



## THE EFFECT OF EMOTIONAL INTELLIGENCE ON EMPLOYEES PERFORMANCE

**LIBERTY Shehu**

*Department of Public Administration, University of Maiduguri, Maiduguri*  
Corresponding Email: [sliberty@gmail.com](mailto:sliberty@gmail.com)

**KIDA Mohammed Isa**

*Department of Economics, Federal University Lafia, Lafia*  
Email: [mohammedkida@gmail.com](mailto:mohammedkida@gmail.com)

### Abstract

This study examined the effect of emotional intelligence on employees' performance with the aim of understanding the influence of emotional intelligence of employee on his or her performance in organization. The variables studied were emotional intelligence on organizational employee performance. Six organizations from mixed industries in operation in Maiduguri Borno State were studied. Questionnaires were administered on the 121 sample which was determined purposely. A Chi-Square ( $X^2$ ) was used to test the hypotheses formulated. It was found out that the use of emotional intelligence was a more potent drive to any accomplishment than monetary rewards. It also concludes that the use of emotional intelligence, more than anything else, put more drive into any accomplishment including corporate performance than any monetary reward or status. The study recommends among others that managers should shift attention to, and be more concerned with employing emotional intelligence as a catalyst to drivers of performance rather than the measure of performance. The study was anchored on a theory of Goleman who helped make the idea of EI popular,

**Keywords:** Emotional-Intelligence, Organization, Employee, Performance

### Introduction

The typical organization today operates in a turbulent environment. The rate of technological change is phenomenal, giving rise to hopes and anxiety. The high level of insecurity the world over and in Nigeria in particular, is daunting (source). Transportation systems in our major cities are grossly inadequate and chaotic. Power supply is erratic. Level of poverty is dehumanizing. The aggregate effect of all these has produced a Nigerian employee that is frustrated, disgruntled and thoroughly stressed-up. What is then the role of emotional intelligence in employees' performance in organization?

In his opinion Singh (2007) is of the view that the intelligence of human beings and its implications for the organization should be considered from the cognitive and emotional perspectives. According to him, it is the emotional intelligence that has greater relevance to organizational success. According to him, the star performers are those who exploit their psychic energy that is stored in their emotional context. Any organization wishing to survive through change must promote and allow employee expressions of emotional intelligence (Huntonetal, 1998; Robertson etal, 1999). Goleman et al (2002) assert that emotional intelligence contributes 80 to 90 percent of the competencies that distinguish outstanding leaders from average leaders.

### Conceptual Framework

There is no universal definition for emotional intelligence, however, Goleman (2004) posits that emotional intelligence is a skill that anyone who owns it, tries to control his life with self-awareness and improve it with self-management, and perceives its effects through sympathy or by managing the relations he tries to improve his or others' moral. Mayer and Salovei (2004) claim that emotional intelligence is the ability of cognition, evaluation and expression of emotions, the ability of controlling emotions. In yet another definition, Antonakis and Ashkanasy (2009) argue that emotional intelligence includes innate factors (self-awareness, self-control, feeling independence) and external factors (relationship, ease in sympathy, amenability). Yet another definition by Sternberg (1997) asserts that Emotional Intelligence is an indication of how an individual perceives, understands and regulates emotions. Also, Emotions are brief, organized sets of responses (including physiological changes, expressive behaviors, action tendencies, and subjective experiences) that optimize how individuals address the challenges and exploit the opportunities that arise in the events that they encounter (Lazarus 1991, Levenson 1994).

Distinct emotions, such as anger, embarrassment, and happiness, represent qualitatively different sets of responses that evolved to address unique challenges and exploit unique opportunities. For instance, anger helps to address the challenge of being treated unfairly by motivating individuals to redress unfairness (Lazarus 1991). Embarrassment helps to address the challenge of having violated a social norm by motivating individuals to communicate to conspecifics an awareness of having violated a norm (for example, by blushing; Keltner&Buswell 1997). It is this problem that has propelled this study to explore the role of emotional intelligence as a soothing balm on the negative effects on employees that is likely to limit their maximum output towards employees' performance. The paper would also explore the roles of emotional intelligence in developing enthusiasm in employees; examine the part of emotional intelligence in inspiring confidence in employees; look at emotional intelligence in fostering friendship and group relations amongst employees; and ascertain the position of emotional intelligence as an instrument for boosting motivation and energy in employees. Research on emotional intelligence (EI) investigates whether a set of abilities about emotions and emotional information—such as the abilities that Jobs seemingly deployed—enhances our prediction and understanding of the outcomes of organization members, such as their job performance and their effectiveness as leaders.

