



## Implication of Emotional Intelligence on Organizational Performance: A Study of Social Development Secretariat, Abuja, Nigeria

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### ABSTRACT

In relating with people in the work environment, it is important to bear in mind that human beings are highly controlled by emotions. This study examined the implication of emotional intelligence on organizational performance of Social Development Secretariat, Abuja. Descriptive survey research design was adopted, using questionnaire to obtain data from a sample of 51 employees drawn from a population of 175 employees. Emotional intelligence was proxied by self-management, social awareness and social skills. The results were generated and are tested by the use of t-test statistical tool. The findings show that self-management, social awareness and social skills have significant effect on organizational performance. The study concludes that emotional intelligence has positive effect on organizational performance and recommends that self-management, social awareness and social skills are critical factors to organizational success as other resources.

**Keywords:** *Emotional Intelligence, Self-Management, social Awareness, social Skills and Organizational Performance.*

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### INTRODUCTION

Organizations are set up to accomplish specific objectives ranging from profit to social aims. According to Tende and Andah [1], cordial relationship is a necessary tool for effective and efficient achievement of organizational goals. Through cordial relationship, an organization can link people together and develop mutual understanding between management and employees. By this, areas of conflict can be identified and minimized for the achievement of overall industrial peace and harmony, creating an atmosphere for higher productivity and accomplishment of corporate objectives. Management relations are interactions among people in organizational setting and involve the integration of people into a work situation and motivating them to work together productively, cooperatively and with economic, psychological and social satisfaction. In relating with people in the work environment, it is important to bear in mind that human beings are highly controlled by emotions.

Emotional intelligence (EI) is the ability to identify, use, understand and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict [1]. This ability allows us to recognize and understand what others are experiencing emotionally. EI is the capability of individuals to recognize their own and other people's emotions, discern between different feelings and label them appropriately, use emotional information to guide thinking and behaviour to adapt to environment or achieve one's goals. It is learned and not acquired. Emotional intelligence involves managing feelings so that they are expressed appropriately, therefore enabling people to work together towards common goals in a constructive and transparent environment.

Emotional intelligence is typically factored into the everyday decisions employers make, such as hiring, firing and promoting employees. Many hiring managers study candidates' emotional intelligence by asking specific questions during the hiring process, in order to identify those who have a higher degree of emotional intelligence. They also analyze the emotional intelligence of their current employees to determine leadership potential. In addition, when promotions and pay raises are being considered, emotional intelligence is typically factored into the decision.

According to Danquah [2], emotional intelligence is upheld to enhance employees' performance in the areas of personal selling, direct marketing, relationship marketing and service delivery. It impacts service quality which forms the basis of customer satisfaction, patronage, loyalty, and business growth. Strengthening the relationship between service delivery and customer demand, satisfaction and retention in the service sector is the guiding strategy to maximum organizational performance.

Hashem [3] observed that business performance in the banking sector is driven by emotional intelligence. In this regard, marketing creativity is said to be impacted by managers' emotional intelligence. Invariably, emotional intelligence equips managers with sufficient marketing creativity that forms one of the basic drivers of customers' service quality perceptions. According to Ghalandari et al. [4], emotional intelligence among health professionals facilitates employee performance, on which business performance is pivoted. [5], found that improvement in emotional intelligence of employees introduces a paradigm rise in sales performance and consequently organizational performance in terms of return on investment.

It has been found that not only are people with a high level of EI more successful in their careers, but they also are healthier, happier, and enjoy better relationships with others. Those with a high level of EI tend to experience a healthy balance of feelings like: motivation, friendship, focus, fulfillment, peace of mind, awareness, balance, self-control, freedom, autonomy, contentment, appreciation, connection and desire. Those with a lower level of EI tend to feel more: loneliness, fear, frustration, guilt, emptiness, bitterness, depression, instability, lethargy, disappointment, obligation, resentment, anger, dependence, victimization and failure. Lack of emotional intelligence can also have an effect on your career. Five ways this can be detrimental include insensitivity, arrogance, volatility, rigidity and selfishness.

