

**The Analysis of the Components of Emotional
Intelligence at Workplace: The Case of the Nigerian
Telecommunication Industry**

John Emelike Asiegbu

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for a degree of

Master
of
Business Administration

Eastern Mediterranean University
February, 2016
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Prof. Dr. Cem Tanova
Acting Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Business Administration

Prof. Dr. Mustafa Tümer
Chair, Department of Business Administration

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Business Administration

Asst. Prof. Dr. Dođan Ünlücan
Supervisor

Examining Committee

1. Prof. Dr. Mustafa Tümer

2. Assoc. Prof. Dr. İlhan Dalcı

3. Asst. Prof. Dr. Dođan Ünlücan

ABSTRACT

Emotional Intelligence (EI) has been increasingly inputted as a part of the multiple human behavior within the environment. Recent scientific phenomenon, pioneering academic researches establish significant relationship between EI and performance in the workplace setting. The aim of this research is to analyze the components of EI of employees in the Nigerian telecommunication industry.

For the purpose of this study, front line employees working for a leading telecommunication company IN NIGERIA were used as sample for this research. The reason for taking this sample is to assess the effect of components of EI on the work performance of employees within the workplace setting. For the purpose of the study, 250 questionnaires were distributed to employees personally. 158 questionnaires were filled and returned by respondents. SPSS Software was used to analyze and interpret the data. In order to test the hypothesis T-test and one-way analysis (ANOVA) were used.

This dissertation focuses on the analysis of the five components of EI which are self-awareness, managing emotions, motivation, empathy and social skill. The result has reveals that perception of EI components varies with gender, age and education level. In addition, women display more self-awareness such as knowing when they are happy, motivation such as always meeting deadlines, empathy such understanding when they are being unreasonable, and social skill such as being very good listeners, than men. Also older employees and those higher level of education are more emotionally intelligent.

Keywords: Emotional Intelligence, Empathy, Telecommunication, Motivation and Self-awareness.

ÖZ

Duygusal Zeka, doğal çevrede birçok insan davranışını etkileyen bir unsur olarak görülmeye başlanmıştır. Son zamanlardaki bilimsel fenomen, akademik araştırmacıları Duygusal Zeka ve performans arasındaki önemli ilişkinin kurulmasına öncülük etmiştir. Bu çalışmanın amacı, Nijerya telekomünikasyon sektöründe çalışanların duygusal zeka unsurlarını analiz etmektir.

Bu çalışmanın amacı doğrultusunda, Nijerya'daki lider bir telekomünikasyon şirketinde ön büro personeli olarak çalışan personel bu araştırmada örneklem olarak kullanılmıştır. Bu örneklemin alınmasının nedeni işyeri ortamında çalışanların performansı üzerindeki Duygusal Zeka unsurlarının etkisini değerlendirmektir. Çalışmanın amacı doğrultusunda, 250 anket şahsen dağıtılmıştır. 158 anket katılımcılar tarafından doldurulmuş ve iade edilmiştir. Verilerin analiz edilebilmesi ve yorumlanabilmesi için SPSS programı kullanılmış ve hipotezler t-testi ve varyans analizi (ANOVA) yöntemleri kullanılarak analiz edilmiştir.

Bu tezde, Duygusal Zekanın beş unsuru olan öz-farkındalık, duyguların yönetimi, motivasyon, empati ve sosyal beceri üzerinde durulmaktadır. Elde edilen sonuçlar, Duygusal Zeka unsurları ile ilgili algının cinsiyet, yaş ve eğitim düzeyleri arasında farklılık olduğunu göstermektedir. Bununla beraber, kadınların daha fazla öz-farkındalık gösterdiklerini örneğin ne zaman mutlu olduklarını bildiklerini, daha fazla motivasyonlarının olduğunu örneğin son tarihlere daima özen gösterdikleri, daha fazla empati kurdukları örneğin mantıksız olduklarında bunu anlamaları, daha fazla sosyal becerileri olduğu örneğin erkeklerden daha iyi dinleyici oldukları görülmektedir.

Ayrıca eski çalışanların ve eğitim düzeyi yüksek olanların daha fazla duygusal zekaya sahip olduğu da görülmektedir.

Anahtar Kelimeler: Duygusal Zeka, Empati, Telekomünikasyon, Motivasyon ve Öz-bilinç.

I dedicate this dissertation to my mother, rest on mother till we see again.

ACKNOWLEDGEMENT

Firstly, I give to all glory God for His grace upon my life. I would like to thank my supervisor Asst. Prof. Dr. Doğan Ünlücan for his help, support and advice during the writing of my dissertation. I am also grateful to Assoc. Prof. Dr. İlhan Dalcı for his contributions. In addition, I will like to thank my fathers, SP. Snr Appostle S. I. ASIEGBU and Pastor Tunde Usidame for their love and support all through this journey. Also, I will like to thank my brothers for always being there for me. Lastly, I am grateful to all my friends.

TABLE OF CONTENTS

ABSTRACT	iii
ÖZ	iv
DEDICATION	vii
ACKNOWLEDGEMENT	viii
LIST OF TABLES	xi
1 INTRODUCTION	1
1.1 Aim of the study	3
1.2 Scope of the study	4
1.3 Methodology of the study	4
1.4 Limitations of the study	5
1.5 Structure of the study	5
2 LITERATURE REVIEW	6
2.1 Emotional Intelligence.....	6
2.2 Theories and Models of EI	9
2.2.1 Ability Model of EI	9
2.2.2 Mixed Model of EI	10
2.3 Components of EI	11
2.3.1 Self-Awareness	13
2.3.2 Managing Emotions	17
2.3.3 Motivation	17
2.3.4 Empathy.....	19
2.3.5 Social skill	20
3 METHODOLOGY AND DATA ANALYSIS	24

3.1 The Nigerian Telecommunication Industry	21
3.2 Questionnaire Design	22
3.3 Sample and Data collection	22
3.4 Data Analysis	23
3.5 Research Questions	23
3.6 Hypotheses of the study	23
3.6.1 Effects of gender difference	24
3.6.2 Effects of age	25
3.6.3 Effects of Education	26
4 RESEARCH FINDINGS AND DISCUSSIONS	28
4.1 Data analysis and discussion	28
4.1.1 Descriptive statistics	28
4.2 Hypotheses testing	28
5 CONCLUSION AND IMPLICATIONS	51
REFERENCES	54

LIST OF TABLES

Table 1: The Five Components of Emotional Intelligence at Work	14
Table 2: The List of Hypotheses	29
Table 3: Demographic variables of employees	31
Table 4: Result of One-Way ANOVA perception of self-awareness factors among age groups	31
Table 5: Result of One-Way ANOVA perception of managing emotions factors among age groups	32
Table 6: Result of One-Way ANOVA perception of self-motivation factors among age groups	33
Table 7: Result of One-Way ANOVA perception of empathy factors among age groups	34
Table 8: Result of One-Way ANOVA perception of empathy factors among age groups	35
Table 9: Result of t-test for perception of self-awareness factors between genders.....	36
Table 10: Result of t-test for perception of managing emotion factors between genders	37
Table 11: Result of t-test for perception of motivation factors between genders	37
Table 12: Result of t-test for perception of empathy factors between genders	38
Table 13: Result of t-test for perception of social skill factors between genders	39

Table 14: Result of One-Way ANOVA perception of self-awareness with education level	41
Table 15: Result of One-Way ANOVA perception of managing emotion with education level	42
Table 16: Result of One-Way ANOVA perception of motivation with education level	43
Table 17: Result of One-Way ANOVA perception of empathy with education level	44
Table 18: Result of One-Way ANOVA perception of social skill with education level	45
Table 19: Result of Tukey’s test showing level of importance among age group	49
Table 20: Result of Tukey’s test showing level of importance among education levels	51

Chapter 1

INTRODUCTION

In recent times, the idea of Emotional Intelligence (EI) has been increasingly inputted as a part of the multiples human behavior within the environment (Carmeli, 2003). EI is defined as the capacity to quality of society and life. Furthermore, we can explain that EI is the capacity to perceive and display emotions rightly and to use of it to help understand emotion and thought management (Lopes et al., 2006; Kafetsios and Zampetakis, 2008).

EI though comparatively recent scientific phenomenon, pioneering academic researches establish significant relationship between EI and performance in the workplace. This implies that productive employees apply EI. EI is defined as the capacity to recognize and manage emotion in one's self and in others Goleman (1998). In addition, Goleman (1998) states that EI is made of five components which includes- self-awareness, social skills, self-regulation, empathy and motivation. He initiated a mixed model of EI in relation to performance, constructively combining individual's personality and ability and integrating the consequent effects on performance in the work environment. The conceptualization of EI by Salovey and Mayer (1990) is situated within the confines of intelligence theory.

The popular theory of EI is made up of main ideas from the emotion and intelligence fields of study. The intelligence theory posits that the concept of intelligence involves

the capacity to exhibit abstract reasoning. It proposes that EI comprises the ability to understand, respond, perceive, manipulate and manage information about emotion without being directly involving in the sense of experiencing them. Bar-On (1997) put forward a unique model on EI built within the personality theory context. The theory emphasizes the interdependence between the personality and ability of a person and its effect on their wellbeing (Goleman, Boyatzis and Meke, 2002).

EI enhances innovation and creativity among individuals and teams thereby helping to improve job performance (Ganji, 2011). Ganji (2011) further explains that EI directly affects communication in organization and impacts job performance. EI explains workplace performance, its input is to influence attempts, training, management efficiency and the overall performance of the organization.

The importance of EI cannot be undermined because it has an immense impact and help to understand the Human Resource Development field and its vital role in the pursuance of organization strategic abilities. As regards to choice of profession, EI helps people to understand themselves and therefore choose the right kind of job. It also helps organizations to understand its employees so as to know the roles and responsibilities that suits each individual in the organization.

Outcomes that are directly related to workplace such as job performance can be impacted by EI (Mayer, Roberts and Barsade, 2008). Goleman (1998) affirms that an individual's EI can predict success in life and work. Employees who possess high-level EI are considered to be "star performers". As a result, this establishes the fact that a positive correlation exist between job performance and EI.

