

## **EMOTIONAL INTELLIGENCE AND EMPLOYEE'S PERFORMAMANCE**

**KADIRI KAYODE IBRAHIM**

**Department of Business Administration**

**Faculty of Management Sciences**

**National Open University of Nigeria**

**IBRAHIM MOHAMMED GADDAFI PhD**

**Department of Entrepreneur Studies**

**Faculty of Management Sciences**

**National Open University of Nigeria**

### **ABSTRACT**

*This study focused on emotional intelligence and employee's job performance. The objective of the study was to examine the relationship between the four major subsets of emotional intelligence (regulation of emotions, expression and recognition of emotions, appraisal and recognition of emotions and facilitation of emotions) on employees' performance on the job. A survey research design method (otherwise called communication approach) was adopted for the study. The study also employed a simple random sampling techniques. Both primary and secondary sources of data collection were used to collect the information needed. To ensure the validation of the research instrument in the study, the content validity of the instrument were verified by experts in the subject area. The various suggestion made were used to modify the instrument. One adopted scale and self-developed scale were used to gather information on each respondent from the population sample size of 220 participants from the selected organisations that were examined. However to ensure the adoptability of the scale on the population under study, A Cronbach Alpha reliability test was conducted on the data using statistical packages for social sciences (SPSS) Version21; Pearson's R moment correlation coefficient tests were applied to test the various hypotheses to investigate the relationship between the subsets of emotional intelligence and employees' performance on the job. The study revealed that, the use of emotional intelligence is negatively related to job performance, while both "expression and regulation of emotional intelligence" and "appraisal and recognition of emotional intelligence" are moderately related to job performance. Since the subsets of emotional intelligence has proved to be a key contributing factor to better performance on the job, the study recommended that business organizations should consider adding practical training programmes that would help their employees function at a higher level of emotional intelligence. And which would ultimately improves their job performance and interaction in the workplace. The paper recommends that the Management of the organisations that were examined should develop training courses of emotional intelligence so that individual, officials will know how to effectively monitor their own, others feelings and emotional reaction in real time.*

**Keywords: Employee, performance, organization, Emotional intelligence**INTRODUCTION

One of the biggest concerns over the last few decades is about the dehumanising effect in organisations. One of the very strong beliefs, as an outcome of this, was that workers do not always behave according to the rules of the formal organisation. But, of late to a certain extent the understanding is that, the workers are not machines but complex human beings with their own needs, requirements, desires and variety of motivations. The current management theories are emphasizing on human aspect of management which states that there are huge influence of social interaction on individuals in the design of work, thus emphasis are now placed on the workers themselves, issues such as; wages and salary, working environment, emotion, stress are taken seriously by managers. The general view is that if emotion is recognized as an important element of leadership, motivation, and group dynamic and the performance of employees could be improved (Sharon,2005).

Emotions can be conveyed by a variety of means including verbalizations, expressions, body language and tone of voice (Bernieri, 2001). A person who has the skills of reading these signs and the ability to utilise the signs to make an accurate assessment and decision for a situation; such person is regarded has been emotionally intelligent. This could then lead to better decision making and an increased success in social environments (Rosenthal, 1979).

The idea of emotional intelligence has turned into a well-known subject in the psychological studies in present time and draws more attention (Priyam, 2016). The concept of emotional intelligence goes far back to early studies in the 1920s. In the early 1980s, scholars began to systematically conceptualise the idea of Emotional Intelligence (Carmeli, 2003). It was not until the 1990's that the concept of emotional intelligence began to receive more research attention. The major focus of researchers, prior to this, was on the importance of cognitive intelligence for gaining workplace success. Two leading individual researchers, John D. Mayer and Peter Salovey, first introduces the concept of Emotional intelligence as a type of social intelligence, separable from general intelligence, which involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions. According to Goleman, (1995) Definition: "Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships" Ciarrochi, Chan and Bajgar, (2001) was of the opinion that being able to understand, perceive and express emotions in an appropriate way one can determine whether an individual is successful or not as an employee in a career.

