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From the Editor-in-Chief

We are very pleased to publish this volume of the *Jos Journal of Social Issues* which is a leading scholarly, peer-reviewed, multidisciplinary research journal of the Department of Sociology, University of Jos, Nigeria. Since the first volume of the Journal in 1997, it has been sustained until 2013 when there was a break in its annual publication due to some challenges that are now under control. As noted by the Head of the Department, Professor E.O. Olumodeji in his update on the Departmental publication in Students' Information Handbook of the Faculty of Social Sciences of 2012, "The Department publishes Jos Journal of Social Issues annually. In 1997 the Department published synopsis of current sociological literature by staff of the Department. Recently, there was a book of abstracts of the first batch of graduating students of Master of Science Social Work (MSSW) programme of the Department." The *Nigerian Journal of Social Work* was jointly published by the Nigerian Association of Social Workers and the Department from 1999 to 2005. Although the Department has many publications, its focus seems to be on the Jos Journal of Social Issues.

There are many journals of social issues largely hosted by educational institutions across the globe. The diversity of social issues these journals address arises from several factors including individual, economic, social, political and cultural differences that exist across the globe. One simple way of conceptualizing social issues is to examine what is an issue. The word, *issue* is one that is frequently being used in recent years. Some people use it interchangeably with the word *challenge*. It can mean different things to different people. For instance, research scholars and professionals often talk of globalization, gender, ageing, drug, ethical, moral, legal, health, service, political, psychological, sociological, structural, economic, social, and social work issues. One recognizes that a social issue may not necessarily be

an economic issue and vice versa but that an issue can have both economic and social aspects. Recently, an automobile mechanic I engaged to fix my vehicle problem, said to me after some quick diagnosis, "Sir, your car has an issue". I was impressed by his use of the word *issue*, although he later explained he could not spell the word. Briefly put, his diagnosis was that the car had worn out brake pads- a personal problem which if not fixed could pose some social risk especially by leading to brake failure that can endanger the lives and property of other people in a traffic situation. Does the mechanic's notion of an issue match the social scientist's conceptualization of an issue?

An issue is viewed as a social issue when it is of major concern to a significant number of people in society and is contested by them for it involves moral or ethical reasoning and judgment. The infringement or violation of people's personal space, rights can constitute a social issue. While it is difficult to figure out who does not have a stake in social issues, they are usually of major concern to social scientists and other people that analyze current and recent global happenings that impact on the social aspect of existence and are controversial in nature. Issues may not generate critical analysis, debates or controversies if they do not involve the way of life, beliefs and core values of a critical mass of people constituting the social context in which the issues are contested and their different dimensions addressed. From a social work perspective, a social issue is synonymous with a social problem and since it affects a significant number of people in society, it induces debates by a critical mass of people and demands social action. A social action, according to Kirst-Ashman (2010), "is a coordinated effort to advocate for change in a social institution to benefit a specific population (e.g., homeless people), solve a social problem, correct unfairness (e.g., racism), or enhance people's well-being" (p. 122). With the social psychological analysis of human social behaviour focusing on how social behaviour is influenced by the actual, imagined or implied presence of other people, it provides a notion of social action that slightly differs from that of social work. From a social psychological perspective, an individual can be involved in social action or social behaviour even when he or she is alone, that is, without the necessity of interaction with other people (Weiten, 2007, p. 634). For instance, if you took advantage of darkness and the absence of law enforcement agents to

dump your trash in an unauthorized place, your environmental pollution or littering would constitute a social action; it deviates from, and defies existing norms of environmental sanitation, and reflects your lifestyle, attitudes, toilet behaviour, religious orientation, socio-economic status, socialization and poses environmental risks to other people in your community and the larger society in which you live (Weiten, 2007).