### **Statement of the Problem**

Over the last decade emotional intelligence has drawn significant interest from academics and human resource practitioners throughout the world. The development of emotional intelligence skills is important because it is an area that is generally overlooked when skills development programs are designed. And yet research shows that emotions, properly managed, can drive trust, loyalty, and commitment [6]. Many of the greatest productivity gains, innovations, and accomplishments of individuals, teams, and organizations have occurred within such a framework. There is however paucity of studies in this all important area of research in Nigeria and Federal Capital Territory, Abuja in particular. This study tends to fill this gap.

The main objective of this study is to determine the effect of emotional intelligence on organizational performance of Social Development Secretariat, Abuja, Nigeria while the specific objectives include

- 1) To determine the effect of self-management on organizational performance
- 2) To examine the effect of social awareness on organizational performance
- 3) To determine the effect of social skills on organizational performance

The following research hypotheses were developed and tested in this study

- 1) That self-management has no significant effect on organizational performance
- 2) That social awareness has no significant effect on organizational performance
- 3) That social skills has no significant effect on organizational performance

### **Models of Emotional Intelligence**

In an attempt to organize the EI literature, [7], proposed three models, which can be distinguished according to the type of measuring instruments that have been employed. The models are explained below:

**The Ability-Based Model:** The majority of the research for this model was done by Solvey and Mayer. They defined EI as "The ability to perceive emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth". The major tenets of this model are that emotions are a means of information that is useful in interacting in social environments and in social relationships. It is also important to understand that not all individuals have the same ability to process emotional information and then to relate that information to overall cognitive process. The model proposes four types of emotional abilities:

**Emotional Perception:** an individual's ability to recognize his own emotions and to understand the emotions expressed in faces, voices, and pictures. This is the basic skill involved in EI because unless you can perceive emotions you cannot manage them.

**Emotional Use:** the ability to use emotions in order to perform other cognitive activities. Someone with high EI can use their emotions in order to help them think through a situation and solve problems, and being able to use the varying moods to the best advantage for completing required tasks.

**Emotional Understanding:** The ability to perceive the shades of emotions that exist and how different emotions interact with each other. This ability also includes comprehension of how emotions may evolve across a period of time.

**Emotional Management:** the ability to self-regulate emotions and to regulate emotions in others. The person with a high level of this ability can harness positive or negative emotions and manage them in a way that facilitates the completion of required tasks.

**The Trait Model of EI:** The most recent model of EI was published in 2009 by Petrides and colleagues. This model marks a break from the idea that EI is ability-based. Instead, it proposes that people have, as part of their personalities, a number of emotional self-perceptions and emotional traits. These traits aren't measured in the scientific sense, but are instead measured by the respondent's self-report. Of course, this assumes that the respondent is able to accurately describe his or her own traits. It is important to note that this model can only be viewed in conjunction with a comprehensive exploration of a person's personality. This is distinct from the other models of EI, it will take time before it can be fully examined and confirmed or rejected by the research community at large.

### **Conceptual Framework**

**The Mixed Models of EI:** the mixed model of EI was most famously described by Daniel Goleman, and is today the most widely accepted and used model for EI. It involves a range of competences which are broken into skill sets and which together form the picture of a person's level of EI. Goleman's mixed model categorizes Emotional Intelligence into four competencies and skills, as outlined below:

**Self-Awareness:** This comprises of emotional self-awareness, accurate self-awareness and self confidence

**Self-Management:** This comprises of self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative.

**Social Awareness:** This comprises of empathy, organizational awareness and service orientation

**Social Skills:** This comprises of influence, leadership, developing others, communication, change catalyst, conflict management, building bonds and teamwork and collaboration.

