**EMOTIONAL INTELLIGENCE AND EMPLOYEE'S PERFORMANCE
IN THE NIGERIAN BANKING INDUSTRY**

BY

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DECLARATION

I hereby declare that this dissertation is a product of my original ideas and has not been previously submitted either in part or in full to any institution for the award of any certificate or degree whatsoever.

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CERTIFICATION

We hereby certify that this dissertation was written and submitted by OLISE, Valentine (PG/M.Sc/11/12/204848) of the Department of Business Administration and Marketing, Faculty of Management Science, Delta State University, Asaba Campus is accepted in partial fulfillment of the requirements for the award of Master (M.Sc.) Degree in Management.

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This work is dedicated to God Almighty who has projected and guided me throughout the programme.

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ABSTRACT

This study examined emotional intelligence and employee's performance in the Nigerian Banking Industry. The study employed the survey design method. 186 employees of selected banks were sampled using stratified random sampling technique. The data collected were analyzed using correlation and regression analysis as analytical tools. The findings revealed that self-control is significantly related to employee performance, which implied that self-control helps to persuade others in pursuit a common goals or organizational mission. The study found that there is significant positive relationship between self-control and employees performance, there is significant positive relationship between self-awareness and employees performance, there is significant positive relationship between social competencies and employees performance and that managing emotion of leaders do positively affect employees performance. The study concludes that there is a significant relationship between self-control, self-awareness, social competencies, managing emotion of the leaders, and employee's performance in the Nigerian Banking Industry. It implied that increased self-awareness would boost morale and attitude that would provide a happy, productive and performing employee as a result of job satisfaction towards achieving organizational goals and objectives. It was recommended that Nigerian banking organization should create more awareness and promote emotional intelligence in their organization. The study contributed to knowledge in providing empirical evidence to support that emotional intelligence are correlates of employee's performance in the Nigerian banking industry.

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CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

An emerging concept fast gaining grounds and wider managerial attention seems to be the concept of emotional intelligence in a work place. The concept appears to emerge as an important but still relatively understudied element of competence. Emotional Intelligence is the abilities concerning recognition and regulation of emotions in self and others, and to use this information to guide one's thinking and actions.

Application of emotional intelligence will support the managers and employees to recognize and understand emotions and using emotional intelligence to manage oneself and his/her relationship with others. Emotional Intelligence, it is "people – focused", is based on sound competency in two major dimensions: self and social. The high emotional intelligence person will have knowledge and positive attitude and will also behave skillfully in the self and social dimension (Emily, 2006).

Emotional intelligence is not a simple repackaging of the "soft skills" we so often hear about in organization. It appears to be based on research. Good managers seem to have known for years that communicating effectively, treating people well, and modeling appropriate behavior themselves make good business sense. Research linking emotions and skills on one hand and facts and figures on the other hand will obviously proof this. There's no need to throw away cognitive (thinking) processes, but by themselves these may not be enough for success in the organization. The truth is that we will need both rational data and emotional data in our lives if we are to be successful in business. The applications of emotional

intelligence in the workplace include areas like personnel selection, development of employees, teams and the organization.

Organization may coach their employees in developing their interpersonal skills, other skills and also coach them to perform effectively on the job with other employees in the work place (Reuven et al, 2007). Employees need to enhance their emotional intelligence skills, apart from technical skills, which in turn will enhance their productivity on the job. According to Bob (2008), Management of emotional intelligence by the team members will help in developing interpersonal skills of the team members. Therefore, organization to be successful needs to develop employees' emotional intelligence skills in order to be able to work effectively in the organization. It is not surprising that empirical research seems to establish a linkage between emotional intelligence and employees performance (Cote and Miners, 2006; Robins and Ferris, 2006). Simply processing emotional intelligence may lead to higher performance in the service industry unless if it affects how people use their emotions at work setting. Apparently, employees may handle their emotions accurately and use certain behaviours in the organization that allow them to gather better information, grid other's behavior or make better decisions about their activities, that result in better performance in the job (Klim et al, 2009).

The Nigerian financial market was hitherto dominated by small assets – base banks that were not internationally competitive. Ovia (2002) noted that in repositioning the Nigeria financial market for competitiveness in the 21st century the deployment of information technology would play dominant catalytic role in growing the market. Thus, in the eye of the keen competition in the service industry, market competition in the banking industry, market

players needs to devise new survival strategies. Financial institutions world-wide seem to be compelled by the emergence of emotional intelligence to fast-forward to more radical transformation of business systems and models.

In the same view of Bill Gates (2001) noted that the successful banks of the next decades will be the ones that use emotional tools to re-invent the way they work. These banks may take decisions quickly, act efficiently and directly touch their customers in positive ways. Going emotional may put banks on the edge of the shock wave of change. That may shatter the old ways of doing business. Thus, this study examines the impact of emotional intelligence on employees' performances in the Nigerian banking industry.

1.2 Statement of Problem

Managing workers' emotions correctly appear to be a 21st century challenge to the managers. Although past researcher established a relationship between emotional intelligence and performance in the organization, little evidence is known about how employees translate their emotional intelligence into enhanced work outcomes in the banking industry.

In workplaces where people are constantly afraid and insecure, employees are at risk of "turning numb" to protect themselves. These are clearly seen in the black faces of sub staff the lack of enthusiasm by front line workers, and in the remarkably incentive ways managers and employees treat each other.

The mechanism which allows a person to survive an emotionally painful environment also makes it difficult for them to respond sensitively and empathetically towards others. Some staff in the banking industry seems not to be socially aware of the emotions and concerns of

others. They do not know what is socially acceptable from them in society and how they should act in that manner.