Evidence is accumulating that emotional intelligence is associated with important outcomes such as high quality social relationships (Lopes Brackett and Maye, 2003). Emotional intelligence may contributes to work performance (as reflected in salary, salary increase and company rank) by enabling people to nurture positive relationships at work and build social capital. In general, emotional intelligence has been defined as the ability to perceive, appraise, and express emotion accurately; the ability to access and generate feelings when they facilitate cognition; the ability to understand affect-laden information and make use of emotional knowledge; and the ability to regulate emotions to Promote emotional and intellectual growth and well-being.

The two theories of emotional intelligence that have generated the most interest in terms of research and application are the Ability theory and the Trait theory The Ability theory of emotional intelligence developed by Salovey and Mayor (1990) will be the bedrock of this

research, assessing its correlational relationship on job performance of an individual employee's in organisation under study. According to the Ability theory; emotional intelligence comprises of four dimensions, firstly, the Appraisal and Expression of emotion in the self, secondly, Appraisal and Recognition of emotion in others, thirdly regulation of emotion in the self, and lastly, use of emotion to facilitate performance. The Trait theory on the other hand defines emotional intelligence in terms of an array of traits and abilities related to emotional and social knowledge that influence one's overall ability to effectively cope with internal and external environmental demands. These assertions explain why an individual employee with these abilities is considered to be well adjusted and emotionally skilled; the lack of which renders such employee socially, emotionally and productive handicapped.

### **Statement of the Problem**

In today's constantly changing working environment, the success of an employee largely depends on his or her ability to read other people's minds and react accordingly to them towards performing a particular assigned task (job). The failure of an employee to perform effectively and efficiently well on the job is becoming a common phenomenon among Nigerian business organisations and it is one of those things that continue to attract the attention of the top management staff and other stakeholders. The situation is so serious that top management staff in various organisations are calling for the overhauling of the human resource structure in Organisations on a yearly basis as such; business organisations in Nigeria are trying day by day to enhance operational efficiencies and team collaboration so as to enhance its performance and competes favourably in the market place which is directly dependent on the individual job performance.

However several studies such as the study conducted by (Mole, Afolabi, and Awosola, 2010) on emotional intelligence and gender on job performance, (Adigun and Okoye, 2010) on the effects of emotional intelligence and stress management training on job performance. All indicate that individual emotional differences determine performance. A person who has the ability to recognise, regulate, control and facilitates its emotion is said to have a high ability to perform well on the job.

It is on this end, the research work is focusing on examining the emotional intelligence and employee's job performance in selected furniture making companies.

### **Objectives of the Study**

The main objective of the study will be to examine emotional intelligence and employees' job performance among the employees of furniture making company. The specific objectives will be;

1. To assess the relationship between the use of Emotional Intelligence and Employee's job Performance .
2. To assess the relationship between Self Regulation of Emotional Intelligence and Employee's job performance.
3. To assess the relationship between "Appraisal and Recognition" of emotional intelligence and Employee's job performance.

### **Research Questions**

Based on the statement of problems, the following research questions will be addressed;

1. Is there a significant positive relationship between the use of emotional intelligence and Employee's job performance?
2. Is there a significant positive relationship between "Expression and Recognition" of emotional intelligence and Employee's job performance?
3. Is there a significant positive relationship between "Appraisal and Recognition" of emotional intelligence and Employee's job performance?

### **Research Hypotheses**

H<sub>01</sub>. There is no significant positive relationship between the use of emotional intelligence to facilitates employee's job performance.

H<sub>02</sub>. There is no significant positive relationship between "expression and regulation" of emotional intelligence and employee's job performance.

H<sub>03</sub>. There is no significant positive relationship between "appraisal and recognition of emotional intelligence and employee's job performance.

