

## **Influence of Emotional Intelligence and Gender on Job Performance and Job Satisfaction among Nigerian Policemen**

O.A. Afolabi, R.K. Awosola and S.O. Omole

Department of Psychology, Ambrose Alli University, Ekpoma, Edo State, Nigeria

**Abstract:** This study examines the influence of emotional intelligence and gender on job performance and job satisfaction among Nigeria Police Officers. It employs a 2x2 factorial design as well as multiple regressions with emotional intelligence and gender as the independent variables. One hundred and nineteen police officers were randomly selected from Esan Area Command. The results show that Police Officers who are of high emotional intelligence are more satisfied and perform better than Police Officers who are of low emotional intelligence. Also, respondents who have male or female roles with high emotional intelligence perform better and more satisfied with their job than respondents who have male or female roles with low emotional intelligence. Based on the above, recommendations are made on how to increase Police Officers' efficiency.

**Key words:** Emotional intelligence, gender, job performance, job satisfaction

### **INTRODUCTION**

Police organisations have behavioural orientations reflective of dominance, individual achievement and masculinity. However, recent challenges in Nigeria such as developing community oriented policing and transforming a traditional Police culture that typically emphasised operational efficiencies, to one that promotes team collaboration, innovation and 'effective' processes suggest the need for improved job performance within the law enforcement agencies (Afolabi and Adesina, 2006). Effective performance in the protective service occupations, such as in policing and fire service, is not all about ability, but it also involves emotions. People, who know their own emotions and are good at reading others emotion may be more effective in their jobs (Afolabi and Adesina, 2006).

Mayer *et al.* (2000) and Afolabi (2004) contend that emotional intelligence is not a single trait or ability rather, a composite of distinct emotion reasoning abilities. Perceiving emotions consist of recognising and interpreting the meaning of various emotional states, as well as their relations to other sensory experiences. Understanding emotions involve comprehension of how basic emotions are blended to form complex emotions. Regulating emotions encompasses the control of emotions in oneself and in others. An individual's emotional intelligence is an indicator of how he or she perceives, understands and regulates emotions. Sternberg (1997) has proposed a different conception of intelligence, which he calls successful intelligence. Successful intelligence involves three distinct types of mental abilities: analytic, creative and practical.

Analytic intelligence refers to the mental processes used in learning how to solve problems, such as picking a problem-solving strategy and applying it. Creative intelligence is the ability to deal with the novel situations by drawing on existing skills and knowledge. The intelligent person effectively draws on past experiences to cope with new situations, which often involves finding an unusual way to relate old information to new.

Practical intelligence involves the ability to adapt to the environment and often reflects what is commonly called street smarts. Sternberg (1997) notes that what is required to adapt successfully in one particular situation or culture may be very different in another situation or culture. He stresses that the behaviour that reflect practical intelligence can vary depending on the particular situation, environment or culture. According to Goleman (1995) emotional intelligence is referred to as emotional literacy. Individual with emotional intelligence are therefore able to relate to others with companion and empathy, have well developed social skills and use this emotional awareness to direct their acts and behaviours.

Ciarrochi *et al.* (2001) stress that being able to understand, perceive and express emotions in an appropriate way can determine whether an individual is successful or not as an employee in a career. Evidence is accumulating that emotional intelligence is associated with important outcomes such as high quality social relationships (Lopes *et al.*, 2005). Emotional intelligence may contribute to work performance (as reflected in salary, salary increase and company rank) by enabling people to nurture positive relationships at work, work affectively in teams and build social capital. Work performance often depends on the support and advice and

other resources provided by (Seibert *et al.*, 2004). The ability to manage emotions can help people nurture positive affect, avoid being overwhelmed by negative affect, and cope with stress (Afolabi, 2004). Other emotional abilities such as perceiving and understanding emotions, also contribute indirectly to the quality of emotional experience by helping people to identify and interpret cues that inform self-regulatory action.