At work place, interaction with other people seems to be critical which may require the competency of empathy for better performance. Most banks' employees are not socially competent employees. They lack the idea of putting themselves in others' position and then may proceed to certain inappropriate action.

Socially competent staff have the ability of understanding the overall psyche of an organization and political realities in groups, but most employees seem not be aware of this. They lack the ability to create organizational awareness that may enhance networking and coalition building which may make them to wield influence irrespective of their professional role. Organizations regardless of size, technology and market focus are facing employee retention challenges. Few organizations believe that the human personnel and employees of any organization are its main assets which can lead them to success or if not focused well, to decline.

1.3   Research Questions

This study is guided by the following research questions:

(i)   What is the impact of self-control on employees' performance in the Nigerian banking industry?

(ii)   Does self-awareness have any impact on employee's performance in the Nigerian banking industry?

(iii)   What is the impact of social competencies on employee's performance in the Nigerian banking industry?

(iv) To what extent does managing emotion of leaders' affect employee's performance in the Nigerian banking industry?

1.4   Objectives of the Study

The general objective of this study is to ascertain the impact of emotional intelligence on employees' performance in the Nigerian banking industry. The specific objectives are to:

(i)   Investigate the impact of self-control on employees' performance in Nigeria Banking Industry

(ii)   Find out the impact of self-awareness on employee performance in Nigeria Banking Industry.

(iii)   Examine the impact of social competency on employee performance in Nigeria banking industry.

(iv)   Ascertain the extent to which managing emotion affect employee performance in Nigeria banking industry.

1.5   Research Hypotheses

$H0_1$:   There is no relationship between self-control and employees performance in the Nigerian Banking Industry.

$H0_2$:   There is no relationship between self-awareness and employees performance in the Nigerian Banking Industry.

$H0_3$:   There is no relationship between social competencies and employees performance in the Nigerian Banking Industry.

$H0_4$:   Managing emotion of leaders do not positively affect employees performance in the Nigerian Banking Industry.

1.6   Significance of the Study

This study examines the impact of emotional intelligence on employees' performance in the Nigerian banking industry. The study will have great impact on the management of banks and also show the relevance of emotional intelligence on the performance of banks' employees.

This study on emotional intelligence in the banking industry helps to identify some of the problems of their customers which are attributable to lack of emotional intelligence in the industry.

The study provide ways in which bank employees assist their customers since the study will help the banks managers to train their staff on how to attend to customers.

Other business organizations in the country will also benefit from this study because it will help them to realize that emotional intelligence is a kind of tool and asset in the organization, which enables the employees to work in harmony and the organizational productivity will increase as well.

1.7   Scope of the Study

This study covers the impact of emotional intelligence on employees' performance in the Nigerian banking industry. It covers only selected banks in Asaba, Oshimili South Local Government Area of Delta State. The banks in Asaba was chosen because the researcher can easily get information needed for his research since the researcher resides in Asaba and can have access to the staff of the banks.

The study is limited to Asaba in Oshimili South Local Government Area of Delta State due to the fact that many indigenous and non-indigenous people live there and also for the fact that Asaba is the state capital. Other areas were not explored.

The population for this study is limited to employees and managers of the selected banks. The adopted indicators of emotional intelligence are limited to self-control; self-awareness; social competence and managing emotion. It was presumed that the indicators would make for easy measurement of emotional intelligence of employees and managers of the selected banks. And this study covers a period of one year (2015/2016)

1.8 Limitations of the Study

In carrying out the study, the researcher was faced with some constraints. Many employees of banks in Asaba use to dislike activities that appear to be probing them. They seem to have special liking for secrecy, thereby tend to avoid researchers. They considered giving information as secret. As such, they refuse to give out meaningful information that would aid the researcher.

Most customers of the bank are illiterate and therefore cannot be useful for the research since they are afraid that if they give out right information, it will be used against them. This made the researcher to segregate them out of research samples due to the difficulty of obtaining relevant data from them.

Some people (respondents) made it difficult for researchers to obtain research information. The researcher was denied access to some confidential data that were considered to be relevant to the study.

The research is mainly for academic purpose. Other academic workload hindered the research from covering a wide range since the research was carried out along side with this academic workload.

Finally, there were no much work done by researchers in the areas of study. The researcher therefore found it difficult to get much materials for the literature review.

1.9   Definition of Terms

For better understanding of some of the terms used in this study, the researcher gave the definitions of some terms as they connote to the study.

Emotion: The part of a persons' character that concerns feelings.

Intelligence: The ability to learn, understand and think in a logical way about things, the ability to do this well.

Emotional Intelligence: This refers to the abilities concerning recognition and regulation of emotions in self and others.

Employees: These are people who are paid by UBA to work in the bank.

Performance: This is the result or impact of activities of individuals over a given period of time.

Self-awareness: This is having a deep understanding of one's own emotion as well as strengths, weaknesses, value and motives. It recognizes the importance of one's own feelings and how it affects one's performance.

Social awareness: It is mainly about empathy, having understanding and sensitivity to the feelings, thoughts and situations of others. It means that one should know what is socially acceptable from him/her in society and how he/she should act in that manner.

Self-Management: This represents how well we control or redirect our internal states impulses and resources.

Managing emotion: This refers to managing other people emotions.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

In this chapter, the theoretical perspective is discussed and areas such as concept of emotional intelligence, history of emotional intelligence, dimensions of emotional intelligence, development of emotional intelligence, employees' performance, the Nigerian banking industry, challenges for the Nigerian Financial markets in the twenty-first century, Job Performance and Role of Emotional Intelligence. etc.