1.1 Aim of the Study

The aim of this research is to analyze the components of EI of employees of the Telecommunication companies in Nigeria as research population. In the research we try to understand the perception of the employees regarding self-awareness, motivation, managing emotion social skills and empathy. The measurement of how this perception varies will be accompanied with analysis of the components against the age, gender and education level of employees in the telecommunication industry. This study will help to give managers insight regarding empathy, self-awareness, managing emotions, and social skills at the work place. To the best of our knowledge, this research is the foremost of its kind been carried out in the telecommunication industry in Nigeria. The outcome of will help to guide managers and other stakeholders on how to handle employees on issues concerning EI. Also the study is a contribution to academic knowledge and will be useful for future researches in similar areas.

1.2 Scope of the Study

The scope of this research is analyze the components of EI and examine how they vary with gender, age and education level of employees. Employees in the telecommunication industry render services and they have to interface with millions of customers every day. The study is very important and both for individuals and organization alike. Individuals will be able to understand themselves and other better thereby fostering a better social coexistence within and outside the workplace. Organizations, especially service firms can use it organize their strategies to improve employee job performance and by extension the financial performance of the organization.

1.3 Methodology of the Study

For the purpose of this study, employees working for leading a telecommunication company were used as sample for this research. The reason for taking this sample is to assess the effect of components of EI on the behavior of employees within the workplace setting. Data for the research is extracted from participants through Emotion and Social Competency Inventory (ESCI) developed by Goleman, Richard and Hay Group (2010). The data is collected from one leading telecommunication company in Nigeria. The SPSS version 21.0 was used to analyze and interpret the data that was already collected from questionnaire. In order to test the hypothesis, T-test and one-way ANOVA were used for the purpose of determining whether there are any significant differences between two or more independent groups.

1.4 Limitations of the Study

The first limitation is that of the number of employees selected for the research. They include employees from one telecommunication companies rather all the companies together. Secondly perception of components of EI will be investigated by certain statement and sources. Thirdly, this study will focus on the how the perception of components of EI vary with age, gender and education level. It does not look at how this impact employee performance. Fourthly, only 250 employees are investigated in this research and because of time constraint the investigation was carried out in 2 weeks.

1.5 Structure of the Study

Chapter 1 introduces the concept of EI and its components in general, the aim of the dissertation, methodology and limitations. Chapter 2 makes a review of empirical and

theoretical literatures on EI and its components, and its effect on employees. Chapter 3 details the methodology and hypothesis that are formulated to test the various perception of EI factors on employees. Chapter 4 gives the analysis, results and interpretations of the study. Finally, Chapter 5 provides the conclusion, policy implication and recommendations for future study.

Chapter 2

LITERATURE REVIEW

2.1 Emotional Intelligence

A graduate student in 1985, Wayne Leon Payne In 1985 Wayne Leon Payne at a college in USA did a doctoral dissertation that included the subject, EI in its title (Hein, 2005). It was the foremost use of the term EI in the academic sphere. Peter Salovey (University of Yale) and John Meyer (University of New Hampshire) were both intrigued by the subject. Two academic journals were published by them in which they discussed their findings about the emotions of people. In one of the articles that was titled EI stated that EI is the capacity to monitor others and one's emotion and feeling, to differentiate and evaluate them and to use the information to guide one's actions and thinking (Mayer and Salovey, 1990).

EI was also regarded as a part of Howard Gardners' perspective on social intelligence which he described as personal intelligences in his book *Frame of Mind: The Theory of Multiple Intelligences* (1983). Goleman (1998) first used the concept in relation to business in his *Harvard Business Review* article "What makes a leader". Using 200 large global companies in his research, Goleman (1995) discovered that intelligence, toughness, vision and determination are essential for success. Direct ties were found between the EI and considerable business results which includes self-awareness, self-regulation, motivation, empathy and social skill.

Weisinger (1998) explained EI as using emotions intelligently. One can use one's emotion as a tool by consciously using them as a guide for thinking and behavior in certain ways through which results can be enhanced. EI plays a paramount role within the business environment. Unavoidably, business leaders who understand, motivate and guide their emotion have proven to have a high level of EI (Goleman, 1998). EI entails more than just emotional self-control; it requires an intentional active use of emotional knowledge to reach wanted behavioral results. Consequently, EI has come to be accepted as a critical quality of managers (Cooper, 1997) and accountants (Kirch et al., 2000), as essential part of team communication (Yost and Tucker, 2000), an impacting factor to enhance organizational commitment and employee performance (Abraham, 1999) and is applied as an important component of business education (Tucker et al., 2000).

Walker, Churchill, and Ford (1977) suggest that EI may also be an important attribute of successful salespeople. Individual variables such as EI are accepted as cogent factors that influences the motivation, role perception, and aptitude of a salesperson which can directly be linked to performance. Based on their model, individual variables includes trait of the salesperson such as experience, education, personality, and intelligence. It is worthy of note that when Walker, Churchill, and Ford developed the model in 1977, the primary type of intelligence was cognitive intelligence. Yet a lot of recent research suggests that not just alternative abilities, cognitive abilities, such as intrapersonal and interpersonal skills that require managing emotion should be regarded as forms of intelligence (Gardner, 1983). It is necessary to include EI as an integral part of the individual characteristics variables that determine the performance of salespersons. Furthermore, in the service industry where products is not "real" which means buyers cannot assess it with ease, buyers assess the salesperson who is

selling the service to simplify the process of decision making (Berry et al., 1985). Finally, organizations seek long-term relationship with their customers. Dwyer et al. (1987) explains that every relationship including business has emotional facets. Therefore, salespersons who are skilled with EI and takes advantage of it will perform better than those who lack EI.

EI has been is conceived as controversial by some people. Some define it as a study that goes farther from conventional academic intelligence to look for human cognitive abilities (Zeidner, Matthews and Roberts (2004). Researchers have framed their definition attached it on either the ability model or mixed model. According to Mandell and Phewanti (2003), EI is described as a set of capabilities that involves reasoning and perceiving abstractly on information that exudes from feelings. Research by Salovey and Mayer (1993) further supports this model which describes EI as the capacity to rightly perceive, evaluate, and express emotion; the ability to connect with or generate feelings that facilitate thought; the capacity to comprehend feelings and emotional knowledge; to control emotion and enhance intellectual growth.

Further, researchers have defined EI as the ability to reason based on emotion and enhance thinking. Conversely, Bar-On and Goleman (1995) pioneered the mixed-model in which they presented this method based on their research. EI was defined as them as the capacity to recognize and control the emotion in self and in others. Lastly, the mixed-model is linked with the ability as it deals with the characteristics, social behavior and features. The study of EI emerged through two major approaches. The first is the broad model approach (mixed model), a social-emotional method which involves abilities and different series of individual traits. The famous researches of

Goleman (1998) are socio-emotional in nature. Salovey and Meyer (1990) developed the initial model is also socio-emotional (or mixed model) to an extent.

Two general approaches emerged in the study of EI. In the early times of measuring EI, the Meta-Mood Scale which is a self-report method used to measure mood repair, emotional clarity and attention. Ability model is the second type of model for measuring EI, which is more direct and focuses on the capacity to sense emotions, generate and access so to be able to assist thought, to comprehend emotions it its knowledge, and control emotions and enhance intellectual growth (Goleman, 1995; Salovey, 1990).

2.2 Theories and Models of EI

As previously stated above, scholars in the subject of EI established their classification of EI based either on mixed model or ability model.

2.2.1 Ability Model of Emotional Intelligence

EI is conceptualized by the capability the model in a similar manner to traditional intelligence which has been extensively researched. Salovey and Meyer (1990) established the ability model based on the assumption that EI is established overtime and is interrelated with measure of Intelligence Quotient (IQ), and can be measured with the use of performance based test (Rosete and Ciarrochi, 2005). The ability model was commonly used by the pioneers to explain EI as the aptitude sense to adaptively and correctly express emotions and the ability to understand emotion and emotional knowledge, and the ability to produce thoughts with the use of emotions, and to control emotions within self and in others (Salovey and Pizarro, 2003). It is added by Mayer, Salovey and Caruso (2004) that the definition of EI as one inclusive of the other

pronounced intelligences and includes those that relate to pragmatic, social, and subjective intelligences.

Many names has been involved in these intelligences as deemed to include cognitive processes that encompass urgency emotionally and personally (Mayer et al., 2004). Mayer and Cobb (2000) made use of the of the ability model of EI in their study, they concluded that acuity and aptitude to rationalized it in an abstract way from consciousness of the feeling of one. Although meticulous, this model has not made any claim as the regards the unique ability of EI and value of right prediction.

Mayer and Cobb (2000) believes that the ability model is focused on the authenticity of EI. If the existence of the concept of EI is ascertained and is qualified as standard or traditional intelligence (like general IQ), individuals who are tagged hopeless romantics and bleeding hearts could be occupied with complex information handling. Additionally, EI is conceived in a particular way that makes it legitimized in school and organizational environments within which emotions are acclaimed as relationships. The model is discussed as one which that satisfies that accomplishment in life or behavior can be foretold by EI but policies in organizations about EI have made more progress compared to the scientific basis, from a pragmatic view (Mayer and Cobb, 2000).

2.2.2 Mixed Model of Emotional Intelligence

The mixed model which is referred as the second approach and model is defined as the perspective of both economic and social comprehension of EI (Salovey, Caruso and Meyer, 2000). This view cuts across abilities and also includes a pattern of features and crucial personality components. There are lots of articles in this category and great amount of inputs in the study of EI. Bar-On (1999) and Goleman (1995)'s work

adequately depicts the mixed method viewpoint which was established and centered on the “non-cognitive intelligence”. It is argued that the abilities of the EI has some skills within the cognitive elements, and also skills within affective realm that have a part in each ability. They start with emotional abilities which are eventually merges with motivation, personality and temperaments that are emotional such as the need for achievement, self-esteem, assertiveness, impulse control, emotional awareness, happiness and empathy. These kind of models make up good factorial valid, standardized, and reliable scales. The main way of measurement for EI is likely based on self-report inventories (Mayer et al., 2008). It is stated that EI is made up of a mixture of skills which includes characteristics and emotional realization such as perseverance, desirable behavior, and commitment in the mixed model. Cognition intelligence quotient are not emphasized in the mixed model (Cobb and Mayer, 2000) nonetheless it is maintained by Goleman (1998) that EI has greater potency than IQ twice (Goleman, 1998) and considers it as a factors in determining achievement and success in life (Goleman, 1998, 1995).