There were mixed results of studies on influence of emotional intelligence and job performance, some studies suggested that emotional intelligence and job performance are positively related. Lam and Kirby (2002) found that emotional intelligence predicts the performance of undergraduate students on single task. Also Sue-Chan and Latham (2004) found that emotional intelligence is related to the classroom performance of managers and professionals, sales performance (Law *et al.*, 2004), the collection performance of account officers (Bachman *et al.*, 2000) and supervisory rating of job performance (Law *et al.*, 2004). Kelley and Caplan (1993) studied the characteristics of Bell Laboratories Engineers who were rated as stars by their peers. They concluded that the so-called stars were better at relating to others, which means that it was emotional intelligence, not academic intelligence that characterised their high performance. Another study conducted among the Air Force recruiters generated similar findings; the Air Force revamped its selection criteria. A follow up investigation found that future hires that had high emotional intelligence scores were 2.6 times more successful than those who did not.

The implication from evidence on emotional intelligence is that employers should consider it as a factor in selection especially in jobs that demand a high degree of social interaction such as in policing. Recent findings suggest that emotionally intelligent persons are better performer than their counterpart (Law *et al.*, 2004; Van-Rooy and Viswesvaran, 2004) but most of these associations are based on self-report measures of emotional intelligence.

Other studies have also suggested that there is no relation between or an inconsistent relation between emotional intelligence and job performance. These studies found no relation or inconsistent between the two variables on particular task (Austin, 2004; Day and Carroll, 2004), academic performance (Afolabi *et al.*, 2009) and supervisory ratings (Janovics and Christiansen, 2001). Moreover past researches have focussed on a limited set of criteria, and little is known about how emotional intelligence is related to outcome such as salary and affect at work such as job satisfaction.

Job satisfaction refers to a collection of attitudes, which workers have about their jobs. Berry (1997) defined "Job satisfaction as an individual's reaction to job experience". Job satisfaction describes how content an

individual is with his or her job. There are a variety of factors that can influence a person's level of job satisfaction; some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working condition, leadership and social relationships and the job itself (the variety of tasks involved, the interest and challenge the job generates and the clarity of the job description requirement).

The happier people are with their job, the more satisfied they are said to be. Various steps are taken by organisations to improve and enhance job satisfaction, these include job rotation, job enlargement and job enrichment. Other factors that influence job satisfaction include the management style and culture, employee involvement and autonomous work groups. Numerous authors have theorised that emotional intelligence contributes to people's capacity to work effectively in teams and manage work stress (Caruso and Salovey, 2004). Emotional intelligence can as well influence job satisfaction, since the happier people are with their job the more satisfied they are said to be which entails the expression of emotion. Sy *et al.* (2006) found that employees' emotional intelligence was positively associated with job satisfaction and performance. They also found that manager's emotional intelligence had a more positive correlation with job satisfaction for employees with low emotional intelligence than for those with high emotional intelligence. Also, Tans (2003) found a positive relationship between emotional intelligence and other criteria such as job satisfaction and contextual performance. But, emotional intelligence can work with other variables like gender, personality and personal value to predict job satisfaction and performance. Cote and Miner (2006) argued that emotional intelligence and cognitive intelligence interact to influence performance. It is a fact that it takes more than traditional cognitive intelligence to be successful at work. It also takes emotional intelligence; the ability to restrain negative feelings such as anger and self-doubt, and rather focus on positive ones such as confidence to be successful at work.

Job satisfaction can as well be influenced by gender differences especially in jobs like policing which have been fully defined as "masculine" or resistant to integration of women to jobs that are physically demanding such as police. Despite the change in both the nature of policing and the status of women, many men officers continue to believe that women cannot handle the physical and emotional demands of the job. Therefore, they oppose to the presence of female in patrol. The term gender refers not simply to a fixed attribute determined by biology or cultural processes or is it simply what one "is". Rather, it is something one enacts or "does" on going basis by presenting oneself as masculine or feminine in routine daily interactions through languages, dress and

demeanour (Acker, 1990; West and Zimmerman, 1989). In summary, gender is socially constructed through interaction.