### Review of Literature

When psychologists began to write and think about intelligence, they focused on cognitive aspects, such as memory and problem solving. However, there were researchers who recognized early that the non-cognitive aspects were also important. Wechsler (1940) defined intelligence as the “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment”. He referred to “non-intellective” as well as “intellective” elements by which he meant effective, personal and social factors. Furthermore, as early as 1943, Wechsler was proposing that the non-intellective abilities are essential for predicting one's ability to succeed in life.

Other than Wechsler, other early researchers like Thorndike (year), wrote about “social intelligence” in the late thirties. Gardner (1983) began to write about “multiple intelligence” Gardner proposed that “intrapersonal” and “interpersonal” intelligences are as important as the type of intelligence typically measured by IQ and related test. The term “Emotional Intelligence” was first carried by Salovey and Mayer (1990). Salovey and Mayer described emotional intelligence as “a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. But it was Goleman (1995) who popularized emotional intelligence in his best seller book he titled “Emotional Intelligence - Why it can Matter More than IQ.” In his look Goleman identified five dimensions of emotional intelligence to include self-awareness, self-regulation, motivations, empathy and social skills.

### Integrating Intelligence and Emotion

Combining the definitions of its constituent components, EI is a set of abilities that pertain to the organized sets of responses to events that constitute emotions (Mayer &Salovey 1997, Salovey& Mayer 1990). Each of the abilities that constitute EI represents variation in how well individuals can solve a set of problems that involve emotions. As such, EI differs from other intelligence factors, such as verbal intelligence and perceptual intelligence, which focus on cognitive processes (Côté & Miners 2006)

One implication of integrating intelligence and emotion is that it must be possible to determine “at least some ‘right’ answers as to feelings” (Mayer & Salovey 1997, p. 9) and then rely on these correct answers to distinguish individuals with higher EI from those with lower EI (Matthews et al. 2004). Although correct answers may vary depending on the cultural context, it must be possible to determine correct answers within a given cultural context (Matthews et al. 2004, Mayer & Salovey, 1997, Morgan et al. 2010). In the literature on intelligence, individuals are correct if they know a piece of information that others ignore (Carroll 1993). Such variation in knowledge has been termed crystallized intelligence (Cattell 1943). Similarly, emotionally intelligent individuals are correct to the extent that they know information about emotions that others ignore (Matthews et al. 2004). For example, emotionally intelligent leaders may know that followers could get angry if they are treated unfairly, whereas leaders with lower EI may ignore this information.

The literature on intelligence also proposes that individuals are correct if they can determine the appropriate solution to a problem and determine that solution quickly, whereas others produce inappropriate solutions or take a relatively long time to produce a solution (Carroll 1993). Researchers have referred to such variations in correct and fast problem solving as fluid intelligence (Cattell 1943). Similarly, emotionally intelligent individuals are correct to the extent that they produce appropriate solutions to problems about emotions and produce those solutions quickly (Matthews et al. 2004). For example, emotionally intelligent service agents may accurately identify the emotions that customers express subtly, whereas those with lower EI may misread these subtle displays of emotions or take a relatively long time to identify these displays.

### Theoretical Framework

Concepts of intelligence have evolved over the last 100 years. In the first half of the 20<sup>th</sup> century, there was a common belief that the IQ test was an adequate measure of intelligence. But looking into the findings of current studies, it is obvious that the IQ scores as the measure of intelligence need to be approached with caution. Academics and practitioners alike are agreed that the intelligence of human beings and its implications for the organization should be from both the cognitive as well as the emotional perspectives. They say that as compared to cognitive intelligence, it is the emotional intelligence that has greater relevance to organizational success.

