EMOTIONAL INTELLIGENCE AND INTRINSIC MOTIVATION IN JOB PERFORMANCE

Dr. Mary Maurice Nalwoga Mukokoma

Organisational behavior consultant and Head of Department; Kyambogo University

Abstract: As the world is being ravaged by the COVID – 19 pandemic and many workers have to accomplish tasks while at home with increasing risks of layoffs, the need for tools that can help one activate and or maintain exceptional job performance is high. This paper addresses such tools by examining the influence of emotional intelligence and motivation on job performance. Data was collected from 312 workers of two leading Microfinance Organisations in Uganda and Nigeria. Structural equation modeling was used to examine the influence of emotional intelligence and motivation on job performance. The results of the standard path coefficient in the model indicate a mild significant positive relationship between motivation and job performance ($\gamma=0.08$, $p>0.005$). The model also indicates a fairly strong positive significant relationship between emotional intelligence and job performance ($\gamma= 0.31$, $p>0.005$). The path coefficient between motivation and emotional intelligence was found significant with a coefficient of 0.46 ($p<0.05$). This value means that there is a mutual relationship between emotional intelligence and the motivation of workers in that a 0.46 increases or decrease in emotional intelligence leads to a similar effect in motivation. Of the dimensions of emotional intelligence and motivation, Emotional utilization ($\lambda=0.97$, $p>0.005$) and intrinsic motivators ($\lambda=0.98$, $p>0.005$) were key drivers for EI and motivation respectively. Thus for job performance to be enhanced focus should be placed enhancing the emotional utilization competence and intrinsic motivators of workers.

Keywords: Intrinsic Motivation, Emotional Intelligence, job performance, and structural equation modeling

INTRODUCTION

It is a common human desire to excel in whatever we commit to achieve. Almost every individual, unit, department or organization aspires for exceptional job performance regardless of the circumstances. This is especially so for people who desire to leave an impeccable legacy that lasts for generations. To leave such a legacy, the person goes through and overcomes challenging experiences with vivid results. In 2020, the world is experiencing the COVID – 19 pandemic that has forced many Governments to decree a lockdown and social distancing, among other things. The lockdown implies that many workers have to accomplish tasks while at home, increasing layoffs, and uncertainty on home financial sustenance, among others. Such challenges have left many people yarning for tools that can help them activate and or maintain exceptional job performance.

Organisations are concerned with having productive, committed and enthusiastic workers for exceptional job performance. Some managers have adopted strategies to boost the motivation levels of workers but still job performance levels have not been enhanced for a number of them. Few workers have made deliberate efforts to enhance their emotional intelligence in view to improved job performance. In Uganda, Nigeria and possibly world over, there are many cases of people whose job performance is below expectations. In the US for instance, only 34% of employees are high job performers, in Nigeria employee productivity between 2000 and 2018 reduced by 5% while in Uganda by 4% (PwC, 2020).

Some literature (Saad, 2011, Buluk, 2015) points to the likelihood of emotional intelligence and motivation job commitment triggers. No study though has been conducted in Africa investigating the emotional and motivation synergy as triggers on excellence in job performance. The key question is: What is the influence of emotional intelligence and motivational on employee job performance? Attempts have been made to explain emotional and motivational intelligence as employee work excellence triggers. Commonly these two have been explained independently. This article explores emotional and motivational intelligence synergy as triggers for job performance excellence of workers in microfinance institutions using empirical results from Uganda and Nigeria.

This paper therefore, explores the link between EI, motivation, and employee job performance with the drive to generate practical pointers to boost job performance. The paper discusses the emotional intelligence and motivation concepts and theoretical underpinnings. On top of this the methodology, empirical data findings with their practical implications have been presented.

EMOTIONAL INTELLIGENCE AND MOTIVATION CONCEPTS

Emotional Intelligence

Emotional Intelligence has been defined differently by different authors. Leeper (1948) views it as the ability to perceive, control and evaluate emotions. She argues that EI can be learned and strengthened, while other scholars claim that it is an inborn characteristic. On the other hand, Mayer & Salovey (2002) define emotional intelligence as "the sub-set of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". This definition is more specific but leaves out the dimension of emotional awareness.