It is important to distinguish between a personal issue and a social issue. An individual who lacks control of the impulse to increase alcohol or any other drug consumption may be described as having a personal problem or issue; his problem may appear to be one that affects him alone. While a personal problem can be distinguished from a personal problem, the distinction is not always easy. Considering that what appears to be an individual issue can be linked with social variable, the distinction between a personal problem and a social problem is not often clear. The individual who lacks self-control and abuses drugs may be struggling with peer pressure to take drugs, using drugs as means of coping with the stress of unemployment, poverty, social rejection, or even work-related stress. He might eventually become a nuisance, liability, threat or terrorist to other people when intoxicated. A person who, under the influence of drugs, engages in risky driving and causes fatal auto crashes involving other people in a traffic situation has created a traffic problem affecting other people. If health service providers have to plough huge financial resources into the treatment and rehabilitation of a person with drug induced mental health problem, then other people are affected by the patient's high risk behaviour exemplified in drug abuse. A social issue transcends a personal issue or problem for it is often engendered by factors that are beyond the control of the individual and his or personal space. For instance, in contesting a social issue people affected by it may judge whether it is morally right or wrong.

A social issue often leads to a divergent opinion in relation of what is perceived, interpreted or defined as being correct and right. A social issue provokes a divergent opinion or debate largely because people differ in the way they perceive, understand and interpret a social issue. The perception of what is right or wrong can differ across societies and cultures. In fact, there are individual and cultural differences in the way a particular social phenomenon or social reality is perceived and addressed, and the differences in the way people address social issues largely arise from

differences in their cognitive styles or thought patterns. It is in this sense that some social scientists argue that the psychological study of social issues should not be ignored, especially as there is an increasing understanding that an interdisciplinary approach to the study of social issues is imperative, insightful and useful especially in an era of rapid social change.

This journal of Social issues, which is intended to enhance research and knowledge dissemination, also offers researchers and professionals in the social sciences and related fields the opportunity to report their research findings and also exchange scientific knowledge in the state-of-the art in the social sciences and related fields. It integrates diverse but related disciplines and enhances interaction between research scholars and professionals. By encouraging interdisciplinary and multidisciplinary research activities and capturing current social issues, the journal aims at increasing the existing knowledge and understanding of social problems especially for the purpose of providing effective evidence based solutions to them not only in Nigeria but also on a global level. Reviewers of the articles accepted for publication have ensured that issues discussed in the journal are not only scholarly, but are also indigenously relevant to policy development, the development of individuals and the sustainable development of the society in which they live. After the articles had been reviewed by external assessors, they were further reviewed by the Editor-in-Chief for the purpose of increasing the confidence level that quality assurance has been achieved in this volume.

In Nigeria, where social issues or social problems including ethnic, religious and political violence, bomb attacks, the phenomenon of internally displaced persons, kidnapping, corruption and other scary and threatening realities seem to be on the rise, what should be the contribution of the social sciences and related fields to the nation's efforts to address these problems? What is the guarantee that if candidates of political parties contesting in general elections in Nigeria have a non-violence disposition, their party supporters that are not cognitively, socially and emotionally intelligent will control their emotional involvement during and after elections? What is the action plan for post-traumatic stress care for victims of violence and disasters in Nigeria? These are some of the scary national

issues that demand evidence based answers. An Editorial Comment (2002), which stressed the strong commitment of the Social Science Academy of Nigeria (SSAN) "in search of excellence in the advancement of the frontiers of knowledge in the social sciences" (p. i), argued that the Academy "cannot go to sleep with both eyes closed when unsettled structural issues in knowledge enterprise and problems in teaching and research in the social sciences remain, crying for attention" (p. ii). In other words, the concerns of the social sciences in Nigeria especially in an era of increasing rates of violence, poverty, unemployment, corruption, social deprivation, and national insecurity should be visible, relevant and effective in terms of the analysis of social issues or structural issues, social research, considerable increase of knowledge and understanding of the prevailing social realities and structural issues, and the availability of evidence-based solutions to these problems.

The social sciences and related fields, unarguably, can proactively make relevant contributions to the existing responses to the emerging challenges of globalization, modernization, digitization, and migration which differentially affect individuals, families, communities in Nigeria and other countries of the world especially in terms of economic, social, and political spheres of life. This notion is in line with the following statement by the Editorial Comments (2002):

It stands to reason that scientific study of social, economic, and political life becomes imperative as science and technology continues to make the world truly a global village, even through, in doing so, it impersonalizes as well as technicalizes relations among the people therein" (p. i).