According to the Goleman’s emotional intelligence model he identifies five emotional domains and 19 associated competencies. These five domains are:

- **Self-awareness:** which is defined as thinking and concentrating attention on personal experiences and in other words mindfulness, self-awareness is the first part of emotional intelligence. It means to have a deep perception of emotions, power and weak points, needs, self-motivations. People who have strong self-awareness are honest with themselves and with others (Bello Sabo, 2012).
- **Self-regulation:** Socrates thinks that the feelings of composure as the ability of standing against emotional storms of destiny is a good quality. We do have to avoid bad feelings to feel the consent although we should not let bad uncontrolled feelings replace all our good spiritual moods (Coleman, 2004).
- **Motivations:** Coleman asserts that those who are highly motivated overcome disappointments. An individual, who likes himself because of his work will trust the organization that provides this job for him.
- **Empathy:** this feeling stands on self-awareness the higher our self-awareness, the better we can understand the feelings of others. In all the relationships, the need to pay attention to others is the ability of feeling empathy for them. This ability [the ability to recognize others’ feelings has a role in all stages of life including management, falling in love, being a father or mother (Coleman, 2004)]
- **Social skills:** more social skills result in more friendly relationships. Usually individuals with social skills have many friends, and can easily find common grounds with others to build a relationship together. Mayer and Salovey (2007) presented a primary model for emotional intelligence that has four modules of abilities that include assessment, expression, and emotional regulation in other and ourselves and emotional usage. The four dimensions he tried to explain as follows:
  - The first branch is **Emotional Perception**, which includes the ability to develop emotional self-awareness and to express these emotions and emotional needs correctly.
  - The second branch he termed **Emotional Facilitation** of Thinking (emotional decision making) which includes the ability to differentiate between a variety of emotion and cognition that reflect on thinking.

- The third branch he formed **Emotional Understanding** ([recognizing the others' emotions), which is to recognize the duplicate emotions of exchanging emotion between two persons.
- The fourth branch of this model is **Emotional Management** that is the ability to make and cut relationships with an emotion in a special situation (styers and Brown, 2007).

Antonakis (2009), in his own opinion, observed that the factors of emotional intelligence include: innate factors [self-awareness, self-control, feeling independency and capacity] and external factors [relationship with others ease in empathy and responsibility] which are the most important traits of managers in clarifying the organizations objectives.

### *Group Cohesion, Friendship and Relationship*

In any organization, the more team members work together collaboratively and think together as a socially interested group, they will bring cohesiveness to the team. Communication and innovation by the group makes the team more efficient. One of the most important factors to team cohesiveness is the bound between the team members and the coach. According to Hamilton (2009), there is an emotional connectedness that makes the team more successful as a whole. According to him, the absence of a unified team has led to other seemingly unrelated issues such as gossip, absenteeism, fearful culture, poor time management skills, and accountability problems.

He went on to assert that well-developed emotional intelligence can help team members immensely in carrying out their team responsibilities better. It can have a minimizing effect on conflict and can create more cohesive and more co-operative team environment that would enhance greater organizational performance. Goleman (2007) corroborated the foregoing position by positing that in team work, emotional intelligence is the crucial lubricant, providing the capacity to settle disputes well, brainstorm creatively, and work harmoniously. To achieve group cohesion and friendship requires elements of emotional intelligence which would include but are not limited to the following:-

- Empathy – which the ability to understand the emotional make-up of other people.
- Social Skills – more social skills result in more friendly relationships usually individuals with social skills have many friends and can easily find common ground with others to build a relationship together (Goleman, 2004)
- Relationship Management – refers to guiding other people's emotion. It includes inspiring others, influencing others' beliefs and feelings, developing others capabilities, Managing change, resolving conflicts, building strong personal bound, supporting team work and leading by example. These practices require the ability to communicate clearly and convincingly.