2.1   Concept of Emotional Intelligence

Emotional intelligence is the ability of understanding our emotion and others, in order to have more efficient relations between two parties involved. According to Bahdor et al (2011), Emotional intelligence consists of major characteristics like emotional awareness, motivation, capacity to manage anger, intuition, emotional respond to others emotions and reactions. These competencies involved meaningful sets of values.

Concept and skills together with cognitive has been contemplate from the environment conditions are the main elements of emotional intelligence. Emotional intelligence is a recent construct and which brought to light and indeed to the business environment by Goleman, (1998). The study of emotional intelligence outcome from the works of Gardner (1983), and Williams and Sternberg (1988), who proposed broader approaches to understanding intelligence on how to manage it in a work place. Mayer and Salovery (1997) stated that emotional intelligence and included Gardner's intrapersonal and interpersonal components of the construct. Goleman (1998) took emotional intelligence to a new level by

making it more useful in the organization and by describing it as an important ingredient for successful business careers and as a crucial component for effective group performance. These people and indeed many others have attempted to explain the concept of emotional intelligence.

Mayer and Salovery (1997), who introduced emotional intelligence saw it as a form of intelligence that involves the ability to monitor individual's and others' feelings and emotions, to discriminate among them and to validate this necessary information gathered to guide one's thinking and actions. However, these authors then changed their view of emotional intelligence, and described emotional intelligence as the ability to integrate emotions, perceive emotions to facilitate thought, understand emotions and to regulate emotions to promote personal growth. To them, emotional intelligence involves the ability to appraise, express emotions, and perceive accurately, the ability to access and generate feelings when they facilitate thought, the ability to understand emotions to promote emotional and intellectual growth. These authors provided a model which comprises of four abilities; perception, assimilation, understanding, and regulation of emotions.

Emotional perception is the ability to perceive emotions on self and also on objects, art, stories, music, and other stimulus. Emotional perception consist the ability to differentiate between honest and dishonest expressions of emotions. The assimilation of emotions is the ability to generate, use and feel emotions as necessary to communicate feelings.

Emotional assimilation is the ability to differentiate the emotions individual feel and to identify those that are influencing their thought processes. Emotional understanding is the ability to understand emotions, information, how emotions combine and shift across time, and the ability to appreciate emotional meanings. Emotional regulation is the ability to stay

open to people feelings and to regulate and monitor people emotions to promote understanding and their personal growth. It is also the ability to connect or disconnect from an emotion depends on its usefulness in a given situation. Emotional intelligence can be considered as conceptualized by Saddam and Muhammad (2010) ability to monitor and regulate people feelings and emotions to discriminate among them and to use information to guide their thinking and action. Mayer and Salovey (1997) stated that emotional intelligence is the ability to perceive accurately, appraise and express emotion, the ability to access and generate emotional knowledge.

Emotional intelligence is the array of personal management and social skills that allows one to succeed in the organization and life in general Emily, 2006). Emotional intelligence often called EQ (Emotional Intelligence quotient) encompasses intuition, character, integrity, and motivation. It also includes good communication and relationship skills. The concept of emotional intelligence had an unusual important impact on managerial organizations have incorporated emotional intelligence into their employees development programmes (Fast Company, 2000), and some business schools have added the training of emotional competencies to their curriculums (Boyatzis, Stubbs and Taylor, 2002). The appeal of emotional intelligence may reflect the idea that success is not simply determined by well-known abilities such as verbal and quantitative abilities but also by abilities pertaining emotions. According to Giardini and Frese (2008), Emotional intelligence refers to abilities concerning recognition and regulation of emotions in self and others, and to use this information to guide one's thinking and actions.

2.1.1 History of Emotional Intelligence

The history of emotional intelligence concept goes back to the era of intelligence testing movement, when Professor E.L. Thorndike expressed the theory of "social intelligence" in 1920 as "the ability to understand and manage men and women, boys and girls, to act wisely in human relations". Later in 1940 researchers described two types of intelligence, "intellective" and non-intellective", under the theory of intelligence quotient (IQ) which was the traditional way to define the emotional intelligence.

They defined intellective intelligence as a set of skills and defined non-intellective as social emotional skills (Freshman and Rubino, 2002). After that, they redefined the non-intellective intelligence as affective and connective abilities, which are related to a person's attitude and behavior and also resistance to change.

Thorndike's 1920 then Wechsler's 1940 researches remained insignificant till Howard Gardner offered the theory of "multiple intelligence" in 1983, where he named seven aspects of intelligence such as cognitive ability math, kinesthetic, spatial, musical talent, verbal and communication. Again in the same year of 1983 Gardner mentioned the theory of interpersonal intelligence, which was the person's ability to understand others.

It was also being referred to as skills to contemplate and receive other emotions as well, to have better communication and mutual understanding in daily life or in workplace. Then the word Emotional intelligence became more useful. The usage of E.I for emotional intelligence became prevalent since 1990, when Mayer and Salovey, assigned the letter E.I instead of E.Q. They defined E.I. as "an ability to recognize the emotions and their

relationships, and reason thus solve problem on the basis of them". Years back then, there were growing interests on the concept of emotional intelligence.