2.3 Components of Emotional Intelligence

Although varying names depending on the researcher (e.g. Weisinger, 1998; Salovey and Mayer, 1990) the components of EI can be divided into two major categories: intrapersonal (self-awareness, motivation, and self-regulation) and interpersonal (perceiving others’ emotions and empathy). Every of these components can be directly related to the essential skills required by employees in the workplace to improve performance and overall productivity of the organization.

The Five components of EI at work were identified to be self-awareness, motivation, empathy, self-regulation and social skill. The initial three dimensions of EI self-

regulation, motivation and self-awareness are self- management skills, furthermore the last two, social skill and empathy is concerned with an individual's ability to effectively manage relationship with others. Majorly Bar-On (1995) and Goleman (1995) have comprehensively discussed EI from the outlook of the mixed model. Goleman (1994) did a summary of the study by Salvey and Meyer (1990) into five diverse dimensions: self-awareness, managing emotions, self-motivation, empathy and the management of relationships. These five dimensions as a group all fall within a broad category of EI also known as mixed model as has been previously described. A closer look as each of the components helps to give a wider understanding of the overall model. This broadening tend to undermine the utility of the various terms being considered. (Mayer and Cobb, 2000). In order to have a full understanding of the differences between the ability and mixed models, it is essential to understand the components of both. Further discussion following explores the components of EI as considered by Goleman (1994) and the initial works of Mayer et al, (2004).

Table 1: The Five Components of Emotional Intelligence at Work

Component	Definition	Hallmarks
Self-Awareness	The capacity to recognize and understand your emotion, moods, and drives, as well as their impact on others	-Self-confidence -Realistic self-assessment -Self-deploring sense of hilarity
Self-Regulation	-The ability to redirect or control moods and impulses -The willingness to be slow to judge and to think first before acting in workplace	-Trustworthiness and integrity -Comfort with ambiguity -Openness to change
Motivation	-A strong emotion to work for purposes that go beyond money or class -A propensity to pursue goals with energy and persistence	-Strong drive to attain -Optimism, even in a situation of failure -Organizational commitment
Empathy	-The ability to understand the emotional constituent of other people -Skill in relating with people according to their emotional reactions	-Skillfulness in building and retaining talent in organization -Cross-cultural sensitivity -Quality service to customers and clients
Social Skill	-Proficiency in the act of managing relationships and building good networks -A capacity to find common ground and develop rapport	-Effectiveness in leading change -Persuasiveness -Expertise in building and leading teams

Source: Goleman, D. (1998) Working with Emotional Intelligence. New York, Bantam Books

2.3.1 Self-awareness

Self-awareness is the lead constituent of EI which comprises of having a thorough understanding of emotions, weaknesses, strengths, needs and drives of one's self. Individuals who possess a high degree of self-awareness are able to recognize their feelings and how it affects them, other people, and their performance at work. Abraham (2007) explains self-awareness as a person's ability to understand his or her

feelings, bearing in mind changes in feelings from time to time. Tjan (2012), wrote in his Harvard Business Review (HBR) blog that without self-awareness individuals cannot fully understand their weakness and strength, and “kryptonite” versus “super powers”. Self-awareness is a vital skill that allows the expert business-builders to go through the tough path of leadership: being able to project with conviction also simultaneously staying humble enough to receive criticisms, opposing opinions and open to new ideas. It is generally believe that the biggest mistakes and regrets occur due one being overly emotional, the moments when our feeling get the better part of us. In addition, emotions are remains from about 300 million years ago, during which they were essential for species to survive (Darwin, 1998).

Caruso and Salovey (2004) claim that emotions contain information, which help to signal us about paramount event happening in our world, whether it is our social world, internal world, or our natural environment. Due to the fact that emotions contain information and affects thinking, emotions need to be incorporated into our reasoning in an intelligent way to solve problems, and our behavior and sense of judgment. It is required that we remain open to emotions, whether suitable or not, and to strategize on how to apply wisdom in our moods. Intrapersonal skills which identifies the significance of self-knowledge also make up EI. Self-awareness shows an appropriate perception of how one projects self. Some researchers have identified it to mean self-monitoring.

2.3.2 Managing Emotion

This has to do with ability to manage one’s emotional response in the presence of others and in different situations. It is the second component of EI. Goleman (1998a) describes self-regulation the dimension of EI that liberates us from being imprisoned by our feelings. DeWall et al. (2011) explain that self-regulation includes overriding

one's response so as to make another possible. It is needed in order to manage feelings and emotions, time and impulses.

Self-regulation is typically necessary when motivational conflicts occur, also self-regulation is mostly used to resolve these conflicts in a specific direction, namely for long term, social responsibility and enlightened rationality as a replacement for short-term self-centeredness or indulging in tempting pleasures. A self-regulated employee is one who is highly trusted and respected. Other employees can easily get along with a colleague who has master the act of managing emotions.

Employees who are self-regulated are flexible and respond to changes easily and plan likewise. An environment of fairness and trust is crated when employees exercise self-regulation. In today's business hemisphere that is loaded with pressure, ambiguity and change, the success of employees is greatly dependent on the ability to control emotions, this impacts one's health and the health of others. The combination of self-regulation and self-awareness will help employees relate in fairness in their actions and reactions. It will also help keep them highly motivated.

Goleman (1995) claimed that most efficient people are characterized by appropriate emotions; that is, feeling commensurate to circumstance. When emotions are silenced they create distance and dullness; when not controlled, too persistent and extreme, they becoming overwhelming, pathological, immobilizing, and cause anxiety, agitation rage and anger (Goleman, 1995).

Self-mastery, the ability to withstand emotional traumas rather than being a slave to passion has been exalted as a virtue since the era of Plato. The old Greek word for self-

regulation was *sophrosyne* which means intelligence and care in managing one's life; a tempered wisdom and balance (Damasio, 1994). The romans denoted to it as *tempreantia*, also known as temperance, the excess emotion restraining (Damasio, 1994; Goleman, 1995). Sense of wellbeing is determined the ratio of negative and positive emotions, it is the ratio of positive to negative emotions. This is the conclusion from studies of mood that was carried on hundreds of women and men who were compelled to carry beepers which reminded them at random moments to take record of their emotions (Diener, 1993). What is important is not for people to avoid unpleasant feeling, allow it go unchecked or be satisfied with it, but to check and control them. People who experience strong period of depression and anger could still feel a sense of wellness if they are exposed to countervailing amount of equal happy and joyous times.

Further, Goleman (1995) asserted that the way the brain is designed is such that one possesses little or no control when swept by immense emotion. In addition he noted that a person can have a say on the duration of an emotion. Unfortunately, individuals are not always effective in regulating emotion, as researched by Case Western Reserve University in which men and women were asked about strategies employed to escape foul moods and whether those tactics are effective for them (Tice and Baumeister, 1993).

One area of emotional regulation deals with the handling of impulses. Restraint of self and the ability of to delay gratification when pursuing crucial goals (Stanton, 1984). Being overwhelmed by emotions interferes with thinking function and causes one to pay less attention to important things. High self-regulated employees are able to stay calm in tough situations. They retain the ability to process information, grasp good

understanding of the feeling and using the feeling to make better decisions (Stanton, 1984). Managing one's emotions means resisting impulsiveness, which gives one the patience to persevere (Sullivan, 1995).

2.3.3 Motivation

Motivation is a common attribute that most successful employees possess. Cooper (1997) defined motivation three portions. The first view deliberates that it is connected with the drive, or the energy behind one's actions. People have the tendency to be guided their interest to make a good impression on other individuals, working interesting jobs and achieving success in what they do. The second aspect refers the choices people make and route that their behavior takes. The last part deal with sustaining behavior in a clear manner and having a distinct definition of how long individuals persist in attempt to achieve their goals. Motivated employees are driven by commitment, passion and the desire to succeed in whatever they do. Goleman (1998) claim that those with the potential for leadership are motivated by a deeply held desire to achieve just for the sake of achievement. Such employees are highly optimistic, energetic, willing to discover and learn fresh methodologies, keen to take calculative risks and exposed to creative tasks, proud about their accomplishments and are indifferent to rewards that external like status, status, salary, power etc. Motivation combined with self-regulation can help in conquering setbacks.

A study by Shoda, Mischel and Peake (1990) showed that persons who can resist acting instantaneously at an early stage have a high tendency to be socially competent in the future. These abilities include self-assertiveness, effectiveness, trustworthy, dependable and confident; they are able to take initiative when carrying out projects. Goleman (1995) believed that motivation is strongly related to optimism. It is another essential psychological skill: optimism is defined as having strong expectation things

will eventually turn out to be all right in life, despite frustration and delays. From the viewpoint of EI, optimism is an approach that pushes forward against despair, desperateness, and lethargy during hard times.

Optimism pays bonuses in life provided that, of course, it is a genuine optimism; a too unexperienced optimism can be tragic (Whalen, 1994). A too-naive optimism might set individuals up for crucial washouts and dissatisfactions. Segal (1997) defined optimism in terms of how persons elucidate their achievements and failures to themselves. People who are optimistic see failure as emanating from something that can be altered so that they can succeed subsequently, while pessimists take the responsibility for failure, crediting it to some lasting attributes they are helpless to amend. “What you need to know about somebody is whether they will hang on when things get trying. My premonition is that for a given extent of intelligence, your actual accomplishment is not just a function of talent, but likewise the ability to handle setback” (Goleman, 1991). Underlying optimism is a point of view known as *self-efficacy*, the conviction that individual has mastery over dealings of one’s life and can encounter trials as they come up. Bandura (1977) concluded it well: “People’s views about their capabilities have intense effect on those abilities. Abilities are not a static possessions; there is an enormous unevenness in how you perform”. In addition, Goleman (1995) stated that “Emotions move us in the direction of our goals”. Goleman (1995) alleged an optimistic outlook is vital in attainment of goals. Affirmative emotions lead to inventiveness and an inside standard of excellence. Not all motivation is founded on emotion but it is a principal driving force (Cooper, 1997). In principle, motivation is using energy in a definite way for a particular purpose. In the framework of EI, it means expending one’s emotional coordination to catalyze the entire course and keep it going.