## **LITERATURE REVIEW**

### **Conceptual Framework**

#### **Emotional Intelligence**

There are many definitions and sub dimensions about what emotional intelligence is, in brief, emotional intelligence, which is another type of intelligence is conceptualized as the individual's awareness of his or her own feelings correctly and is assessed as another type of intelligence which involves the capacity to reason about emotions to enhance thinking. It includes the ability to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Mayer, Salovey, and Caruso (2004, p. 197). In general, emotional intelligence has been defined as the ability to perceive, appraise, and express emotion accurately; the ability to access and generate feelings when they facilitate cognition; the ability to understand affect-laden information and make use of emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth and well-being. Salovey and Mayor (1997).

Emotional intelligence (EI) has recently attracted a lot of interest in academic research Dev (2012), Goleman (2001), Mayer (2000), Petrides and Furnham, (2003) Schutte (2009), Stough, Saklofske, and Parker (2009) and Woolfolk, (2008) defined Emotional Intelligent as the ability to process emotional information accurately and efficiently, Emotional Intelligent has also been defined as an ability for recognizing one's own feeling better than others, motivated ourselves and good in managing own emotions and relationships (Goleman, 2005). Ashkanasy and Daus (2002), Humphrey (2002), Fulmer and Barry (2004), Jordan (2006), Hawer (2008), Goleman (1997) and Higgs, (2000) agreed that Emotional Intelligence is about own feeling and being able to handle those feelings; being able to motivate ourselves to get jobs done, be creative and perform at our level best; be sensitive and able to handle relationships effectively.

#### **Employee Performance**

Employee Performance has been touted to have a relationship with performance as was put forward by different researchers. Ganji, (2011); Hasanzadeh, (2009) stated that develops emotional intelligence innovational creativity in individuals and as a result, helps in the improvement of people's job performance. In addition, what is of paramount importance in the

process of job performance is facilitating the communication within organization which is another function of emotional intelligence (Ganji, 2011). Recent research study by Schmidt and Hunter, (2004) reveals that Emotional Intelligence predicts employee's performance well in a diverse variety of jobs, not specifically only for those that require considerable intellect power. They are of the view that, Emotional Intelligence is one of the key determining factors of evaluating employees' performance.

### Job performance

Job Performance describes actions and behaviors of an employee that contribute to the achievement of Organisational goals (Rotundo and Rotman, 2002). Job performance is operationally defined as the extent to which an individual completes the duties that are required in order to occupy a given position, which she/he assumes within an Organisation (Spretizer1998).

Job performance is the total expected value to the Organisation of the discrete behavioural episodes that an individual carries out over a standard period of time. Other than that, it is also an individual output in terms of quality and quantity expected from every employee in a particular job, this shows that an individual performance is most of the time determined by motivation and the will and ability to do the job. Motowildlo, (2003, p. 42)

### Theoretical Framework

The theoretical framework of this study will be based on the following theories;

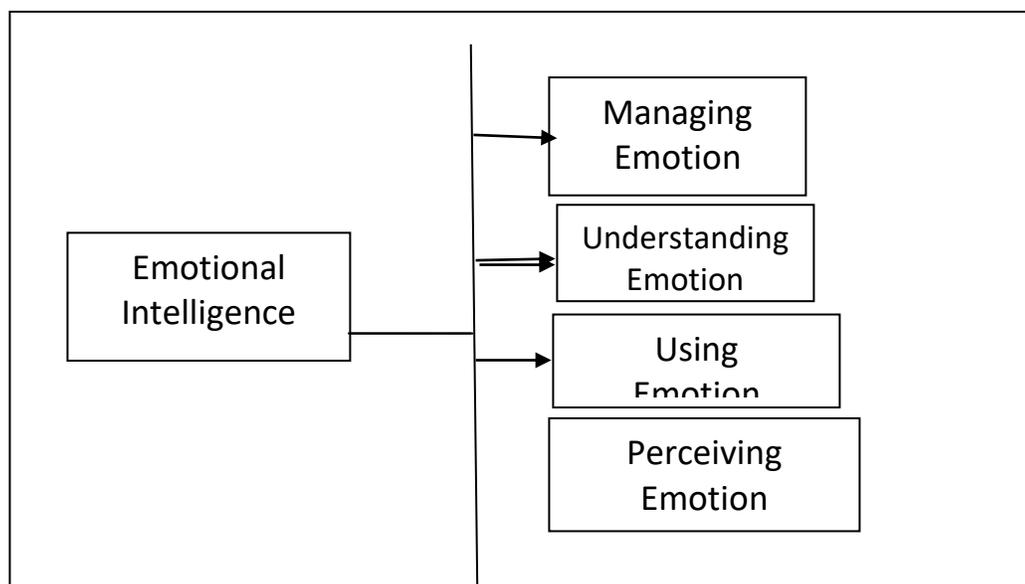
#### Ability Model of Emotional Intelligence