Gender as socially constructed rather than as a characteristic of individual has several implications. It suggests that gender arises through interaction and organisational practices and is a pervasive way of organising and differentiating feature of all social life, woven into all aspect of life within and outside of the workplace. In furtherance of this, Ward *et al.* (2004) opined that accounting profession, like all organisations have tend to foster self replication; that is, individuals in the power structure tend to hire, mentor and advance those individuals who are perceived to be most like themselves. They found that these persons tend to be “masculine” men. Therefore women who are in such organisations may have less job satisfaction if they are perceived not to have “masculine” trait.

A gender role is a set of behavioural norms associated particularly with males or females in a given social group or system. The rejection of gender role stereotypes by women who pursue traditionally construed male careers can be suggestive of the fact that women in those positions have needs, motives and values similar to men who also are in similar positions. Hulin and Smith (1964) contend that sex per se is not related to either high or low satisfaction; rather, when sex is paired with other factors like pay, job level and promotional opportunity they can influence job satisfaction. This was shown in a study by Zaleznik *et al.* (1958) in which women were more satisfied than men. They explained that the women in the group were receiving the same pay and also had the same social position as the men. Varca *et al.* (1983) contended that women and men are most likely to differ in satisfaction with organizational rewards-namely, pay and promotion.

Sauser and York (1978) test the hypothesis that observed sex differences in job satisfaction, but the observed difference was not due to influence of sex alone, but to the effect of several variables which covary with sex. Herzberg *et al.* (1957) advanced that, the greater variability in the attitudes of women can be attributed to the multiple roles assumed by women when they take position outside the home. They suggested that, for women, job satisfaction might depend on factors different from those of men.

It was widely thought that Nigerian Police officer's salary is a good predictor of his/her level of job performance and job satisfaction. Government has continuously increased the salary of officers in anticipation of increased productivity and effectiveness but the reverse is always the case. Aremu and Oluwole (2000) reported that Police, irrespective of gender and marital status, have low self esteem and these accounted for their low productivity.

Beck and Wilson (1997) in their study found that police officers have relatively low levels of commitment. This, according to them is a result of a culmination of poor experiences they have had. Similarly, Afolabi and Adesina (2006) stress that low levels of police commitment are a reflection of their bad experiences, some of which is a function of the type of work they engaged in. Along the same line of thought, Metacalfe and Dick (2000) suggest that police commitment is significantly affected by their identification and commitment to organisational values. They made a submission that management systems and practices affect organisational identification and in turn, the desire of police officers to closely identify themselves with the police service's goals and values. From the foregoing, the study wants to find answers to these questions. Does emotional intelligence influence job performance and job satisfaction? Does gender difference influence job satisfaction and job performance? Does emotional intelligence and gender interact to affect job performance and job satisfaction among police officers? Answers to the these questions are of social and psychological importance in view of the contribution of Nigerian Police Officers to the security and development of the country.

**Four hypotheses emerged, they are:**

- Gender will have a significant influence on job satisfaction
- Emotional intelligence will have a significant influence on job satisfaction
- Gender and Emotional intelligence will interact to influence job satisfaction
- Gender and Emotional intelligence will have independent and joint influence on job performance.

**Setting:** The first step in obtaining sample was to identify the population of interest. Population consists of officers and men of Nigeria Police Force, Edo State Command with Benin City as the State headquarters. The sample was drawn from Esan Area Command, which is located in Irrua and headed by an Area Commander. This command in turn is divided into Divisional Police Offices headed by Divisional Police Officers (DPOs). These Divisional Police Offices are based in the five Local Government Areas that make up Esan land. These Local Government Areas include: Esan West (Ekpoma), Esan Central (Irrua), Esan North East (Uromi), Esan South East (Ubiaja) and Igueben Local Government (Igueben).

**Participants:** A total number of 119 participants took part in the study. From the sample, age of the respondents were as follows 39 (32.8%) were 21-30 years, 51 (42.9%) were 31-40 years, 26 (21.8%) were 41-50 years and 3 (2.5) were 51 years and above.

From the sample 79 respondents (66.4) are males, 40 respondents (33.6%) are females. On marital status 38 respondents (31.9%) were single, 77 respondents (64.7%) were married, 2 respondents (1.7%) were divorced and 2 respondents (1.7%) were widow. Religion affiliation showed that 99 respondents (83.2%) were Christians; while 16 respondents (13.4%) were Muslims while others (who did not indicate their religion) were 4 (3.4%).