2.1.2 Dimensions of Emotional Intelligence

Emotional intelligence, because of its "people-focus", is based on sound competency in two major dimensions. According to Emily (2006), the high-EQ person must have knowledge and a positive attitude and behave skillfully in the self and social dimensions. He broke emotional intelligence down into six areas defined as follows:

2.1.3 Self-Dimensions of Emotional Intelligence

Our emotional intelligence comes in part, from our understanding and acceptance of ourselves in three areas:

(i)   Knowledge = Self – Awareness:

Accurately knowing our own feelings, preferences, goals, and values, sensing how others feel about us, and using that information to guide our behavior (Emily, 2006). According to Shahzad et al (2011), Self-awareness recognizes the importance of one's own feelings and how it affects one's own strengths and weaknesses. According to Byatzis, (2002), accurate self-awareness was the hallmark of superior performance. According to Shahzad et al, individuals with accurate self-awareness are aware of theory competences which mainly include self-confidence, self-assessment and emotion handling.

(ii)   Attitude = Self-Confidence

A "can-do" attitude, a belief in ourselves, overcoming self-doubt and taking reasonable risk, being assertive and not aggressive; being goal-directed, admitting mistakes and moving on. In the words of Shahzad et al (2011), The level of self-confidence was in fact a stronger

predictor of performance than the level of skill. In a sixty year study of more than one thousand high- IQ men and women tracked from early childhood to retirement, those who possessed self-confidence during their early years were most successful in their careers (Holahan and Sears 1995).

According to Bahdor et al (2011), self-confidence is one of the most important impressions of having high EI levels. It is one of the important key elements of doing effective delegation. Managers with self-confidence are capable of performing with self assurance and be conclusive in their decision making process. Goleman (1998) also stated that this factor is an essential condition or the sine qua non of predominant performance.

(iii)   **Behaviour = Self-Control**

Intelligence is largely at the mercy of self-control. People could have different feelings and emotions regarding one objective. The role of emotion – control is to understand different kind of emotions and control impulse action which is more fit to situation (Bahdor, 2011). According to Emily (2006), emotion self-control involve dealing well with stress, controlling emotional moods or outbursts without over control; being capable; balancing rational and emotional considerations.

In managerial position, manager must be capable to control their emotions and manage them and find more effective tactics. According to Purushothaman (2012), emotional control as an important competence of EI is the way to recognize and understand one's feeling, and use this feeling to improve attitude and behavior.

2.1.4 Social Dimension of Emotional Intelligence

The other three facets of emotional intelligence have to do with the experience and interactions with others –our social relationships:

(iv)   Knowledge = Empathy:

Empathy as one of the subset of social awareness together with organizational awareness is the ability to evaluate and recognize emotions thus see the realities in them (Bahdor et al, 2011). In the banking industry which is the scope of this project, manager's role is to connect empathy with customers refer to service orientation of manager, and to fulfill the customers' needs and demands. Then sympathize clients and often unexpressed demands and then matching them to one's products or service are the essence of service orientation. According to Emily, empathy encompasses easily reading and understanding others; having empathy; listening well, reading non-verbal cues.

Goleman (2008) states that empathy also evaluates a person's capability to handle and keep relationship with different people, even in social life or in office hierarchical levels. When you feel others feelings and expectations and then take an action in their concern, you truly exhibit the sign of social awareness. Empathy is an essential tool to measure social awareness (Shahzad et al, 2011). To avoid performance deficits empathy competence allows us to handle increasingly diverse work force (Steele, 2007). The empathic strategy to utilize service competence distinguishes superior performer from average ones.

(v)   Attitude = Motivation:

Motivation refers to the dynamics of human behavior, which involves our needs, desires, and ambitions in line. It is the drive that fires the passion and behaviour of both customers

and those saddled with the task of managing them for profitable gains (Ekakitie and Orishede, 2010). According to Emily (2006), motivation has to do with taking initiative; having a positive outlook; being creative; inspiring others; doing things we believe in and are committed to.

(vi)   **Behaviour = Social Competency**

This has to do with finding common ground to establish rapport and minimize conflict; persuading and having positive relationship having integrity.

The six facets in emotional intelligence are illustrated in the model, which Emily (2006) refer to as the K – A – B model.

Figure 2.1: six facets in Emotional Intelligence
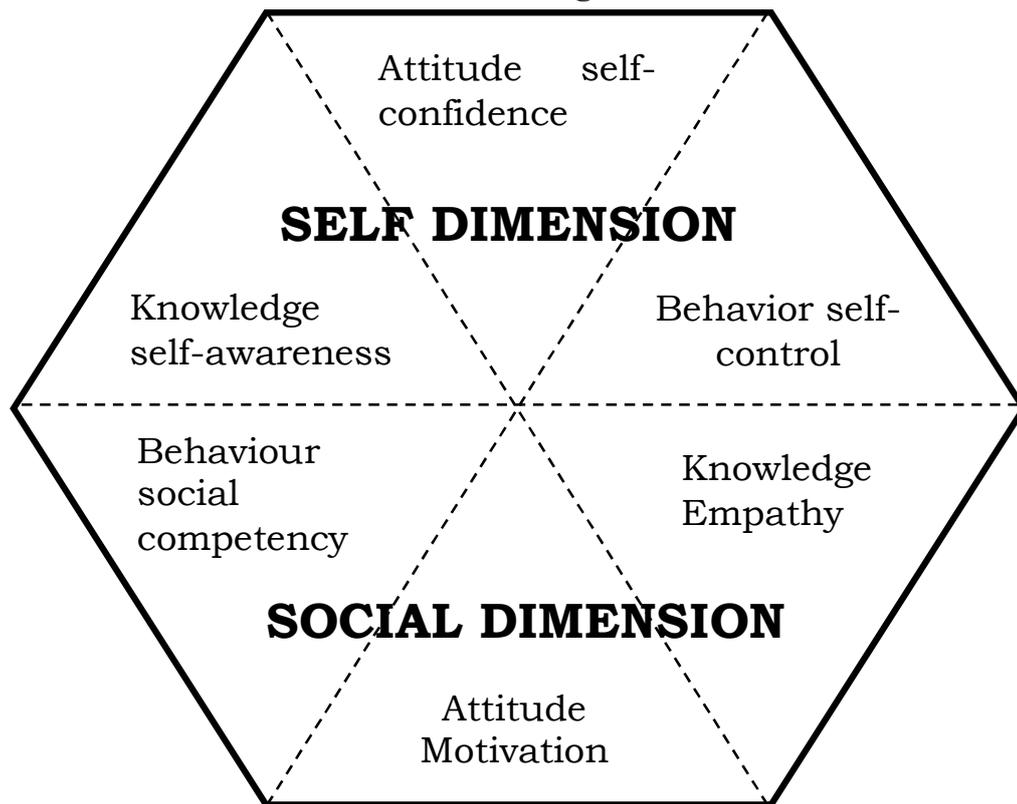
Source: Emily, (2006) K – A – B Model of Emotional Intelligence