In Nigeria, where some states have been experiencing reoccurring cases of violence, social scientists can guide policy makers, health and social services providers and the Nigerian people at the Federal, State and Local levels to be proactive in measures to block potential traumatic events such as bomb attacks in public places, and other new social problems that can exacerbate the existing level of insecurity in the country. For this to happen, the core values of social scientists have to include increased commitment to the provision of the type of university education that is not only relevant to the needs of students but also relevant to sustainable development in the Nigerian society where they live. Primary, secondary or tertiary education can hardly be described as being functional and relevant if its products have

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deficits or excesses in character and learning that can hinder their contribution to peace-building and sustainable national development in the society they live. If society is not meritocratic enough to provide opportunities for successful school leavers or university graduates to be gainfully employed, then it will be difficult for them to learn about the dignity of labour and make relevant contributions to national development. These are just some of the issues relating to scholarship, social policy, and national development that are relevant to the concerns of social scientists in Nigeria.

The journal of social issues, which addresses diversity, accepts research based papers from contributors from diverse but related fields for publication. The guidelines for the submission of manuscript for publication are provided at the inner back cover of this volume of the journal. The referencing style should strictly adhere to the American Psychological Association Style (6th Edition).

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Emotional intelligence, job satisfaction and perceived workers' productivity in selected workplace organizations: empirical evidence from Nigeria
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Impact of organizational change on key human resource system (HRS): Individual productivity perspective
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EMOTIONAL INTELLIGENCE, JOB SATISFACTION AND PERCEIVED WORKERS' PRODUCTIVITY IN SELECTED WORKPLACE ORGANIZATIONS: EMPIRICAL EVIDENCE FROM NIGERIA

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ABSTRACT

Emotions of employees play a significant role in an organization's life. The resultant effect of emotional intelligence on employees' job satisfaction is critical to the success of the organization. Inability of managers or employees to regulate their emotions and manage others' emotions can result into conflicts and occupational stress with adverse effect on productivity. This study investigated the impact of emotional intelligence and job satisfaction on employees' productivity at workplace. The descriptive survey research design of the ex-post-facto type was used for the study. The study population consists of all the workers of selected manufacturing and hospitality industries in Ibadan Metropolis. A total of 235 employees consisting of 147 male and 88 female whose ages ranged between 21 and 57 with mean of 30.3 years and a standard deviation of 5.4 were used for the study. Questionnaire tagged "Emotional Intelligence, Job Satisfaction and Workers' Productivity Questionnaire (EIJSWPQ)" with four sub-sections was used to collect data. Emotional intelligence was measured through a scale consisting twenty items. Job satisfaction scale consist 10 items. Employee productivity was measured using 10-item scale.

Multiple Regression Analysis was used to analysis the two research hypotheses raised for the study. The result revealed that the joint effect of emotional intelligence and job satisfaction on employees' productivity was significant. It was also established that emotional intelligence and job satisfaction had a significant contributive effects on employee productivity. It was recommended that industrial social workers in conjunction with the human resource managers in the workplace should organise regular training on emotional intelligence for all categories of employees to enhance their job performance and increase their productivity.

Keywords: Emotional intelligence, job satisfaction, workers' productivity, workplace organisations

Introduction

Workers' level of productivity has been of central concern in organizational psychology for years. It is considered one of the most important constructs in this field because of its roles to the understanding of many functions that take place in the work environment (Schmidt & Hunter, 1998). Productivity also helps to explain the value and utility of every employee in the workplace. Consequently, research has placed a greater focus on predictors of workers' productivity in various organizations. Productivity is a complicated multidimensional factor; this may be inferred based on an individual's perception of self performance on the job. It may also be inferred based on the output of an employee over the input (Campbell, 1990). It is on this note that workers' productivity is measured in this current study as perceived self performance. However, for there to be high levels of productivity among workers in various workplace organizations, it may require higher level of emotional intelligence and job satisfaction.

To fully be productive, workers need to be emotionally stable. Level of emotional intelligence in an employee may have influence on his or her productivity. Emotional intelligence (EI) is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions and manage them (Mayer & Salovey, 1997). Emotional intelligence may represent an ability to validly reason with emotions and to use emotions to enhance thought. In other words, it is the

capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotion so as to assist thought, knowledge, and to reflectively regulate intellectual growth.

The ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action is known as emotional intelligence (Salovey & Mayer, 1990). This definition brought together the constructs of emotions and intelligence by viewing emotions as useful sources of information that help individuals make sense of their social environment.