On rank 33 respondents (27.7%) were Constable, 21 respondents (17.6%) were Corporal, 25 respondents (21.0%) were Sergeant, 29 respondents (24.4%) were Inspector, 9 respondents (7.6%) were Assistant Superintendent of Police, 1 respondent (0.8%) was Superintendent of Police. Number of years spent in the service showed that 33 respondents (27.7%) were of 0-5 years, 34 respondents (28.6) were of 6-10 years, 15 respondents (12.6%) were of 11-15 years, 25 respondents (21.0%) were of 16-20 years, 9 respondents (7.6%) were of 21-25 years and 3 respondents (2.5%) were of 26 years and above.

One respondent (0.8%) had Primary School Certificate, 66 respondents (55.5%) had Secondary School Certificate, 34 respondents (28.6%) had NCE/OND, while 18 respondents (15.1%) had degrees (HND, B.Sc., B.A, E.Ed).

**Instrument:** The instrument used was a questionnaire, which tapped different measures like demographic information, gender, emotional intelligence, job performance and job satisfaction. The questionnaire was divided into four (4) sections.

Emotional intelligence was measured by using a 25-item scale developed by Afolabi (2004). The scale contained 5 factors that include empathetic response (items 1-5), mood regulation (items 6-11), interpersonal skills (items 12-16), internal motivation (items 17-21) and self-awareness (items 22-25). The author reported reliability alpha coefficients of 0.69, 0.72, 0.67, 0.73 and 0.81 and test re-test reliabilities of 0.72, 0.75, 0.73, 0.75 and 0.84 for the respective subscales. For the whole scale, alpha reliability was 0.90 among work teams. Also, Afolabi *et al.* (2009) found an alpha reliability of 0.79 for the scale among Nigerian undergraduates.

For the present study, an item-total correlation was analysed to re-validate the scale because it is essential for test validity to be computed on a different sample of persons from that which items were originally selected (Anastasi and Urbina, 1997; Ehigie *et al.*, 2006). The analysis supported the 25 items used in this study. A confirmatory factor analysis conducted using the principal factor component method and the varimax rotation yielded five factors that conformed with the five factors originally identified by Afolabi (2004). In scoring, higher scores indicate higher emotional intelligence.

Gender was measured by respondents' indicating their roles in the homes and in the society. Through that the researchers were able to determine respondents' gender. For example, "Are you the one responsible for payment of rent and other fees in your family", "Do you like to baby-sit" "Do you engage in general household work like sweeping and cooking". Participants were instructed to respond to the items on a "Yes" or "No" format.

Job performance was tapped using a 19-item scale developed by Helen (1990). The scale items were designed in 5point Likert type response format (strongly agree, agree, undecided, disagree and strongly disagree). This scale has been used among Nigerian samples before now. For example, Osifo (2005) found a split half reliability coefficient of 0.68 and a validity coefficient of 0.63 among Nigerian factory workers. For the present study, an item total correlation was carried out to test the validity of the scale. The analysis supported all the items of the scale. Internal consistency coefficient of 0.72 was obtained using Cronbach alpha reliability.

Job satisfaction was tapped using a 10-item scale developed by Adanijo (1987). This scale is a short version of the Ugwuegbu (1981) 25-item job satisfaction questionnaire. The 10 item version of job satisfaction scale showed a significantly high correlation with the original scale ( $r = 0.93$ ;  $p < 0.0001$ ). Also each of the ten items had significantly high correlation with the total score on the 25 items scale. The correlation coefficients obtained ranged from 0.62 to 0.70 all significant at  $p < 0.001$  level. The internal consistency coefficients of the 10 - item scale obtained for the pretest was 0.75. In scoring, items 7 and 8 were reversed and higher score indicates higher job satisfaction.

**Design:** The design used for this study was expo facto design/predictive design, the reason for the design was due to the fact that there was no manipulation of independent variable rather the independent variable was manipulated by nature. Therefore the researchers went to measure their influence on the dependent variable. Which means that the behavioural phenomenon was studied and attempts was made to explore the conditions under which the phenomenon occurred.