### *Emotional Intelligence and Confidence*

Cultivating enthusiasm and confidence in employees/workers is achieved through transformational leadership. Only leaders with high emotional intelligence can achieve this. According to Bass, (1990) transformational leadership describes what leaders do when they develop people to their fullest potential and contribution, He went on to assert that transformational leadership displays responsiveness to the needs of followers, are agents of change and are competing in their vision of the future. Transformational leaders develop enthusiasm and confidence in their workers through characteristics and behaviors which Bass and Avolio (1994) call the four 'I's: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individual consideration involves identifying and responding to individuals unique needs and abilities providing matching challenges, Providing opportunity to team, delegating, coaching and giving developmental feedback.

Intellectual stimulation involves stimulating the intellect and imagination of their subordinates. They question the status quo, they encourage imagination and creativity. Intellectual stimulation is therefore a part of the process of empowering people and hence boosting their enthusiasm and confidence. Inspirational motivation is achieved by Transformational leaders by articulating exciting possibilities. They align individual and organizational goals thus matching the achievement of organization goals an attractive means of achieving personal goals. They use appealing words. Such inspirational words lead to a willingness to exert extra efforts, and to go the extra mile. Idealized influence refers to the process where transformational leaders express confidence in the vision, extolling its virtues, they display a sense of purpose, persistence and trust in people. These in turn inspire enthusiasm and confidence in subordinates.

### *Emotional Intelligence and Motivation*

Motivation tries to explain why people behave the way they do. While there are numerous theories of motivation, we concern ourselves here with motivation as it relates to emotional intelligence and corporate performance. Goleman (2004) refers to Motivation as a passion to work for reasons that go beyond money or status, a propensity to pursue goals with energy and persistence. According to him, motivation and attitude put the most drive into any accomplishment, and for that reason, managers must give early attention to people with low motivation and negative attitudes. Goleman identified Key indicators of motivation to include.

- Strong drive to achieve
- Optimism, even in the face of failure
- Organizational commitment.

Griffin and Moorhead (2007) corroborated Goleman's position when they asserted that motivation refers to a person's ability to remain optimistic and to continue striving in the face of set backs, barriers, and failures. They went on to analysis that people who are motivated display emotional competence like achievement drive, commitment, initiative, and optimism.

### *Emotional Intelligence and Good Workplace (Stress Mitigation)*

Stress at the work place is a global phenomenon. Workers at every level are experiencing increased tension and uncertainty. The work place is one of the leading sources of stress and anxiety. Today economic upheavals, downsizing, lay off, merger, have cost hundreds of thousands of workers their jobs. In any workplace, there is an existing system that workers are forced to adhere to. These include rules, regulations and office policies. Sabo (2010) identified job-anxieties as another source of depression or generalized anxiety dis-order. Anxiety can lead to avoidance, and therefore can be one explanation for sick leave, work absenteeism, or early retirement.

According to Familoni (2012), organizations cutting across industries were gearing up to provide employees with a stress-free healthy work environment. Using emotional intelligence to create good work place, Sabo (2010) asserted that managers might think that it doesn't matter how the employees feel. But when managers don't show enough concern for their employees feelings (use harsh or blunt words, lack statements of appreciation, provide minimal collaboration, etc) they are viewed by their employees as uncaring, authoritarian. Employees are less likely to perform their best for these managers, and are not inspired to strive for higher levels of performance. Not only does a lack of emotional intelligence in the work place impede on the managers effectiveness, it can also be a characteristic of and healthy organizations culture. Newman, M (2009) suggested seven emotionally intelligent actions that managers can take to help create an enviable workplace. These include relationships, compassion, optimism, laughter, imaginative play, and exercise.

### *Emotional Intelligence and Leadership*

Emotional intelligence is critical to leadership. Most people would identify attributes of leadership to include charisma, purpose, determination, vision, courage etc. However, many leaders have a single quality in common i.e. what distinguishes the best leaders from the majority is their level of emotional intelligence. According to Johnson (2002) Managers who have outstanding leadership qualities tend to possess emotional intelligence. According to him, an individual who is in tune with his own emotions is much more likely to be able to understand and empathize with emotion that impacts the attitudes and behaviors of others.