Golemann (1995) who has studied and widely published on EI, conceptualizes it using an emotional competence based model. With his approach, EI is conceptualised with five competences; namely: self-awareness, self-regulation, self-motivation, social awareness (empathy), and social relationship management. Three competences relate to knowledge, monitoring and motivating the feeling and emotions of self. The other two are linked to the need to empathize with how others experience social situations and competences to build and maintain relationships. Goleman (1995) is broad by including motivation in his competence based conceptualisation while others have disagreed (Mayer and Salovay, 1995) with such conceptualization. Also, this position was confirmed by Phillips et al. (2018) and Mukokoma (2018), who concluded that emotional intelligence and motivation are separate.

Mayer and Salovay (1995) advocated for an ability based model in conceptualizing EI. With this approach, EI is described as a set of cognitive abilities involving perception of emotions in oneself and in others, as well as understanding and using emotions effectively. Gardner (1983) puts the views of Goleman (1995) and Mayer and Salovay (1995) together by viewing EI as an interpersonal and intrapersonal skills concept. From the brain theory point of view (*Gallese and Goldman, 1998),* EI is the measure of a person's competence in maintaining the rational-emotional balance required at the inner mental level.

The above definitions indicate that EI has three broad themes, thus; emotional perception, regulation and utilization of self and others. In summary, EI is a summative score of the rational and emotional abilities in dealing with the interpersonal realities of life.

Motivation

A multitude of definitions are put across in an effort to explore and understand the concept of motivation. According to Schermerhorn et al. (1995), motivation is how behaviour gets started, energised, sustained, directed, and stopped; and the kind of subjective reaction that is present in the individual while all this is going on. Mukokoma (2016) on the other hand defines it as intrinsic and extrinsic boosters that inspire one to achieve a target goal. Grenberg and Baron (2003) give a general definition of motivation as the set of a process that arouses, directs and maintains human behaviour toward attaining some agreed upon goal.

The definitions of motivation also illustrate its complexity. The fact that it is a process shows its continuous nature and the multiplicity of variables to be considered. Arousing, directing, and maintaining behaviour implies that motivation has to be customised to the needs, motives, and goals of workers. Besides, there is a tendency of spending more time trying to understand "the way" and analysing "the results", and very little time trying to understand the source of "the will". More to that, the words used to define motivation are imprecise and open to different interpretations. The challenge is even propelled by the fact that many theories have been advanced in trying to diagnose the issue of what and how should workers be motivated.

THEORETICAL FRAMEWORK OF EI, MOTIVATION AND JOB PERFORMANCE

Emotional intelligence theory: This theory is founded on the gap found in the Brain and Self- monitoring theories. The Brain (Bear, 1996) and Self-monitoring (Snyder, 1974) theories emphasize balancing use of the use of the rational and emotional domains of the brain to regulate ones behavior in order to be perceived positively by others. These two theories don't integrate the social emotional management into the individual emotional management. The EI theory refers to personal competences in managing ones emotions and those of others. It was propagated by Gardner (1983) who viewed it as being constituted of inter and intrapersonal skills. Solvey and Mayer (1990) and Goleman (1995) conceptualized EI as a competence-based model.

Motivation theory

There are many theories of motivation but the most relevant for this study is the Goal setting by Locke (1968). The theory states that motivation and performance are higher when individuals set specific, difficult but achievable and time bound goals. "Moreover, the manager will have something concrete to gauge the subordinate's performance. Feedback on goal achievement is also critical. Goal setting can be very difficult in certain circumstances. Though it is clear that difficult but achievable goals lead to high performance, it is also apparent that goals that are difficult to quantify and impossible goals, lead to frustration and dismal performance. According to Locke (1968) goals should be set at a challenging but realistic level. Difficult goals lead to higher performance. However, if goals are set at too high a level, or are regarded as impossible to achieve, performance will suffer, especially over a long period.

Complete, accurate and timely feedback and knowledge of results is usually associated with high performance. Feedback provides a means of checking progress on goal attainment and forms the basis for any revision of goals. Goals can be determined either by a supervisor or by individuals themselves. Goals set by other people are more likely to be accepted when there is participation. Employee participation in the setting of goals may lead to higher performance.

Theoretical & Empirical synergy of EI, motivation and job performance

In this paper the researcher explores the link between Mayer and Salovey (1995) conceptualization of emotional intelligence and Locke (1968) conceptualization of motivation. These two theories share propositions with key researchers on emotional intelligence.