xxx

In the model above, there is an overlap between the self and social dimensions (we get some of our "self" information, and our attitude, from "social" relationships). Our knowledge, attitude, and behavior also intermingle, which is why the lines in the model are broken lines to show that the boundaries between the facets are fluid.

2.2   Development of Emotional Intelligence

It has been always a debate issue that whether emotional intelligence capacity is inherent or acquired, does a person being born with emotional intelligent (EI)? Or in the life time he will acquire it accordingly? Now when we understand and realize the importance of EI on performance and job success, the question for increasing and developing EI will be raised. After reviewing the past researchers and studies done by Goleman (2008) and Martinez and Cooper (2008), this paper found that emotional intelligence could be developed and enhanced. There are more studies and articles regarding developing EI compared to EI concept (Farham, 2006; Harrison, 2007). They found out the role and significant impact of childhood learning and experiences on emotional intelligence. Even though the main structure of person's EI was formed during childhood, it could still be changed and developed (Fineman, 2007). In order to develop some aspects of emotional intelligence in one person, at first we need to measure the person's EI, after that we are able to strengthen his weaknesses.

According to Bahdor et al (2011), development for emotional intelligence would be acquired via these five key skills:

1.   The ability to quickly reduce stress

2.   The ability to recognize and manage your emotions;

3.   The ability to connect with others, using non-verbal communication;

4.   The ability to use humor and play to deal with challenges and

5.   The ability to resolve conflicts positively and with confidence.

By developing and practicing these five key elements, you could be expecting your emotional intelligence to be higher. Just because of knowing these steps you cannot guarantee that you will apply these steps in daily life, so by practicing these steps could help you to overcome your stress and weakness.

2.3   Employees' Performance

Performance is the impact of activities of an individual over a given period of time. Managing employees' performance is necessary in order to achieve goals. According to Shahzad et al (2011), assessing an employee's competency and measuring his productivity is essential in the overall plan of the organization. Pacing itself production is important and cannot be done if the employee's potential and his ability to perform are not measured.

Employees' performance is directly related to organizational productivity and its success. Better performance of each employee creates immense outcomes which mainly include congruence among employees' quality production and commitment at work place (Saddam and Muhammad, 2010).

Employee's performance is mainly managed by using formal processes that is supervisor rating, management by objective, 3600 appraisals, and peers evaluation etc, to ensure that employees have been contributing towards their own and company's development. In view of efficient performance relationship between feedback from supervisor, task identity and

significance is very crucial (Morrison, 2003). Ashford and Black (2006) found that supervisory association development positively influenced job performance. For attaining of an outstanding performance, emotional competence which is a "learned capability based on emotional intelligence" is equally important (Goleman 2008). This shows that apart from having technical skills and abilities employees need to have strong interpersonal competences to become a star performer.

Furthermore, Bahdor et al (2011) acknowledged that even the EI's competencies are quite comprehensive and are able to precisely measure the individual's EI level, but they still cannot precisely reveal the impact of emotional intelligence on individual performance in the organization. Although the measurements are capable to evaluate people's ability and determine how they are able to do the tasks, they cannot predict the people's performance in future.

Another factor like motivation and employee's values is considered in order to examine and investigate how loyalty and compatible they are to the organization, and to what extent do their visions and cultures are matched with organization's visions and cultures. Management need to have high level of communication with subordinate so as to achieve greater understanding of their demands and feelings, delegating authority to subordinates require awareness and perception from others (Goleman, 2008). So managers need to evaluate their subordinate's personality and emotional competencies, their values, and know what will motivate them in order to achieve success.

2.4   Self-Control

Self-management refers on how well people can control emotions, impulses, and resources; it includes self-control, trustworthiness conscientiousness, adaptability, achievement drive, and initiative.

Social awareness refers to the sensitivity of the people feelings, thoughts, and situations of others and it comprises empathy, service orientation and organizational awareness, and finally managing emotion which refers to guiding other people's emotions and it comprises; developing others, influence, communication, conflict management, leadership, change catalyst, building bonds and teamwork and collaboration. Yeung (2009) argues that the four dimensions are the basis to develop other learned competencies.

Return on investment is the performance measure used to evaluate the efficiency of an investment or to compare the efficiency of a number of different investments. It is a measure of financial performance of an organization. Performance is the assessment of progress at different organizational levels, toward achieving predetermined goals (Bourne, Neely, Mills and Plafls (2003).