(Bar-On, 1997) conceptualized EI as a non-cognitive ability; involving five broad skill areas that help an individual become more effective in dealing with environmental demands and pressures: intrapersonal skills (identify, understand and express oneself); interpersonal skills (awareness, understanding, and relationship to others); adaptability (strong emotions and control one's impulses); stress management (control of stress under different situation); and general mood (adaptation to change and solve problems of personal or social in nature).

Therefore, emotional intelligence has been an issue for studies and applications in areas of psychology, education, and management (Law, Wong, & Song, 2004). Studies have established the relationship between EI and human activities and behaviours (Extremera & Fernandez-Berrocal, 2005), including social interactions (Lopes, et al., 2004), resistance to stress (Mikolajczak, Luminet, & Menil, 2006), academic achievements (Marquez, Martin, & Brackett, 2006), job performance, leadership (Spector, 2005), and well-being (Mayer, Salovey, & Caruso, 2008).

Job satisfaction is an emotional response that occurs as a result of the interaction between the worker's values concerning his/her job and the profits he/she gained from his/her job (Oshagbemi, 2000), therefore, job satisfaction is likely to influence workers' levels of productivity. Job satisfaction is the state of pleasure the employee gains from his job and his job experience (Tantiverdi, 2008) and can be conceptualized as the overall feelings or attitudes about the job they perform (Robbins, 2000).

Kafetsios and Zampetakis (2008) enumerated various ways in which job satisfaction can affect productivity. According to them, satisfied workers exhibit more organizational citizenship and less counterproductive

organizational behaviour. Employees may also have a lower tendency to strike and take other industrial action. Furthermore, there are positive productivity effects through decreased absenteeism, less development of illnesses and reduction in the intent to quit the job by employees. Since emotions of employees play a significant role in organization's life, the need to study emotions and emotional intelligence is obvious. The resultant effect of EI on employees' job satisfaction is critical to the success of the organization as low job satisfaction leads to high attrition rate, low productivity and high labour costs (Mohr & Zoghi, 2008). On the other hand, high EI and job satisfaction leads to improved work performance in terms of quality and quantity because the characteristics of the job match the expectations of the employee (Tantiverdi, 2008). Based on the above viewpoints this study will examine the impact of emotional intelligence and job satisfaction on workers' productivity in selected industries (hospitality and brewing industries).

Statement of the Problem

Employees' productivity often depends on the support, advice, cooperation and other resources provided by others in the work place. Workplace interactions are related to the performance of job duties. It is of note that inability of managers or employees to regulate their emotions and manage others' emotions to foster positive interactions that could lead to positive behaviours to enhance job satisfaction can result into conflicts and occupational stress which is often manifested in form of exhaustion, anxiety, depression, irritability and loss of interest in the job with adverse effect on productivity. The inability of employees to pay attention to the constructs of emotions and intelligence causes job dissatisfaction and reduction in productivity. This is because at workplace, emotions like anger and jealousy often push aside logic and rationality. It is against this background that this study examined the impact of emotional intelligence and job satisfaction on workers' productivity in industrial settings. To investigate the impact of emotional intelligence and job satisfaction on workers' productivity the following hypotheses are raised:

1. There is no joint effect of emotional intelligence and job satisfaction on employees' productivity.

2. There is no relative contribution of emotional intelligence and job

satisfaction to workers' productivity.

Literature Review
(a) Employee Emotional Intelligence

Emotional Intelligence is associated with a number of positive outcomes in the workplace, affecting variables such as leadership (Scott-Halsell, Shumate& Blum, 2008); resistance to stress, (Bar-On, Maree & Elias, 2007); Mikolajczak, Menil, & Luminet, 2007), work attitude (Carmeli, 2003), job satisfaction and performance (Kafetsios & Zampetakis, 2008; Law, Wong, Huang & Li, 2008; Wong & Law, 2002), employees' creativity (Zhou & George, 2003) and career achievements (Dulewitz & Higgs, 1999). Further studies revealed that managers' emotional intelligence can significantly impact work outcomes such as productivity (George, 2000; Goleman, Boyatzis & McKee, 2002; Day & Carroll, 2004); employees' emotional intelligence was positively associated with job satisfaction and performance (Sy, Tram & O'Hara, 2006).