2.3.4 Empathy

Empathy plays a pronounced part in relationship management. It is that quality of an employee which can win the support and trust of others. Empathy skills let employees to comprehend better other peoples' perceptions and views, making the work atmosphere more pleasurable and industrious. Empathy make sure that links ensue between individuals so that one and all are involved and no employee feels sidelined, and as such, an empathic employee is alleged to be an effective employee (Cockerell, 2009). Marques (2010) states that, to attain leadership effectiveness, employees must improve on empathy skills to their completest potential since empathy enriches a sense of leadership by equipping employees with the consciousness to heed, collaborate, and have better comprehension of interrelationships among individuals. Empathy has become more and more significant to success at work because empathic employees are more probable to have a suitable amount of openness about diversity and the variances between cultures (Atwater and Waldman, 2008). Martinovski, Traum and Marsella, (2007) claims empathy also plays an imperative role in increasing trust in employee-employee interactions. Empathy aids employees to have an enhanced understanding of new social environments, and assists them quickly learn and adjust to new settings. In similar vein, empathy skills also help employees have optimistic approach towards adjusting to new environments and developments, which generate a concerted atmosphere. Empathy gives employees the skill to read and be conscious of people's emotions; thus, employees are able to complete dire leadership activities (Skinner and Spurgeon, 2005). Additionally, it is pointed out that the significance of empathy in employee comportment cannot be taken too lightly because empathy gives employees the control to read between the lines; thus, they are capable making right choices.

2.3.5 Social Skill

Goleman (1998) refer to social skill as sociability with a purpose. Riggio and Reichard, (2008) claimed that social skills characterize a wider range of competencies that is most strictly connected to the concept of social intelligence. Social skills that are crucial constituents of social intelligence is comprised of the following: the capacity to express oneself in social collaborations, the ability to sense and understand diverse social circumstances, understanding of social roles, customs, and scripts, social role-playing abilities and interpersonal problem-solving skills (Riggio and Reichard, 2008). Saporito (2009) expounds that “social skill is the capacity to capitalize on associations toward the ideals and philosophies an employee wants to encourage, through dependence, likeability and respect. But just as the line hazes among self-regulation, motivation, empathy, self-awareness, and social skill also demonstrates shades of the other four. Remove social skill, the other four dimensions of EI may drop flat.” Individuals with social skills can have a collaborative network when the time for action arises (Goleman, 1998).

Chapter 3

METHODOLOGY AND DATA ANALYSIS

3.1 The Nigerian Telecommunication Industry

The telecommunication industry in Nigeria has been developing progressively since the break-up of the state-owned company's autocratic control of the market in the late 1990's. Conceivably, the Nigerian telecommunication market is presently the largest overall market in the Sub-Saharan Africa and has stayed a fast growing, vibrant and vivacious theatre of money-making processes for telecommunication establishments. Presently, the main companies providing telecommunication services in Nigeria include, Etisalat, MTN, Airtel, Globacom, Multilinks, Starcomm, and Retel. However, Starcom, Multilinks, and Retel are more recognized in the fixed communication submarket.

Service quality has been theorized as consumers whole impression or conception of the supremacy or otherwise of a service (Zeithaml, Berry and Parasuma,1990) or the degree to which a service meet customers' desires or anticipations (Lewis and Mitchel, 1990), an assessment of perceived performance and projected performance. Orthodox insight and studies point out that quality of services would persuade customers' resolve to remain in long-term business association with a company. Nigeria has more than 80million active telecommunication service users as at 2010 and a 56% annual growth rate in 2008 (Sharp and Sharp, 1997). The study is carried in Lagos, Nigeria. Employees from a leading original telecommunication company were used as research

sample. Respected as the economic capital and commercial center of the country with heavy presence of lots service firms, Lagos is host to a population estimated about fifteen million as at 2004 and expected to rise to twenty four million people in 2015 (Adewuyi and Akinade, 2010). Due to the nature of it operation, employees in the industry have to consistent relate with customers, especially because the customer base of the industry is very large. To satisfy customers, employees need to understand and engage their emotion and the customers' emotion. Therefore there is usually a great need for employees display EI in carrying out their tasks at work.

3.2 Questionnaire Design

This questionnaire is divided into two sections. The first part contains Demographic questions. In this part the respondents were asked 4 questions related to gender, educational level, age and how long each of the employees have been in the work. The second section consists of five parts. These parts are the components of EI which self-awareness, managing emotions, motivation, empathy and social skill. This second section has 50 questions asked of the employee in a tabular form, with an answer based on a 5-point Likert scale, ranging from does not apply (1) to always applies (5). The questions are designed in order to analyze the components of EI in employees which are; self-awareness, managing emotions, motivation, empathy and social skill.

3.3 Sample and Data Collection

Sample is defined as the process of selecting a representative subset of total population (Alasuutari, 1995). For the purpose of this study, front line employees working for a leading telecommunication company were used as sample for this research. The reason for taking this sample is to assess the effect of components of EI on the behavior of employees within the workplace setting. The data is collected from one leading

telecommunication company in Nigeria. 250 questionnaires were administered and data collected personally. 158 questionnaires were filled and returned by respondents.

3.4 Data Analysis

The data that was collected with the questionnaire was analyzed and interpreted using SPSS Software package. Frequency distribution was used to analyze demographic data. In order to test the hypothesis independent T-test and one-way ANOVA were used for the purpose of determining whether there are any significant differences between two or more independent groups. Tukey's test was used to test the level of importance among independent groups.

3.5 Research Questions

The EI questions were espoused from Emotion and Social Competency Inventory (ESCI). Questions in the first part are related to self-awareness. In the same vain questions in the second part are related to managing emotions. The third part has questions related to self-motivation. The questions in the fourth part are related to empathy while the last ten questions in the fifth part are related to the last part of EI which is social skill.

3.6 Hypothesis of the Study

Generally speaking, self-awareness has been recognized as important to being emotionally intelligent. Individuals who can consistently and aptly recognize the impact that their feelings have on them, others and their performance at work are said to self-aware (Abrahams, 2007). As a result the subsequent research question is generated. Actually, individuals tend to be inspired by their interest on trying to impress others in a good way, doing jobs that are interesting and excelling in what they venture into (Goleman, 1998). This makes them to want to sustain their behavior and

be persistent in the attempt to meet their ambition and goals. As a result we have next research question.

Empathy plays a vital role in managing relationships. Its enables individuals to understand issues from the perspective of others thereby making the work environment more enjoyable (Voss et al., 2009). General speaking, people act before think and greatly affect the level of empathy that they display. For this reason we formulate the following question.

Social skill is sociability with a purpose. According to Riggio and Reichard (2008) social skills represent a wider range of capacities that is utmost narrowly connected to the construct of social intelligence. Social skills that are key constituents of social intelligence is made up of the following, the aptitude to express oneself in social dealings, the skill to “read” and comprehend dissimilar social circumstances, knowledge of social norms, roles and scripts, social problem-solving skills, and group role-playing abilities (Riggio and Reichard, 2008). Saporito (2009) explains that “social skill is the ability to take capitalize on relationships toward the ethics and ideas an individual wants to encourage, through likeability, confidence and respect.

3.6.1 Effects of Gender Differences

As we know, a gender difference plays significant role in affecting emotions and moods. These differences are related to the fact that each on differ from another according to some traits that perceived the male from female. Moreover, some studies as we said we noted before shed a light on the nature of work that each one can do; female cares about something that’s related to domestics and children which make her more sensitive. On the other hand, the male cares more about something that is related to mental and physical which makes the male to be physically stronger than the female

therefore he and can easily overcome most difficulties he faces in daily life. That is why gender differences play a vital role in how each one's emotions are triggered (Barrett et al., 1998). Therefore we expect women to be more emotionally intelligent than men. Thus the following five hypotheses have been developed:

H1: Perception of self-awareness factors varies between genders.

H2: Perception of managing emotions factors varies between genders.

H3: Perception of self-motivation factors varies between genders.

H4: Perception of empathy factors varies between genders.

H5: Perception of social skill factors varies between genders.

3.6.2 Effect of Age

Age is considered as one of the contributors that might arouse emotions. As we know, teenagers are predisposed to the emergence of emotions. Others pointed out that who are between 30 and 40 years are more conscious about happenings around them. In contrast, some people views that elderly people are getting back to their previous behaviors and conduct that were reincarnated in their childhood, which makes them more sensitive and exposed to the emergence of emotions (Robbins and Judge, 2013). Therefore we hypothesize that age differences in EI will be pronounced toward elders.

The notion that EI determines success at work has been hemmed in by much controversy (Goleman, 1998). This debate is a result of the lack of empirical evidence to back up the assertions about the predictive capability of EI. The claims have put forward that EI envisages success at work and have stressed the capacity of EI to predict social accomplishment on the job (Goleman, 1995). There is a stout necessity for this study to help verify or disprove the claims that EI is linked with success in the workplace. Hence, we hypothesize the following:

H6: Perception of self-awareness factors varies among age groups.

H7: Perception of managing emotions factors varies among age groups.

H8: Perception of self-motivation factors varies among age groups.

H9: Perception of empathy factors varies among age groups.

H10: Perception of social skill factors varies among age groups.