Emotional intelligence can be defined by the ability to understand and manage emotions of those around us. This quality gives individuals a variety of skill, such as the ability to manage relationships, navigate social networks, influence and inspire others. According to Goleman and Boyzalis (2005), in today's workplace, it has become a highly important factor for success, influencing productivity, efficiency and team collaboration. They went on to identify five reasons why leaders should cultivate their emotional intelligence:

- Self-Awareness – leaders with emotional intelligence are self-aware and able to recognized emotion as they happen as a result they are able to perceive emotions as they arise in response to an action or situation, this they are able better to address problems and handle any future complications.

- Emotional management – leaders with high emotional intelligence are able to regulate themselves and stay in control, they are unlikely to rush into hasty decisions.
- Effective communication – individuals with emotional intelligence also have the skill of effective communication. They are able to clearly convey direction and know what to say in order to inspire and motivate others.
- Empathy – leaders with emotional intelligence are well tuned to the emotions of others. They are able to sympathize with others by putting themselves in the employee's shoes and giving helpful feedback. If the leader is unable to empathize with their employees, he will find it difficult to obtain respect or loyalty.
- Conflict Resolution – in the work place, there is always the risk conflicts will emerge that can threaten or disrupt efficiency and productivity. Leaders with emotional intelligence are equipped to handle conflicts and provide resolutions. Most importantly and in conjunction with the above skills, leaders can use their emotional intelligence to develop a more effective work place.

### ***Organizational (Corporate) Performance***

Every formal organization sets out to achieve all objective or set of objectives, the achievement or extent of achievement of such objectives becomes the basis for the measurement of all organizations (corporate) performance. The organization employs and deploys a certain combination of inputs (man, money, material, machine, and methods) and expects a certain level of output. Organizational performance therefore is an analysis of a company's performance as compared to goals and objectives. Within corporate organizations, there are three primary outcomes analyses. Financial performance, market performance, and shareholder value performance. Other indices of performance may also be analysed. According to Richard et al (2009) financial performance include profits, return an assets, return on investment etc; product market performance include sales, market share etc; and shareholder return, economic value added etc. organizational effectiveness, a broader term is sometimes included.

### ***Criteria for Measuring Organizational Employees***

Performance measures quantitatively tell us something important about our products, service, and the processes that produce them. Performance measures let us know:

- How well we are doing
- If we are meeting our goals
- If our customers are satisfied
- If and where improvements are necessary.

In general they help us with the information necessary to make intelligent decisions about what to do. Most performance measures can be grouped into one of the following several general categories. The grouping may vary from organization to organization depending on the organization's mission.

- Effectiveness: a process characteristic indicating the degree to which the process output (work product) conforms to requirement. (i.e. are we doing the right things?)
- Efficiency – a process characteristic indicating the degree to which the process produces the required output at minimum resource cost. (are we doing things right?)
- Quality – the degree to which a product or service meets customers and expectations
- Timeliness – measures whether a unit of work was done correctly and on time. Criteria must be established to define what constitutes timeliness for a given unit of work.
- Productivity – the value added by the process divided by the value of the labour and capital consumed.
- Safety – measures the overall health of the organization and the working environment of its employees.
- Finance – as reflected in the bottom-line i.e. profitability.

### **Methodology**

The research is a survey method to determine the effect of emotional intelligence on employees' performance using six organizations namely Zenith Bank Plc, UBA Plc, Access, Bank Plc; Dangote group, Nigerian Bottling Company, Arik Air,. Taking samples from the Maiduguri branches. Data gathered for this research were mainly through questionnaire and the chi –square denoted by  $X^2$  is used to test the hypotheses. Although we used samples from private sector does not negate the

focus of the research since we are concerned with the employee's performance, which we felt is applicable to all employees irrespective of their work place. The research drew using purposive sampling method from a total population of 121 comprising of 12 managerial staff, 52 officer cadre and 57 others. The distribution of respondents from each of the sample was as follows: Zenith Bank- 19; UBA Plc- 20; Access Bank- 28; Dangote group- 29; Nigerian Botling Company-13; Arik Air- 12; Total 121

### Research Hypotheses

To guide this paper the following hypotheses were formulated.

- H<sub>01</sub>. The use of emotional intelligence does not inspire confidence in employees.
- H<sub>02</sub>. The use of emotional intelligence does not foster relations amongst employees.
- H<sub>03</sub>. Emotional intelligence does not motivate employees.