According to Blazevic and Lievens (2004), financial performance refers to a measure of how well an organization uses assets from its primary mode of business to generate revenues. Return on investment directs management attention to profitability and asset management. It measures divisional performance (Nweze 2000). Emotional intelligence in the organization has been an area of interest for the management of organizations.

Several studies have reported that organization emotional intelligence is a good predictor of organizational performance. Emotional intelligence is a construct that has received

considerable attention in performance research, and is a valuable skill proven to give sales people a competitive advantage (Ashforth & Humphrey 1995, Dulewies & Higgs 2003, Goleman 2001, Goleman, Boyatzie, & Mckee, 2002). Cavallo and Brienza (2002), found that the best performers were those that have high emotional intelligence. Watkin (2002) suggests that emotional intelligence is the most important factor for superior performance at every organizational level. Similarly, Nowack (2006), found that the highest performing managers have significantly more emotional competencies than other managers in their respective workplace. Chemiss (2001), suggests that emotional intelligence influences organizational effectiveness. Other recent emotional intelligence researcher studies suggest that highly conscientious staff that lacks some social and emotional intelligence perform poorly than those high in conscientiousness and emotional intelligence.

According to Lunenburg (2010), a leader with good managing emotion is good at persuading others to share her vision and would continually enlarge her network of people to win their support, when support is needed. Goleman (2001) asserts that leaders who possess a high degree of emotional intelligence tend to be more effective than those who lack them. Self-awareness elicits the trust and confidence of subordinates. People respect leaders who, because they are self-aware recognize their own limitations and because they are self-regulating consider decisions carefully. Self-aware individuals tend to be more self-confidence and to cope with ambiguity and are more open to change.

Strong motivation exhibited in an organization can also be infectious, helping to persuade others in pursuit of a common goal or organizational mission.

2.5   Self-Awareness

Self-awareness is a crucial competencies associated with organization emotional intelligence. According to Yeung (2009) the first step to becoming emotionally intelligent is to become as self-aware as possible. Emotional intelligence is a construct and was made popular in the realm of business by Goleman, (1998), who argues that it could be more effective for the management of business affairs than our cognitive ideas. Self-awareness consists of emotional abilities that enable us to be more effective and outstanding in the organization. Self-awareness is the ability for one to recognize its emotions and its effects. Studies suggest that people who are aware of their emotions are more effective in their jobs in their respective workplace. They recognize and understand their moods, emotions and needs and can perceive and anticipate how their actions affect others. People with great certainty about their feelings manage their lives well and are able to direct their positive feelings towards accomplishing tasks.

Self-awareness competencies include emotional Self-awareness, accurate Self-awareness and self-confidence. Emotional Self-awareness is the first component of self-awareness. This reflects the importance of recognizing one's own feelings and how they affect one's performance. Accurate self- Assessment involves knowing one's inner resources, abilities and limits. People with this competency are aware of their strengths and weaknesses, reflective, learning from experience, new perspectives, continuous learning, open to candid feedback and self-development. Self-confidence consist a strong sense of one's worth and capabilities. According to Goleman, (1998), People with this competence present themselves with self assurance, have presence, can voice views that are unpopular and go out on a limb

for what is right, are decisive, able to make sound decisions under pressures people with self-confidence typically see themselves as efficacious, able to take on challenges and to master new jobs or skills. They believe themselves to be catalysts, movers and initiators, and feel that their abilities stack up favorably in comparison to others. Organizational performance is a measure of effectiveness and efficiency. A company is effective if it produces the right goods or services that customers desire and are willing to patronize.

It is even efficient if it does that at a reduced price. Several studies conducted in advance world of America, Europe, and in some parts of Asia have shown that self-awareness as a part of emotional intelligence leads to organizational performance.

However despite these great successes recorded in these parts of the world on the usefulness of this crucial aspect of emotional intelligence, there is very little evidence to show that such studies have been carried out in Africa, especially in the Nigerian environment. The researchers therefore investigated the relationship between Self-awareness and organizational performance in the Nigerian banking sector. A great deal of previous research has concentrated on finding out about the relationship between El and job related performance of employees and managers. For example Bachman, Stein, Combell and Sitarenior (2000), investigated El of accountants, findings suggest that higher emotional intelligence leads to higher performance at work. In Day and Carrol (2004), studies, findings suggest that emotional perception correlated with performance on a cognitive decision making task.Watkin (2000) even suggests that El is the most important factor for superior performance at every organizational level. Furthermore, Slaski and Cartwright (2002), finding suggests that management performance and El have a significant positive

relationship. Langhom's, (2004), research results suggest that emotional Self-awareness, interpersonal relationships, social responsibility and optimism are related to the performance of general managers. Advocates of emotional intelligence theory argue that emotional intelligence lead to improve communication effectiveness in messages. (Papp 1995, Mayer, Salovey & Caruso 2002, Wesinger 1998). Baron (2001), suggests that to be emotionally and socially intelligent is to effectively understand and relate with others, and to successfully cope with daily demands, challenges, and pressure. Sosik & Megerian, (1999), found that leaders high on emotional intelligence out performed those who are low on emotional intelligence when measured by organizational performance data. In a study of Emotional intelligence in matrix organization by Sy & Cote (2003), finding suggests that both employees and managers improved performance in matrix organization by applying the four components of emotional intelligence.

Another study has also found that hiring individuals with higher levels of emotional intelligence as well training existing employee to be more emotionally intelligent has been associated with financial gains in the private sector. In the workplace, performance of employees and managers depend on working with group of people with different ideas, opinions and suggestions.