3.6.3 Effect of Education

Educational superintendents and policymakers have displayed much enthusiasm over the prospective effect that the comprehension and development of EI in individuals can have on academic accomplishment. For example, an assembly of curriculum leaders state that EI is the integrative concept impacting successful learning. Cooper (1997) suggested states that, “emotional intelligence predicts about 80% of a person’s success in his or her lifetime”. Goleman (1995) hints that low level of emotional intelligence is directly related to disciplinary issues, and educators should focus on students who display poor discipline to help strengthen their emotional intelligence. Nevertheless, Mayer and Cobb (2000) calls the attention of educators on making the connection between emotional intelligence and educational success in a hurry. They opined that much of the study conducted on emotional intelligence and education was centered more on personality traits, or on a broad mixed-model of emotional intelligence, than just on the ability based model. The importance of observing individuals as equally cognitive and emotional beings, but much study is yet to be done on emotional intelligence and education. Thus the following hypotheses:

H11: Perception of self-awareness factors varies with education level.

H12: Perception of managing emotions factors varies with education level.

H13: Perception of self-motivation factors varies with education level.

H14: Perception of empathy factors varies with education level.

H15: Perception of social skill factors varies with education level

Table 2: The List of Hypotheses

H1	Perception of self-awareness factors varies between genders.
H2	Perception of managing emotions factors varies between genders.
H3	Perception of self-motivation factors varies between genders.
H4	Perception of empathy factors varies between genders.
H5	Perception of social skill factors varies between genders.
H6	Perception of self-awareness factors varies among age groups.
H7	Perception of managing emotions factors varies among age groups.
H8	Perception of self-motivation factors varies among age groups.
H9	Perception of empathy factors varies among age groups.
H10	Perception of social skill factors varies among age groups.
H11	Perception of self-awareness factors varies with education level.
H12	Perception of managing emotions factors varies with education level.
H13	Perception of self-motivation factors varies with education level.
H14	Perception of empathy factors varies with education level.
H15	Perception of social skill factors varies with education level.

Chapter 4

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Data Analysis and Discussion

4.1.1 Descriptive Statistics

In table 3, demographic results are given. When we look at the age distribution, the highest age range is 26-35years (43.7%) while the lowest is 56years and above (0%). There are more male participants (52%) than female participants (48%). Furthermore, the average work experience was found to be 39 years but most participants have worked for 1-10 years. The results show that most employees (31% - 49 participants) have Masters Degree.

4.2 Hypothesis Testing

First hypothesis analyses if perception of self-awareness varies among age groups. Table 4 shows the result of the One-Way ANOVA for self-awareness using age as the dependent variable. The result of the One-Way ANOVA shows that four out of ten items are statistically significant ($p < .05$). From the result of this research H1 was partially accepted. There is variation in the managing emotions among age groups.

Second hypothesis analyses if perception of managing emotions varies among different age groups. Table 5 shows the result of the One-Way ANOVA for managing emotions using age as the dependent variable. The result of the One-Way ANOVA shows that six items out of ten are statistically significant ($p < .05$). From the result of

this research H2 was partially accepted. There is variation in the managing emotions among age groups.

Table 3: Demographic variables of employees

Demographic Variable	Number	Percentage
Age		
18-25years	49	31
26-35years	69	43.7
36-45years	32	20
46-55years	8	5
56 and over	0	0
Total	158	100
Gender		
Male	82	52
Female	76	48
Total	158	100
Education		
Primary school	14	8.9
High school	25	15.8
University	42	26.6
Masters	49	31
PhD	28	17.7
Total	158	100
Work Experience		
1-10years	106	67
11-20years	31	19.6
21-30years	9	5.9
31-40years	12	7.5
Total	158	100

Table 4: Result of One-Way ANOVA perception of self-awareness factors among age groups

	Sources	Sum of Squares	Df	Mean Square	F	Sig.
I usually recognize when I am stressed	Between Groups	22,140	3	7,380	6,884	,000
	Within Groups	165,106	154	1,072		
	Total	187,247	157			
Awareness of my own emotions is very important to me	Between Groups	6,271	3	2,090	2,795	,042
	Within Groups	115,197	154	,748		
	Total	121,468	157			
I can tell if someone has upset or annoyed me	Between Groups	13,954	3	4,651	3,185	,026
	Within Groups	224,907	154	1,460		
	Total	238,861	157			
I know what makes me happy	Between Groups	21,575	3	7,192	4,481	,005
	Within Groups	247,159	154	1,605		
	Total	268,734	157			

Third hypothesis analyses if perception of motivation varies among age groups. Table 6 shows the result of the One-Way ANOVA for self-motivation using age as the dependent variable. The result of the One-Way ANOVA shows seven items out of ten are statistically significant ($p < 0.05$). So H3 is partly accepted. As a result, it was concluded that self-motivation varies among age groups.

Table 5: Result of One-Way ANOVA perception of managing emotions factors among age groups

	Sources	Sum of Squares	Df	Mean Square	F	Sig.
I do not wear my 'heart on my sleeve'	Between Groups	14,256	3	4,752	4,557	,004
	Within Groups	160,604	154	1,043		
	Total	174,861	157			
Others can rarely tell what kind of mood I am in	Between Groups	16,084	3	5,361	6,125	,001
	Within Groups	134,802	154	,875		
	Total	150,886	157			
I rarely 'fly off the handle' at other people	Between Groups	21,335	3	7,112	5,872	,001
	Within Groups	186,519	154	1,211		
	Total	207,854	157			
I can consciously alter my frame of mind or mood	Between Groups	31,532	3	10,511	8,896	,000
	Within Groups	181,943	154	1,181		
	Total	213,475	157			
Others can rarely tell what kind of mood I am in	Between Groups	20,283	3	6,761	5,069	,002
	Within Groups	205,388	154	1,334		
	Total	Total	225,671	157		
I rarely 'fly off the handle' at other people	Between Groups	25,823	3	8,608	5,477	,001
	Within Groups	242,031	154	1,572		
	Total	267,854	157			

Table 6: Result of One-Way ANOVA perception of self-motivation factors among age groups

	Sources	Sum of Squares	Df	Mean Square	F	Sig.
I am able to always motive myself to do difficult tasks	Between Groups	13,237	3	4,412	3,273	,023
	Within Groups	207,598	154	1,348		
	Total	220,835	157			
I never waste time	Between Groups	15,795	3	5,265	4,395	,005
	Within Groups	184,508	154	1,198		
	Total	200,304	157			
I do not prevaricate	Between Groups	21,335	3	7,112	5,872	,001
	Within Groups	186,519	154	1,211		
	Total	207,854	157			
I believe you should do the difficult things first	Between Groups	40,598	3	13,533	11,187	,000
	Within Groups	186,288	154	1,210		
	Total	226,886	157			
Delayed gratification is a virtue that I hold to	Between Groups	13,476	3	4,492	4,684	,004
	Within Groups	147,695	154	,959		
	Total	161,171	157			
I believe in 'Action this Day'	Between Groups	10,793	3	3,598	3,278	,023
	Within Groups	169,004	154	1,097		
	Total	179,797	157			
Motivations has been the key to my success	Between Groups	15,319	3	5,106	4,598	,004
	Within Groups	171,016	154	1,110		
	Total	186,335	157			

Fourth hypothesis analyses if perception of empathy factors varies among age groups. Table 7 shows the result of the One-Way ANOVA for empathy using age as the dependent variable. The result of the One-Way ANOVA shows six items out of ten are statistically significant ($p < 0.05$). So H4 is partially accepted. As a result, it was concluded that self-motivation varies among age groups.

Table 7: Result of One-Way ANOVA perception of empathy factors among age groups

	Sources	Sum of Squares	Df	Mean Square	F	Sig.
I am always able to see things from the other person's viewpoint	Between Groups	19,485	3	6,495	6,751	,000
	Within Groups	148,167	154	,962		
	Total	167,652	157			
I am excellent at empathising with someone else's problem	Between Groups	26,686	3	8,895	6,561	,000
	Within Groups	208,788	154	1,356		
	Total	235,475	157			
I can tell if a team of people are not getting along with each other	Between Groups	34,157	3	11,386	7,012	,000
	Within Groups	250,077	154	1,624		
	Total	284,234	157			
I can usually understand why people are being difficult towards me	Between Groups	12,073	3	4,024	3,127	,028
	Within Groups	198,187	154	1,287		
	Total	210,259	157			
I can understand if I am being unreasonable	Between Groups	18,401	3	6,134	5,926	,001
	Within Groups	159,403	154	1,035		
	Total	177,804	157			
I can sometimes see things from others' point of view	Between Groups	14,095	3	4,698	3,613	,015
	Within Groups	200,266	154	1,300		
	Total	214,361	157			

Fifth hypothesis analyses if perception of social skill factors varies among age group. Table 8 show the result of the One-Way ANOVA for social skill using age as the dependent variable. The result of the One-Way ANOVA shows seven items out of ten are statistically significant ($p < 0.05$). So H5 is partially accepted. As a result, it was concluded that self-motivation varies among age groups.

Table 8: Result of One-Way ANOVA perception of social skill factors among age groups

	Sources	Sum of Squares	Df	Mean Square	F	Sig.
I never interrupt other people's conversations	Between Groups	14,595	3	4,865	3,395	,019
	Within Groups	220,652	154	1,433		
	Total	235,247	157			
I am good at adapting and mixing with a variety of people	Between Groups	24,557	3	8,186	5,077	,002
	Within Groups	248,310	154	1,612		
	Total	272,867	157			
People are the most interesting thing in life for me	Between Groups	14,496	3	4,832	5,897	,001
	Within Groups	126,194	154	,819		
	Total	140,690	157			
I like to ask questions to find out what it is important to people	Between Groups	25,915	3	8,638	5,761	,001
	Within Groups	230,921	154	1,499		
	Total	256,835	157			
I see working with difficult people as simply a challenge to win them over	Between Groups	17,462	3	5,821	7,498	,000
	Within Groups	119,557	154	,776		
	Total	137,019	157			
I am good at reconciling differences with other people	Between Groups	33,605	3	11,202	9,131	,000
	Within Groups	188,933	154	1,227		
	Total	222,538	157			
I generally build solid relationships with those I work with	Between Groups	22,867	3	7,622	4,918	,003
	Within Groups	238,677	154	1,550		
	Total	261,544	157			

T-test was used to analyze the sixth hypothesis to analyses if the perception of self-awareness factors varies between genders. As seen in Table 9, four items out of ten are accepted at a confidence level of 95 percent. H6 was partially accepted. And also, the table shows female mean score is slightly higher than the ones for the male. The results mean that there is not much difference in self-awareness between men and women.