Bar-On (2003) found that there was a moderate significant relationship between emotional and social intelligence and levels of productivity, while Bar-On, Handley and Fund (2006) stated that an employee with high emotional intelligence will be able to respond appropriately to workplace stress and to the emotional behavior of his or her coworkers. These abilities are anticipated to greatly enhance job satisfaction. Moreover, other studies have also shown that emotional intelligence leads to high job performance (Druskat, Sala & Mount, 2006), long-term mental health (Ciarrochi & Godsell, 2006), better outcomes in work groups and leadership qualities (Lopes, Cote & Salovey, 2006), and organizational success (Mount, 2006).

Ejikeme (2010) stated that low or weak emotional intelligence usually marked by deficits in emotion regulation, low frustration tolerance, low emotional self-control can lead to high risk behaviour such as drug abuse, child maltreatment and violence. Brackett, Mayer and Warner (2004) found that employees with low scores on EI were associated with poor quality peer relations and low productivity. Suliman and Al-Shaikh (2007) revealed that employees with higher levels of EI were found to report higher levels of readiness to create and innovate. Carmeli (2003) found that emotionally intelligent managers tend to develop high commitment towards

their careers and affective commitment for the organizations where they work. Also employees with higher levels of EI tend to report lower levels of intra-individual conflict. He concluded that employees' emotional intelligence affects the behaviour and attitude they usually hold within their organizations which is reflected in their positive job satisfaction.

Job Satisfaction

According to Gesinde and Adejumo (2012), an attempt to categorically state an all inclusive and conclusive definition of job satisfaction is a difficult task. They stated that some theorists viewed job satisfaction as a broad positive emotional reactions and attitudes that an individual has towards his/her job brought about by a comparison between actual and desired or anticipated outcomes while others viewed it as two dimensions of a dissatisfaction/lack of satisfaction dimension or intrinsic/extrinsic satisfaction dimension. These diverse conceptualizations notwithstanding, scholars from varied orientations have suggested operational definition of job satisfaction.

Ajala (2012) while citing Kreitne and Kinicki (2004) stated five predominant models of job satisfaction based on different causes namely need fulfillment, discrepancy, value attainment, equity and dispositional/genetic components. Research findings established that unmet needs affect job satisfaction and turn over (Kerr, 1999), need fulfillment correlate with job satisfaction (Coomber & Barriball, 2007), expectation meeting related positively to job satisfaction (Willem, 2007; Tsigils, et.al. 2004).

Furthermore, job satisfaction is found to be dependent on favourable work conditions (Busch & Bush, 1978), job security (Ritter & Anker, 2002), promotion and pay (Rehman et al. 2010), social factors such as relationship with customer, colleague or management and surrounding environment, good social relationship and interaction with people in the work place (Jex, 2002), level of social acceptance at work group, and treatment with respect (Geeta & Pandey, 2011).

Employees Productivity in Work Place

Motowidlo, Borman, Ilgen, and Klimoski (2003) defined productivity as the total expected value to the organisation of the discrete behavioural episodes that an individual carries out over a standard period of time, that is,

the result of actual behaviours rather than intent to behave in particular way. Productivity is a concept that is understood differently by different people. The general definition of productivity is ratio of output to input. Trade unionists view productivity as a process of continuous improvement in the production/supply of quality output/service through efficient, effective use of inputs, with emphasis on teamwork for the betterment of all. Clements-Croome (2000) stated that productivity depends on four clusters of variables which are personal characteristics, such as the phase in someone's career, profession, or skills; social factors, such as relationships with colleagues; organisational characteristics, such as the organisational structure or management style; and characteristics of the physical environment, such as the indoor climate (temperature, lighting and acoustics), air quality (humidity, draughts and pollution) and workplace layout. The external environment will have an effect as well: for instance, the employment market; rules made by governments and by private concerns; and globalisation.

Cummings (2005), Whetten and Cameron (2004) believed that performance is ultimately an individual phenomenon with environmental variables influencing productivity or performance primarily through their effect on the individual determinants of performance ability and motivation. This implies that job productivity involves quantity and quality of outcomes from individual or group effort attainment (Schermerhorn, Hunt, & Osborn, 2005). Similarly, Robbins (2000) described job productivity as the amount of effort an individual will exert in his or her job. Moreover, the essence of job productivity relies on the demands of the job, the goals and missions of the organisation and beliefs in the organisation about which behaviours are most valued. Therefore, in order to measure job productivity, it requires an observer to make a value judgment as to the extent to which the one being evaluated is behaving in a way that contributes to the organisation's goals.

