

The importance of emotional intelligence skills in the work place: A sociological perspective

Iguodala-Cole, Hope I.

Faculty of Social Sciences,
Department of Sociology,
Bingham University, Km 26,
Abuja/Keffi Express Way,
Nasarawa State

Abstract

This study examines the dynamics of emotional intelligence in industrial organizations in Nigeria. The purpose is to take a close theoretical and sociological analysis of different types and processes of emotional intelligence. The specific objective of the study was to establish the pattern of emotional intelligence in industrial organization amongst others. Survey research design was adopted to meet the objective. Questionnaire was used to collect the data. The total summation of this study unit was 380 workforces which were determined from the total number of workers in the three organizations of the study. Quantitative analysis was chosen because it is one of the most suitable methods of data analysis for expressing in detail, the nature and feature of any given variable to avoid readers bias. A finding to this objective was that emotion work cannot be performed well without possessing a foundational emotional intelligence. The Bar'On theory was adopted to help us understand emotional intelligence. It was concluded that Innovation within organizations must be understood as inextricably linked to effectiveness of performance, macroeconomic initiatives, antitrust concerns, and a host of other external factors and policies. Amongst the recommendation was that there is a need for individuals who are employed to take advantage of the different adjustment mechanisms put in place by their organization and take self-motivating step to improve their EQ skills in order to confront the challenges caused by emotional stress at work.



Key Words: *Emotional intelligence, Emotional work, adjustment Mechanism, Employee, and Emotions*

Introduction

In the field of employment, pressures of work, employees' stress, anxiety, agitation, irritability, or depression are all related to the different dimensions of emotional intelligence, which is well known as EI. All these emotional symptoms could affect employees' performance. Emotions have an impact on everything that employees do. They can lead either to a higher or lower morale, which will impact the employees' performance positively or negatively. Emotional intelligence is the capacity to understand and manage your emotions. The skills involved in emotional intelligence are self-awareness, self-regulation, motivation, empathy, and social skills. Recently, it has become a bit of a tinkle word in human resources departments across the globe. Embracing the nuances of human emotion in the workplace can have pragmatic benefits, such as better collaboration among employees and a happier workplace.¹

Every day we make emotionally charged decisions. We feel plan 'A' is better than plan 'B' and we sometimes make choices based on our emotions or gut feelings. When we understand the origin and source of these emotions, especially when working in a team, we are more attuned to each other. Essentially, emotional intelligence in the workplaces comes down to understanding, expressing and managing, good relationships and solving problems under pressure. It is clear that we are all emotionally intelligent but we need to take more time to self-assess and work on our emotions. As with anything, it takes practice but even small steps can make a big difference. Much as you would regularly exercise your muscle, you need to practice working on your competencies so that they improve. Admittedly, when we look at leaders in some of the most successful companies, it is clear that all of these leaders have and demonstrate high levels of all the key components of emotional intelligence. It is important to keep in mind that these are a range of abilities. On the whole, women tend to have higher emotional empathy on average:

Goleman, Daniel. Leadership: The power of emotional intelligence. Amazon books. Publishe by More than Sound January 1st 2011

sensing how someone is in the moment, managing relations between people and groups. Goleman's view on the connection between emotional intelligence and leadership is that there are differences between men and women in this domain but as people grow, they pick up skills in the area they need.

Emotional intelligence describes a person's capability to manage and control their emotions as well as the ability to control the emotions of other people. Emotionally intelligent people are able to: Identify what they are feeling, know how to interpret their emotions, recognize how their emotions can affect others, regulate their own emotions and manage other people's emotions. While some people naturally have high EQ, it is also a skill that can be practiced and developed. Practicing emotionally intelligent behaviors helps your brain adapt to making these behaviors automatic and take the place of behaviors that are less helpful. It is against this background that this study seeks to expose the dynamics of emotional intelligence specifically as its influence and impact work performance in industrial organization.

Statement of the Problem

The unfortunate trend that has swept western society is the inability to fully understand and tackle human emotions. This trend has spilled into other areas of life including the workplace. While emotions are often left at the door when you begin work, this has devastating effects not only on businesses but also employees (all the way from assistant to CEO). After all, we are emotional people. Businesses are changing, however, and are beginning to offer extensive and individual work schedules and new services (for example, some healthcare plans include mental health coverage) to ensure people at work are looked after. This includes hiring psychologists for human resources teams: getting to understand your workforce as best as possible, and offering useful training has direct results on employee/employer relationships.

A workforce that is made up of emotionally intelligent employees helps boost morale in the workplace. The company culture also tends to be much stronger when the office is full of staff who respect and get along with one another. Such office becomes an

area where people enjoy what they do as well as enjoy the company of the people they work with. Yet many organizations undervalue the relevance of emotional intelligence skills, rather they result to untidy tactic and expect employees to work it out as they go. It is on this premise that this study is concerned in the subtleties of emotional intelligence in industrial relations practice in Nigeria, particularly in the light of the fact that lack of this emotional intelligence skills renders employees ineffective and inefficient in today's world of work.

Scope of the study

This study covers the relative importance of emotional intelligence in work place in selected industrial organizations in Nigeria from the period of 2016 to 2020

Objective of The Study

The specific objective of this study includes;

- 1) To establish that the Employees with higher emotional intelligence adjust and grow with the company easily in industrial organization in Nigeria.
- 2) To identify the effect of emotional intelligence on industrial organization success.
- 3) To Ascertain the relationship between age and reaction of the respondent to the relevance of emotional intelligence skills at work
- 4) To determine if variations exist between male and female workers with emotional intelligence skills as an adjustment mechanism in terms of their performance.

