



Faculty of Cognitive Science and Human Development

**EMOTIONAL INTELLIGENCE AND ITS
RELATIONSHIP WITH PERFORMANCE**

Rorita Binti Muhdden

BF
576
R787
2003

**UNIVERSITI MALAYSIA SARAWAK
2003**

UNIVERSITI MALAYSIA SARAWAK

BORANG PENGESAHAN STATUS TESIS

JUDUL: EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP WITH PERFORMANCE

SESI PENGAJIAN: 2000/2001

Saya RORITA BINTI MUHDDEN mengaku membenarkan tesis* ini disimpan di Pusat Khidmat Maklumat Akademik, Universiti Malaysia Sarawak dengan syarat-syarat kegunaan seperti berikut:

1. Tesis adalah hakmilik Universiti Malaysia Sarawak
2. Pusat Khidmat Maklumat Akademik, Universiti Malaysia Sarawak dibenarkan membuat salinan untuk tujuan pengajian sahaja
3. Pusat Khidmat Maklumat Akademik, Universiti Malaysia Sarawak dibenarkan membuat pendigitalan untuk membangunkan Pangkalan Data Kandungan Tempatan
4. Pusat Khidmat Maklumat Akademik, Universiti Malaysia Sarawak dibenarkan membuat salinan tesis ini sebagai bahan pertukaran antara institusi pengajian tinggi
5. ** sila tandakan (✓)

SULIT (mengandungi maklumat yang berdarjah keselamatan atau kepentingan seperti termaktub di dalam AKTA RAHSIA RASMI 1972)

TERHAD (mengandungi maklumat Terhad yang telah ditentukan oleh organisasi/badan di mana penyelidikan dijalankan)

TIDAK TERHAD



(TANDATANGAN PENULIS)

Disahkan oleh



(TANDATANGAN PENYELIA)

Alamat Tetap:

106, Jalan Mendu
93200 Kuching
Sarawak.

Tarikh: 20/3/03

Tarikh: 21/3/03

Catatan: Tesis dimaksudkan sebagai tesis bagi Ijazah Doktor Falsafah, Sarjana dan Sarjana Muda
Jika tesis ini SULIT atau TERHAD, sila lampirkan surat daripada pihak berkuasa/ organisasi berkenaan dengan menyatakan sekali sebab dan tempoh tesis ini perlu dikelaskan sebagai SULIT atau TERHAD

EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP WITH PERFORMANCE

P.KHIDMAT MAKLUMAT AKADEMIK
UNIMAS



1000129377

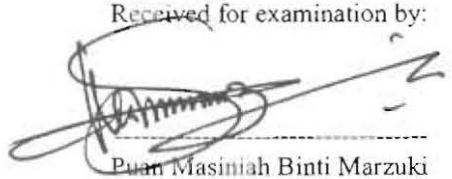
by

Rorita Binti Muhdden

This project is submitted in partial fulfilment of the requirements for a
Bachelor of Science with Honours in Human Resource Development
Faculty of Cognitive Sciences and Human Development,
Universiti Malaysia Sarawak

This project entitled 'Emotional Intelligence and its Relationship with Work Performance' was prepared by Rorita Binti Muhdden and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science (Honours) in Human Resource Development.

Received for examination by:



Puan Masiniah Binti Marzuki

Date:

21/3/03

ACKNOWLEDGEMENT

I wish to extend my profound gratitude to my supervisor Puan Masiniah Binti Marzuki for her guidance and advise. My thanks also go to the Superintendents of Lands and Surveys, Samarahan and Kuching Division for their cooperation and support in helping out with the collection of data.

My special thanks also go to my lecturers and general staffs in the faculty of cognitive science and human development. The support and cooperation from my colleagues in the department especially to Cik Rosnah Uma for making her 'work overtime without pay'.

To my friends Dedek,, Chez Yin, Dawin, Siaw King, Beth, Bun, Min and everybody who have been generous enough to share their knowledge and made it possible for me to learn many things while finishing this research.

Finally, to my parents and family for their undivided love and support and my sisters, Lena for always asking, "How did it go?" and Kamariah for always asking, "Can you make it?"

TABLE OF CONTENTS

Acknowledgement	iii
Table of Contents	iv
List of Figures	vi
List of Tables	vii
Abstract	ix
<i>Abstrak</i>	x
1. Introduction	1
1.0 Background of the Study	1
1.1 Statement of Problem	2
1.2 Research Objectives	3
1.2.1 General Objective	3
1.2.2 Specific Objectives	3
1.3 Conceptual Framework	4
1.4 Research Hypotheses	4
1.5 Significance of the Study	4
1.6 Definition of Terms	5
1.7 Limitations of the Study	7
2. Literature Review	9
2.0 Introduction	9
2.1 Performance	9
2.1.1 Motivation	12
2.1.1.1 Maslow's Hierarchy of Needs	12
2.1.1.2 Expectancy Theory	13
2.1.1.3 The Equity Model	15
2.1.2 Communication	17
2.2 Emotion	18
2.2.1 Social functions of emotions	19
2.2.2 Emotional Intelligence	19
2.2.2.1 The emotional intelligence framework	20
2.2.2.2 Emotions at Work	21
2.2.2.3 Emotional intelligence and effective leadership	22
2.3 The Bureaucratic Politics Approach	23
2.4 Organizational culture in the public sector	24
2.5 Emotions and Culture	24
2.6 Public versus Private Organizations	25
3. Methodology	27
3.0 Introduction	27
3.1 Research design	27
3.2 Research location	27
3.3 Population and sample	27
3.4 Instrumentation	28
3.4.1 Questionnaire	28
3.4.1.1 Layout of the Questionnaire 1	28