### **Organizational Performance**

Performance is a widely used concept in many areas. Usually, performance is a measure of how well a mechanism or process achieves its purpose. In enterprise management, Mullins [8] defines an organization's performance as how well the organization is managed and the value the organization delivers for customers and other stakeholders. Measuring performance is a multi-dimensional concept. Effectiveness and efficiency are the two fundamental dimensions of performance. Effectiveness refers to the extent to which stakeholder requirements are met, while efficiency is a measure of how economically the firm's resources are utilized when providing a given level of stakeholder satisfaction. To attain superior relative-performance, an organization must achieve its expected objective with greater efficiency and effectiveness than its competitors [9, 10, & 11]. He further expounded upon manufacturing performance measures, suggesting that five key-dimensions should be assessed: quality, delivery speed, delivery reliability, price, and flexibility. By measuring all of these factors, performance is thus balanced and multi-dimensional, better reflecting stockholder interest. According to [12], organizational performance depends largely on three components which are organizational motivation, environment and organizational capacity. Organizational capacity is the aptitude of an organization to utilize the resources effectively. Organizational motivation characterizes the basic behaviour of the organization, in terms of how it energizes the participants to perform. Performance is important as it determines the survival of the organization in this very challenging business environment. Performance can be categorized in terms of contextual performance and task performance. Contextual performance covers the actions of the executives for the organization. It encompasses the level of commitment, loyalty and co-operation [13]. However, organizational performance is boosted when the emotional intelligence of employees provides cohesion between employees and customers.

### **Empirical Literature**

Supramaniam and Singaravelloo [14] analysed the impact of EI on organisational performance (OP) in the Malaysian public sector. A survey instrumentation was distributed to 700 Administrative and Diplomatic Officers based in Putrajaya, within five selected ministries, obtaining 375 valid responses. The data was analysed using the SMART-PLS method, the findings showed significant positive effect of EI on OP, suggesting the need for an increase in the EI of civil servants by including EI indicators and measures in the areas of recruitment, learning and development, workforce planning, succession planning, and organisational development.

This study by Sultana, Islam, Islam, Jesmin and Ferdous [15] investigated the relationship between EI and the organizational performance of university teachers in Bangladesh. The convenient sampling technique was used to select 200 respondents from 25 universities, and a self-administered research instrument was employed to collect data from the respondents. Factor analysis was used to find out the significant constructs of EI, which influence organizational

performance. Likert scale and multivariate regression analysis were used for measuring questionnaire items and testing hypotheses. The key findings of the study showed that interpersonal competence, job performance, effective leadership, motivation and creativity, and social competence have significant influence on organizational performance. The study concluded that a decision-making system should be developed and the policymakers and concerned authorities should give more emphasis on key variables of EI that are affecting the advancement of higher education.

Wangari, Gichuhi and, Macharia [16] examined the influence of emotional intelligence on organizational performance among insurance companies in Kenya. Descriptive and explanatory cross-sectional research designs were used. The target population consisted of all the 55 registered insurance companies in Kenya as at 28th February 2017 and a sample size of 208 participants drawn from lower, middle and top level. Primary data was collected using collected using semi-structured questionnaires containing both open and closed-ended questions while secondary data was obtained using a secondary data collection sheet. Data analysis was conducted using descriptive statistics and inferential analysis. The study found that there is a weak positive correlation between self-awareness and organization performance. Self-management, social awareness, and organization performance were moderately correlated while interpersonal relationship management was strongly correlated with organization performance. Emotional intelligence has a significant influence on organizational performance among insurance companies in Kenya. Specifically, self-awareness, self-management, social awareness, and interpersonal relationship management have a significant impact on organizational performance among insurance companies in Kenya.

Supriadi and Sefnedi [17] investigated the mediation effect of motivation on the relationship between emotional intelligence, organizational cynicism and job performance. The participants were civil servants currently working at government office in Medan city, North Sumatera, Indonesia. A Structural equation modelling (SEM) was used to test the hypotheses. The research found that emotional intelligence positively and significantly affected motivation and job performance, while organizational cynicism was also found to have negative and significant effect on motivation and job performance. Motivation was also proven as determinant of job performance. However, motivation did not mediate the relationship between emotional intelligence, organizational cynicism and job performance.

Gunu and Oladepo [18] examine the impact of emotional intelligence on organizational commitment and employees' performance in the manufacturing industry. Descriptive design was adopted for the study. 206 questionnaires were randomly administered to respondents out of which 120 were returned that were used for analysis. Regression analysis was used to analyse the collected data. The study revealed that there was a significant relationship between employees' emotional intelligence, organizational commitment, and their performance. The coefficient of determination between EI and organizational commitment was 56.90%. Emotional intelligence accounted for 27.90% of the variation in employees' performance. Manager's EI and organizational commitment were not significantly positively related

Danquah [2] analyzed the impact of emotional intelligence on organizational growth in the banking sector of Ghana. The study adopted a quantitative research technique in which hypotheses were tested to verify the relationship between emotional intelligence and organizational growth in terms of return on investment. The study was based on 20 banks in Ghana. Pearson's correlation test, partial correlation test and ordinary least squares regression analysis were used in testing hypotheses. Findings of the study indicated that emotional intelligence is positively related to organizational performance. Emotional intelligence also significantly predicts organizational performance with a variability of 30.6%, while it has a significant moderating effect on the relationship between customer satisfaction and business performance.