The research had two independent variables they are emotional intelligence and gender with two levels each (high and low) and (male and female) respectively. The study also had two dependent variables; they are job performance and job satisfaction.

**Pilot study:** In a preliminary study, 10 Police Officers at Force Headquarter in Benin City were used by the researchers to test for psychometric properties of the instruments in the questionnaire. The pilot study was also used to determine the mean score that will be used in

Table 1: 2X2 ANOVA showing the influence of emotional intelligence and gender on job satisfaction.

Source	SS	df	MS	F-value	p-value
Sex roles (A)	12.347	1	12.347	0.463	p >0.05
Emotion intelligence (B)	164.233	1	164.233	6.159	p <0.01
A VS B	93.640	1	93.640	3.512	p <0.01
Error	3066.421	115	26.665		
Total	14321.395	118			

classifying respondents into high and low categories. This also affords the researchers the opportunity to know the procedure to be followed and problems that would likely be encountered in the study. The emotional intelligence scale has split half reliability of 0.71 and validity coefficient of 0.69 while job performance scale has split half reliability of 0.68 and validity coefficient of 0.66 and lastly job satisfaction has split half reliability coefficient of 0.72 and validity coefficient of 0.74. This finding shows that the instrument has a sufficient reliability to justify their future use.

**Procedure:** The researchers sought and got permission to conduct the research from the Police Public Relation Officer at the Force Headquarters in Benin City. The Area Commander Esan Area Command was briefed in order to seek his support and assistance to undertake the study in his domain.

Before the questionnaire was administered, respondents were given relevant information relating to the nature and purpose of the research. A guarantee of confidentiality of information and an appreciation of respondents' time was also expressed. In order to ensure good response, respondents' were given ample of time to fill the questionnaire.

**RESULTS**

The analyses reported here were based on a sample of 119 subjects who participated in this study, which is designed to measure the influence of emotional intelligence and gender on job performance and job satisfaction.

The first hypothesis which predicted that gender will have a significant influence on job satisfaction was not supported  $F(1, 118) = 0.463$ ;  $p > 0.05$ . Table 1, shows clearly that the measure employed in the study for job

Table 2: Summary of job satisfaction by gender and emotional intelligence among police officer

Variable	N	Mean
Gender: Male roles	83	42.8
Female roles	36	42.2
Emotional Intelligence: High	63	39.6
Low	56	35.3

satisfaction did not reach significant level when gender is considered. The hypothesis is hereby rejected.

The second hypothesis which predicted that emotional intelligence will have a significant influence on job satisfaction was confirmed as shown in table 1,  $F(1,115) = 6.159$ ;  $P < .01$ . The mean comparison of the two groups show that respondents who are of high emotional intelligence are more satisfied with their jobs ( $x=39.6$ ) than respondents who are of low emotional intelligence ( $x=35.3$ ) as shown in Table 2.

The third hypothesis predicted that gender and emotional intelligence would interact to influence job satisfaction. The hypothesis was supported,  $F(1,115) = 3.512$ ;  $P < 0.05$  as shown in Table 1. A comparison of the mean of the groups is presented in Table 3.

There is no significant difference between respondents who exhibit male roles with high emotional intelligence and those who exhibit female roles with high emotional intelligence on job satisfaction. But, respondents who exhibit female roles with high emotional intelligence are more satisfied with their job than respondents who exhibit female roles with low emotional intelligence. Therefore, respondents who exhibit female roles with low emotional intelligence are the least satisfied with their job as compared to other groups in the study.

The fourth hypothesis which predicted that there would be an independent and joint influence of gender and emotional intelligence on job performance was tested using multiple regression analysis. The result is shown in Table 4

Table 3: Showing groups and means comparisons

Group	Mean	1	2	3	4
1 Male roles/High emotional intelligence	38.90	-	1.18	2.46**	3.58**
2 Female roles/High emotional Intelligence	40.08	-	-	3.64**	4.76**
3 Male roles/Low emotional intelligence	36.44	-	-	-	1.12
4 Female roles/Low emotional Intelligence	35.32	-	-	-	-

\*\* :  $p < 0.01$

Table 4: Multiple regression table showing independent and joint influence of gender and emotional intelligence on job performance