### Tool for Analyses

A chi –square ( $\chi^2$ ) is a test used when we want to compare an actual (observed) distribution with an expected distribution (Nurray 2000), The formula for calculating  $\chi^2$  is denoted as follows;

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where:  
Sigma (the sum of)  
 $\chi^2$ = the value of the chi –square  
 $f_o$  = observed (actual frequently)  
 $f_e$  = Expected frequency value and calculated using value of the observed frequency and by the formula:  
 $f_e = \frac{T_r \times T_c}{N}$

### Decision Rule

In order to accept or reject the null hypothesis ( $H_0$ ) at 5% level of significance at the calculated degree of freedom, a critical value ( $X_c$ ) is obtained (from Tables) which is compared with the computed value ( $X$ ).

If  $X$  is greater than the  $X_c$  it means the result has fallen into the rejection region and thus the  $H_0$  is to be rejected and the alternative hypothesis ( $H_1$ ) accepted. The reverse is the case if the  $X$  is less than the  $X_c$ .

The decision rule is represented mathematically thus:

Accept  $H_0$  if:  
 $X_c < X$   
Reject  $H_0$  if:  
 $X_c > X$

### Data Analyses and Interpretation

This aspect of the paper tries to analyze the data generated and also attempted to interpret the result. Three hypotheses were raise and a chi square analytical tool was used to achieve these analyses and it is displayed in tables 1-3 research

### Test of Hypotheses

In testing the hypothesis formulated the use of chi;-squared ( $\chi^2$ ) distribution is used to achieve this objective.

H<sub>01</sub>: This hypothesis states that “the use of emotional intelligence does not boost employees’ confidence.

**Table 1: Emotional Intelligence as a Boost to Employees' Confidence**

Response	O	E	O – E	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> /E
Strongly agree	60	22.6	37.4	1398.8	61.9
Agree	35	22.6	12.4	153.8	6.8
Undecided	15	22.6	-7.6	57.8	2.6
Disagree	3	22.6	-19.6	384.2	17.0
Strongly disagree	0	22.6	-22.6	510.8	22.6
Total	113				110.9

Source: responses to question one above.

X

Degree of freedom (V) = (R-1)

$$= (5-1) = 4 \text{ degree of freedom}$$

For 4 degree of freedom at freedom at 5% level of significance,  $X^2 = 110.9$

Making design: Rule:

Accept  $H_0$  if:

$X < X$

Reject  $H_0$  if:

$X > X$

Since  $X > X$  (that is  $110.9 > 9.5$ ), we therefore reject the null hypothesis ( $H_0$ ) which states that the use of emotional intelligence does not inspire confidence and enthusiasm in employees.

$H_02$ : The use of emotional intelligence does not foster friendship and group relations amongst employees.

**Table 1: Computation of Emotional Intelligence and how it Fosters Relations amongst Employees**

Response	O	E	O – E	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> /E
Strongly agree	55	22.6	32.4	1049.8	46.5
Agree	40	22.6	17.4	302.8	13.4
Undecided	10	22.6	-12.6	158.8	7.0
Disagree	8	22.6	-14.6	213.2	9.4
Strongly disagree	0	22.6	-22.6	510.8	22.6
Total	113	113			98.9

Source: Responses to table two above

$$X^2 = 98.9$$

Degree of freedom (V) = (R-1) = (5-1) = 4 degree of freedom at 5% level of significance,  $X^2 = 98.9$

Decision Rule:

Reject  $H_0$  if:  $X > X$

Since  $X > X$  (that is  $98.9 > 9.5$ ), we therefore reject the null hypothesis ( $H_0$ ) which states that the use of emotional intelligence does not foster friendship and group relations amongst employees.

$H_0 3$ : Emotional Intelligence does not Motivate Employees.