	(Emotional Intelligence Test)	
3.4.2	Questionnaire 2 (Work Performance)	28
3.4.2.1	Layout of the Questionnaire 2 (Performance Appraisal Form)	28
3.5	Pilot Test	30
3.6	Data analysis	30
3.6.1	Descriptive analysis	30
3.6.2	Inferential Statistic	31
4.	Findings and Discussions	33
4.0	Introduction	33
4.1	Feedback of questionnaire	33
4.2	Findings and discussions of descriptive analysis	
4.2.1	Background of employees' employment	33
4.2.2	Levels of respondents' performance	33
4.2.3	Levels of respondents' emotional intelligence	34
4.2.4	Levels of the five elements of emotional intelligence	35
4.3	Findings and discussions of statistical inferential	36
5.	Summary, conclusion and recommendations	38
5.0	Introduction	38
5.1	Summary	38
5.2	Conclusion	38
5.3	Recommendations for the Organizations	39
5.4	Recommendations for the Human Resource Practitioners	39
5.5	Discussions	40
6.	Bibliography	41
7.	Appendix	45
	Appendix A: Questionnaire 1	45
	Appendix B: Questionnaire 2	48

LIST OF FIGURES

Figure 1	4
Conceptual framework of the research	
Figure 2	10
Levels of Behavior	
Figure 3	11
The Relationship between Individual, Group, and Organizational Performance	
Figure 4	11
The Relationship between Behavior, Human Relations, and Performance	
Figure 5	13
Maslow's Need Hierarchy	
Figure 6	14
Basic Version of Expectancy Theory	
Figure 7	14
The calculation of motivation	
Figure 8	15
How Motivation and Ability Influence Performance and Productivity	
Figure 9	16
Key Factors in Equity Assessment	
Figure 10	18
Communication in the public sector	
Figure 11	23
Variations in the use of leadership skills at different organizational levels	
Figure 12	30
Determining class intervals	

LIST OF TABLES

Table 1	20
The Emotional Competence Framework.	
Table 2	28
Respondents' Degree of Feedback	
Table 3	28
Questionnaire 1 Layout	
Table 4	29
Rating Standards for Performance	
Table 5	29
Questionnaire 2 Layout	
Table 6	30
Reliability of the Questionnaire	
Table 7	32
Correlation Coefficient of Pearson Correlation	
Table 8	32
Hypotheses Testing	
Table 9	34
Levels of Job Performance	
Table 10	34
Levels of Job Performance	
Table 11	34
Levels of Emotional intelligence	
Table 12	34
Levels of Overall Respondents emotional intelligence	
Table 13	35
Degree of Elements of Emotional Intelligence	
Table 14	35
Levels of Elements of Emotional Intelligence (EI)	
Table 15	36
Relationship between Elements of Emotional Intelligence and Performance	

Table 16	36
Correlation between Emotional Intelligence and Job Performance	
Table 17	37
Results of Hypotheses Testing	

ABSTRACT

EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP WITH PERFORMANCE

Rorita Binti Muhdden

The focus of this study is the relationships between the five elements of emotional intelligence and performance at the Department of Lands and Surveys, Kuching and Samarahan Divisional offices. The main objectives of the study is to identify the relationships between the levels of emotional intelligence of the supervisors and their work performances. The independent variables are the five elements of emotional intelligence namely self-awareness, self-regulation, motivation, empathy and social skills. The dependent variable is performance that consists of seven attributes known to be the key performance variables. A census was carried out on 42 supervisors in the divisional offices and all the data for the research were collected by distributing questionnaires to the respondents. The data was then analyzed by using statistical package for social sciences. Only the test Pearson Correlation was carried out for the analyses. The findings of the research show that there were no significant relationship between the five elements of emotional intelligence and the performances of the supervisors in the divisional offices. Four of the elements that have very low relationship with performance are self-awareness, self-regulation, motivation and empathy. The fifth element, social skills were found to have no relationship at all with performance. As a conclusion, the findings of this study shows that the concept of emotional intelligence in the public service is quite difficult to apply due to its characteristics that emphasized on rules, procedures and stability. Little awareness of this new concept among the respondents and organization may also contribute to the findings of this research. It was also identified that the performance of the supervisors in the department will need continuous support and development by finding other alternatives to achieve both the objectives of the individuals and organizations.