Effective use of emotional intelligence gives better team harmony (Ashfort & Humphrey 1995). Bank managers need a lot of emotional intelligence, in that they are in position to deal with the organization's customers and they constantly interact with other people and they motivate the employees for optimal performance. Managers with highly emotional ability are able to understand their customers' and employees' needs and provide them with

constructive feedback. An awareness of emotions by team members will help in developing interpersonal skills to work effectively in the organization. In a study by Shipper (2003), study, finding suggests that self-awareness of interactive skills may be a critical component to manager effectiveness in U.S. and U.K cultures. Self-s awareness has been found to be the key to realizing one's own strengths and weaknesses. According to Boyatizis, (1982), among several hundred managers from twelve different organizations, accurate self-assessment was the hail mark of superior performance. Individuals with the accurate self-awareness competences are aware of their abilities and limitations, seek out feedback and learn from the mistakes, and known where they need to improve and when to work with others who have complementary strengths.

Accurate self- assessment was the competence found in virtually every "star performance" in a study of several hundred knowledge workers — computer scientists, auditors and the like, at companies such as AT&T and 3m, on a 360-degree competence assessment, average performers typically over estimate their strengths, whereas star performers rarely do, the stars tended to underestimate their abilities, an indicator of high internal standards, (Goleman, 1998). The positive impact of the self-confidence competence on performance has been shown in a variety of studies. For example, greater levels of self-confidence lead to higher productivity, (Bandura 1997). Among supervisors, managers, and executives, a high degree of self-confidence distinguishes the best from the average performance (Boyatzis 1982).

Emotional intelligence is proposed as a significant predictor of key organizational outcomes. El has become popular in several disciplines such as business, education, sales, psychology

and sociology. According to Zeidner et al (2004), in recent years research has made great strides towards understanding the usefulness of El in the work place. Literature reviews have identified a diverse number of studies attributing El to increase performance outcomes in the workplace. Such outcomes include, return on investment, market shares, profitability, employee effectiveness and leadership capacity. The ability to lead others is a fundamental quality that organizations look for, in employees. Effective leaders rely on emotional appeals to help convey their messages. Indeed the expressions of emotions in speeches are often the critical element that makes us accept or reject a leader's message. When leaders feel excited, enthusiastic, and active, they may be more likely to energize their subordinates and convey a sense of efficacy, competence, optimism, and enjoyment (Robbins et al 2007).

2.6   Social Competency

Bar-ron (2000) sees emotional intelligence as an array of social and emotional knowledge that influence overall ability to be effectively copes with environmental. Emotional intelligence was made popular in the business realm by Goleman (1998). Bar-ron said that emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in their relationships". Goleman's model is based on several competencies.

Currently; it has 20 competencies as follows -Self-awareness is the ability to understand one's emotions, and it comprises of emotional self-awareness, accurate self assessment, and self-confidence. According to Yeung (2009); the first step to becoming emotionally intelligent is to become as self-aware as possible demands". The author further stated that emotional and social intelligence comprised of five high level factors which are

intrapersonal skills the ability of being aware and understanding emotions, feelings and ideas in the self, interpersonal skills and understanding emotions, feelings and ideas in others, adaptability, stress management, and control emotions, and general moods, and expressing positive emotions and being optimistic.

2.7   The Managing emotion

The managing emotion competence relates on how we interact with others in emotional situations. The managing emotion set of competencies according to (Goleman, 1998) includes essential social skills. Spencer and Spencer (1993) believe that developing others involves sensing people's developmental needs and bolstering their abilities, a talent not just of excellent coaches and mentors, but also outstanding leaders.

Competence in developing others is a hallmark of superior managers; among sales managers. Spencer, et al, (1993) points out that effective people sense others' reactions and fine-tune their own responses to move interaction in the best direction. This emotional competence emerges over and over again as a hallmark of star performers, particularly among managers, executives and supervisors. They believe that star performers with this competence draw on a wider range of persuasion strategies than others do, including impression management, dramatic arguments and appeals to reason. Competence requires them to be genuine and put collective goals before their self-interests; otherwise what would manifest as effective persuasion becomes manipulation.

Creating an atmosphere of openness with clear lines of communication is a key factor in organizational success. Goleman (1998b) states that people who exhibit the communication

competence are effective and deal with difficult issues, listen well and welcome sharing information fully, and foster open communication and stay receptive to good news as well as bad news. This competence builds on both managing people's own emotions and empathy; a healthy dialogue depends on being active to others' emotional states and controlling the impulse to respond in ways that might sour the emotional climate. Effective conflict management and negotiation are important to long-term, business relationships among both parties involved, such as those between retailers and manufacturers.

In a survey of retail buyers in department store chains Ganesan (1993) notes that effectiveness at win-win negotiation was an accurate barometer of the health of the manufacturer-retailer relationship. Those adept at the visionary leadership competence draw on a range of personal skills to inspire others to work together towards common goals. They are able to articulate and arouse enthusiasm for shared mission and vision statement, to step forward as needed in order to guide the performance of others while holding them accountable, and to lead by example. Outstanding leaders integrate emotional realities into what they see and so instill strategy with meaning and resonance. Emotions are contagious, particularly when exhibited by those at the top, and extremely successful leaders display a high level of positive energy that spreads throughout the organization. The more positive the style of a leader, the more positive and cooperative are those in the organization (George et al,., 1990).