Importance of Emotional Intelligence in the workplace

Why is emotional intelligence such a valued workplace skill? According to a survey of hiring managers, almost 75% of respondents suggested that they valued an employee's emotional quotient (EQ) more than their intelligent quotient (IQ). Emotional intelligence is widely recognized as a valuable skill that helps improve communication, management, problem-solving, and relationships within the workplace. It is also a skill that researchers believe can be improved with training and practice. Research has it that people with high emotional

quotient (EQ) make better decisions and solve problems, they keep cool under pressure, resolve conflicts, have greater empathy, Listen, reflect, and respond to constructive criticism. Whereas people with low emotional quotient (EQ) play the role of the victim or avoid taking responsibility for errors, have passive or aggressive communication styles, refuse to work as a team, are overly critical of others or dismiss others' opinions.

Relevance of Emotional Intelligence and Emotional Work

The importance of emotional intelligence and emotion work to employee career development and success has been stressed.² These skills are crucial to one's career and are within the domain of employee development and performance; therefore, human resource development (HRD) professionals have the responsibility of helping employees to develop these capacities. Emotional intelligence and emotion work both consider emotions in the workplace, yet each body of literature differs somewhat. As a result, scholars have regarded the two areas as distinct, unrelated, and having emerged from two different fields.... sociology and psychology.³ Research on theory development, and publication have reflected this incongruent point of view.⁴

² Ashforth, & Humphrey, *Emotion in work place; A reappraisal*. Sage publication ltd. 48 (2) 1995. Page 97-125 Doi: 10.1177/001872679504800201

³ Callahan & Human Resource Development. Vol. 4, Sage Publications, March 2005.pg 49-62).

⁴ Ashforth, & Humphrey, *Emotion in work place; A reappraisal*. Sage publication ltd. 48 (2) 1995. Page 97-125 Doi: 10.1177/001872679504800201

Cheniss, Cary & Goleman, Daniel. *The emotionally intelligent workplace*. 1st edition. Published by Jossey-Bass. A Wiley company 350 Sansome st, San Francisco, CA 94104 copyright©2001. www.jossey-bass.com
Collahan, *Apath analysis to job performance*. Journal of Business & Psychology 19(1). 2000. page 3-22

Collahan & McCollum, *Conceptualization of emotional research in organizational context*. Research article published February 1st 2000. <https://doi.org/10.1177/1523422302004001002>

Fineman, Stephen. *Emotions in organization*. second edition Sage publications ltd UK. June 2000

Many academics and practitioners alike are not familiar with the term emotion work and cannot explain the difference between emotion work and emotional intelligence. This traditional separatist perspective and lack of understanding of the two concepts hinders the ability of the human resource development manager (HRD) to help employees. In examining the definitions of emotional intelligence and emotion work, their importance to HRD and the intersections of the two fields become apparent. This overlap is important for examining workplace phenomena to consider multiple aspects of, and influences on, emotional behavior at work. The purpose of this is to review and clarify the definitions of each body of literature, demonstrate their commonalities, and discuss the importance of approaching employee emotional development from a multidisciplinary perspective.

Differences between Emotion Work and Emotional Intelligence

There are distinct differences between the two fields. Research in emotions derives from many different perspectives. Whereas emotional intelligence takes a psychological perspective (Goleman, 1995), emotion work brings a sociological viewpoint. Emotional intelligence is considered psychologically based because of its cognitive and physiological associations. It addresses the appraisal, regulation, and utilization of emotion in oneself and others, focusing inward rather than outward. Emotional intelligence is having the ability to understand and manage emotions. In contrast, emotion work examines contextual and social factors as well as the organizational or job

Hochschild, Russell. *Emotional work, feelings & social structure*. America journal of Sociology volume 85, number 3 1979. page 551-575. Article
Doi: <https://doi.org/10.1086/227049>

7) Rafaeli, & Sutton, Robert. Expression of emotion in organizational life. Research in organizational behaviour volume 11. JAI press inc. 1989. Pages 1-42. ISBN: 0-89232.921-1

8) Salovey, Peter & Mayor, Daniel. research article Sage publication ltd volume 9 issue 3 first published march 1st 1990. Pages 185-211.
<https://doi.org/10.2190/DUGG-P24E-52WK-6cDG>

requirements. It examines organizationally or self-imposed control of emotions and the ability to monitor emotions. The fact is that emotion work studies the workplace and jobs, its focus is outward or contextual. Hochschild suggested that extracting emotion from context is problematic,⁵ yet some proponents of emotional intelligence insist on quantifying emotion to justify studying it (Fineman, 2004). Fineman, citing emotional intelligence as an example, argued that if people are "captured in an emotional number, this can have marked consequences for how they are seen and managed".

Comments such as this could imply that marriage of these two fields can come to be in the quickest time necessary as long as the innate emotions are launched or demonstrated in the social context of the society. Although some researchers may likely propose that such marriage may end in quick divorce. However, I am not necessarily promoting the use of measurement of emotions, rather, I am suggesting the necessity of viewing emotional stress from the perspective of its effects on the victim or individual attitudes or behavioural disposition towards others as well as how such behavioural disposition influence and impact or hinders social harmony and progress at work place as well as society. The application of an interdisciplinary framework and approaching the study of emotions by considering both emotion work and emotional intelligence will go a long way to help all stake holders such as Sociologist, Social workers, Human Resource managers, psychologist and scientist in general to better understand and explore wider options in solving emotional issues.