Goleman (1995) describes individual with high EI as goal focused, goal driven and possessing perseverance towards their goals to achieve set targets. This implies that the person will possess personal and interpersonal emotional competences and utilize them to manage his or her emotions with a view achieve a specified goal.

Also Golemann (1995) describes individuals with high EI as having good interpersonal skills and interact well with others. His description of such people infers they are sociable and seek out others. Clearly individuals with high EI are "attuned" to other people and in their decision making, are swayed by the needs of people and do not seek to hurt others. It is therefore anticipated that those with a high need for affiliation would have a strong ability to perceive accurately the emotions of others.

Contributing to the conceptualization of emotion intelligence and the link with motivation, Christie *et al.* (2007) conducted a study on one hundred and thirteen individuals and concluded that motivation is not a construct of emotional intelligence though the two seem to be related. The study did not however explain the direction and nature of the relationship.

Schuttle *et al.* (2002) argues that those who are able to understand and regulate their emotions should be able generally maintain a better outlook on life and experience better emotional health. In support of this, Magnamo et al. (2016) conducted a study and found a significant positive relationship between self emotion awareness and the individual's inclination to achieve. They also found that emotional awareness of others influences ones desire to avoid punishment. Linked to this, Jayamala 2014, confirmed that emotional intelligence is a significant predictor of employee job performance. Also, Emmadi (2019) concluded that workers with higher EI had higher job performances.

Clearly the theories and empirical studies had done so far imply a link between emotional intelligence, and employee performance. However, no concrete study has been conducted to examine the emotional intelligence and motivation synergy and employee job performance.

METHODOLOGY

A sample of 382 respondents of workers from two leading Microfinance Organisations in Uganda and Nigeria was used to examine the influence of emotional intelligence, motivation and job performance. The number of respondents was determined with guidance from the Krejice and Morgan sample selection table and respondents were randomly selected from the organizational employee data base. Of the 382 questionnaires that were distributed, 354 were returned. Data screening revealed systematic missing data and cases relating to this data were removed from further analysis. Thus 312 responses remained.

The age of respondents ranged from 28 to 59 years old with the average of 43.5 years. Sixty four (64) percent of the respondents were male while 36% were female. On level of qualifications, the results reveal that 56% had graduate training, 33% post graduate and 11% under graduate training. The number of years worked by respondents ranged between 3 and 25 with an average of 12.5.

Measuring emotional intelligence, motivation and job performance

Different authors have come up with different models of measuring EI. The summary of the model, their contribution and the authors are shown in the table 1:

MODEL	COMPONENTS	AUTHOR
Trait Meta Mood Scale	Attention, Clarity, Repair	Salovay et al. 1990
Emotional Quotient Inventory	Intra-personal components, Inter-personal components, adaptability, stress management, general mood.	Bar – On, 2000
Emotional Competence inventory	Awareness of emotions of self, Awareness of others' emotions, management of emotions of self, management of other's emotions.	Golemann 1998
Schuttle Emotional Intelligence Score	Emotional perception, emotional regulation, and emotional utilisation	Schuttle et al. 1998
Mayer – Salovey – Caruso Emotional Intelligence test	Emotional perception, using emotions to facilitate thought, understanding emotions management emotions.	Mayer – Salovey – Caruso (2000)

Table 1 models of measuring EI

Source: Phillip et al; 2018 and Saad, 2011.

While differences exist as indicated in the table 1, there are three common themes that can be summarized as; perceiving, regulating, and managing emotions of self and others. Based on the identified themes; the Schuttle Emotional Intelligence Score by Schuttle et al. (1998) was used to measure IE. The tool has 33 self-referencing statements and requires the participant to rate the extent to which they agree or disagree with each statement based on a five point scale. The Emotional Intelligence Score comprises three sub-scales that assess emotional intelligence; these are, emotional perception, emotional regulation and emotional utilization. The scale used was found to be valid with validity coefficients greater than 0.30. Additionally, t-values of the latent variables changed between 4.91 and 11.24 and therefore t values have significance of 0.01 (t>1.96; p<0.05; t>2.56; p<0.01). The test has very good psychometric properties whose exploratory and confirmatory factors analyses are supported by Ciarrochi, et al. (2002). Indeed the test has been used reliably by a number of studies (Petrides and Furham 2003, Schuttel et al. 2002 and Saad 2011).