The ability theory of emotional intelligence developed by psychologist Howard Gardner, peter Salovey and john jack Meyer between1980 to 1990; it encompasses four interrelated abilities. Perceiving (The appraisal and recognition of emotion in others), Using (The use of emotion to facilitates performance), Manage (Regulate of emotion in self), and Understanding (The appraisal and expression of emotion in the self).

This can be categorize into four dimensions;

- I. The appraisal and expression of emotion in the self
- II. The appraisal and recognition of emotion in others
- III. Regulation of emotion in the self
- iv. The use of emotion to facilitates performance

The below diagram demonstrate the Salovey and Mayor theory of Emotional intelligent model





**Source:** Adapted from Marc Brackett (2009). Publication, Ability Model of Mayer and Salovey  
The ability theory of emotional intelligence will be employed, as the bedrock of this research.

### **Trait theory of Emotional intelligence**

Soviet born British psychologist Konstantin Vasily Petrides (“petrides K.V”) propounded the trait theory of emotional intelligence. The trait emotional intelligence theory is concerns a constellation of emotional self -perceptions located at the lower levels of personality hierarchies (Petrides, Pita et al. 2007). Simply put, trait emotional intelligence is concerns about people’s perceptions of their own emotional abilities. Trait emotional intelligence theory provides an operationalization that recognizes the inherent subjectivity of emotional experience.

### **Empirical Studies**

Literature reveals that emotional intelligence skills and competencies are essential to success and that significant positive relationship exists between emotional intelligence and employee's performance among individuals of the studies conducted.

For instance, in the study conducted by (Priyam, Anil and Tanu 2016) on Relationship between Emotional Intelligence and Job Performance among middle-level management in Indian Organisations, with the sample size of 685 managers from five different sectors in India (banking, power, health care, IT and advertising). The result of the study shows that employee with high Emotional Intelligence are better at team work, punctual, accurate, and more competent as compared to the ones who score low on Emotional intelligence. It was concluded that Emotional intelligence has the ability to better clarify the general population’s workplace performance.

Furthermore, in the research, conducted by Mafuzah and JuraifaJais, (2015) on Emotional Intelligence and Job Performance: a study among Malaysian Teachers, it was revealed that the four domains (self-awareness, self-regulation, self-motivation, empathy, and social skills) of emotional intelligence have a greater impact on teachers’ job performance. In order to sustain high performance and competitive advantage, emotional intelligence should be developed and improved through a systematic and consistent approach, the study further recommend that Organisations should develop training programs in improving emotional competencies of their managers and worker, as well as recognizing the significant role of emotional intelligence in developing human capital that leads to a high-performing workforce.

Likewise, in the study by (Adigun. and Okoye 2012). On the effect of emotional intelligence and stress management training on job performance of non-academic staff of Lagos State University (LASU). It was revealed that emotional intelligence and stress management training were effective in improving job performance level of non-academic staff of Lagos State University (LASU).

As quoted by Exley, in a study on a group of 100 British managers participating in HMC courses, Henley Management College HMC (2012) researchers, Dulewicz and Higgs, were able

to show a strong correlation between rapid career progression, job performance and a combination of emotional intelligence and high IQ.