Table 9: Result of t-test for perception of self-awareness factors between genders

	Gender	Mean score	t-value	Sig.
When I am being 'emotional' I am aware of this	Men	3.21	0.845	0.029
	Women	3.34		
When I feel anxious I usually can account for the reason(s)	Men	2.95	0.863	0.039
	Women	3.13		
Awareness of my own emotions is very important to me at all times	Men	3.15	-0.292	0.032
	Women	3.11		
I know what makes me happy	Men	3.15	2.900	0.002
	Women	3.74		

T-test was used to analyze the seventh hypothesis to analyses if the perception of managing emotion factors varies between genders. As seen in Table 10, two items out of ten are accepted at a confidence level of 95 percent. H7 was partially accepted. And also, the table shows female mean score is slightly higher than the ones for the male. The results mean that there is not much difference in managing emotion between men and women.

Table 10: Result of t-test for perception of managing emotion factors between genders

	Gender	Mean score	t-value	Sig.
I do not wear my 'heart on my sleeve'	Men	3.17	0.663	0.04
	Women	3.32		
I do not let stressful situations or people affect me once I have left work	Men	3.15	0.863	0.02
	Women	3.41		

T-test was used to analyze the eight hypothesis to analyses if the perception of motivation factors varies between genders. As seen in Table 11, three items out of ten are accepted at a confidence level of 95 percent. H8 was partially accepted. And also, the table shows female mean score is higher than the ones for the male. The results mean that there is difference in motivation between men and women.

Table 11: Result of t-test for perception of motivation factors between genders

	Gender	Mean score	t-value	Sig.
I never waste time	Men	3.23	-2.232	0.040
	Women	2.93		
I believe you should do the difficult things first	Men	3.20	1.461	0.000
	Women	3.47		
I believe in 'Action this Day'	Men	2.90	-0.547	0.049
	Women	3.72		

T-test was used to analyze the ninth hypothesis to analyses if the perception of empathy factors varies between genders. As seen in Table 12, four items out of ten are accepted at a confidence level of 95 percent. H9 was partially accepted. And also, the table shows female mean score is higher than the ones for the male. The results mean that there is difference in motivation between men and women.

Table 12: Result of t-test for perception of empathy factors between genders

	Gender	Mean score	t-value	Sig.
Other individuals are not 'difficult' just 'different'	Men	3.40	0.158	0.004
	Women	3.43		
I can understand why my actions sometimes offend others	Men	3.00	5.037	0.005
	Women	3.82		
I can sometimes see things from others' point of view	Men	3.30	5.266	0.001
	Women	4.21		
Reasons for disagreements are always clear to me	Men	3.38	0.994	0.000
	Women	4.17		

T-test was used to analyze the tenth hypothesis to analyses if the perception of social factors varies between genders. As seen in Table 13, four items out of ten are accepted at a confidence level of 95 percent. H10 was partially accepted. And also, the table shows female mean score is higher than the ones for the male. The results mean that there is difference in motivation between men and women.

Table 13: Result of t-test for perception of social skill factors between genders

	Gender	Mean score	t-value	Sig.
I am good at adapting and mixing with a variety of people	Men	3.29	2.735	0.047
	Women	3.86		
I love to meet new people and get to know what makes them 'tick'	Men	3.28	2.381	0.000
	Women	3.79		
I need a variety of work colleagues to make my job interesting	Men	2.70	5.046	0.000
	Women	3.54		
I like to ask questions to find out what it is important to people	Men	3.00	2.771	0.001
	Women	3.55		
I see working with difficult people as simply a challenge to win them over	Men	3.13	2.314	0.034
	Women	3.47		
I generally build solid relationships with those I work with	Men	3.12	2.252	0.008
	Women	3.58		

Eleventh hypothesis analyses if perception of self-awareness varies with education level. Table 14 shows the result of the One-Way ANOVA for self-awareness using education level as the dependent variable. The result of the One-Way ANOVA shows that all ten items are statistically significant ($p < .05$). From the result of this research H11 was accepted. As a result, it was concluded that self-awareness varies with education level. Twelfth hypothesis analyses if perception of managing emotion varies with education level. Table 14 shows the result of the One-Way ANOVA for managing emotions using education level as the dependent variable. The result of the One-Way ANOVA shows that nine items out of ten are statistically significant ($p < .05$). From the result of this research H12 was partially accepted. As a result, it was concluded that self-awareness varies with education level. Thirteenth hypothesis analyses if perception of motivation varies with education level. Table 16 shows the result of the One-Way ANOVA for motivation using education level as the dependent variable. The result of the One-Way ANOVA shows that all items are statistically significant ($p < .05$). From the result of this research H13 was accepted. As a result, it was concluded that motivation varies with education level. Fourteenth hypothesis analyses if perception of empathy varies with education level. Table 17 shows the result of the One-Way ANOVA for empathy using education level as the dependent variable. The result of the One-Way ANOVA shows that seven items out of ten are statistically significant ($p < .05$). From the result of this research H14 was partially accepted. As a result, it was concluded that empathy varies with education level.

Table 14: Result of One-Way ANOVA perception of self-awareness factors varies with education level

	Sources	Sum of Squares	Df	Mean Square	F	Sig.
I realize immediately when I lose my temper	Between Groups	47,253	4	11,813	9,097	,000
	Within Groups	198,677	153	1,299		
	Total	245,930	157			
I know when I am happy	Between Groups	32,529	4	8,132	8,500	,000
	Within Groups	146,389	153	,957		
	Total	178,918	157			
I usually recognize when I am stressed	Between Groups	38,285	4	9,571	9,831	,000
	Within Groups	148,962	153	,974		
	Total	187,247	157			
When I am being 'emotional' I am aware of this	Between Groups	21,778	4	5,445	6,147	,000
	Within Groups	135,519	153	,886		
	Total	157,297	157			
When I feel anxious I usually can account for the reason(s)	Between Groups	36,082	4	9,020	5,906	,000
	Within Groups	233,690	153	1,527		
	Total	269,772	157			
I always know when I'm being unreasonable	Between Groups	72,465	4	18,116	13,984	,000
	Within Groups	198,218	153	1,296		
	Total	270,684	157			
Awareness of my own emotions is very important to me at all times	Between Groups	35,156	4	8,789	15,580	,000
	Within Groups	86,312	153	,564		
	Total	121,468	157			
I can tell if someone has upset or annoyed me	Between Groups	52,691	4	13,173	10,826	,000
	Within Groups	186,170	153	1,217		
	Total	238,861	157			
I can let anger 'go' quickly so that it no longer affects me	Between Groups	19,998	4	5,000	4,581	,002
	Within Groups	166,970	153	1,091		
	Total	186,968	157			
I know what makes me happy	Between Groups	41,638	4	10,410	7,013	,000
	Within Groups	227,096	153	1,484		
	Total	268,734	157			

Table 15: Result of One-Way ANOVA perception of managing emotion factors varies with education level

	Sources	Sum of Squares	Df	Mean Square	F	Sig.
I can 'reframe' bad situations quickly	Between Groups	31,574	4	7,893	6,586	,000
	Within Groups	183,369	153	1,198		
	Total	214,943	157			
I do not wear my 'heart on my sleeve'	Between Groups	23,245	4	5,811	5,864	,000
	Within Groups	151,616	153	,991		
	Total	174,861	157			
Others can rarely tell what kind of mood I am in	Between Groups	30,992	4	7,748	9,887	,000
	Within Groups	119,895	153	,784		
	Total	150,886	157			
I rarely 'fly off the handle' at other people	Between Groups	39,709	4	9,927	9,033	,000
	Within Groups	168,146	153	1,099		
	Total	207,854	157			
Difficult people do not annoy me	Between Groups	12,385	4	3,096	2,812	,027
	Within Groups	168,450	153	1,101		
	Total	180,835	157			
I can consciously alter my frame of mind or mood	Between Groups	78,908	4	19,727	22,429	,000
	Within Groups	134,567	153	,880		
	Total	213,475	157			
I rarely worry about work or life in general	Between Groups	34,852	4	8,713	7,873	,000
	Within Groups	169,326	153	1,107		
	Total	204,177	157			
Others can rarely tell what kind of mood I am in	Between Groups	19,712	4	4,928	3,661	,007
	Within Groups	205,959	153	1,346		
	Total	225,671	157			
I rarely 'fly off the handle' at other people	Between Groups	70,476	4	17,619	13,658	,000
	Within Groups	197,378	153	1,290		
	Total	267,854	157			

Table 16: Result of One-Way ANOVA perception of motivation factors varies with education level

	Sources	Sum of Squares	Df	Mean Square	F	Sig.
I am able to always motive myself to do difficult tasks	Between Groups	14,926	4	3,732	2,773	,029
	Within Groups	205,909	153	1,346		
	Total	220,835	157			
I am usually able to prioritise important activities at work and get on with them	Between Groups	7,258	4	1,814	3,016	,020
	Within Groups	92,040	153	,602		
	Total	99,297	157			
I always meet deadlines	Between Groups	28,373	4	7,093	5,457	,000
	Within Groups	198,874	153	1,300		
	Total	227,247	157			
I never waste time	Between Groups	33,389	4	8,347	16,091	,000
	Within Groups	79,370	153	,519		
	Total	112,759	157			
I do not prevaricate	Between Groups	52,855	4	13,214	13,711	,000
	Within Groups	147,449	153	,964		
	Total	200,304	157			
I believe you should do the difficult things first	Between Groups	17,866	4	4,466	3,269	,013
	Within Groups	209,020	153	1,366		
	Total	226,886	157			
Delayed gratification is a virtue that I hold to	Between Groups	19,988	4	4,997	5,415	,000
	Within Groups	141,183	153	,923		
	Total	161,171	157			
I believe in 'Action this Day'	Between Groups	17,906	4	4,477	4,231	,003
	Within Groups	161,891	153	1,058		
	Total	179,797	157			
I can always motivate myself even when I feel low	Between Groups	26,391	4	6,598	5,278	,001
	Within Groups	191,261	153	1,250		
	Total	217,652	157			
Motivations has been the key to my success	Between Groups	31,218	4	7,805	7,698	,000
	Within Groups	155,117	153	1,014		
	Total	186,335	157			