Interplay of concepts

There is relationship between job satisfaction and employee performance, and this is because when employees get satisfaction from their work, because there is compatibility between what is expected to the reality of the work performed which is influenced by job characteristics (Clifford and Gianakis, 2001). Studies have revealed that performance in the workplace is

influenced by a number of variables like motivation (Suh & Shin, 2005), satisfaction with job security (Yousef, 1998), personality (Berry, Page, & Sackett, 2007), general intelligence (Dulewicz & Higgs, 2000), and emotional intelligence (Higgs, 2004; Langhom, 2004). However, EI is responsible for greater variance in performance than any other factor. Goleman(1995) in a study indicated that at best general intelligence contributes about 20 percent of the factors that determine success in life. Dulewicz and Higgs (2000) indicated that 16% variance in individual success in organizational setting is explained through managerial intelligence, 27% by IQ, and a higher 36% by emotional intelligence.

According to Bagshaw (2000), emotional intelligence is being able to harness emotions effectively; hence it plays a significant role in business success. Emotional intelligence may contribute to performance (productivity) by enabling employees to nurture positive relationships at work, work effectively in teams, and build social capital. Work performance often depends on the support, advice, and other resources provided by others (Seibert, Kraimer & Liden, 2001). EI may also contribute to work performance by enabling employees regulate their emotions so as to cope effectively with stress, perform well under pressure, and adjust to organizational change (Lopes, et al. 2006). Cherniss (2000) suggested that a person's ability to perceive, identify and manage emotions provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. It implies that job performance and productivity are determined largely by the competencies pertaining to emotional intelligence.

Employee satisfaction is very much linked to organization success, especially in service organizations, where dependence on employees for generating service quality and customer satisfaction is high (Liberman & Rotarius, 2001). In a recent study in Nigeria by Akinyele (2010), he found out that there was a significant correlation between employees' job satisfaction and productivity. He stated further that a good work environment such as effective organizational health and safety management boost workers' morale, increase productivity and enable them have confidence in the management of the organization. Gholipour et. al. (2001) stated that satisfaction lead to performance and performance lead to satisfaction. He added that award is a medium between satisfactions and

performance and that award not only promotes the productivity but also have effect on job satisfaction.

Methodology
3.1   Research Design
The research design used for this study is a descriptive survey research design of the ex-post-facto type.

3.2   Study Population, Sample and Sampling Technique
The study population consists of all the workers of selected manufacturing and service industries in Ibadan Metropolis. The population was clustered using manufacturing and hospitality industries. From the clusters, two manufacturing industries (Nigerian Breweries and Nigerian Bottling Company) and one hospitality industries (Premier Hotel) were randomly selected. From each selected industry a simple random sampling technique was used to select 100 employees to make a total of 300 employees. The final respondents used for data analysis were made up of 147 male and 88 female, with the least educational qualification been primary school leaving certificate and the highest been masters degree. Their ages ranged between 21 and 57 with mean of 30.3 years and a standard deviation of 5.4.

3.3   Research Instrument
Questionnaire tagged "Emotional Intelligence, Job Satisfaction and Workers' Productivity Questionnaire (EIJSWPQ)" with four sections was used to collect data. Section A measured demographic variables, while Sections B, C and D measured the independent variables and the dependent variable.
Section B- Emotional Intelligence Scale (EIS)
The scale consists of twenty (20) items measuring emotional intelligence. The items were drawn from the 30 items in Emotional Intelligence Scale constructed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998). The tool contains 27 items. The items of the scale are directly related to the concept of emotional intelligence. It includes self-awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development and value-orientation. 20 items that are most suitable for work organisation were selected from the scale. The

adapted scale has a good internal consistency of Cronbach alpha of .85.