On the other hand, motivational intelligence was measured using a tool developed by Tremblay *et al* (2009) in a study whose objective was to develop a valid and reliable motivation measurement instrument. The assessment

was anchored on a five level scale with twenty five statements where the participants were asked to indicate their level of agreement with each statement. The tool has three major categories; intrinsic, extrinsic and overall motivation. The KMO value of the scale was found to be 0.82, Barlett's (X^2) coefficient to be 1.957 ($p<0.001$), Cronbach's Alpha coefficient to be 0.89. Consequently, these results indicated that the scale was suitable for the factor analysis. The scale used was found valid with r greater than 0.3. In addition, t values regarding the exploratory status of the latent variables for observed values in the general path analyzing changed between 4.82 and 9.60. The results indicate that the model shows perfect compliance in general.

Finally, employee job performance was assessed using two self- report measurers based on the participants' job performance within the past week and the last six months on a scale from one to five. The scale labels were ranging between very poor performance as one and five as very good performance. The validation and reliability of the scale was analysed and the KMO of the scale was 0.89, Barlett's (X^2) coefficient 1.200 ($p<0.001$), and Cronbach's Alpha coefficient 0.84. The scale used was found valid with r greater than 0.3. In addition, t values regarding the exploratory status of the latent variables for observed values in the general path analyzing changed between 4.65 and 12.00. The summary of the details in the measurement model are indicated in table 2

CONSTRUCT	ITEMS	LOADINGS	AVE	CR
Emotional Appraisal	EA 1	0.70	0.562	0.837
	EA 4	0.75		
	EA 5	0.81		
	EA 6	0.74		
Emotional Regulation	ER6	0.73	0.611	0.825
	ER7	0.80		
	ER8	0.82		
Emotional Utilisation	EU10	0.73	0.555	0.820
	EU12	0.79		
	EU13	0.75		
Motivation	M1	0.73	0.575	0.89
	M2	0.79		
	M4	0.78		
	M6	0.77		
	M7	0.75		
	M8	0.73		
Job performance	JP1	0.74	0.629	0.910
	JP2	0.81		
	JP4	0.83		
	JP5	0.85		
	JP7	0.79		
	JP8	0.74		

Table 2 Measurement model for emotional intelligence, motivation and job performance

The key question addressed by the study is, what is the influence the emotional and motivational intelligence synergy trigger and sustain job performance excellence? To address the question, the analytical model shown in figure 1 was utilized.
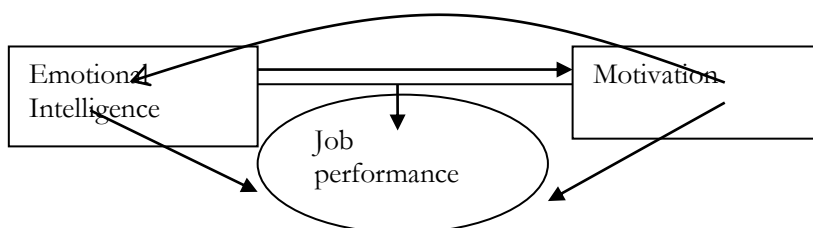

Figure 1, the emotional intelligence, motivation and job performance linkages

Data analysis

Structural equation modeling was used to assess the linkages between EI, motivation, employee job performance. Since structural equation modeling is built on multiple equation regression analysis, a linearity test was performed. This was done using bivariate scatter plots that portrayed liner configurations. Also, the scatter plots were used to assess homoscedasticity. Bivariate scatter plots were screened to identify uneven variance of distribution among variable pairs. No indication of heteroscedasticity was detected. Finally, zero order Pearson correlations were used to assess multi collenarity. No multiple corrections were found since all the correlations were below the conventional 0.9 cut-off (Tabachnick, & Fidell, 2007). Linear structural equation modeling was adopted and EQS 6.3 programme was used. Also a maximum likelihood fitting function was selected as the estimation method because it is unbiased, consistent and asymptotically efficient (Bollen, 1989).

A three step data analysis was adopted where the tenability of statistical assumption for structural equation modeling was ascertained. Secondly, the descriptive and correlation summary statistic was obtained and finally the structural equation modeling analyses. The model robustness was assessed based on Saturra – Bentler Chi-Square (Satorra & Bentler, 2001).