## **Theoretical Framework**

### **Goleman's Emotional Intelligence Theory**

Goleman emotional intelligence theory was propounded by Goleman in [19]. The theory posits that emotional intelligence is a wide array of competencies and skills that drive leadership performance. The theory posits that emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman believes that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. According to [20], emotional intelligence is about having the ability to understand and manage the emotions of yourself and also those around you.

Goleman's theory also posits that it is not sufficient for managers to have a high IQ and be technically skilled. If they wanted to win the hearts and minds of staff they also needed to be emotionally intelligent. Goleman identified five characteristics that managers needed to develop if they were to be successful. They include self-awareness, motivation, empathy, social skills and self regulation. They theory opined that a brilliant brain and a high IQ are rather useless if empathy is not understood. When the emotions of the individual are hard to be understood and the person is a stranger to his own heart and lacks social awareness, that individual becomes unconnected, lack the ability to manage fear, and be assertive [21].

The theory further posits that two separate minds live in the brains of individuals, one rational and one emotional, and why the five skills making up emotional literacy are actually a much bigger predictor of happiness and success than the capacity by which it is usually measured which is IQ. The theory showed that when the individual is rational in his approach to the organizational activities then there is bound to be productivity. Goleman’s theory therefore becomes one of the major theories that are used in terms of analyzing and getting the best out of emotional intelligence in the organization [22].

**METHODOLOGY**

Descriptive survey research design method was used for this study. The population of the study consists of 175 employees of Social Development Secretariat, Abuja, Nigeria. The sample of 51 employees was used for this study derived through the Smith (1973 formula as follow

The formula is given by:

$$n = \frac{N}{3 + Ne^2}$$

Where:

- N = Population size
- 3 = Constant
- e = Margin of error (5%)

$$n = \frac{N}{3 + Ne^2}$$

By substituting into the formula we have:

$$n = \frac{175}{3 + 175(0.05)^2}$$

$$n = \frac{175}{3 + 175(0.0025)}$$

$$n = \frac{175}{3.4375}$$

$$n = 51$$

Data for the study was collected by the use of structured questionnaire. Questions bothering on self-control, trustworthiness, adaptability, and initiative were used to elicit response to level of self-management, social awareness comprises of empathy, organizational awareness and service orientation, while social skills cover questions on level of influence, leadership, communication, conflict management, and teamwork.

The respondents were asked to indicate their degree of agreement or disagreement based on a 5-point Likert scale that ranged from strongly agree (5) to strongly disagree (1).

We used the ordinary least squared regression because it allows for the estimation of the strength of the relationship between the independent variables and dependent variable and also has the ability to indicate the extent to which changes in the independent variables affect the dependent variable.

**Regression Results and Statistical Test of Hypothesis**

The results obtained under this section were generated using OLS regression analysis. The hypotheses formulated are tested by the use of t-test statistical tool. A variable is statistically significant if *t*\* (t-calculated) is greater than the tabulated value of ±1.96 under 95% confidence levels and it is statistically insignificant if the *t*\* is less than the tabulated value of ±1.96 under 95 % confidence level.