Review of Literature

The importance of emotional intelligence and emotion work to employee career development and success has been stressed (Ashforth & Humphrey, 1995; Callahan, 2000; Callahan & McCollum, 2002; Cherniss & Goleman, 2001; Fineman, 2000; Hochschild, 1979; Rafaeli, 1989; Rafaeli & Sutton, 1987; Salovey

⁵ Hochschild, Russell. *Emotional work, feelings & social structure*. America journal of Sociology volume 85, number 3 1979. page 551-575. Article Doi: <https://doi.org/10.1086/227049>

& Mayer, I 990). These skills are crucial to one's career and are within the domain of employee development and performance; therefore, human resource development (HRD) professionals have responsibility for helping employees to develop these capacities. Emotional intelligence and emotion work both consider emotions in the workplace, yet each body of literature differs somewhat.⁶

As a result, scholars have regarded the two areas as distinct, unrelated, and having emerged from two different fields- sociology and psychology.⁷ An aspect of emotional intelligence called social intelligence was first described by Thorndike in the 1920s as one of many different types of intelligence individuals possess (Cherniss & Goleman, 2001), yet Wechsler's IQ test, developed in the 1950s, had a greater societal influence. Thus, the next half-century was dominated by IQ testing (Chernis & Goleman, 2001) and the view of emotions as the antithesis of rationality (Fabian, 1999). Not until the 1980s was the idea of multiple intelligences revived. Initially described by Gardner (1983), these multiple intelligences included linguistic, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, and intrapersonal. Gardner described these intelligences as just as important as the type of intelligence measured by IQ tests (Cherniss, 2000).

After Gardner (1983), terms closer to the current usage of emotional intelligence were developed. Current authors discuss emotional intelligence, but its definitions seem to fall under three main branches: an ability model, a personality model, and mixed models. The evolution from multiple intelligence to the current term emotional intelligence began with Bar-On's (1988) development of the emotional quotient, or EQ test, followed by the coining of the term emotional intelligence by Salovey and Mayer (1990).

Lusch and Serpkenci's (1990) study of retail store managers and found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per dollar of inventory

⁶8) *ibid* (1995, 2000, 2002, 2001, 1979, 1987, 1990 and 1990)

⁷ Callahan & Human Resource Development Review Vol. 4, No. 1 March 2005 49-62.

investment. Emotional intelligence clearly has the potential to contribute to workplace success. Goleman and Cherniss's model (1998) examine emotional intelligence as a theory of performance, adapting it to predict personal effectiveness at work and in leadership. In his second book, the author discussed emotional competence, defining it as "a learned capability based on emotional intelligence that results in outstanding performance at work" (Boyatzis, R., Goleman, D., & Rhee, K, 2000).

Furthermore, McClelland (1998) studied division heads of a global food and beverage company and found that the divisions of the leaders with strengths in emotional intelligence competencies outperformed yearly revenue targets by a margin of 15% to 20%. In a 1994 Catholic Health Association study of outstanding leaders in health care, it was found that more effective leaders were more adept at integrating key competencies (Goleman, 2001). Another study indicated that managers with self-awareness, an important aspect of emotional intelligence, are rated as more effective by both superiors and subordinates than those managers without self-awareness (Megerian & Sosik, 1996). Leidner (1993) found that McDonald's workers were "told to be cheerful and polite at all times". Thus, organizational members can learn emotion rules from both formal and informal socialization, including reward and punishment. "Emotional intelligence has as much to do with knowing when and how to express emotion as it does with controlling it" (Cherniss, 2000). Whereas this knowledge is clearly influenced by biological forces, it also has to do with sociological and cultural pressures. Emotion work is the field that examines emotion from a sociological, cultural, and environmental perspective.⁸

⁸ 1) Boyatzis, R., Goleman, D., & Rhee, K. Clustering competence in emotional intelligence: insights from the emotional competence inventory (ECI). (2000) pages. 343-362.

2) Cherniss, Cary. Emotional intelligence: What is & why it matters. Graduate school of applied & professional Psychology, Rutgers University. 152 Frelinghuysen road piscataway New Jersey 08854732-445-2187

3) Goleman, Daniel, & Cherniss, Cary. Working with emotional intelligence. Bantam books, New York City (1998)

Theoretical Framework. The Mayer and Salovey and Bar-On Model of Emotional and Social Intelligence

ESI as a theoretical concept was generally the product of personality psychologist John Mayer in association with social psychologist Peter Salovey and management psychologist David R. Caruso (the latter to a lesser extent) during the early 1990s. These researchers coined the notion of ESI, and their work laid the foundations for subsequent conceptual interpretations. Prior to their work, many considered emotion to be detrimental to work and life. However, they envisaged ESI to be another form of higher cognition, separate from general intelligence quotient (IQ), whose importance had not at the time been considered with regards to functionality and achievement in people's lifestyles and careers. The Mayer-Salovey model defines this construct as the ability to perceive, understand, manage and use emotions to facilitate thinking while the Goleman model views it as an assortment of emotional and social competencies that contribute to managerial performance and leadership; and the Bar-On model describes EI as an array of interrelated emotional and social competencies, skills and behaviors that impact intelligent behavior. Subsequently, The Bar-On model provides the theoretical basis for the EQ-i, which was originally developed to assess various aspects of this construct as well as to examine its conceptualization. He argues that these competencies have an influence on performance and behavior. Bar-On's model of EI consists of five scales: self-perception, self-expression, interpersonal, decision-making, and stress management.