Empirical Results

The preliminary analysis of the data was done to identify outliers and normality. Standardized scores were generated for all variables and screened for scores greater or less by 3.00. No univariant outliers were detected. Using means and standard deviations, the results revealed that central tendencies were largely close to the theoretical mid-point of the measurement scale. The results provided no indication of departures from the univariat normality assumption.

To assess linear bivariate, scatter plots of possible pairs of the study variables were examined and the bivariate distribution showed linear configuration. Also, bivariate scatter plots were used to assess the homoscedasticity of the variables in the study by indentifying possible uneven variance distributions amongst variable pairs. There were no detection of heteroscedasticity.

The perceptions of respondents on Emotional Intelligence, Motivation and Job performance are indicated in table 3.

VARIABLE	MEAN (μ)	SD
Emotional Perception	3.41	0.46
Emotional regulation	2.88	1.45
Emotional utilisation	2.56	0.41
Overall Emotional intelligence level	**2.95**	**0.77**
Intrinsic motivation	2.98	1.23
Extrinsic motivation	3.32	0.85
Overall motivation level	**3.15**	**1.04**
Overall Job performance	3.06	1.39

Table 3, Descriptive analysis of Emotional Intelligence, Motivation and Job performance

Overall, the worker's mean motivational levels (μ = 3.15) are higher than their emotional intelligence levels (μ = 2.95) given that the scoring was on a five-point Likert scale. Of the three dimensions for emotional intelligence, emotional perception is higher (μ = 3.14) compared to emotional regulation (μ = 2.88) and utilization (μ = 2.56). The overall job performance (μ = 3.06) of the workers is moderately high.

The study was set to address the emotional and motivational intelligence synergy as triggers for job performance. Using structural equation modeling, two models were run. The first one as shown in graph one and table two analyse the synergetic influence of emotional intelligence and motivation on job performance. The second model

is developed having excluded the direct influence of motivation on job performance.

	X²	sd	X²/sd	RMSEA	CFI	GFI	AGFI	RMR	NFI
Structural equation model	322	84	3.83	0.07	0.93	0.92	0.89	0.04	0.90

Table 2: Emotional intelligence, motivation and job performance, first level application

The path coefficient between motivation and emotional intelligence was found significant with a coefficient of 0.46 (p<0.05). This value means that there is a mutual relationship between emotional intelligence and the motivation of workers in that a 0.46 increase or decrease in emotional intelligence leads to a similar effect in motivation. This implies that emotional intelligence and motivation have a mutual impact on each other. The results are in agreement with the findings of Ates and Buluc (2015) when they studies emotional intelligence and motivation of teachers and they concluded that motivation and emotional intelligence have a mutual effect. The findings also indicate that emotional intelligence has a significant fairly strong positive influence of 0.26 (p<0.05) on job performance. Motivation on the other hand has a significant weak positive influence of 0.08 (p<0.05) on job performance.
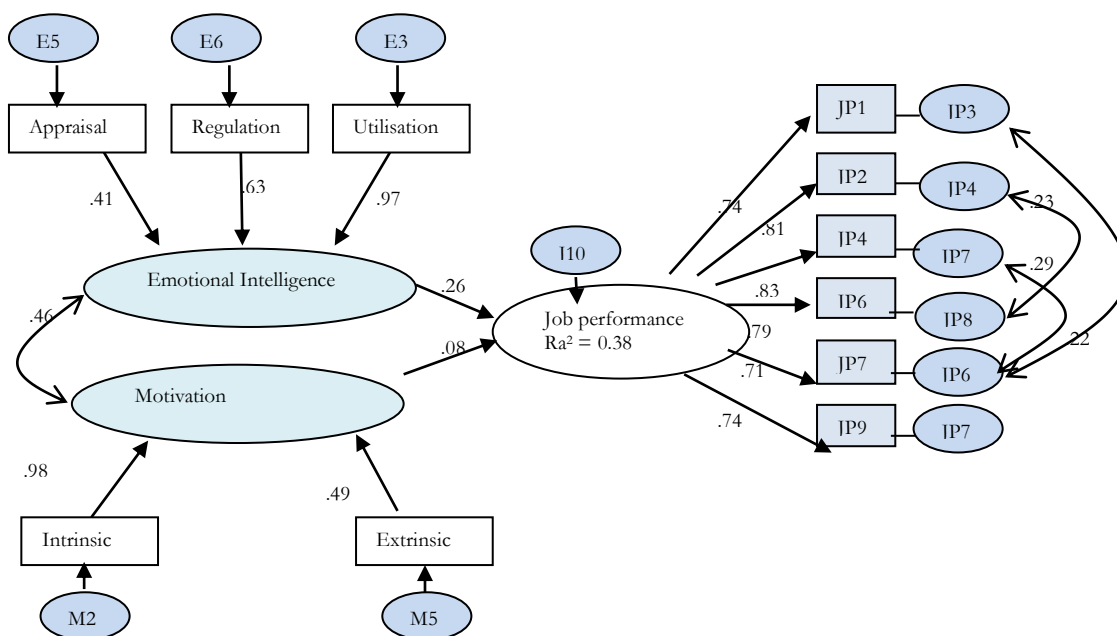
Structural Equation Modeling Results