And in the research carried out by Uzma and Tajammal (2012-2013) on the comparative study of Intelligence Quotient and Emotional Intelligence effects on Employees performance reveals that the four major constructs of emotional intelligence which are Perceived Emotions (PRE), Using Emotions (USE), Understanding Emotions (UNE) and Managing Emotions (MNE) are significantly correlated with employees' performance. The result from their study clearly reveals that emotional intelligence has greater significance on employees' performance than Intelligence quotient. And emotional intelligence is considered as a strong determinant of employee's performance

## **METHODOLOGY**

### **Research Design**

A survey research design method was adopted for the study. This was applied because it studies the sampling of the individual units from the population under study, using a questionnaire construction as a method for improving the number and accuracy of responses to the survey.

### **Population of the Study**

The population of this study is composed of permanent staffs of Selected furniture making companies (Grant Quartermaine, Southwood, Universal Furniture). For the purpose of this research; the categories of workers to be used are those in the top management, middle management and junior management level. Thus males, females, juniors and senior staff of the Organisations were included in the research.

### **Sampling Design and Sample Size**

The study employed Stratified Sampling and Random Sampling techniques. The employees of the Organisations under study were stratified into their respective departments, since each stratum is assumed to contain employees with related knowledge on the topic under study.

The Simple Random Sampling Technique was used to select the sample size in the department of the Organisation under study; which will allow all members of the population to have equal independent chance of being selected for the sample.

The researcher used a sample size of 220 participants drawn from the population under study. Out of 220 questionnaires administered to the Organisations under study, a total of 195 was accurately filled and returned [i.e., 44 from Grant Quartermaine, 109 Southwood and 42 from Universal Furnitures].

## **DATA PRESENTATION ANALYSIS AND FINDINGS**

### **Main Data Analysis and Hypothesis Testing**

The testing of hypothesis in this section is majorly performed using Pearson Moment correlational technique. This is a technique that tests whether there is statistical correlation or association between two variables. The coefficients of correlation ranges from '-1 to +1' (with '-1' indicating perfect negative relationship or association and '+1' indicating perfect positive relationship while '0' indicates no relationship).

The negative or positive signs only indicate the direction of the relationship between the two variables. To determine the strength of the relationship in a correlational analysis, Cohen (1988, pp.79-81) suggests the following guidelines;

Small  $r = .10$  to  $.29$

Medium  $r = .30$  to  $.49$

Large  $r = .50$  to  $1.0$ .

### Hypothesis 1

HO. There is no significant positive relationship between the use of emotional intelligence to facilitates job performance.

**Table 1**

| Descriptive Statistics |         |                |     |
|------------------------|---------|----------------|-----|
|                        | Mean    | Std. Deviation | N   |
| USE OF EMOTION         | 20.2359 | 4.72062        | 195 |
| TOTAL JOB PERFORMANCE  | 43.9128 | 5.12901        | 195 |

*Source:* field Survey 2019

**Table 2**

|                       |                     | USE OF EMOTION | TOTAL JOB PERFORMANCE |
|-----------------------|---------------------|----------------|-----------------------|
| USE OF EMOTION        | Pearson Correlation | 1              | -.183*                |
|                       | Sig. (2-tailed)     |                | .010                  |
|                       | N                   | 195            | 195                   |
| TOTAL JOB PERFORMANCE | Pearson Correlation | -.183*         | 1                     |
|                       | Sig. (2-tailed)     | .010           |                       |
|                       | N                   | 195            | 195                   |

\*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation coefficient above reveals that there is a negative significant relationship between the use of emotional intelligence to facilitates employee's job performance among the respondent of the Organisation under study. This is shown by the

Pearson correlation of  $-0.183^*$  tested at 0.05 level of significance. Therefore the formulated first hypothesis is rejected

### Hypothesis 2

H<sub>0</sub>. There is no significant positive relationship between “expression and regulation” of emotional intelligence and employee's job performance.