Section C: Job Satisfaction Scale (JSS)

The instrument consist10 items measuring employee job satisfaction. The scale consists of various affective characteristics of the workplace such as job security, the work environment, recognition and appreciation, interpersonal relationship and remuneration. The items were adapted from Job Satisfaction Scale developed by Scott & Peter (1997). The questions were adapted to reflect the Nigeria peculiar work environment situation as regards employee job satisfaction. Cronbach coefficient alpha was .77, indicating high internal consistency of the instrument was got.

Section C: Employee Productivity Scale (EPS)

The instrument consisted of 10 items measuring employee productivity. It was adapted from Health and Productivity Scale developed *McCauley (2004). The productivity aspect of the scale was adapted and used for the study.* It measures personal productivity, ability to work with a group, accuracy of work done and overall success of the organization. The questions were also simplified for easy understanding. The adapted scale has a Cronbach's alpha of .87 which demonstrates high reliability.

In sections B, C and D, the participants responded to a 4 – point rating scale ranging from strongly disagree (1) to strongly agree (4); with high scores indicating a positive or favourable overall.

3.4. Administration of the Instrument

A total of three hundred (300) questionnaires were administered in the three (3) selected work place for the study. The instrument was personally administered by the investigators with the help of two research assistants. Out of 300 copies of the instruments, 38 were not returned while 27 were wrongly filled and the remaining 235 copies of the instruments were finally used for the study.

3.5. Procedure of Data Analysis

Frequency counts and simple percentage distribution were used to analyze the demographic characteristics of the respondents while Multiple Regression Analysis were used to analysis the research hypotheses.

Findings and Discussions

Hypothesis 1: What is the joint effect of independent variables (emotional intelligence and job satisfaction) on employees' productivity?

Table 1: ANOVA showing joint effect of independent variables (emotional intelligence and job satisfaction) on employees' productivity
R=.684 R^2=.468 Adj. R^2=.464 Std. Error of the Estimate = 1.5934

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	518.687	2	259.343	102.145	.000
Residual	589.041	232	2.539		
Total	1107.728	234			

Table 1 shows the joint effect of independent variables (emotional intelligence and job satisfaction) on employees' productivity was significant ($F_{(2,232)}$ = 102.145; R = .684, R^2 = .468, Adj. R^2 = .464; P < .05). This implied that emotional intelligence and job satisfaction have significant effect on employees' productivity.

The result indicates that 46.4% of the variance in the contribution of the independent variables (emotional intelligence and job satisfaction) to the dependent variable (workers' productivity) was not due to chance. This so because workplace like hospitality and manufacturing companies will enjoy the services of employees with high emotional intelligence and who have job satisfaction because the employees will work with passion. This is in line with the finding of Amjad, Chaudhry and Abid Usman (2011) that organization can reap the benefits of having emotionally intelligent employees because the managers will have a workforce willing to work with passion and employees will have managers very receptive and open to their needs.

Furthermore, in workplaces where inter and intra-personal interactions are inevitable, organizations require employees to be emotionally intelligent so as to serve those people they are interacting with in a better way and to create and maintain a lively work environment to enhance greater productivity and sustanance of organizational objectives. This is in line with the finding of Bagshaw (2000) that effectively harnessing emotional intelligence helps to contribute positively to employees' productivity and organizational success. It implies therefore that productivity is determined largely by the

competencies pertaining to emotional intelligence. Adeyemo and Ogunyemi (2006) found that emotional intelligence level explains why, despite equal intellectual capacity, training or experience, some managers excel while others of the same caliber lag behind.

Hypothesis 2: There is no relative contribution of independent variables (emotional intelligence and job satisfaction) on employees' productivity.

Table 2: showing relative contribution of independent variables (emotional

Model	Unstandardized Coefficient		Standardized Coefficient		Sig.
	B	Std. Error	B		
(Constant)	4.880	2.363		2.065	.040
Emotional Intelligence	.138	.036	.207	3.880	.000
Job Satisfaction	.344	.032	.567	10.635	.000

intelligence and job satisfaction) on employees' productivity

Table 2 shows that there was relative contribution of each independent variable (emotional intelligence and job satisfaction) on dependent variable (employees' productivity). The contributions are: Emotional intelligence (β = .207, t = 3.880, P < 0.05) and job satisfaction (β = .567, t = 10.635, P < 0.05). This shows that the effects of the two independent variables are significant. This implied that emotional intelligence and job satisfaction had a significant effect on employee productivity.