Figure 2: Structural Equation Model of Emotional Intelligence, Motivation and Job performance; all estimated parameters are statistically significant (p<0.05).

The model also indicates a positive significant relationship between emotional intelligence and job performance (γ= 0.31, p>0.005). This implies that a point increase or decrease in emotional intelligence may cause a 0.31 point increase in job performance.

	X²	sd	X²/sd	RMSEA	CFI	GFI	AGFI	RMR	NFI
Structural equation model	321.45	83	3.86	0.07	0.93	0.92	0.89	0.04	0.90

Table 2: Emotional intelligence, motivation and job performance, second level application

An examination of the standard path coefficient in the model indicate a mild significant relationship between motivation and job performance (γ=0.08, p>0.005). Because of this, the assessment was repeated in the path analysis removing the link between motivation and job performance. The detailed results of the second analysis

are shown in figure 3 and table 4. The results indicate a significant path coefficient between motivation and emotional intelligence was with a coefficient of 0.40 (p<0.05). Also the findings indicate a significant fairly strong influence of emotional intelligence on job performance of 0.38 (p<0.05). The results show that of the three dimensions of emotional intelligence, emotional utilization is the best driver of emotional intelligence (λ=0.91, p>0.005). The best driver for motivation was the intrinsic motivators (λ=0.83, p>0.005).
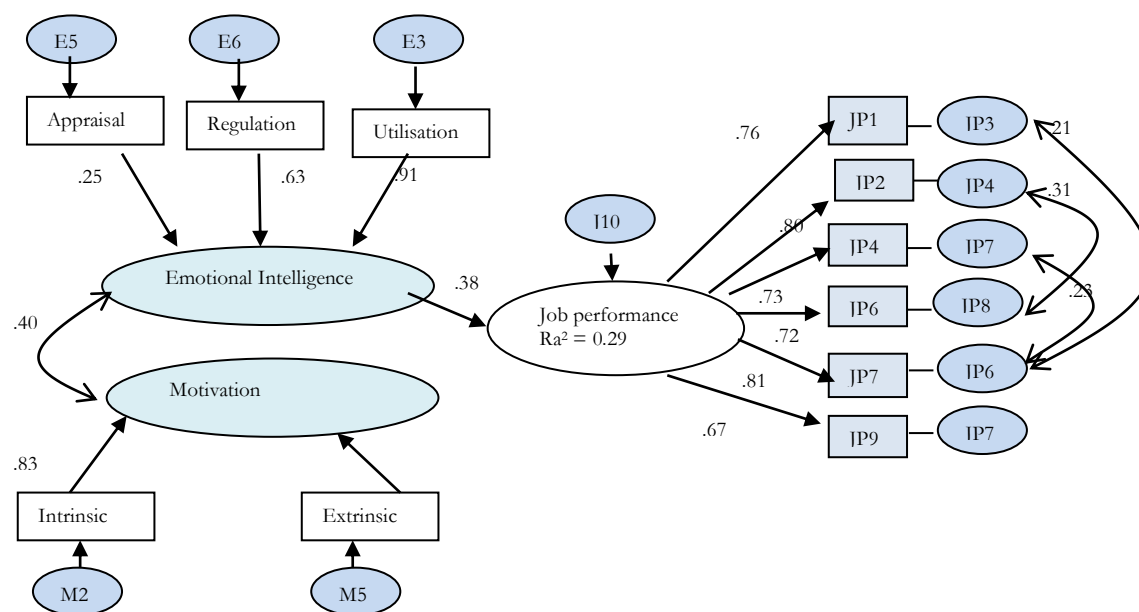
Structural Equation Modeling Results