McClelland, David. Identifying competences with behavioural-event interviews. Research article Psychological Sciences, 9 (5), pages 331-339. <https://doi.org/10.1111/1467-9280.00065>

4) Goleman, Daniel. Emotional intelligence: perspective on a theory of performance. Bantam books New York City (2001).

5) Leidner, . Fast food, Fast talk: Service work & the routinization of everyday life. University of California Press (1993)

6) Lusch, & Serpkencis. Personal differences, job tension, job outcome & store performance; A study of retail store manager. Journal of marketing 54(1) (1990) pages 85- 101

7) Megerian, & Sosik. Transformational & charismatic leadership: The road Ahead. Edited by Bruce J. Avolio, Francis J. Yammarino. Emerald Group publishing. Amazon.com (1996)

The Bar-On model of emotional-social intelligence can be divided into two basic parts as it were. The first part is the conceptualization, or *theory*, of this construct; and the second part is the psychometric aspect of this model which is, essentially, the *measure* of emotional-social intelligence which was based on the theory and designed to assess it. These two parts of the model have also been referred to as (a) “the Bar-On conceptual model of emotional-social intelligence” and (b) “the Bar-On psychometric model of emotional-social intelligence” respectively, while (c) “the Bar-On model of emotional-social intelligence” refers to both the conceptual and the psychometric components of this model combined together into one inseparable entity.

Adoption of Bar-On approach to Emotional and social intelligence

Bar-On's (1997) theoretical approach was adopted in this study because it is wider and more comprehensive than Mayer and Salvey's model (1997). From Bar-On's point of view emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, as well as cope with daily demands (Bar-On, 2006). The intonation on non-cognitive factors represents a withdrawal from the traditional conceptions of intelligence which underlined the relevance of cognitive factors. The aim of this proposal was to find out the key factors and components of social and emotional functioning that lead individuals to a better psychological wellbeing (Bar-On, 2000, 2004, 2006).⁹

Bar-On's model defines the construct 'emotional-social intelligence, which is formed by a cross-section of inter-related emotional and personality traits that are well established and interact together in the individual. ¹⁰The bottom line of these

⁹ 1) Bar-On, R.. The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence Toronto: Multi-Health Systems (1997)

2) *ibid* (2006)

¹⁰ 1) *Ibid* (1990)

theoretical analysis is that Emotional and social intelligence are unitary concept that consists of multiple colliding facets that create a leader through their powers combined. It is not a new concept, however, only recently are managers coming to understand its importance and relevance to the professional environment.

Research Design

The pattern and nature of this study demands that emphasis be placed on survey research. Thus, the design adopted for this study is survey research. Here the design focused on exploratory cross-sectional study of the population, what this means is that a fraction of the population will be selected for study, the data will only be extracted once.

Study Population

The target population for the study were the staff of Nigerian Communications Satellite (NIGCOMSAT) who participated at the training on Effective Leadership- Followers Dynamics and Emotional Intelligence for Effective Teams building and peak performance held on the 20th and 21st of July, 2020, Radiological and Radiographer Board of Nigeria (RRB) at the 2020 management staff retreat /training held at Jemmyland Hotel, Old Karu Road, Off Abacha Road. Mararaba, Nasarawa State. and National Power Training Institute of Nigeria (NAPTIN) in the 10 days Leadership and Management Training held at Abuja Graduate School from 11th January -20th January, 2021. The population of the participants of the trainings from these organizations as of January 2021, which was the period at which the data was correlated is put as follows: NIGCOMSAT, has 160, while RRBN has 85 and NAPTIN 135 population.

Sample Size

The sample size for this study was arrived at using (Israel, 1992) sampling determined table, which put the sample size for this

2)Bar-On. The Bar-On model of emotional intelligence. *Psicothema*18, (2006). pages 13-25

study at 380, at 5% level of error, this samples were already put forth by Israel in his list of tables.

Sampling Technique

The study captured Nigerian Communications Satellite (NIGCOMSAT), Radiological and Radiographer Board of Nigeria (RRB) and National Power Training Institute of Nigeria (NAPTIN), and adopted the multi-stage sampling technique to draw sample for this study, First of all , the study divided the organizations into clustered area and these clusters consist of the various units, in the same vein stratified sampling was use to stratify these units into departments. Same procedure of stratified sampling was applied to each stratum in the selection of sample elements.

Method of Data Collection

Data were collected through the use of questionnaire. The questionnaire consists of close ended and open-ended questions which were administered to the respondents during different training hours and were retrieved back after 24 hours of administration this was so because it is the only avenue to which one can meet the respondents at one point and according to their unit level and departments.

Data Analysis

The data for this study is quantitative in nature. Percentage and frequency distribution as well as univariate analysis were used to analyze the allowance level of respondents per month and the kind of emotional stress they may been exposed to or have experienced and how they stabilize the situation to a resultant effect of normal/expected behavioural disposition and effectiveness of performance.

Data Analysis and Presentation

Table 1: Role of Emotional and social intelligence in Employees adjust and performance in industrial organization in Nigeria.