ABSTRAK

KEPINTARAN EMOSI DAN HUBUNGANNYA DENGAN PRESTASI KERJA

Rorita Binti Muhdden

Kajian ini memfokus kepada perkaitan di antara lima elemen kepintaran minda dan prestasi pekerja di pejabat bahagian Kuching dan Samarahan, Jabatan Tanah dan Survei. Objektif am kajian ini adalah untuk mengenalpasti perkaitan di antara tahap kepintaran minda penyelia dan prestasi kerja mereka. Angkubah bersandar ialah prestasi pekerja, angkubah ini merangkumi tujuh ciri-ciri yang dikenalpasti sebagai angkubah prestasi yang utama. Kajian secara banci telah dijalankan ke atas 42 orang penyelia di kedua-dua pejabat bahagian. Data yang diperolehi dianalisis menggunakan *Statistical Package for Social sciences*. Hanya ujian *Pearson Correlation* di jalankan. Dapatan menunjukkan bahawa tiada perkaitan yang signifikan di antara kelima-lima elemen kepintaran minda dengan prestasi pekerja penyelia di pejabat-pejabat tersebut. Empat daripada elemen kepintaran minda mempunyai hubungan yang sangat rendah dengan prestasi kerja. Elemen-elemen tersebut ialah "self-awareness, self-regulation, motivation and empathy". Bagi elemen "social skills" pula adalah didapati tidak mempunyai hubungan langsung dengan prestasi. Sebagai kesimpulan, dapatan kajian ini menunjukkan konsep kepintaran minda di dalam perkhidmatan awam agak sukar untuk diaplikasi kerana ciri-ciri organisasi itu sendiri yang memberi terlalu banyak penekanan kepada peraturan, prosedur dan kestabilan. Kekurangan pengetahuan mengenai konsep baru ini mungkin memberi kesan juga kepada dapatan kajian ini. Adalah didapati bahawa prestasi kerja di jabatan tersebut memerlukan sokongan dan perlu dipertingkatkan lagi. Pihak organisasi hendaklah mencari alternatif lain dalam pembangunan pekerja bukan sahaja untuk mencapai objektif individu tetapi objektif organisasi itu sendiri.

CHAPTER 1 INTRODUCTION

1.0 Introduction

Emotions and human relations in the workplace were never an important issue in the workplace. It was never linked to the performance of employees and the success of organizations (Johnson & Indvik, 1999). It was only within this decade that the issues and discussions of emotional intelligence have captured the interest of many leaders and organizations. Thorndike (1920) first came up with the concept of social intelligence, the ability to understand and relate to people. Mayer and Salovey using the term emotional intelligence developed this concept. Mayer defines emotional intelligence more narrowly than Goleman (1995) who claimed that people with high emotional skill excel in life maybe better than those with a high IQ by including other competencies such as optimism, conscientiousness, motivation, empathy and social competence. With the release of Goleman's book in 1995, "Emotional Intelligence: Why It Can Matter More than IQ", there were controversy to his claim that those with a good mix of IQ and emotional intelligence can excel better in life than those with a high IQ and under developed emotional intelligence. The word under developed brought us to another issue that emotional intelligence can be developed and Goleman drew all these from the behavioral, brain and personality research by Salovey and Mayer.

Goleman (1998) in his book "Working with Emotional Intelligence" talk about the new yardstick that people are judged with, not centered only on the academic performance but also on the way ones handle themselves with the people around them. This scenario already happens a long time in interviews, social functions business environment but none had given a formality assessment and potential in studying in this area. All these are due to the fact that it is very difficult to measure and many beliefs it is an area that little can be done to change.

Human resources are now considered as the most important resource compared to decades ago where not much have been done to use the wealthy potential of developing them to produce a quality and competitive product and services in the global market. The organization's management monitored their performances and has always thought of a way to improve them. The competitions now had extended to the ability of unleashing the utmost potential of their workforce. Organizations in Malaysia should be exposed to this new development and can try to adopt the concept in the management of their human resources. There may be a different scenario because of the different in culture, religion and beliefs on human potential. However, the main issue that should get across is emotional intelligence can be developed and it is not a private matter anymore, but also the organizations to help in gaining a win-win situation.

1.1 Background of Study

The importance of emotional intelligence has not yet gain a place in the Malaysian organizations but there were various efforts to improve the performance of human resources in

the private and public sectors. This topic is to determine the level of emotional intelligence of supervisors in the public sector by using the five components of basic emotional and social competencies as follows:

- i. Self-awareness
- ii. Self-regulation
- iii. Motivation
- iv. Empathy
- v. Social skills

This research is also to determine the relationship between the supervisor's emotional intelligence and their work performances. The former Sarawak State Secretary Datuk Amar Hj. Hamid Bugo in the July 1996 issue of '*Rakan Sarawak*' state his vision for the future of Sarawak state public service.

"The Sarawak Civil Service Vision is to be an efficient and adaptable machinery of government administration, serving as a backbone and catalyst for the economic and social development of the state and acting as a cohesive, potent force to help the state make the quantum leap towards an information and knowledge-based era."

The State Public Service has been around for nearly a century and the work culture slowly moves from the traditional paternalistic style of top-down management towards a participative approach. Lands and Survey Department is one of the departments under the State public service. As a service oriented organization, dealings will include both the locals and foreign bodies and individuals. It is also affected by globalization, which force the organization to strive for a greater quality and excellence to compete in the world market. The need to produce flexible and excellent workforce is inevitable to be able to face the volatile and turbulent times (Datuk Haji Taha Ariffin, 1996).