As employees have job satisfaction, coupled with high emotional intelligence, they are more committed to their jobs; they are readily, effectively and efficiently performing assigned duties at workplace with the resultant effect on high productivity. Rate of absenteeism, willingness to want to quit the job are reduced. The result of this study is supported by Jung and Yoon (2011) that emotional intelligence (such as emotion appraisal, use of emotion, and self-emotion appraisal) positively affected productive work behaviours. Similarly, the result is consistent with the finding of Wong and Law (2002) that managers with high emotional intelligence can facilitate the performance of their employees by managing employees' emotions to foster creativity, resilience, and enables employees to act successfully. They concluded that managers with high emotional intelligence are more adept at

nurturing more positive interactions between employees which foster more cooperation and enhance productivity.

Also, the finding is confirmed by the findings of Lise, Saari and Timothy (2004) that job satisfaction is directly correlated to job performance. It was also consistent with the findings of Luker, Austin, Caress and Hallett (2000) that proficiency in intrapersonal and interpersonal skills in the areas of self-awareness, self-regulation, self-motivation, social awareness and social skills which are attributes of emotional intelligence helps the managers to interpret concerns, anticipate employees' needs, relate very well with others in the organisation with a positive effect on job satisfaction and enhance productivity.

5.3. Implications of Findings

The study has several implications for Governmental agencies, public and private enterprises and individuals. The findings of this study show that employees' emotional intelligence and job satisfaction have impact on their level of performance on the job. There are implications particularly for the management in the workplace by suggesting identification of the level of emotional intelligence of employees and apply interventions that are focused on the development of emotional intelligence among their employees in the organization so as to guarantee job satisfaction.

Since emotional intelligence and job satisfaction are relevant for predicting employees' work performance and because organisations require interpersonal interactions to accomplish goals, managers and employees' are required to develop and acquire the ability to manage emotions because both job satisfaction and high emotional intelligence are strong predictors of performance.

Results of this study also have practical implication for Industrial Social Workers especially in today's dynamic and competitive business environment. For industrial social workers to utilize the findings to achieve organisational objectives, they should draw up an effective plan to promote emotional intelligence through continuous education and training for all categories of employees and management staff.

Findings from the study indicate the need to enhance emotional intelligence skills of hospitality and manufacturing employees while trying to regulate their emotions and also motivate them achieve personal and organizational

set target.

5.4. Recommendations

Based on the findings of this study, the following recommendations were made:

· Emotional intelligence can be taught and learnt, so industrial social workers in conjunction with the human resource managers in the workplaces should organise regular training or education on emotional intelligence for all categories of employees. Trainers should teach employees the skills to manage their emotions. Training should include skills on *self awareness, that is,* understanding of one's own emotions as well as strengths, weaknesses, values and motives; *self management, that is,* control or redirect of internal states, impulses and resources, *social awareness which* is mainly about empathy, having an understanding and sensitivity to the feelings, thoughts and situations of others; and *relationship management which* refers to managing other people's emotions. Employees will learn more from this training and will enhance their job performance and conflict free industrial work environment.

· Since emotions of employee plays a significant role in organization's life and attainment of set goals by both management and employees, the need to study emotions and emotional intelligence is obvious. Therefore, both management and employees should not suppress or ignore emotions, rather, emotions must be acknowledged and their value appreciated. When there is awareness of the importance of EI in the work environment, interpersonal conflict will be reduced.

· Furthermore, managers, human resource managers, and industrial social workers should realize that high emotional intelligence will definitely help them to reduce work-related stress by decreasing conflict, become more tolerant to challenging work situation including stress, improve relationships with co-workers, develop a positive attitude to work and enhance job performance.

· To guarantee job satisfaction coupled with high emotional intelligence, industrial social workers should advocate, intercede on behalf of employees to management to provide conducive working environment, adequate job security, attractive retirement benefits, promotion of sense

of belongingness, and participative management so that employees will perform their job effectively and efficiently in order to achieve higher productivity.

Conclusion

The study concluded that emotional intelligence and job satisfaction have significant effect on employees' productivity. Since workplace involves inter and intra-personal interactions, the harnessing of emotional intelligence of the employee will substantially assist both the employers and employees in guaranteeing job satisfaction with resultant effect on increased employees' performance/productivity.

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