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	241	62.1	63.4	63.4
Agree	24	6.2	6.3	69.7
Disagree	115	29.6	30.3	100.0
Total	380	97.9	100.0	

Source: Field Survey 2021

In a question to elicit the role of EI on performance effectiveness to establish that the Employees with higher emotional intelligence adjust better and grow with the company easily in industrial organization in Nigeria. Table 1 indicates that 63.4% of the respondents Strongly agree that acquisition/presence of emotional and social intelligence serves as an adjustment mechanism for workers in the midst of job-related strain and stress, 30.3% of the respondents Disagree that EI doesn't serve as an adjustment mechanism for workers' performance irrespective of job-related strain and stress, while 6.3% of the respondents Agree that emotional and social intelligence contributes to the increase in the rate of adjustment and adaptation to job-related strain and stress. This table provide answer to objective one.

Table 2: To Identify the Effect of Emotional Intelligence on Industrial Organization Success.

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	241	62.1	63.4	63.4
Agree	24	6.2	6.3	69.7
Disagree	115	29.6	30.3	100.0
Total	380	97.9	100.0	

Source: Field Survey 2021

Table 2 presents the effects of emotional intelligence on industrial organization success. About 44.5% of the respondents are of the view that skills of emotional and social intelligence can result to Emotional or Psychological balance which in turn serve as an adjustment mechanism to boost and enhance worker's internalization of organizational norms and values as well as increase performance effectiveness, 33.9% of the respondents

are of the view that emotional and social intelligence can greatly help reduce psychological injury and promote acceptable behavioural disposition as well as inculcate behavioural etiquette on the workers, in the same vein 12.7% of the respondents are of the view that emotional and social intelligence skills can result to serious Economic progress and success, (Emotional intelligence create the required psychological balance to boost performance effectiveness thereby increase gross income), while 8.9% of the respondents are of the view that emotional and social intelligence skills can result to effective interpersonal relationship and team building which impliedly enhance productivity.

Table 3: Distribution of Age of Respondents by Their Sex.

AGE	MALE	Percentage %	FEMALE	Percentage %	TOTAL
20-25	10	4.40%	8	5.23%	18
26-30	54	23.79%	34	22.22: %	88
31-35	45	19.82%	28	18.30 %	73
36-40	60	26.43%	44	28.76 %	104
41-45	30	13.22%	21	13.72 %	51
46 & above	28	12.33%	18	11.76 %	46
TOTAL	227	100%	153	100 %	380

Source: field survey, 2021

The table above indicates that 55.19% of the respondents comprising of 60 male and 44 female which made up majority of the population were within the age range of 36 years and 40 years, while respondents between the age of 20 years and 25 years were the least in population accounting for just 9.63% of the total respondent.

Table 4: Frequency of Emotional intelligence skills of respondents

LEVEL	FREQUENCY	PERCENTAGE
STRONGLY AGREE	85	22.37%

AGREE	181	47.63%
NOT SURE	53	13.95%
DISAGREE	35	9.21%
STRONGLY DISAGREE	26	6.84%
TOTAL	380	100%

Source: field survey, 2016

The table above shows that 70% of the respondents were of the positive opinion to have acquired emotional intelligence skills and that such skill has also enhanced their social intelligence as well as help them adjust to work with proficiency while 16.05% of the respondents were still struggling to have absorbed the emotional intelligence skills training acquired over time, as such their interpersonal relationship is unstable and impede adjustment into work system fully, hence their attestation of low appraisal as a result of what they define as difficult bosses, nepotism, alienation and so on, and 13.95% of the respondents were still finding it difficult to ascertain their level of adjustment as a result of the emotional intelligence skills training attended.

Table 4: Relationship between age and reaction of the respondent to the importance emotional intelligence skills in work place

Level of reaction	20-25 years	26-30 years	31-35 Years	36-40 Years	41-45 Years	46-50 years	T o t a l
Strongly agree	8	48	34	35	13	14	152
Agree	4	22	20	55	18	7	126
Not sure	1	9	10	6	3	7	36
Disagree	2	6	7	0	4	10	29

Strongly disagree	3	3	2	8	13	8	37
Total	18	88	73	104	51	46	380

Source: Field survey 2021

The table above involves the analysis of Emotional Intelligence (EI) for different age-groups ranging from 25-50years. It reveals that the calculated percentage of 23.68% for age of respondents is within the age range of 36-40 years which forms the largest population of respondents and the highest positive response that emotional intelligence skills are important to workers performance. While respondents within the age of 20-25 years (Young-Adulthood) form the lowest population of respondents and lowest response of both positive, negative and unsure position that emotional intelligence is important in work place, while 18.42% of the respondent within the age range of 26-30 attest positively that emotional intelligence skills are relevant to achieving work role and organizational goal effectively.

This preceded the alignment of the views of majority of the respondents from age ranges 31-35, 41-45 and 46-50 respectively. The age taken as continuous statistic for every respondent and clustered as: Young-Adulthood (20-25years), Middle-age (26-30 years) and Mature-age (31 & above) for analysis. EI and its components: Emotional-Competency, Emotional Sensitivity and Emotional-Maturity were measured for 380 respondents. The results indicated significant impact of age on the EI and its components. Total EI increased with age. Emotional-Competency decreased from young adulthood to middle age and then increased for mature age. Maturity was maximum for mature age, whereas competency and sensitivity were maximum for middle age. This finding shows that age of workers is of significant value to their internalization and utilization of emotional intelligence at work for performance effectiveness. It therefore aligns with the assertion of Blanchard-Fields, (2007) that, aging is associated with improved emotional problem solving and increased frequency of positive feelings

(Carstensen et al., 2011). This means that from a physical perspective, older people may have an easier time regulating their emotions and understanding what other people are going through because their brains are better wired to do so than someone who is young.