Table 17: Result of One-Way ANOVA perception of empathy factors varies with education level

	Sources	Sum of Squares	Df	Mean Square	F	Sig.
I am always able to see things from the other person's viewpoint	Between Groups	11,178	4	2,794	2,732	,031
	Within Groups	156,474	153	1,023		
	Total	167,652	157			
I can tell if someone is not happy with me	Between Groups	11,903	4	2,976	3,808	,006
	Within Groups	119,571	153	,782		
	Total	131,475	157			
I can tell if a team of people are not getting along with each other	Between Groups	41,977	4	10,494	6,628	,000
	Within Groups	242,257	153	1,583		
	Total	284,234	157			
I can usually understand why people are being difficult towards me	Between Groups	27,152	4	6,788	5,672	,000
	Within Groups	183,108	153	1,197		
	Total	210,259	157			
Other individuals are not 'difficult' just 'different'	Between Groups	37,020	4	9,255	6,698	,000
	Within Groups	211,410	153	1,382		
	Total	248,430	157			
I can understand if I am being unreasonable	Between Groups	36,814	4	9,204	9,987	,000
	Within Groups	140,990	153	,922		
	Total	177,804	157			
Reasons for disagreements are always clear to me	Between Groups	42,318	4	10,580	9,837	,000
	Within Groups	164,543	153	1,075		
	Total	206,861	157			

Fifteenth hypothesis is to analyze if perception of social skill varies with education level. Table 18 shows the result of the One-Way ANOVA for social skill using education level as the dependent variable. The result of the One-Way ANOVA shows that nine items out of ten are statistically significant ($p < .05$). From the result of this research H15 was partially accepted. As a result, it was concluded that social skill varies with education level.

Table 18: Result of One-Way ANOVA perception of social skill factors varies with education level

	Sources	Sum of Squares	Df	Mean Square	F	Sig.
I am an excellent listener	Between Groups	21,583	4	5,396	5,122	,001
	Within Groups	161,176	153	1,053		
	Total	182,759	157			
I am good at adapting and mixing with a variety of people	Between Groups	72,228	4	18,057	13,770	,000
	Within Groups	200,639	153	1,311		
	Total	272,867	157			
People are the most interesting thing in life for me	Between Groups	9,698	4	2,425	2,832	,027
	Within Groups	130,991	153	,856		
	Total	140,690	157			
I love to meet new people and get to know what makes them 'tick'	Between Groups	45,624	4	11,406	7,101	,000
	Within Groups	245,774	153	1,606		
	Total	291,399	157			
I need a variety of work colleagues to make my job interesting	Between Groups	45,643	4	11,411	11,283	,000
	Within Groups	154,737	153	1,011		
	Total	200,380	157			
I like to ask questions to find out what it is important to people	Between Groups	29,984	4	7,496	5,056	,001
	Within Groups	226,851	153	1,483		
	Total	256,835	157			
I see working with difficult people as simply a challenge to win them over	Between Groups	22,982	4	5,745	7,708	,000
	Within Groups	114,037	153	,745		
	Total	137,019	157			
I am good at reconciling differences with other people	Between Groups	57,514	4	14,379	13,331	,000
	Within Groups	165,024	153	1,079		
	Total	222,538	157			
I generally build solid relationships with those I work with	Between Groups	61,970	4	15,493	11,877	,000
	Within Groups	199,574	153	1,304		
	Total	261,544	157			

Tukey's test was used to analyse the different level of importance among age group. The result shows that employees within 46-55 years show high importance in perception of self-awareness while those that are 18-25 years show low importance. Employees from 36-45 years show high importance in the perception of managing emotion while those within 18-25 years show least importance. In the perception of motivation, 46-55 years show high importance while 18-25 years show low importance. Employees within 26-35 years show high importance in the perception of empathy while 18-25 years show low importance. Perception of social skill had employees within 46-55 years showing high importance while employees within 36-45 years showing low importance.

Tukey's test was used to analyse the different level of importance among education levels. Employees with Masters Degree show high importance in perception of self-awareness while those with Primary school show low importance. In the perception of managing emotions, Employees with PhD show high importance, those with University degree show moderate importance while High school show low importance. Employees with PhD show high importance in the perception of motivation while those with high school qualification show low importance. High importance is shown by employees with PhD in the perception of empathy while low importance is shown by High school level employees. Also, employees with PhD show high importance on the perception social skill, moderate importance is shown by University degree and low importance by High school level employees.

Table 18: Result of Tukey's test showing level of importance among age groups

Item	Group 1	Group 2	Group 3
I usually recognize when I am stressed	3.29	-	4.50
Awareness of my own emotions is very important to me	2.78	-	3.63
I can tell if someone has upset or annoyed me	3.37	-	4.50
I know what makes me happy	3.00	-	4.50
I do not wear my 'heart on my sleeve'	-	-	-
Others can rarely tell what kind of mood I am in	3.04	-	3.91
I rarely 'fly off the handle' at other people	-	-	4.50
I can consciously alter my frame of mind or mood	2.75/ 2.92		3.81/ 3.83
Others can rarely tell what kind of mood I am in	-	-	-
I rarely 'fly off the handle' at other people	2.75	-	3.97
I am able to always motivate myself to do difficult tasks	-	-	-
I never waste time	2.73	-	3.50
I do not prevaricate	-	-	-
I believe you should do the difficult things first	3.00	-	4.31
Delayed gratification is a virtue that I hold to	2.69	-	3.63
I believe in 'Action this Day'	3.83	-	4.50
Motivations has been the key to my success	-	-	-
I am always able to see things from the other person's viewpoint	3.63	-	4.20
I am excellent at empathising with	3.33	-	3.93

someone else's problem			
I can tell if a team of people are not getting along with each other	2.97	-	4.50
I can usually understand why people are being difficult towards me	-	-	-
I can understand if I am being unreasonable	2.88	-	3.59
I can sometimes see things from others' point of view	-	-	-
I never interrupt other people's conversations	-	-	-
I am good at adapting and mixing with a variety of people	3.34	-	4.50
People are the most interesting thing in life for me	2.53	-	3.63
I like to ask questions to find out what it is important to people	3.41	-	3.75
I see working with difficult people as simply a challenge to win them over	3.30	-	4.50
I am good at reconciling differences with other people	3.27	-	4.17
I generally build solid relationships with those I work with	3.03	-	3.77

Table 20: Table 18: Result of Tukey's test showing level of importance among groups education levels

Item	Group 1	Group 2	Group 3
I realize immediately when I lose my temper	2.86	-	5.00
I know when I am happy	2.57	-	4.29
I usually recognize when I am stressed	2.43	-	4.16
When I am being 'emotional' I am aware of this	2.14	-	3.51
When I feel anxious I usually can account for the reason(s)	1.93	-	3.53
I always know when I'm being unreasonable	2.36	3.20	4.12
Awareness of my own emotions is very important to me at all times	2.36	-	3.68
I can tell if someone has upset or annoyed me	2.57	3.73	4.79
I can let anger 'go' quickly so that it no longer affects me	3.00	-	3.68
I know what makes me happy	2.88	-	4.16
I can 'reframe' bad situations quickly	3.44	3.80	4.25
I do not wear my 'heart on my sleeve'	2.88	-	4.00
Others can rarely tell what kind of mood I am in	2.43	2.80	3.82
I rarely 'fly off the handle' at other people	2.32	3.88	3.96
Difficult people do not annoy me	2.59	-	3.64
I can consciously alter my frame of mind or mood	2.24	3.38	4.35
I rarely worry about work or life in general	2.72	-	4.29
Others can rarely tell what kind of mood I am in	2.84	-	4.00

I rarely 'fly off the handle' at other people	2.04	3.53	4.29
I am able to always motivate myself to do difficult tasks	3.28	-	4.25
I am usually able to prioritise important activities at work and get on with them	3.14	-	3.96
I always meet deadlines	2.36	-	3.62
I never waste time	2.32	2.96	3.53
I do not prevaricate	2.29	2.82	3.92
I believe you should do the difficult things first	-	-	-
Delayed gratification is a virtue that I hold to	2.16	-	3.19
I believe in 'Action this Day'	3.08	-	4.07
I can always motivate myself even when I feel low	3.28	-	4.50
Motivations has been the key to my success	3.08	3.60	4.46
I am always able to see things from the other person's viewpoint	3.14	-	4.08
I can tell if someone is not happy with me	3.24	-	4.04
I can tell if a team of people are not getting along with each other	2.20	3.08	3.89
I can usually understand why people are being difficult towards me	2.76	3.21	3.86
Other individuals are not 'difficult' just 'different'	2.44	-	3.96
I can understand if I am being unreasonable	2.51	3.00	3.90
Reasons for disagreements are always clear to me	2.80	3.71	4.54

I am an excellent listener	3.16	-	4.21
I am good at adapting and mixing with a variety of people	2.72	3.57	4.79
People are the most interesting thing in life for me	2.74	-	3.46
I love to meet new people and get to know what makes them 'tick'	2.67	3.50	4.50
I need a variety of work colleagues to make my job interesting	2.04	-	3.75
I like to ask questions to find out what it is important to people	2.84	-	4.04
I see working with difficult people as simply a challenge to win them over	2.80	-	4.00
I am good at reconciling differences with other people	2.56	3.48	4.35
I generally build solid relationships with those I work with	1.96	-	3.78

Chapter 5

CONCLUSION AND IMPLICATIONS

The main purpose of this chapter is to summarize the work which has been done in the previous chapters in a nutshell. This dissertation is talking about the analysis of the components of emotional intelligence at workplace setting. The five components of EI have been extensively discussed including, managing emotion, self-awareness, motivation, empathy and social skill. We have explored the various characteristics of the components of EI. As we already mentioned in the earlier chapter the purpose of this to show the relationship between the components of EI and age, gender and education level of employees. The SPSS version 21.0 was used to analyze and interpret the data that was already collected from questionnaire. In order to test the hypothesis T-test and one-way analysis (ANOVA) were used for the purpose of determining whether there are any significant differences between the components of EI as they affect employees of different age, gender and education level.