**Hypothesis one (H01): That self-management has no significant effect on organizational performance**

**Table 1:** Self-management and organizational performance Stepwise Regression Results

Regression Analysis of Self-management and organizational performance				
Dependent Variable: : Organizational performance				
<i>R</i> <sup>2</sup> =0 .6245; <i>F</i> = 12.09; <i>Sig</i> = 0.002				
Independent Variable	Beta	t-value	Pearson Correlation(r)	Probability value

Self-management	4.29	3.26	0.711189.	0.032
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From table 1, the calculated t-value for self-management is 3.26 and the critical value is given as 1.96, under 95% confidence level. Since the calculated t-value is greater than the critical value ( $4.29 > 1.96$ ), we therefore, reject the first null hypothesis ( $H_{01}$ ). We conclude that self-management has significant effect on organizational performance

Also, by examining the overall fit and significance of the model, it can be observed that the model has a good fit, as indicated by the relatively high value of the *F*-statistic, 12.09 and it is significant at the 5.0 per cent level. More so, the  $R^2$  (R-square) value of 0.6245 shows that the model does have a good fit too. It indicates that about 62.45 percent of the variation in organizational performance is explained by self-management, while the remaining 37.55 percent is captured by the error term.

**Hypothesis two (H02): That social awareness has no significant effect on organizational performance**

**Table 2:** Social Awareness and organizational performance.

Stepwise Regression Analyses				
Dependent Variable: Organizational performance $R^2 = 0.6729; F = 11.33; Sig = 0.004$				
Independent Variable	Beta	t-value	Pearson Correlation(r)	Probability value
Social Awareness	2.34	1.98	0.729275	0.026

The calculated t-value for Social Awareness as found in table 2 was found to be 1.98 and also by rule of thumb, the critical value is 1.96 under 95% confidence interval levels. The calculated value of social awareness is found to be greater than the tabulated value (that is;  $1.98 > 1.96$ ), we thus accept the second null hypotheses ( $H_{02}$ ). We conclude that social awareness has significant effect on organizational performance.

More so, by examining the overall fit and significance of the model, it was found to have a good fit, as indicated by the high *F*-statistic value of 11.33 and it is significant at the 5.0 per cent level.

The  $R^2$  (R-square) value of 0.6729 shows that the model has a very good impact and fit also. It showed that about 67.29 percent of the variation in organizational performance is explained by social awareness, while the remaining 32.71 percentage unaccounted variation is captured by the error term.

**Hypothesis three (H03): Social skills has no significant effect on organizational performance**

**Table 3:** Social Skills and organizational performance Stepwise Regression Results

Stepwise Regression Analyses				
Dependent Variable: Organizational performance $R^2 = 0.5939; F = 4.86; Sig = 0.091$				
Independent Variable	Beta	t-value	Pearson Correlation(r)	Probability value
Social Skills	2.96	2.28	0.628189	0.2143

Finally, from the regression result in table 3 the calculated t-value for Social Skills is 2.28 and the tabulated value is 1.96. Since the t-calculated is greater than the critical t-value (that is,  $2.28 > 1.96$ ) we reject the third null hypothesis ( $H_{03}$ ). We conclude that social skills has significant effect on organizational performance.

The coefficient of determination (R-square), used to measure the goodness of fit of the estimated model, indicates that the model is reasonably good in prediction. The  $R^2$  (R-square) value of 0.5939 shows that social skills has a good impact on organizational performance. It indicates that about 59.39 per cent of the variation in organizational performance is explained by social skills, while the variation of 40.61 percent is captured by the white noise error term.

**CONCLUSION AND RECOMMENDATIONS**

Establishment of cordial relationship is a necessary requirement for effective and efficient achievement of organizational goals. This links people together and develop mutual understanding between management and employees and minimize areas of conflict and engender industrial peace and harmony creating atmosphere for higher productivity. Human behavior and actions are controlled by emotions and these can generate positive or negative outcomes. Emotional intelligence involves managing feelings or emotions so that they are expressed appropriately, therefore enabling people

to work together towards common goals in a constructive and transparent environment. Management and staff of Social Development Secretariat are seen to exhibit high level of emotional intelligence and has positively influenced or affected their organizational performance. We therefore conclude that self-management, social awareness and social skills which are measures of emotional intelligence are required for organizational performance as other resources are necessary for achievement of organizational goals.

Based on the above, we recommend as follow

- 1) As self-management affects organizational performance positively, qualities of self-control, trust, adaptability, and initiative are critical to every organization
- 2) Social awareness found to be positively affect organizational performance highlights the need for organizations to embrace empathy, organizational awareness and service orientation for survival.
- 3) The place of social skills cannot be overemphasized for positive organizational performance, therefore leadership, effective communication, conflict management, teamwork and collaboration should be seen as areas of priority.

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