Supervisors played a leading role in the development of human resources and achievements of goals and objectives of the organizations. They must not only have the knowledge, skills and abilities to perform these functions but also to have the so-called 'soft skills' to gain the full potential from the employees. It is here that the level of emotional competencies of supervisors will be determined and the exploration in this area can also determine the relation of levels of emotional intelligence with their work performance. According to John P. Mulroney, president and chief operating officer, Rohm and Haas Company, supervisors have several roles in the company. They need to confront their fears and anxiety that come with change, be effective communicators, aligning the employees with the company goals, empower people and make them proud being part of the company and create opportunities for every employee to contribute in building the organization.

1.2 Problem Statement

Public servants are aware of the general public negative perceptions on the quality of services rendered by the officers. Complaints were entertained through '*Talikhidmat*' provided by the state government specifically for these purpose. Issues and complaints in the newspapers are also evidence of the negative perceptions. These can be avoided if there is emotionally intelligent workforce to manage, understand and deliver what the public really wants. Great efforts have been taken by the government to improve the performance and to instill a positive behavioral characteristic in the civil service. It is about time that the organization looking at a different perspective of developing the employees. It should not only concentrating on the technical skills and a few motivation and teambuilding courses but try to absorb this new intelligence in the development of their employees

This research will attempt to provide answers for the following:

- i) What are the levels of emotional intelligence of supervisors in the Department Lands and Surveys, Kuching and Samarahan Divisional Offices?
- ii) What are the levels of performance of supervisors in the Department of Lands and Surveys, Kuching and Samarahan Divisional Offices?
- iii) Is there a relationship between the level of emotional intelligence and their work performances?

1.3 Research Objectives

1.3.1 General Objectives

The main objective of this research is to identify the level of emotional intelligence among the supervisors in the Department of Lands and Surveys, Kuching and Samarahan Divisional offices and to determine its relationship with their work performances.

1.3.2 Specific Objectives

1.3.2.1 To identify the levels of emotional intelligence among supervisors

1.3.2.2 To identify the levels of work performance among supervisors

1.3.2.3 To identify the levels of awareness among supervisors and its relationship with work performance.

1.3.2.4 To identify the levels of self-regulation among supervisors and its relationship with work performance.

1.3.2.5 To identify the levels of motivation among supervisors and its relationship with work performance

1.3.2.6 To identify the levels of empathy among supervisors and its relationship with work performance.

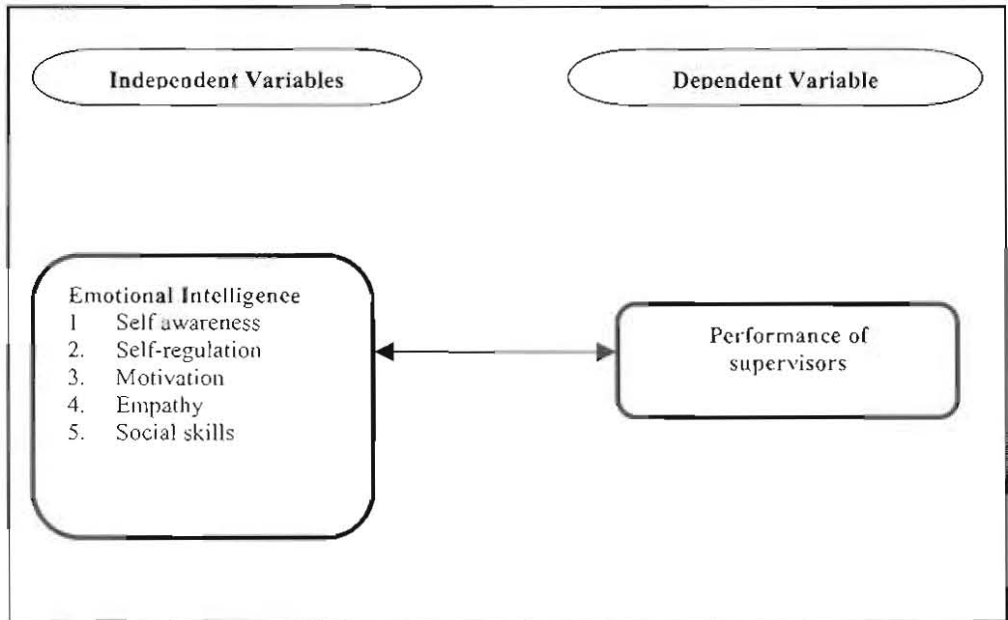
1.3.2.7 To identify the levels of social skills among supervisors and its relationship with work performance.

1.3.2.8 To identify the levels of emotional intelligence among the supervisors in the Department of Lands and Surveys, Kuching and Samarahan Divisional Offices and to determine its relationship with their work performances.

1.4 Conceptual Framework

This research determines the importance of emotional intelligence in contributing to the managers' high performance in the Land and Survey department. To determine this, the five components in emotional intelligence are the factors to be tested against the dependent variable, that is the performance of managers.

