Clearance
Committee Granted Signature of
Chairperson of the Committee: . Name
of the Chairperson



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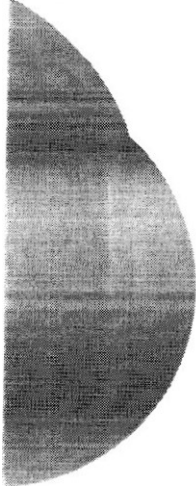


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"A quality driven financially sustainable, rural-based Comprehensive University"



26 February, 2018

To whom it may concern,

This is to confirm that I did proofread and edit PRAISE CHOENIE's dissertation for a Master's research study whose title is: THE INFLUENCE OF THE LEADERS EMOTIONAL INTELLIGENCE, ROLE-BREADTH SELF-EFFICACY AND PROACTIVE WORK BEHAVIOUR: A CASE OF SELECTED CUSTOMS CLEARING COMPANIES IN ZIMBABWE.

Her work read fairly well English-wise, particularly the main document. However, errors attended to included but were not limited to concordance, sentence construction, several repetitions, use of prepositions- as well as discourse markers.

Should you require any clarification. my contact details follow below:

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Sincerely,

Ngwenya Christopher (PhD).

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