Table 5: variations between female and male workers with emotional intelligence skills as an adjustment mechanism for effectiveness

Emotional Intelligence Skills/ Length in service	MALE	Percentage %	FEMALE	Percentage %	TOTAL
1-4 YEARS	49	21.59	46	30.07	95
5-8 YEARS	80	35.24	32	20.92	112
9-12 YEARS	55	24.23	24	15.67	79
13 YEARS & ABOVE	43	18.94	51	33.33	94
TOTAL	227	100%	153	100%	380

Source: Field survey 2021

Table 5 above analyze respondents across all ages with focus on their years spent so far in service (length in service) and their internalization and utilization of emotional intelligence. The survey reveals that female who had spent 13 years and above in service, which accounts for 33.33% of female respondents tend to utilize their emotional intelligence for performance effectiveness than their male counterparts of same service years and with equal opportunity of Emotional Intelligence Quotient trainings who accounts for 18.94%. Despite the fact from the survey that male respondents were higher in population than the female, upon measuring the 380 respondents through EI and its components: Emotional-Competency, Emotional Sensitivity and Emotional-Maturity using the self -assessment model, the survey indicates that Female respondent within the service years of 1-4 years had greater percentage of 30.07% as against 21.59% of their male counterparts within the same service year, and had a

relatively close margins of percentage of 20.92% and 15.67% against 35.24% and 24.23% from service year 5-8 and 9-12 years respectively. This finding buttresses the 2006 meta-analysis by researcher Rena A Kirkland in the North American Journal of Psychology where they found significant sex differences favoring females in "Reading of the mind" test. "Reading of the mind" test is an advanced ability measure of cognitive empathy in which Kirkland's analysis involved 259 studies across 10 countries. Another 2014 meta-analysis, in Cognition and Emotion, found overall female advantage in non-verbal emotional recognition across 215 samples.

Discussion of Finding

The results from the questionnaire shows that staff of NIGCOMSAT made up a larger percentage of the respondents 42.1% while RRBN and NPTIN made up 22.4% and 35.5% respectively with the male gender dominant in all of the three organization. The survey also revealed that a larger percentage (63.4%) of the respondents strongly agree that acquisition/presence of emotional and social intelligence serves as an adjustment mechanism for workers in the midst of job-related strain and stress, (Table 1) while 44.5% of the respondents are of the view that skills of emotional and social intelligence result to Emotional or Psychological balance which in turn serve as an adjustment mechanism to boost and enhance worker's internalization of organizational norms and values as well as increase performance effectiveness (Table 2). This record implies that the organizations had a good mixture of veteran and young graduates with excellent interpersonal and emotional intelligence skills as employees. With active collaboration among the different cadre, the organization could effectively take advantage of this mixture as the progress of the older employees will be a motivating factor for the recruits. This finding also buttresses the fact that emotional intelligent skills promotes organizational success, and this aligns with Lusch and Serpkenci's (1990) study of retail store managers where they "found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per dollar of inventory investment". Emotional intelligence clearly has the potential to contribute to workplace success. Furthermore, this finding agrees with Goleman and Cherniss's model (1998) which

examine emotional intelligence as a theory of performance, adapting it to predict personal effectiveness at work and in leadership. It also aligns with McClelland (1998) findings where he studied division heads of a global food and beverage company and found that the divisions of the leaders with strengths in emotional intelligence competencies outperformed yearly revenue targets by a margin of 15% to 20%. The finding of this study that emotional intelligence promotes organizational success also agrees with the 1994 Catholic Health Association study of outstanding leaders in health care and Megerian & Sosik, 1996 study on managers respectively, where it was found that more effective leaders were more adept at integrating key competencies and that managers with self-awareness, an important aspect of emotional intelligence, are rated as more effective by both superiors and subordinates than those managers without self-awareness.

Thirty-three-point nine percent (33.9%) of the respondents are of the view that emotional and social intelligence greatly help reduce psychological injury and promote acceptable behavioural disposition as well as inculcate behavioural etiquette on workers¹¹¹² (Table 2) This finding agrees with the research model of Mayer and Salvey model (1997), which predicted *"Emotional intelligence as the ability to perceive feelings, to access and generate sentiments so as to assist thought, in order to understand passions/ emotions and expressive knowledge, and to reflectively regulate reactions so as to promote demonstrative and intellectual growth."*(21) *ibid* (1990,1998,1998, 1996,1997)¹³

Furthermore, the finding unfolds that there were more male respondents for this survey than female (Table 3) although the female respondent found overall female advantage in the internalization and utilization of emotional intelligence skills for

¹¹ *Ibid* (1990, 1998, 1998 and 1996)

¹² Catholic Health Association study of outstanding leaders in health care. Research article (2004)

¹³ 1) *Ibid* (2006)

2) Ahmed, Bangash & Khan. Gender differences. Researchgate.net. (2009)