Figure 1: Conceptual framework of the research



1.5 Research Hypotheses

The following null hypotheses are formulated:

H_i 1 There is no significant relationship between the level of self-awareness and performance

H_i 2 There is no significant relationship between the level of self-regulation and performance

H_i 3 There is no significant relationship between the level of motivation and performance

H_i 4 There is no significant relationship between the level of empathy and performance

H_i 5 There is no significant relationship between the level of social skills and performance

H_i 6 There is no significant relationship between the level of emotional intelligence and performance

1.6 Significance of Study

The focus of the study will be on the levels of emotional intelligence among the supervisors and comparing it to their level of work performances. This will be based on all the five components of emotional intelligence. This study will further identify the dominant components in contributing to a high level of work performances among the supervisors.

The significance of this study is to increase the awareness of the importance of emotional intelligence in producing star performers in the department. This will directly benefited the department in achieving its goals and objectives. This study will be able to guide the molding of the workforce to adjust to changes because the employees in the department are mostly senior in

age and service. With the arrival of the millennium with its technology, the workforce is facing a tough time in adjusting to the new work culture.

It will also serve as a guide for the human resource unit to explore the possibility of designing training programs based on the emotional intelligence concept to improve the quality and essence of its workforce.

1.7 Definition of Terms

1.7.1 Emotional intelligence

Conceptually, emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions as well in ourselves and in our relationships (Goleman, 1998). Emotional intelligence is said to complement the academic intelligence in order to be successful in their work life. There are five basic emotional and social competencies, namely, self-awareness, self-regulation, motivation, empathy and social skills. Weisinger provides a simple understanding of what emotional intelligence is. He believes that an intelligent use of emotions, consciously and intentionally using them will help the way you think and act to achieve something. It helps in solving problems, dealing with difficult people, facing the setbacks in life and other challenges in life.

Operationally, emotional intelligence is the supervisors' capacity in knowing their feelings and the feelings of others, motivating themselves and uses these emotions in handling relationships with friends, colleagues and clients. These are known as their self-awareness, self-regulation, motivation, empathy and social skills.

1.7.2 Performance

Conceptually, performance is the degree of accomplishment of a task that makes up an individual's job (L.W. Rue). Defining performance is important because without it, no measurement and management can be carried out. This research is focusing on the performance that is about work, doing it and the results achieved. Sharing the views by Mwita (2000), and Bromwich performance is the combination of behaviors, output and outcomes.

Operationally, work performance is the results of an assessment on the accomplishment of task by the supervisors and also their response to their environment. Their immediate boss measured the supervisors' performances. The attribute to be evaluated includes technical skills, quality of work, interpersonal skills, communication skills, approach to work, quantity of work, and leadership skills.

1.7.3 Supervisors

Conceptually, supervisors are first-level manager or front-line leader who directs the activities of the working-level employees (Comstock, 1994)(Bunning, 2000). They are the lowest level of managers who interact directly with the workers and act as the middleman for the management and those at the ground level.

Operationally, supervisors are employees under the classification of supervisory levels in the Lands and Surveys Department, who are diploma holders or promoted to the post of '*Penolong Pegawai Tadbir*' or equivalent to it.

1.7.4 Emotional Competence

Conceptually, emotional competence is a learned capability based on emotional intelligence that results our performance at work, (Goleman, 1998).

Operationally, emotional competence The distinguishing capabilities that can differentiate good performers and average ones and the capabilities that the workers need to perform excellently.

1.7.5 Self-awareness

Conceptually, the person recognizes and names his/her own emotions, knows their causes, and recognizes the difference between feelings and actions. Emotional competencies cluster into groups according to the five components of emotional intelligence. Goleman listed twenty-five emotional competencies.

Operationally, self-awareness is the ability of the person to recognize feelings when they happen and acknowledge them. With this ability we can make allowances for our decisions and even act with extra caution. The competencies in these elements are self-awareness, accurate self-assessment and self-confidence.

1.7.6 Self-regulation

Conceptually, self-regulation is the ability to handle our emotions so that it helps rather than interfere with the task at hand, conscientious and be able to recover well from emotional stress that ones faced It also involves the development of ability to tolerate frustration and manage anger and to suspend judgment before taking action (Goleman, 1995).

Operationally, it is the ability to handle uncomfortable emotions and admitting feeling it by the workers. A supervisor with this ability will be able to handle the team by pushing them to a better performance and also able to recognize who and how to get over a hard period. The competencies in these elements are self-control, trustworthiuess, conscientiousness, adaptability and innovation.

1.7.7 Motivation

Conceptually, motivation is the use of our deepest preferences to move and guide us toward our goals, the initiative taken, the strive for improvement and perseverance in the face of setbacks. It is the drive that causes a person to take action to achieve a goal (Comstock, 1994)

Operationally, motivation reflects the workers passion for work beyond money or status and has the propensity to pursue goals with persistence. This would be the ability of the supervisors to use emotional system to start a work process and keep it going (Weisinger, 1998). Competencies assessed are achievement drive, commitment, initiative and optimism.

1.7.8 Empathy

Conceptually, empathy is the sensing of what others are feeling and able to take their perspective, cultivating and able to have a good rapport with a wide range of people.

Operationally, empathy is the ability of the supervisors to feel and see how the people they are dealing with feel. This ability will help them in understanding their problems and assist to their capabilities. Competencies assessed in this element are understanding others, developing others and service orientation.