**Table 3**

| Descriptive Statistics               |         |                |     |
|--------------------------------------|---------|----------------|-----|
|                                      | Mean    | Std. Deviation | N   |
| TOTAL JOB PERFORMANCE                | 43.9128 | 5.12901        | 195 |
| EXPRESSION AND REGULATION OF EMOTION | 25.6923 | 4.42552        | 195 |

*Source:* field Survey 2019

**Table 4**

|                                      |                     | TOTAL JOB PERFORMANCE | EXPRESSION AND RECOGNITION OF EMOTION |
|--------------------------------------|---------------------|-----------------------|---------------------------------------|
| TOTAL JOB PERFORMANCE                | Pearson Correlation | 1                     | .358**                                |
|                                      | Sig. (2-tailed)     |                       | .000                                  |
|                                      | N                   | 195                   | 195                                   |
| EXPRESSION AND REGULATION OF EMOTION | Pearson Correlation | .358**                | 1                                     |
|                                      | Sig. (2-tailed)     | .000                  |                                       |
|                                      | N                   | 195                   | 195                                   |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Source:* field Survey 2019

The Pearson correlation coefficient above in table15shows that, there is a moderately significant positive relationship between expression and regulation of emotional intelligence and job performanceamong the employee’s of the Organisations under study. This is shown by the Pearson moment correlation of  $0.358^{**}$  tested at 0.01 level of significance. Therefore the directional hypothesis is accepted, while the null hypothesis is rejected.

### Hypothesis 3

H<sub>0</sub>. There is no significant positive relationship between “appraisal and recognition of emotional intelligence and employee's job performance.

**Table 5**

**Descriptive Statistics**

|   | Mean    | Std. Deviation | N   |
|---|---------|----------------|-----|
| <b>TOTAL JOB PERFORMANCE</b>                | 43.9128 | 5.12901        | 195 |
| <b>APPRAISAL AND RECOGNITION OF EMOTION</b> | 28.3179 | 4.80672        | 195 |

*Source:*field Survey 2019.

**Table 6**

**Correlations**

|   |                     | <b>TOTAL JOB PERFORMANCE</b> | <b>APPRAISAL AND RECOGNITION OF EMOTION</b> |
|---|---------------------|------------------------------|---|
| <b>TOTAL JOB PERFORMANCE</b>                | Pearson Correlation | 1                            | .309**                                      |
|   | Sig. (2-tailed)     |                              | .000  |
|   | N                   | 195                          | 195   |
| <b>APPRAISAL AND RECOGNITION OF EMOTION</b> | Pearson Correlation | .309**                       | 1   |
|   | Sig. (2-tailed)     | .000                         |   |
|   | N                   | 195                          | 195   |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Source:*field Survey 2019.

The Pearson moment correlation coefficient above reveals that, there is a moderately significant positive relationship between appraisal and recognition of emotional intelligence and job performance among the employees of the Organisation under study. This is shown by the Pearson moment correlation of 0.309\*\* tested at 0.01 level of significance. Therefore the directional hypothesis formulated is accepted while the null hypothesis is rejected.

**DISCUSSION OF FINDINGS**

The result from the first hypothesis formulated, using Pearson Product Moment Correlation Coefficient indicating (-0.183\* tested at 0.05 level of significance) was not supported. The result is in consonance with the findings of Gill, and Syed (2012) study who found a negative relationship between the use of emotions to facilitate employee's performance on the job and satisfaction (having a -0.172\* correlation). However many studies contradict the above findings; for instance, in the study conducted by Priyam, Anil and Tanu (2016) on Relationship between Emotional Intelligence and Job Performance among middle-level management in Indian Organisations, with the sample size of 685 managers from five different sectors in India (banking, power, health care, IT and advertising). The result of the study shows that employee with high Emotional Intelligence are better at team work, punctual, accurate, and more competent as compared to the ones who score low on Emotional intelligence. It was concluded that Emotional intelligence has the ability to better

clarify the general population's workplace performance. Furthermore, in the study by Ivan Vratskikh<sup>1</sup>, (Ra'ed (Moh'dTaisir) Masa'deh, and Mahmoud (2015) on the Impact of Emotional Intelligence on Job Performance via the Mediating Role of Job Satisfaction; the result reaffirm the ways in which Emotional intelligence affects job performance and Job satisfaction and gives confidence in the ability of Emotional intelligence to predict Job performance in the public sector, the study was based on Mayer and Salovey's (2000) ability model of Emotional Intelligence, it used a sample consisted of 354 employees from the University of Jordan who completed self-report questionnaire. Structural equation modeling (SEM) was used in order to test the proposed hypotheses.