3) Khalli. Gender Practices of counterinsurgency. Review of International studies. Cambridge .org (2011)

performance effectiveness (Table 5). This assertion aligns with a 2012 review published in the journal of Neuropsychologia which found that women are better at recognizing facial effects, expression processing and emotions in general while Men were only better at recognizing specific behaviour which includes anger, aggression and threatening cues. It also agrees with another 2012 study published in the journal of Neuropsychology with a sample of 3500 individuals from ages 8–21, which found that females outperformed males on face memory and all social cognition tests and yet another 2014 study published in the journal of Cerebral Cortex found that females had larger activity in the right temporal cortex, an essential core of the social brain connected to perception and understanding the social behaviour of others such as intentions, emotions, and expectations. However, some studies reveal that there is no significant difference between males and females regarding their overall emotional intelligence (Bar-On, 2006; Brackett & Mayer, 2003; Dawda & Hart, 2000; Schutte, 1998). and in some others males were found with higher level of emotional intelligence than females V. 5 N. 2 2016 177 AREL (Ahmad, Bangash, & Khan, 2009; Khalili, 2011). They reported that the females' EI scores were lower than men on independence and optimism sub-scales and higher on social responsibility subscale. Interestingly, Ahmad, Bangash, and Khan (2009) stressed a popular belief that women are more emotionally intelligent than men. Nevertheless, they are emotionally intelligent in different ways.

Moreover, this study also reveals that, there is a significant impact of age on the EI and its components (Table 4). This finding was buttressed In a study conducted by Day and Carroll (2004), which experience positive correlation with three of the four emotional intelligence scales, as measured by the Mayer-Salovey-Caruso Emotional Intelligence Test as well as Van Rooy, Alonso, and Viswesvaran (2005) who examined the relationship between emotional intelligence and age using the 33-item Emotional Intelligence Scale respectively, in which they found that there were significant positive correlation between emotional intelligence and age.

Therefore, in agreement with Goleman's assertion about the relationship between emotional intelligence and experience, there is a research that suggests that there is a positive

relationship between emotional intelligence and age and work experience. Mayer, Caruso, and Salovey (1999) asserted that in order for emotional intelligence to be considered a standard intelligence, it should increase with age and experience. The authors compared adolescents' and adults' performance on the Multifactor Emotional Intelligence Scale. Results showed that the adult group functioned at a significantly higher level of emotional intelligence than the adolescent group.

Finally, In Working with Emotional Intelligence, Daniel Goleman writes:

"Our level of emotional intelligence is not fixed genetically, nor does it develop only in early childhood. Unlike IQ, which changes little after our teen years, emotional intelligence seems to be largely learned, and it continues to develop as we go through life and learn from our experience our competence in it, can keep growing. In fact, studies that have tracked people's level of emotional intelligence through the years show that people get better and better in these capabilities as they grow more adept at handling their emotions and impulses, at motivating themselves, and at honing their empathy and social adroitness. There is an old fashion word for this growth in emotional intelligence: maturity".¹⁴

Despite these findings, there is a limited amount of research that has examined the relationship between emotional intelligence and work experience. Intuitively, one might assume that emotional intelligence will increase as work experience increases through years spent in service. However, empirical research is needed to test this hypothesis.

¹⁴ Van, Rooy, Alonso & Viswesvaran. Personality and Individual. Elsevier (2005)

2)Ibid (1998, 1999)

Conclusion and Recommendation

Emotional intelligence plays an important role not only in well-being but also in your success in the workplace. Fortunately, there are a number of lessons you can take from emotion psychology that will allow you to improve your EQ and foster greater emotional competencies to improve your work performance and career success. Innovation within organizations must be understood as inextricably linked to effectiveness of performance, macroeconomic initiatives, antitrust concerns, and a host of other external factors and policies. Therefore, there is need for individuals who are employed to take advantage of the different adjustment mechanisms put in place by their organization and demand or take self-motivating step to improve their EQ skills in order to confront the challenges caused by emotional stress at work.

Thus, from the foregoing, the findings of the study have led to the following recommendations:

- 1) There is a need for Workplace restructuring in the organization to help organizations realize their full potentials and goals.
- 2) There is also a need for management to introduce manpower development programs early enough, to create well-rounded and multifaceted workforce who respond positively to the emerging dysfunctions of workplace restructuring and adjustment mechanisms.
- 3) There is a need for individuals who are employed to take advantage of the different adjustment mechanisms put in place by their organization and take self-motivating step to improve their EQ skills in order to confront the challenges caused by emotional stress at work.
- 3) There is a need for government to develop a national benchmark database and identify a relevant suite of metrics for evaluating and comparing the performance of industrial organization within and across industry groups for public knowledge and adjustment in terms of choice of employment.
- 4) There is also a need for management of industrial organization to supply the necessary coordination, standards, and administrative facilities to minimize duplication and inconsistency of programs and structure among members of

organizations in order to eradicate unhealthy competition, frustration and redundancy.

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Appendix

Emotional intelligence self-score. Personal Assessment Exercise.

WHAT IS YOUR EMOTIONAL INTELLIGENCE

- 1) You are on an airplane that suddenly hits extremely bad turbulence and begins rocking from side to side. What do you do?
- 2) You are in a meeting when a colleague takes credit for work that you have done. What do you do?
- 3) You are a customer service representative & have just gotten an extremely angry client On the phone. What do you do?
- 4) You are a college student who hope to score an A' in a course that is very important to your career in future but you discovered by mid 3rd term that you score an E'' what do you do?
- 5) You 're a manager in an organization that is trying to encourage respect for ethnic diversity and you heard someone telling a racist joke. What do you do?
- 6) You are an Insurance sales man calling prospective clients and you have just left the 15 client empty handed. What do you do?
- 7) You are trying to calm down a colleague who has worked herself into a fury because the driver of another car cut dangerously close in front of her . What do you do?
- 8) A discussion between you and your partner has escalated into a shouting match. You're both upset and in the heat of the argument start making personal attacks which neither of you really mean. What is the best thing to do ?
- 9) You have been given the task of managing a team that has been unable to come up with a creative solution to work problem. What is the 1st thing that you do?
- 10) You have recently been assigned a young manager in your team, and have noticed that he appears unable to make the simplest of decision without seeking advice from you. What do you do

Scoring your Answers - 1

Write down the number of points you get for the answers and add them all

- **THE TURBULENT AIRPLANE:**

- a) **10 Points** - Continue to read your book or magazine, or watch the movie, trying to pay little attention to the turbulence.
- b) **10 Points** - Become vigilant for an emergency, carefully monitoring the stewardesses and reading the emergency instructions card.
- c) **10 Points** - A little of both A and B.
- d) **0 Points** - Not sure - never noticed.