1.7.9 Social Skills

Conceptually, social skills are the handling of emotions in relationships well and know the social situations and networks well. A person with these competencies is able to interact smoothly with others using skills that persuade and lead negotiate and settle disputes, for cooperation and teamwork (Goleman, 1995).

Operationally, building of relationships and networking does not merely depending on power and predefined roles. This skill will give a person proficiency in developing and managing relationships and has the ability to find common ground and build rapport in an organization. Only five competencies most applicable to the research were assessed such as communication, leadership, team capabilities and change catalysts.

1.7.10 Public sector

Conceptually, the public sector is a part of a country's economy, which is controlled or supported financially by the government (Collins Cobuild Dictionary)

Operationally, the public sector that is the Sarawak State Public Service provides services to the public through government departments, agencies, and statutory bodies, Boards etc. Lands and Surveys Department is one of the biggest organization in the state public service

1.7.11 Public Service

Conceptually, public service is about activities and types of work concerned with helping people and providing them with what they need, rather than making a profit (Collins Cobuild Dictionary)

Operationally, it refers to all the services provided by Lands and Surveys Department to the public in the administration of land.

1.7.12 Managers

Conceptually, managers are leaders in the middle management who are responsible for running part of or the whole of a business organization (Comstock, 1994).

Operationally, managers are degree holders or promoted to the post of '*Pegawai Tadbir*' or equivalent to it in the Lands and Surveys Department.

1.8 Limitations of Study

This study will only focusing on one department in the public service and cannot be generalized to the private sector. The nature of work and the different style of management in the different departments under the public service will also effect the generalization of the results.

The target group are the supervisors and do not cover all levels of employees. This group is playing a main role in the day-to-day routine in the organization and it realized that they are the ones that work closely with the employees and act as the middle person in the dissemination of all information.

The difficulty in measuring emotional intelligence which have been highlighted by many authors (Dulewicz and Higgs, (1999) is the most area of concerned in this study. This limitation however, was faced by all well-known researches and extra efforts will have to be done in designing a measurement that can produce a reliable and valid study.

The broad and complex topic of performance itself will effect the determination of the supervisors' level of performances. There is no specific good and reliable instrument to measure this. Different appraisers who are in the position to carry out the assessment will definitely affect the difference in the level of performance that may exist.

CHAPTER 2 LITERATURE REVIEW

2.0 Introduction

This chapter is reviewing the past literature on emotions, emotional intelligence and also its relations with other variables. In this chapter the researcher will try to understand what is emotions, the intelligence and its importance in life and specifically those related to the organizations and performance.

2.1 Performance

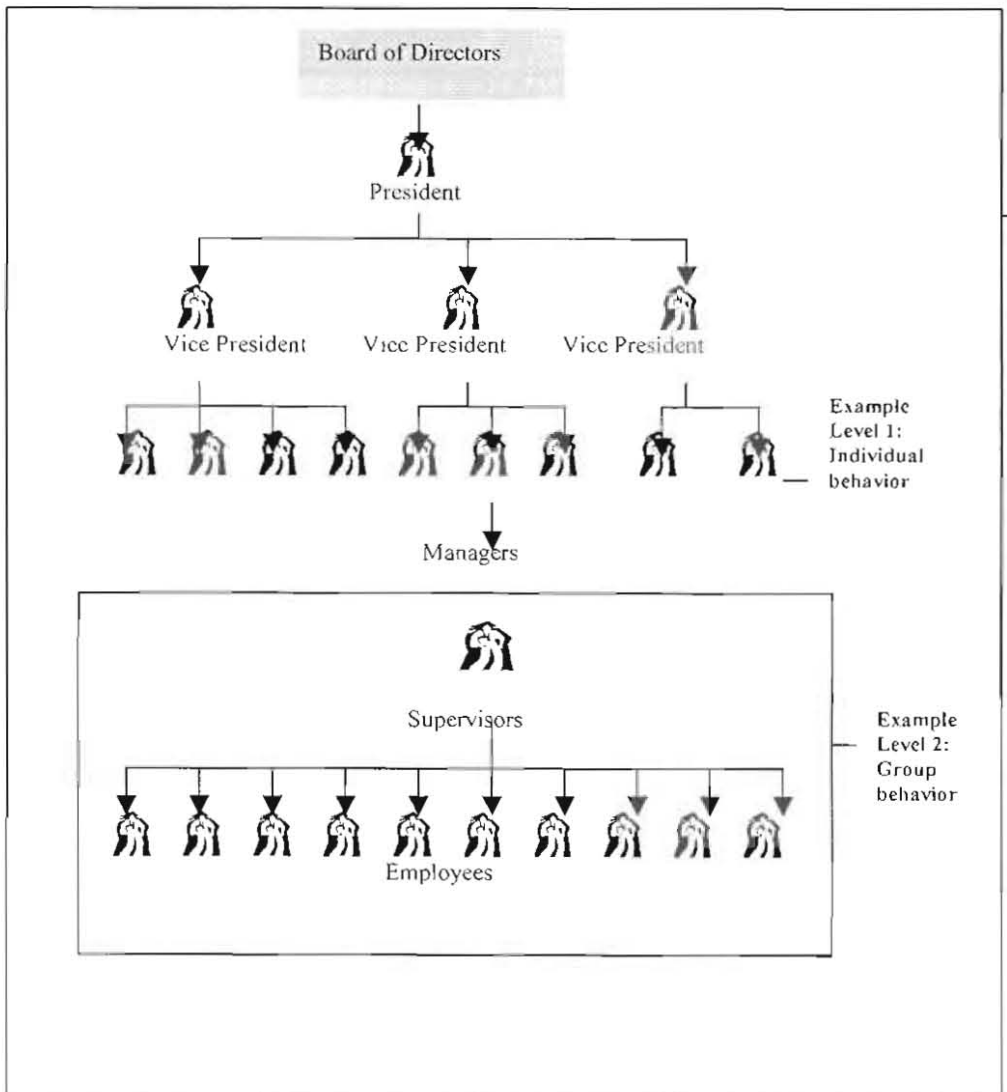
Seeking the meaning and the understanding of performance will also lead to the study of human relations. This study examines closely at the way people behave, what people do and say. There are three levels of behavior include individual, group, and organizational. The levels where human relations take place are the group and organizational levels. Group behavior is the interaction of two or more people doing things. Whereas an organization is a group of people working to achieve an objective (Lussier, 1993). When the groups and individuals interact, their collective behavior forms the organization's behavior.