The result has revealed in the findings and discussion chapter, which is the there is effect of gender of employees and their level of emotional intelligence. According to the findings, to varying extent women display more self-awareness such as knowing when they are happy, motivation such as always meeting deadlines, empathy such understanding when they are being unreasonable, and social skill such as being very good listeners, than men. Also older employees and those higher level of education are more emotionally intelligent.

This dissertation research fulfilled the essential information for required for entering into any career. Also, it provides organizations and individuals within the work setting, with realistic evidence about the characteristics of emotional intelligence and how it can help employees in the Nigerian telecommunication industry to improve on their level of emotional intelligence as this will positively affect work performance.

This research is limited because only a small sample was selected from the employees in the industry and this does not represent the entire population. Also, the measure of emotional intelligence was done with the use of questionnaire because of times constraints. The data collection process took two weeks to be accomplished. In summary this study will be of help to organizations, telecommunication companies, and individuals to better understand their emotions, emotions of others and how to manage emotions at work.

Implications and Future Research

- Since EI is paramount at work, manager should ensure that employees attend workshop, seminars and training and training programs regarding emotional intelligence to enable them learn how to understand and manage the emotions of others including customers and co-workers.
- Positive emotions should be spread by managers in order to create a healthy work environment.
- EI will positively affect job performance and motivation of employees and by extension, the whole organization.
- Older employees should be allowed to mentor the younger employees on how to deal with their emotions and the emotions of others.

- This study has been done in the Nigerian telecommunication industry which is mostly made up of Nigerians, therefore we can carry out more study in a different country so as to get more substantial understanding of the components of EI.

REFERENCES

- Abraham, R. (1999). Emotional intelligence in organizations: a conceptualization. *Genetic Social and General Psychology Monographs* 125(2), 209-224.
- Abrahams, D. A. (2007). Emotional intelligence and army leadership. *Military Review*, 2, 86-93.
- Adewuyi, T. D., & Akinade, E. A. (2010). Lagos megacity programme: psychological implications of demolition of shops, stalls, and houses of lagosians. *Procedia Social and Behavioral Sciences*, 5, 1854-1858.
- Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. Thousand Oaks, CA: Sage Publication.
- Atwater, L. E., & Waldman, D. A. (2008). *Leadership, feedback and the open communication gap*. New York: Taylor and Francis Group, LLC.
- Bandura, A. (1977). Self-efficacy: Toward a unified theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bar-On, R. (1988). The development of a concept of psychological well-being. Unpublished dissertation, Rhodes University, South Africa.

- Barrette, L. F., Eysell, K. M., Pietromonaco, P. R., & Robbin, L. (1998). Are women the more emotional sex? Evidence from emotional experiences in social context, *Psychology Press*, 12(4), 555-578.
- Berry, L. L., Zeithaml V. A. & Parasuraman A. (1985). Quality counts in services too. *Business Horizons*, 28, 44-52.
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes: an examination among senior managers. *Journal of managerial Psychology*, 18(8), 788-813.
- Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: how to develop and use the four key emotional skills of leadership*. San Francisco, CA: Jossey-Bass.
- Cockerell, L. (2009). Creating leadership magic. *Leader to Leader*, 53, 31-36.
- Cooper, R. K. (1997). *Executive EQ: Emotional intelligence in leadership and organizations*. New York: The Berkley Publishing Group.
- Damasio, (1994). *Descartes' error*. New York: G. P. Putnam.
- Darwin, C. (1998). *The expression of the emotions in man and animals*. New York: Oxford University.

- DeWall, C. N., Baumeister, R. F., Mead, N. L., & Vohs, K. D. (2011). How leaders self-regulate their task performance: evidence that power promotes diligence, depletion, and disdain. *Journal of Personality and Social Psychology*, 100(1), 47-65. doi: 10.1037/a0020932
- Dwyer F. R., Schurr P. H., & Oh, S. (1987) Developing buyer-seller relationships. *Journal of Marketing*, 51, 11-27.
- Haviland (Eds.), *Handbook of emotions* (pp. 405-415). New York: Guilford.
- Ganji, M. (2011). *Emotional intelligence*. Tehran: Savalan.
- Gardner, H. (1983). *Frames of mind*. New York: Basic Books.
- Goleman, D. (1998). What makes a leader. *Harvard Business Review*, 76(6), 82-91.
- Goleman, D. (1998a). *Working with Emotional Intelligence*. New York, Bantam Books.
- Goleman, D. (1995). *Emotional intelligence: why it can matter more than IQ*. New York, Bantam Books.
- Goleman, D. (1991). *Optimism; An interview with Martin Seligman*. New York Times.
- Emotion and social competency inventory (2015, April 15). Retrieved from http://www.haygroup.com/leadershipandtalentondemand/ourproducts/item_details.aspx?itemid=58&type=1

Goleman, D., Boyatzis, R. S., & Mekeke A. (2002). Primal leadership: realizing the power of emotional intelligence, Boston, *Harvard Business School Press*, 17, 39-75.

Introduction to emotional intelligence. (2005, May 10). Retrieved from <http://eqi.org/history.htm>

Leadership theories. (2014, March 20). Retrieved from <http://www.leadership-central.com/leadership-theories.html>

Judge, T. A., & Robbins, S. P. (2013). *Organizational Behavior (15th Ed.)*. Upper Saddle River, N.J.: Pearson/Prentice Hall.

Kirch, D. P., Tucker M. L., & Kirch C. E. (2000). Better profits through better people: The benefits of emotional intelligence in accounting firms. *The CPA Journal*, 5(12), 33-45

Lopes, P. N., Grewal, D., Kadis, J., Gall, M., & Salovey, P. (2006). Evidence that emotional intelligence is related to job performance and affect and attitudes at work. *Psicothema*, 18(1), 132-138.

Mandell, B., & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership style: a gender comparison. *Journal of Business and Psychology*, 17(3), 387-404.

Marques, J. (2010). Spirituality, meaning, interbeing, leadership, and empathy: Smile. *Interbeing*, 4(2), 7- 17.

Martinovski, B. Traum, D. & Marsella. S. (2007). Rejection of empathy in negotiation, *Group Decision and Negotiation*, 16, 61-76.

Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: emotional intelligence. *Annual Review of Psychology*, 59, 507-536.

Emotional intelligence. (2015, June 3). Retrieved from http://www.unh.edu/emotional_intelligence/EIAssets/EmotionalIntelligenceProper/EI1990 Emotional Intelligence.pdf

Mayer J. D. & Cobb C. D. (2000). Educational policy on emotional intelligence: Does It Make Sense? *Educational Psychology Review*, 12, 2.

Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17, 433-442.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: theory, findings, and implications. *Psychological Inquiry*, 15(3), 197-215.

Riggio, R. E., & Reichard, R. J. (2008). The emotional and social intelligences of effective leadership. *Journal of Managerial Psychology*, 3(2), 169-185. doi: 10.1108/02683940810850808

- Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership and Organizational Development Journal*, 26(5), 388-400.
- Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. *Imaginations, Cognition, and Personality Journal*, 9, 185-211.
- Salovey, P., & Pizarro, D. A. (2003). The value of emotional intelligence. *Models of intelligence: International Perspective* (263-278). Washington, D. C.: American Psychological Association.
- Saporito, A. (2009). Exploring the dimensions of the nonprofit leader. *Philadelphia Social Innovations Journal*, 20(4), 22-30.
- Segal, J. (1997). *Raising your emotional intelligence: A practical guide*. New York: Henry Holt and Company, Inc.
- Shoda, Y., Mischel, W., & Peake, P. K. (1990). Predicting adolescent cognitive and self-regulatory. *Developmental Psychology*, 26(6), 978-986.
- Sharp, B. & Sharp, A. (1997). Loyalty programmes and their Impact on Repeat Purchase Loyalty Patterns. *International Journal of Research in Marketing*, 14(5), 473-486.

Skinner, C., & Spurgeon, P. (2005). Valuing empathy and emotional intelligence in health leadership: a study of empathy, leadership behavior and outcome effectiveness. *Health Services Management Research*, 18(1), 1-12.

Stanton, W. J. (1984). *Fundamentals of marketing (7th ed.)*. New York: McGraw-Hill Book Company.

Sullivan, S. F. (1995). Feeling smart: Emotional intelligence and selling. *Life Association News*, 90, 48-54.

Tice, D. & Baumeister, R. (1993). *Handbook of mental control*. Englewood Cliffs, NJ: Prentice Hall.

How Leaders become Self-aware. (2012, February 12). Retrieved from <https://hbr.org/2012/07/how-leaders-become-self-aware>

Tucker, M., McCarthy A. M., Sojka J. Z., & Barone F. J. (2000). Training tomorrow's leaders: enhancing the emotional intelligence of business students. *Journal of Education for Business*, 75(6), 331-337.

Voss, U., Holzmann, R., Tuin, I., & Hobson, J. A. (2009). Lucid dreaming: a state of consciousness with features of both waking and non-lucid dreaming. *Sleep* 32, 1191–1200.

Walker, O. C., Gilbert A. C., & Ford N. M. (1977). Motivation and performance in industrial selling: existing knowledge and needed research. *Journal of Marketing Research*, 14, 156-68.

Weisinger, H. (1998). *Emotional intelligence at work*. San Francisco: Jossey-Bass.

Whalen, C. (1994). Optimism in children's judgments of health and environmental risks. *Health Psychology*, 13, 21-29.

Yost, C. A., & Tucker M. L. (2000.) Are effective teams more emotionally intelligent? Confirming the importance of effective communication in teams. *Delta Pi Epsilon Journal*, 42(2), 101-109.

Zeidner, M., Matthews, G., & Roberts, R. D. (2004). Emotional intelligence in the workplace: A critical review. *Applied Psychology: An International Review*, 53(3), 371-399.