Scoring your Answers - 2

THE CREDIT STEALING COLLEAGUE:

- a) 0 Points - Immediately and publicly confront the colleague over the ownership of your work.
- b) 5 Points - After the meeting, take the colleague aside and tell her that you would appreciate in the future that she credits you when speaking about your work.
- c) 0 Points - Nothing, it's not a good idea to embarrass colleagues in public.
- d) 10 Points - After the colleague speaks, publicly thank her for referencing your work and give the group more specific detail about what you were trying to accomplish.

Scoring your Answers 3 & 4

THE ANGRY CLIENT:

- a) 0 Points - Hang-up. It doesn't pay to take abuse from anyone.
- b) 5 Points - Listen to the client and rephrase what you gather he is feeling.
- c) 0 Points - Explain to the client that he is being unfair, that you are only trying to do your job, and you would appreciate it if he wouldn't get in the way of this.
- d) 10 Points - Tell the client you understand how frustrating this must be for him, and offer a specific thing you can do to help him get his problem resolved.

The most emotionally intelligent answer is D. Empathizing with the customer will help calm him down and focusing back on a solution will ultimately help the customer attain his needs. Confronting a customer or becoming defensive tends to anger the customer even more.

THE 'C' MIDTERM:

- a) 10 Points - Sketch out a specific plan for ways to improve your grade and resolve to follow through.
- b) 0 Points - Decide you do not have what it takes to make it in that career.
- c) 5 Points - Tell yourself it really doesn't matter how much you do in the course, concentrate instead on other classes where your grades are higher.
- d) 0 Points - Go see the professor and try to talk her into giving you a better grade

Scoring your Answers 5 & 6

THE RACIST JOKE:

- a) 0 Points - Ignore it - the best way to deal with these things is not to react.
- b) 5 Points - Call the person into your office and explain that their behavior is inappropriate and is grounds for disciplinary action if repeated.
- c) 10 Points - Speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
- d) 5 Points - Suggest to the person telling the joke he go through a diversity training program.

The most emotionally intelligent answer is C. The most effective way to create an atmosphere that welcomes diversity is to make clear in public that the social norms of your organization do not tolerate such expressions. Confronting the behavior privately lets the individual know the behavior is unacceptable, but does not communicate it to the team. Instead of trying to change prejudices (a much harder task), keep people from acting on them.

THE SETBACK OF A SALESMAN:

- a) 0 Points - Call it a day and go home early to miss rush-hour traffic.
- b) 10 Points - Try something new in the next call, and keep plugging away.
- c) 5 Points - List your strengths and weaknesses to identify what may be undermining your ability to sell.
- d) 0 Points - Sharpen up your resume.

Scoring your Answers 7 & 8

THE ROAD-RAGE COLLEAGUE:

- a) 0 Points - Tell her to forget about it-she's OK now and it is no big deal.
- b) 0 Points - Put on one of her favorite tapes and try to distract her.
- c) 5 Points - Join her in criticizing the other driver.
- d) 10 Points - Tell her about a time something like this happened to you, and how angry you felt, until you saw the other driver was on the way to the hospital.

The most emotionally intelligent answer is D. All research shows that anger and rage seriously affect one's ability to perform effectively. Your ability to avoid or control this emotional reaction in yourself and others is a key indicator of emotional intelligence.

THE SHOUTING MATCH:

- a) 10 Points - Agree to take a 20-minute break before continuing the discussion.
- b) 0 Points - Go silent, regardless of what your partner says.
- c) 0 Points - Say you are sorry, and ask your partner to apologize too.
- d) 0 Points - Stop for a moment, collect your thoughts, then restate your side of the case as precisely as possible.

Scoring your Answers 9 & 10

THE UNINSPIRED TEAM:

- a) 0 Points - Draw up an agenda, call a meeting and allot a specific period of time to discuss each item.
- b) 10 Points - Organize an off-site meeting aimed specifically at encouraging the team to get to know each other better.
- c) 0 Points - Begin by asking each person individually for ideas about how to solve the problem.
- d) 5 Points - Start out with a brainstorming session, encouraging each person to say whatever comes to mind, no matter how wild.

THE INDECISIVE YOUNG MANAGER:

- a) 0 Points - Accept that he 'does not have what it take to succeed around here' and find others in your team to take on his tasks.
- b) 5 Points - Get an HR manager to talk to him about where he sees his future in the organization.
- c) 0 Points - Purposely give him lots of complex decisions to make so that he will become more confident in the role.
- d) 10 Points - Engineer an ongoing series of challenging but manageable experiences for him,

Scoring your Answers

Add up your scores and use the scale below to compare your score.

100 -- Maximum Score

75

50 -- Average Score

25

0 -- Minimum Score