Figure 2 shows the formal organization structure on authority and reporting relations. Level 3 is the level where the board of directors and president is to focus on the entire organization. Level 2 is the focusing on the behavior and human relations within and between groups and finally level 1, which focused on the behavior of any one person in the organization.

The setback of these levels is that there is no indicator of multiple possible human relations that exist outside the formal structure. The relationships that can and should exist between any of the levels in the routine of a days work. Organizational performance depends on the contribution of joint efforts between the individuals and also the groups. In order to be a high performing organization, there should be the existence of high performing employees consists of these individuals and groups. So, the burden to increase and develop the ability of these employees falls on the management. The management should be able to identify the performance of all levels of employees and their behavior to plan and implement activities. Without this knowledge, the success of any programs implemented in the organization would not result in the effect desired for the employees because the wrong program is given to a wrong individual.

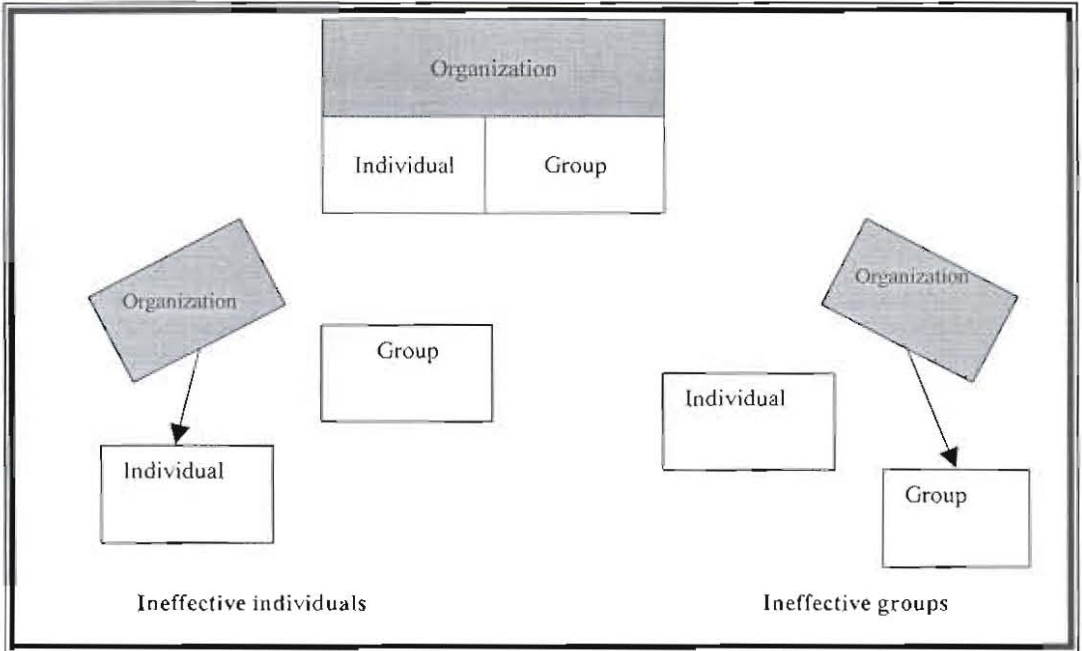
The organization knows that they are the foundation and a strong foundation is needed to compete in a competitive environment. Acknowledging these is not enough but is a good start in the process of developing its human resources. Figures 3 shows the relationship between the three groups while Figure 4 shows how behavior and human relations act as foundation to high performance of employees.