Variables	R	R <sup>2</sup>	F-value	p-value	$\beta$	t-value	p-value
Gender					0.11	1.47	N.S
Emotional intelligence	0.88	0.77	3.57	<0.05	0.57	2.58	< 0.01

The results of the multiple regressions in Table 4 above partially supported the hypothesis. The result reveals that there is a joint influence of gender and emotional intelligence on job performance  $F(2, 117) = 3.57$ ;  $p < 0.01$  with  $R = 0.88$  and  $R^2 = 0.77$ . This implies that the two variables accounted for 77% variations in job performance among police officers. Thus, part of the fourth hypothesis is confirmed. The result also shows the contribution of each of the variables and it reveals that emotional intelligence contributed significantly ( $\beta = 0.57$ ;  $t = 2.58$ ;  $p < 0.01$ ) while the contribution of gender to the prediction is not significant ( $\beta = 0.11$ ;  $t = 1.47$ ;  $p = \text{NS}$ ).

### **DISCUSSION**

The result of this study extends previous research on emotional intelligence and gender on job satisfaction and job performance. The study also examines the joint influence of these variables in enhancing job satisfaction and performance. There is a significant difference between high emotional intelligence and low emotional intelligence on job satisfaction. The result of this analysis shows that police officers who are of high emotional intelligence are more satisfied with their job than police officers who are of low emotional intelligence. The result is in consonance with the findings of Tans (2003) study that found a positive relationship between emotional intelligence and other criteria such as job satisfaction and contextual performance.

This result is also in line with Caruso and Salovey (2004) and Sy *et al.* (2006) who found that employees' emotional intelligence was positively associated with job satisfaction and performance. It is assumed that individuals with high emotional intelligence may use buffering techniques to internally encapsulate and segregate emotions so that it does not interfere with their job thereby enhancing their job satisfaction. Aside from this, policing entails a high level of teamwork and team building. Individuals with a high level of emotional intelligence will be able to build such alliances thereby increasing their job satisfaction.

The hypothesis which predicted a 2 - way interaction between emotional intelligence and gender on job satisfaction received support. This result lends its support from Hartley (2009) who asserts, that emotional intelligence can work with other variables like gender, personality and personal value to predict job satisfaction and performance. This result suggests that police officers who have female roles with high emotional intelligence are more satisfied with their job than police officers who have male or female roles with low emotional intelligence. This also underscores the importance of emotional intelligence in enhancing job satisfaction of an average policeman. This means that their roles at home or

in the society may not affect job satisfaction if they are able to understand as well as nurturing positive relationship at work.

The fourth hypothesis, which predicted a joint and independent influence of gender and emotional intelligence on job performance, is partially confirmed. This is because though all the two-predictor variables jointly predict job performance, only emotional intelligence is found to independently influence job performance. The joint influence of the two variables is 77%. Furthermore, Table 4 shows that emotional intelligence contributed 57% while gender contributed 11% to the total beta weight. The implication of this result is that police officers' job performance can be predicted by gender roles and emotional intelligence. Researches have supported this finding Hartley (2009) asserts, that emotional intelligence can work with other variables like gender, personality and personal value to predict job satisfaction and performance. Cote and Miner (2006) argued that emotional intelligence does interact with other variables like cognitive intelligence to influence job performance.

### **CONCLUSION**

This study has shown that emotional intelligence does predict job satisfaction and job performance. The result indicates that respondents who are of high emotional intelligence perform better and are more satisfied with their job than respondents who are of low emotional intelligence. In policing which involves team work and getting along with others which is critical to success; the ability to perceive and regulate others' emotions may determine an individual's job performance as well as job satisfaction and this could as well increase the motivation and effectiveness of the policemen in combating crime.

### **RECOMMENDATIONS**

The study has implications for policing career, especially given the importance of the profession in maintaining law and order in the society. The Nigerian Police Force should develop training courses of emotional intelligence so that officers will know how to effectively monitor their own, others feelings and emotional reaction in real time. The study also reveals that emotional intelligence interacts with other factors to influence police officers job performance and job satisfaction. Nigerian Police Force as an organization should do everything possible to provide a healthy psychological environment to make policing an interesting career, as modern policing is not determined by only physical capabilities.