**Table 3: Emotional Intelligence and Employees Motivation**

Responses	O	E	O – E	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> /E
Strongly agree	50	22.6	27.4	750.8	33.2
Agree	60	22.6	37.4	1398.8	61.9
Undecided	0	22.6	-22.6	510.8	22.6
Disagree	3	22.6	-19.6	384.2	17.0
Strongly disagree	0	22.6	-22.6	510.8	22.6
Total	113	113			157.3

Source: Responses to question three (3) above

X

Degree of freedom (V) = (R-1)  
= (5-1) = 4 degree of freedom

For 4 degree of freedom at 5% level of significance, X = 157.3

Decision Rule: Reject  $H_0$  if: X

Since X (that is 157.3 > 9.5), we therefore reject the null hypothesis ( $H_0$ ) which states that emotional intelligence does not foster and boost motivation and energy in employees.

### Discussion of Findings

The first hypothesis tried to ascertain if the use of emotional intelligence does stimulate confidence and eagerness. Respondents strongly believe that they put in more effort at work when they are stirred and invigorated by their superior than when given monetary reward therefore emotional intelligence does stimulate confidence and eagerness in employees. This finding is in agreement with what, Bass and Avolio (1994) proclaimed that transformational leaders develop eagerness and confidence in their workers through characteristics and behavior which they called the four I<sup>s</sup> (individual consideration, intellectual stimulation, inspirational motivation, idealized influence). Thus emotional intelligence should not only be seen as a tool for employees' confident stimulant but be adopted by organizations to achieve change, development and sustainability of growth and profitability.

The second hypothesis was to find out if the use of emotional intelligence does foster relations amongst employees. The result shows that employees value relationship at the work place more than the scenarios of reward or threat of punishment from superior. Therefore the use emotional intelligence does foster relations amongst employees. This finding corroborates what Goleman (2007) posited, that in team work, emotional intelligence is the crucial lubricant, providing the capacity to settle disputes well, transform creatively, and work harmoniously. The finding is also corroborated by Hamilton (2009) who asserted that well developed emotional intelligence can help team members immensely in carrying out the team responsibilities better. It can have a minimizing effect on conflict and can create more cohesive and more cooperative team environment. Team play and organizational relationship is key in achieving goals and so organizations must value this aspect of emotional intelligence to secure a conducive atmosphere at work place.

The third hypothesis was to ascertain if the use of emotional intelligence does motivate employees. The result shows that the respondents were in agreement that self-motivation puts more drive into any accomplishment than money. This finding confirms what Griffin and Moorhead(2007) asserted that only people with high emotional competence that display motivation attribute like achievement, drive, commitment, initiative and optimism'. Organizations therefore should thrive to motivate and employ all form of motivation techniques to stimulate zeal and industriousness in its employee to deliver.

### Summary of Findings

The major objective of the study was to ascertain the role of emotional intelligence of employees on organizational performance. In this regard, emotional intelligence was analyzed by examining its component parts which include among others the role of emotional intelligence in confidence in employees; emotional intelligence and its role in fostering relations amongst employees; the role of emotional intelligence motivation in employees. Responses from the respondents on the various components of emotional intelligence submit that the use of emotional intelligence puts more drive into any accomplishment more than monetary reward. In an effort to achieve the stated objective of this study, the use of questionnaire was employed and administered on staff of six banks in operation in the southern senatorial district of Taraba State. The responses of the respondents were presented using tables, interpreted and the formulated hypotheses were tested using the chi-squares ( $X^2$ ).The results of all the hypotheses tested confirmed that all aspects of emotional intelligence have positive impact on corporate performance. Indeed employees affirmed that they value the effect of emotional intelligence on relations, confidence and motivation more than monetary rewards.

### Conclusion

The findings from this study concludes that, the use of emotional intelligence, more than anything else, put more drive into any accomplishment including corporate performance than any monetary reward or status. In other word emotional intelligence on relations, confidence and motivation more than monetary rewards.

### Recommendations

Arising from the findings of this study and the conclusion thereof, it is here recommended that managers need a radical paradigm shift as follows:

- Managers must shift more attention to, and be more concerned with drivers of performance rather than performance itself, for; a team does not win a match by focusing on the score board, but by focusing on what needs to be done to score the points.
- Management of corporate organizations should include the teaching of emotional intelligence in its core training agenda to get the best out of their work force.
- There should be recognition of self-motivation since it puts more drive into any accomplishment than money.

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