Figure 2: Levels of Behavior



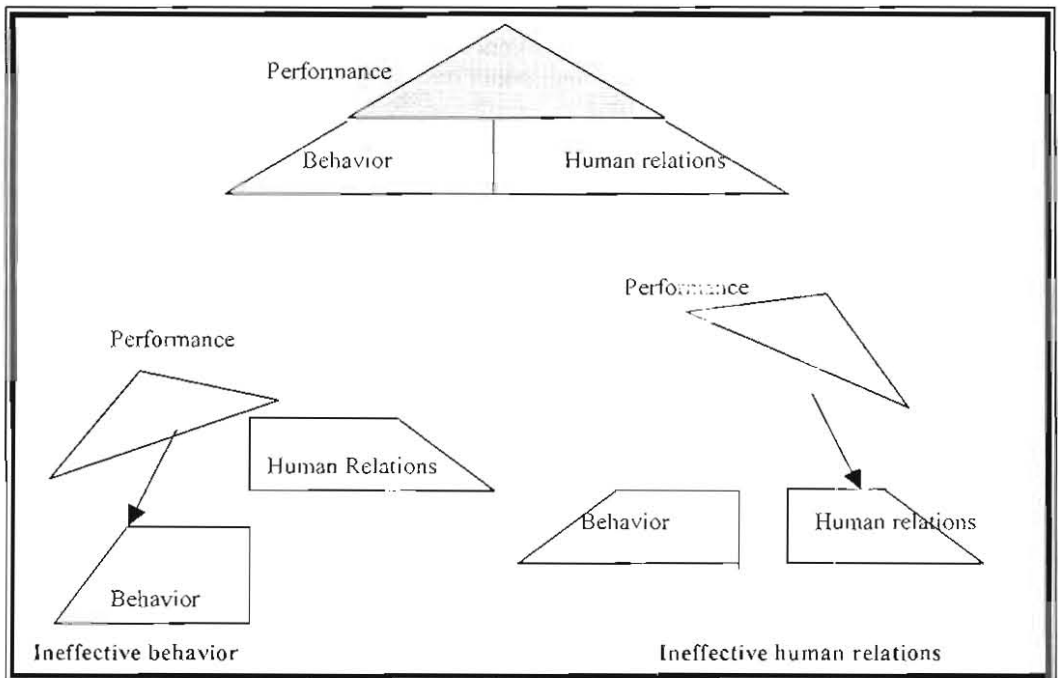
(Source: Adapted from Lussier, R. N. (1993). Human Relations in organizations: A skill building approach (2nd ed). Massachusetts, USA: IRWIN. pp. 8)

Figure 3: The Relationship between Individual, Group, and Organizational Performance



(Source: Adapted from Lussier, R. N. (1993). Human Relations in organizations: A skill building approach (2nd ed). Massachusetts, USA: IRWIN. pp. 9)

Figure 4: The Relationship between Behavior, Human Relations, and Performance



(Source: Adapted from Lussier, R. N. (1993). Human Relations in organizations: A skill building approach (2nd ed). Massachusetts, USA: IRWIN. pp. 10)

2.1.1 Motivation

There is no specific definition for motivation. In legal terms, motive is the reason for someone to do something and from the mechanical analogy perspective, motive force gets the machine started and keeps it going (Arnold, Cooper & Robertson, 1998). It is considered as one of the most basic elements of human behavior. Behavior is motivated by some need. Needs and motives are complex but there are many theories developed to answer questions and fulfilled the demands for development in work organizations. From the definitions, three important points were known to be first, the causes of voluntary behavior that is the nature of nearly all behaviors performed in the workplace. Even when it is clear that motivation can be concluded as concerning factors that push us or pull us to behave in certain ways. Motivation is made up of three components namely; direction: what a person is trying to do, effort: how hard a person is trying, and persistence: how long a person continues trying. The following theories were used as models for the managers to understand employees internal needs and produced the desired results.

2.1.1.1 Maslow's Hierarchy of Needs

According to A. H. Maslow, human needs come in definite sequence. This theory is based on three major assumptions:

- i. People needs are arranged in order of importance, from the most basics to a more complex ones (e.g. physiological to self-actualization)
- ii. People will not be motivated to satisfy a higher level need unless the lower level needs has been at least minimally satisfied
- iii. Maslow assumed that people have five classifications of needs.

Figure 5 shows the five classifications of needs by Maslow. Physiological Needs: These needs are basic such as food, clothing and shelter but in working organization, the basics for the employees are salary, breaks and working conditions. Safety is the second level that the person would be seeking after the basic needs are met. Safety is about security, the need for better working conditions, job security, salary increases and also fringe benefits to support their physiological needs. Social needs is the relations with others the need to be accepted in the circle or community, the need for friends, relationships where there tend to be interaction with the others in the organization. The fourth level is esteem needs, it is considered higher than social needs because it focuses on egos, status, self-respect, recognition for accomplishments, a feeling of self-confidence and prestige. Employees who reach this level is considered as seeking needs for titles, the satisfaction for completing work, merit pay raises, recognition, challenging task, participation in decision making, and the chance for advancement. Finally, the need for self-actualization is the highest level of need. It is the need to develop one's skills, the chance to be creative, achievement and promotions, the ability to have complete control over one's job.

Even though there were arguments that many research studies do not support Maslow's theory but it is still used today as basics for other theories. Social needs were to be considered in understanding how it can affect performance. Social skills are also listed down as one of the elements in emotional intelligence concept and play an important role in the contribution of employees' performance in an organization.

Maslow's theory is considered as one of the content theories of motivation because it focuses on the content (nature) of items that may motivate a person. Due to the difficulty in