Figure 3 Emotional intelligence, motivation and job performance, second level application

Discussions of results

As explained, motivation has a weak positive significant influence while EI has a strong positive significant influence on job performance. Of the dimensions of EI, emotional utilization is the best driver of emotional intelligence while for motivation the drivers are intrinsic motivators. The findings of the second level application where the direct influence of motivation on job performance was removed show a significant fairly strong influence of emotional intelligence on job performance with a significant mutual effect between emotional intelligence and motivation. Thus for job performance to be enhanced focus should be on building ones emotional intelligence together with intrinsic motivators.

Since EI is a strong predictor of Job performance. Workers who scored high on emotional intelligence especially the dimension of emotional utilization, scored high on job performance. These findings are in support of the self – monitoring theory which explains that employees who are highly monitored are good job performers. Also the empirical study by Emmadi (2019) had similar conclusions. The finding that motivation has a significant but weak influence on job performance also confirms what Ates and Buluk (2015) found out when he analysed the link between emotional intelligence, motivation and organizational commitment. When the direct influence of motivation on job performance was excluded from the structural equation model, the influence of emotional intelligence & motivation on job performance became even stronger. This is in conformity with the findings of the study by Saad (2011). The findings imply that motivation should not be considered in isolation if job performance is to be improved. Instead, both emotional intelligence and motivation of workers should be enhanced. Particularly workers should promote their emotional utilization competences using intrinsic motivators.

Ten practical pointers to boost emotional utilization and intrinsic motivation for job performance excellence

These pointers are based on the study findings and are highly recommended to workers who want to enhance their performance especially if they are in the service industry.   The adoption of these pointers will depend on ones level of emotional intelligence and motivation.

1. Assessing ones level of emotional intelligence, particularly emotional utilisation and motivation level, specifically one's inclination to intrinsic motivators. Nobody is emotionally super intelligent and highly motivated all the time. Building one's emotional intelligence and motivation levels is a continuous process that should be embraced by whoever cares to register superior job performance.

Universally, human beings experience a multiple set of emotions that include joy, hope, eagerness, surprise, fear, anger, sorrow, resentment and the like. Depending on the social circles and the context in which our interactions occur, these emotions emerge and disappear, blend and disband and on at least certain occasions confuse us or even conflict within ourselves. Negotiating successfully with these emotional upheavals and downfalls is not possible without gaining meaningful insights ones emotional and motivational status.

Based on the insights so derived from ones emotional and motivational level assessment, one should formulate strategies that augment his/her emotional and social effectiveness and to develop a structure of personal values and beliefs, and support systems that validate the strategies and courses of actions chosen.   It is critical for one to assess how productive or unproductive their emotions and actions have been in the past and are in the present and how these impact on the emotions and actions of others and themselves.   This permits and justifies impulsiveness if the situation so necessitates, but it also warrants checks, limits and delays in gratification if the consequences would be unproductive, undesirable, or painful. In any case, the individual's emotions and actions are carefully guarded through conscious self-monitoring and are kept under guided control and self-regulation. The outcome is that many of those decisions and choices the person tended to make unconsciously or less consciously in the past now become clearer to the conscious mind and give way to the rational and intelligent deliberations of the mind thus producing results that are profoundly more effective and productive.

2. Manage the negative emotions by having a sense of meaningfulness. One's sense of meaningfulness is based on the reason for ones existence. The reason for existence will be the person's noble goal. The noble goal becomes the focal point as one goes through daily emotional experiences.   This gives one the opportunity to dismiss negative emotions and focus on things that create real value. Indeed, having a sense of meaningfulness will help the person to develop strong and trusting relationships both personally and professionally.

3. Based on one's life purpose, goals are set for the immediate, near and far future. Once one is clear on his or her job performance purpose and goal, destructions from negatives emotions will be minimized. This is so since each day the person will have clear targets to accomplish that will be supported by clear emotional intentions of, for instance, being grateful, cheerful, content and calm. Once targets are accomplished, the person will have a sense of progress and accomplishment.   Such a person will avoid personalising other people's behaviours so as to perceive them more objectively. Also such a person will reduce the fear of rejection by having decision options in important *situations*.