The following recommendations can be useful to the Nigerian Police Force.

- Since emotional intelligence can be learned, officers (men and women) must be taught how to boost their emotional abilities where they lack them.
- The Nigerian Police College should introduce the Police Problem Based-Learning (PBL) as it is the case all over the world as part of Police Training Program. The program helps to improve and teaches police instructors and students how to examine their own emotional competencies.
- Females are under represented in the Nigerian Police Force, so more female must be encouraged and recruited into the Nigeria Police Force as it is found that gender or roles has nothing to do with their performance and job satisfaction.

### REFERENCES

- Acker, J.N., 1990. Hierarchies, jobs and bodies: A theory of gendered organization. *Gend. Soc.*, 4: 139-158.
- Adanijo, I.B., 1987. The self as predictor of equity comparison and job Satisfaction. An Unpublished Ph.D Thesis, University of Ibadan.
- Afolabi, A.O., 2004. Influence of five-factor personality attributes, need for achievement and emotional intelligence on work team interaction processes in the Niger-Delta. An Unpublished Ph.D Thesis, University of Ibadan, Nigeria.
- Afolabi, A.O., E. Ogunmwonyi and A.A. Okediji, 2009. Influence of emotional intelligence and need for achievement on interpersonal relations and academic achievement of undergraduates. *Edu. Res. Q.*, 33(2): 15-29.
- Afolabi, A.O. and A.A. Adesina, 2006. Influence of job frustration, narcissism and demographic variables on attitudes towards professional ethical behaviour among Nigerian Police Officers. *Afr. J. Psychol. Stud. Soc.*, 9(1): 37-45.
- Anastasi, A. and S. Urbina, 1997. *Psychological Testing*. 7th Edn., NJ: Prentice-Hall, Englewood Cliff.
- Aremu, A.O. and D.A. Oluwole, 2000. The socio-psychological dimension of self-esteem of Nigerian Police interpersonal relationship. *Ife J. Behav. Res.*, 2(1-2): 30-36.
- Austin, E.J., 2004. An investigation between trait emotional intelligence and emotional task performance. *Pers. Individ. Differ.*, 36: 1855-1865
- Bachman, J., S. Stein, K. Campbell and G. Sitarenios, 2000. Emotional intelligence in the collection of debt. *Int. J. Select. Assess.*, 8: 176-182.
- Berry, L.M., 1997. *Psychology at Work*: San Francisco: McGraw Hill Companies.
- Beck, K. and C. Wilson, 1997. Police officers views on cultivating organizational commitment: Implications for police managers' policing. *Int. J. Police Strateg. Manag.*, 20: 175-195.
- Caruso, D.R. and P. Salovey, 2004. *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. San Francisco, CA: Jossey-Bass.
- Ciarrochi, J., J.P. Forgas and J.D. Mayer, 2001. *Emotional Intelligence in Everyday Life: A Scientific Inquiry*. P.A. Psychology Press, Philadelphia.
- Cote, S. and C.T.H. Miner, 2006. Emotional intelligence and job performance. *Admin. Sci. Quart.*, 51(1): 1-28.
- Day, A.L. and S.A. Carroll, 2004. Using an ability-based measure of emotional intelligence to predict individual performance, group performance and group citizen behaviour. *Pers. Individ. Differ.*, 36: 1444-1458
- Ehigie, B.O., I.A. Kolade and A.O. Afolabi, 2006. Personality factors influencing politicians' attitudes toward wellbeing of citizens. *Int. J. Pub. Sector Manag.*, 19(5): 428-446.
- Goleman, D., 1995. *Emotional Intelligence*. Bantam Books, New York.
- Helen, O., 1990. Gender and performance. *J. Adv. Nurs.*, 7: 631-641.
- Herzberg, F., B. Mausner, R.O. Peterson and D.F. Capwell, 1957. *Job Attitudes: Review of Research and Opinion*. Psychological Service of Pittsburg, Pittsburg.
- Hulin, C.L. and P.C. Smith, 1964. Sex differences in job satisfaction. *J. Appl. Psychol.*, 48: 88-92.
- Kelley, R. and J. Caplan, 1993. How bell labs creates star performers. *Harvard Bus. Rev.*, 71: 128-139.
- Janovics, J. and N.D. Christiansen, 2001. Emotional intelligence at the workplace. Paper Presented at the Annual Meeting of the Society of Industrial and Organisational Psychology, San Diego, CA.
- Lam, L.T. and S.L. Kirby, 2002. Is emotional intelligence an advantage? An exploration of impact of emotional and general intelligence on individual performance. *J. Soc. Psychol.*, 142: 133-143.
- Law, K.S., C.S. Wong and L.J. Song, 2004. The construct criterion validity of emotional intelligences and its potential utility for management studies. *J. Appl. Psychol.*, 89(3): 483-496.
- Lopes, P.N., P. Salovey, S. Cote and M. Beers, 2005. Emotion regulation ability and the quality of social interaction. *Emotion*, 5: 113-118.
- Mayer, J.D., P. Salovey and D. Caruso, 2000. Models of Emotional Intelligence. In: R. Sternberg (Ed.), *Handbook of Intelligence*. Cambridge, UK: Cambridge University. Retrieved from: [http://www.unh.edu/emotional\\_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2000ModelsSternberg.pdf](http://www.unh.edu/emotional_intelligence/EI%20Assets/Reprints...EI%20Proper/EI2000ModelsSternberg.pdf).
- Metcalfe, B. and G. Dick, 2000. Exploring organizational commitment in the Police. *Policing: Int. J. Police Strateg. Manag.*, 24(3): 399-420.