A possible reason for such an inconsistency (Research Gap) between the results could be attributed to the different measurement materials used for measuring emotional intelligence and job performance. In most studies, emotional intelligence has been measured using Bar-On test. The result can also be attributed to high score on job performance. Another justification or the differences in the results could be that the population studied in different researches has been different. Unfortunately, very few similar researches have been carried out using multiple case studies.

The second hypothesis which revealed that there is a moderately (with 0.358<sup>\*\*</sup>) significant positive relationship between "expression and regulation" of emotional intelligence and employee's job performance received support. This result lends its support from Gill and Syed (2012) study that found a strong (0.755) positive relationship between expression and regulation of emotions in oneself on both job satisfaction and performance.

The result is also inconsonance with the study of (Adigun. and Okoiye 2012). On the effect of emotional intelligence and stress management training on job performance of non academic staff of Lagos State University (LASU). It was revealed that emotional intelligence and stress management training were effective in improving job performance level of non academic staff of Lagos State University (LASU). And likewise as quoted by Exley (2012), in a study on a group of 100 British managers participating in HMC courses, Henley Management College HMC (2012) researchers, Dulewicz and Higgs, were able to show a strong correlation between rapid career progression, job performance and a combination of emotional intelligence and high IQ.

And also, in consonance with the research, conducted by Mafuzah Mohamad and JuraifaJais(2015) on Emotional Intelligence and Job Performance: a study among Malaysian Teachers, it was revealed that the four domains (self-awareness, self-regulation, self-motivation, empathy, and social skills) of emotional intelligence have a greater impact on teachers' job performance.

Finally, the result of the third formulated hypothesis which predicted that there is a significant positive relationship between "appraisal and recognition" of emotional intelligence and employee's performance was supported. With moderate correlation strength (0.309<sup>\*\*</sup> tested at 0.01 level of significance). This result is in line with the findings of (Zainab and Saeed 2011) and (Gill and Syed 2012) who reported a strong correlation between appraisal and recognition of emotions in others on performance and satisfaction respectively in the workplace environment. Employees with high appraisal and recognition component of emotional intelligence respond more effectively to workplace stress and to the emotional cues of coworkers.

## CONCLUSIONS AND RECOMMENDATIONS

This study has shown that the major subsets of emotional intelligence relates to employees performance. The results indicates that employees who are able to regulate, express and recognize emotions in themselves, and appraised and recognize emotions in others perform better and are more satisfied with their job. And recommended that since the subsets of emotional intelligence proves to be a key contributing factor to better performance of employees on the job; Organisations and managers should take steps to become more emotionally intelligent so as to play their role in developing a more emotionally urbanized workforce.

Also, based on the findings of this research that employee's with higher level of emotional intelligence are more satisfied with their job and perform well on the job than employee's with lower levels of emotional intelligence, and since emotional intelligence can be learned, personnel (employee's) must be taught how to boost their emotional abilities where they lack them. The paper recommends that the Management of the Selected business organisations should develop training courses of emotional intelligence so that individual, officials will know how to effectively monitor their own, others feelings and emotional reaction in real time. The management should therefore do everything possible to provide a healthy psychological environment and enabling working environment.