4. Build empathy and cultivate compassion. Empathy is the ability to understand the other's situation, perceptions and feelings from their view point. The person has the capacity to experience the emotions of others in their true spirit. In nature and in content, empathy is both instinctive and conscious. Certain aspects of empathy are instinctively gained through heredity. The other dimension is the consciously built up understanding of the other person's feelings. A number of conscious actions could be taken to build empathy by recognizing that people are different and view things differently.   Also, empathy can be built through effective listening and asking other people's viewpoints regularly. Besides this, using people's names and encouraging them with genuine recognition will lay a foundation for better working relation. It is also critical for one to cultivate compassion both for self and others. This requires one to be kind to self and the other, recognizing that suffering and failure are part of

shared human experience. Additionally, being compassionate requires that one takes a balanced approach to the negative emotions so that feelings are neither suppressed nor exaggerated. Negative thoughts and emotions are observed with openness so that they are held in mindfull awareness.

5. Building and nurturing strong, high-quality relationships. Emotional intelligence would not be fully developed without high-quality relationships. No matter who you are, where you work and what your professional goals are, having reliable teams that you influence in the work place is critical for success. Gaining influence on a team can help people work together more effectively. Gaining influence in a supervisory position can make one more respected and appreciated. Gaining influence in a meeting can make one's voice more likely to be heard and acknowledged. To build influence one should build trust with co-workers, cultivate reliability through consistence, be assertive but not aggressive, work actively to show flexibility while holding on the treasured beliefs, be personal by allowing others see you as part of the team, focus on actions rather that arguments and listen to understand.

6. Differentiating productive from unproductive emotions. It is critical for one to assess how productive or unproductive their emotions and actions have been in the past and are in the present and how these impact on the emotions and actions of others and themselves. This assessment permits and justifies impulsiveness if the situation so necessitates, but it also warrants checks, limits and delays in gratification if the consequences would be unproductive, undesirable, or painful. In any case, the individual's emotions and actions are carefully guarded through conscious self-monitoring and are kept under guided control and self-regulation. The outcome is that many of those decisions and choices the person tended to make unconsciously or less consciously in the past now become clearer to the conscious mind and give way to the rational and intelligent deliberations of the mind (Halberstadt et al., 2001) thus producing results that are profoundly more effective and productive.

7. Develop the ability to stay cool under pressed circumstances. This can be done by honing in on healthy habits like eating things close to their natural form, and good sleeping habits, and intense physical exercise. Also, breathing deeply and slowly triggers the body to stop releasing stress hormones. Also the ability to stay cool can be developed by calling to mind a previous emotional experience that was well handled. Finally, one should pay attention to what s/he can control and break the problem into small easy tasks. As one experiences vitality in the body, the confidence to handle emotionally challenges situations.

8. Develop the competence of being assertive but not aggressive. One's ability to express feelings, belief, and thoughts; and defend his/her rights in a non- destructive way without being aggressive or passive. As one has a job performance goal, it is critical to set boundaries so that people know where we stand on important emotional issues. Therefore one clarifies the limits of what is acceptable and tolerable in a relationship.

9. Staying proactive in the face of a difficult colleague. Before responding to someone who has upset you; take a deep breath and count slowly to ten. By the time you open to your mouth, you would have figured out more rationally what to say. The other option is to empathise with the person. Remind yourself that people do what they do because of their own issues. By de-personalising, one can view the situation more objectively and come up with better of handing tense problem.

Competence to bounce back from adversity. Adversity is part of life but one's altitude towards it and what one learns from, it is what makes a difference. In such instances one utilizes has/her emotional agility by 'de-centering the challenge in order to effectively manage it. De-centering is the process of being able to pause, step-back, reflect, shift perspective, create options and choose wisely.

10. Build realistic optimism. It is important to build an optimistic mindset. This implies that in every emotionally charged situation on identifies an opportunity. It is also important to surround yourself with positive, well motivated people. An optimistic mindset creates the emotional space that helps you to remain positive in the face of adversity, be creative in finding solutions, and persevere through obstacles on the way to reaching your goal. We should notice and give attention to the positive things in our lives and possibly keep a gratitude journal.

We should notice the best possible future for yourself by for instance taking ten minutes to imagine the best possible future you can see for yourself. Visualize it in much details, speak about it write about if and express it through movement.

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