- Osifo, O., 2005. Influence of job satisfaction and social support on job performance in an organization. An Unpublished B.Sc Thesis, Ambrose Alli University, Ekpoma, Nigeria.
- Sauser, W.I. and M. York, 1978. Sex differences in job satisfaction: A re-examination. *Pers. Psychol.*, 31(3): 537-547.
- Seibert, S.E., M.L. Kramer and R.C. Liden, 2004. Social capital theory of career success. *Acad. Manag. J.*, 44: 219-237.
- Sternberg, R.J., 1997. Educating Intelligence: Infusing the Triarchic Theory Into Instruction. In: Sternberg, R.J. and E. Grigorenko (Eds.), *Intelligence, Heredity and Environment*. Cambridge University Press, New York.
- Sue-Chan, C. and G.P. Latham, 2004. The situational interview as a predictor of academic and team performance: A study of the mediating effects of cognitive ability and emotional intelligence. *Int. J. Select. Assess.*, 12(4): 312-320.
- Sy, T., S. Tram and L.A. O'Hara, 2006. Relation of employee and manager to job satisfaction and performance. *J. Vocat. Behav.*, 68(3): 461-473.
- Tans, L., 2003. The relationship between emotional intelligence and contextual performance as influenced by job satisfaction and locus of control orientation. An Unpublished D.M. Thesis, Alliant International University, San Diego.
- Ugwuegbu, D.C.E., 1981. The impact of cultural predisposition on employees work satisfaction. In: Ugwuegbu, D.C.E., (Ed.), *Organisational Behaviour and Management*. Ibadan: University of Ibadan.
- Van-Rooy, D.L. and C. Viswesvann, 2004. Emotional intelligence; A meta analytic investigation of predictive validity and nomological net. *J. Vocat. Behav.*, 65: 71-95.
- Varca, P.E., G.S. Shaffer and C.D. McCauley, 1983. Sex differences in job satisfaction revisited. *Acad. Manag. J.*, 26(2): 348-353.
- Ward, S., E. Cook and D. Ward, 2004. Accounting faculty: A study of the relationship among gender, sex-role orientation, academic rank and job satisfaction. *Acad. Edu. Leadership J.*, 8(1): 35-58.
- West, C. and D. Zimmerman, 1989. Doing gender. *Gender Soc.*, 1: 125-151.
- Zaleznik, A., C.R. Christensen and F.J. Roethlisberger, 1958. *The motivation, productivity and satisfaction of workers*. Boston: Harvard University, Division of Research, Graduate School of Business Administration.