## REFERENCES

- Adigun, E. & Okoiye, E. (2010). Effects of Emotional Intelligence and Stress Management Training on Job Performance of Non Academics Staff of Lagos State University Nigeria. *European Journal of Educational Studies* 4(3):20-29.
- Abdulazim, G. et al. (2010). On The Impact of Emotional Intelligence and Gender On Job Satisfaction among Egyptian Government Sector Employees. *Journal of Social Sciences* 3(1): 22-27.
- Afolabi, O.A. & Awosola, R.K. (2010). Influence of Emotional Intelligence and Gender on job Performance and Job Satisfaction among Nigerian Policemen. *Journal of Social Sciences* 2(3): 147-154.
- Aremu, O. A. & Oluwayemisi, T.T. (2008). Assessment of Emotional Intelligence among Nigeria Police in Ikeja Lagos State and Oyo State Police Command. *Journal of social sciences* 5(7); 127-134.
- Cavallo, C. & Brienza A. (2004). Influence of Emotional Intelligence and Job Performance a Study on Johnson and Johnson and Personal Care Group *International Business Journal Section* 5(32): 23-36.
- Ciarrochi, J.V. & Chan, A.Y. et al (2000). A Critical Evaluation of the Emotional Intelligence Construct. *Journal of Social Science* 28; 539-561
- Daniel Goleman. (1995). *Why it can Matter More Than IQ?* New York Times Journalist.
- Danniel Goleman. (1998). *Emotional Intelligence and Working with Emotional Intelligence*. New York Times Journalist
- Danniel Goleman, (2000). *On Primal Leadership: Realizing the Power of Emotional Intelligence*. Basic Books, New York.

- Gill, M., Syed, F.A., Gupta, B. & Dubey, G. (2012). Emotional Intelligence as a Forecaster of Job Satisfaction and Performance amongst Faculty of Professional Institutes of Central Indian City, Indore. *Journal of Management Sciences* 1(1): 37-43.
- Howard, G., Peter, S. & John, J.M. (1990). *The Ability theory of Emotional Intelligence*. Harvad and New Hampshire publication.
- Ioannis Tsaousis.(2008). Measuring Trait Emotional Intelligence: Development and Psychometric Properties of the Greek Emotional Intelligence Scale (GEIS).*Greek Psychology Journal*. 15(2):200-218.
- Lopes, P.N., Salovey, P. & Cote, .S.(2005). Emotion Regulation Abilities and the Quality of Social Interaction. *America Psychology Journal* 5 (5):113-118.
- Martinez, M.N. (1997). The Smarts that Count. *Journal on Human Resources and Management*. 42(11): 72-78.
- Mayer, J.D. & Caruso, D. (2002). The Effective Leader: Understanding and Applying Emotional Intelligence. *Ivey Business Journal*. 7 (67): 1-5.
- Mayer, J.D., Salovey P.& Caruso, D.R. (2008). Emotional Intelligence: New Ability Or Eclectic Traits? *America Psychology journal*. 34 (63): 503-517.
- Marc, B. (2009). *Ability Model of emotional intelligence Mayer and Salovey*. Macmillian publication.
- Natalie, L.S. & Mary, J. J. (2000). The effects of Emotional Intelligence, Age, Work Experience, and Academic Performances. *Research in Higher Education Journal*. 20 (3): 1-18
- Petrides, K. V. (2007). Ability and Trait Emotional Intelligence. *British Journal of Mathematics and Statistical psychology*.
- Petrides, K.V. & Furnham, A. (2001). Trait Emotional Intelligence: Psychometric Investigation with Reference to established Trait Taxonomies. *European Journal of Personality*. 9 (15): 425-448.
- Peter, S. & John, M. (1990). "Emotional Intelligence," *journal of Imagination, Cognition, and Personality* .7 (3):20-27.
- Rohana, N., Kamaruzaman, J. et al. (2009). Emotional Intelligence of Malaysian Academia towards Work Performance. *Educational Journal*. 2 (2): 11-22.
- Schutte, N.S., Malouff, J.M., Hall L.E., Haggerty D.J. et al. (1998). Development and Validation of a Measure of Emotional Intelligence. *Journal for Social Science*. 7(25): 167-177.
- Ugoani, J.N. (2010).Incremental Value of Emotional Intelligence (EI) on Bank Performance in Nigeria. *Journal for Management sciences*. 4 (34):2-15.
- Zainab, N., Saeed, U., Hassan, C. et al. (2011). Impact of Emotional Intelligence on Team Performance in Higher Education Institution. *International Online Journal Of Educational Sciences*. 3 (1):30-46