The emotional tone set by a leader (Bachman, 1988) tends to ripple outward with remarkable power. The acceleration of transitions as we enter the new century has made the Change Catalyst Competence highly valued, leaders must be able to recognize the need for

change, remove barriers, challenge the status quo, and enlist others in pursuit of new initiatives. An effective leader also articulates a compelling vision of the new organizational goals and objectives (House, 1988). A leader's competence at catalyzing change brings greater efforts and better performance from subordinates', making their work more effective. Outstanding performers (Kaplan, 1991) with this competence balance their own critical work with carefully, building accounts of goodwill with people who may become crucial resources down the line.

One of the virtues of building such relationships is the reservoir of trust and goodwill that they establish; highly effective managers are adept at cultivating these relationships, whereas less effective managers generally fail to build bonds.

2.8   The Nigerian Banking Industry

Nigerian banking industry has made exceptional progress in last few years, even during the times when the rest of the world was struggling with financial meltdown (http://www.ibef.org/industry/banking.aspx). The size of banking among services shows a very impressive and sound growth in the banking sector. However on the flip side, according to Olofin and Udoma (2010) banks are slashing jobs since 2008 global credit crisis due to slowing down of operations. The loss of a lucrative job creates tremendous stress among employees resulting in psychological problems like frustration, strain, anxiety, etc, that creates a fear and may affect the performance of the bank employees which may ultimately affect growth of the banking sector.

2.9   Challenges for the Nigerian Financial Markets in the Twenty-First Century

The Nigerian financial market was hitherto dominated by small assets-base banks that were not internationally competitive. Ovia (2002) noted that in repositioning the Nigerian financial market for competitiveness in the 21st century the development of information technology would play dominant catalytic role in growing the market. Thus, in the face of the keen competition in the industry, market players need to devise new survival strategies. Financial institutions world-wide are compelled by the emergence of information technology to fast-forward to more radical transformation of business models and systems.

It is in the same view that Bill Gates (2002) noted that: The successful organizations of the next decades will be ones that use digital tools to re-invent the way they operate. These organizations will take decisions quickly, act efficiently and directly touch their customers in welcoming ways. Going digital will put organizations on the leading edge of the shock wave of change. That will discard the old ways of doing business".

We are now in a new era of technological revolution. Countries and industries are beginning to compete and fight over control of information rather than natural resources. The vogue today is E-platform which implies offering financial services through electronic media to various customers irrespective of distance, place, and time (Dabwor, 2011). A customer friendly environment with high quality service delivers need to be created in order to enhance high patronage. To this end, improvement in the banking sector and institutional arrangements for transmission mechanism as well as other operational areas of banking operations to ensure operational efficiency has become a compelling necessity. The centrality of the human resource in enterprise management is a generally accepted dictum. It

is in this light that management needs to make adequate investment in human factor.

It should be noted that there is no competitive weapon more potent and effective in the banking industry than the quality of its human resources. As remarked by Sanusi (1995) machines and advanced technology can provide informational and transactional convenience but only manpower can provide the credibility, creativity and care that can build long-term customer and client relationships. In other words, there is need for employees to increase their emotional intelligence to enable them cope with the wind of technological development. According to Ochejele (2000), no matter how accurate or competent a computer is, it cannot feed itself with input and it can neither offer a welcoming smile nor a warm handshake.

2.10   Job Performance and Role of Emotional Intelligence

Organizations are settings that require interpersonal interaction. Most of these interactions are related to the performance of job duties. According to Savaie and Brunet (2000), team performance assessment should include at least four different measures:

(a)   Group experience quality, that is, the degree upon which group experience contributes to wellbeing and personal growth of team members;

(b)   Team output, which relies on objective, measurable and quantifiable performance criteria, for example, number of mistakes, waste ratio, or in the present context, percentage of technical acts meeting hygiene and safety standard;

(c)   Team viability, that is, the capability of the team to continue to function as a unit; and

(d)   Team legitimacy which relates to the appraisal of team's effectiveness by external actors who have close ties with it (managers, clients, suppliers, etc).

Emotions can influence thought processes by promoting different information processing strategies (Forgas, 2005). For example, positive emotions tend to promote heuristic processing (Schwarz, 2010) and may be useful for creative tasks and short term memory tasks (Gray, 2004). Negative emotions promote deeper processing and better spatial task performance.

Emotion and cognition can be integrated to influence performance on a variety of tasks. Austin (2004) examined the linkage between trait emotional intelligence and tasks involving the recognition facial expressions of emotion. Two facial expression recognition tasks using the inspection time (IT) paradigm assessed speed of emotional information processing. Quoidbach & Hansenne (2009), investigated the linkage between EI, performance and cohesiveness in twenty three nursing teams. Results showed that, emotional intelligence provided an interesting new way of enhancing nursing teams' cohesion and client outcomes. Among psychologists, Emotional Intelligence is proposed as an important predictor of key organizational outcomes including job satisfaction (Daus & Ashkanasy, 2005). Kafetsios and Zampetakis (2008), tested the extent to which positive and negative affect at work mediate personality effects on job satisfaction. Results indicated that positive and negative affect at work substantially mediate the linkage between emotional intelligence and job satisfaction with positive affect exerting a stronger influence. Lyons and Schneider (2005) examined the relationship of ability based emotional intelligence facets with performance

under stress.

They expected high levels of emotional intelligence would promote challenge appraisals and better performance, and they found that low EI levels would foster threat appraisals and worse performance. Kim (2010) investigated how salespersons emotional intelligence affects adaptive selling and positive emotional expression during the process of interaction with customers, and how such adaptive selling and positive emotional expression affects the quality of service perceived by customers.

The results reveal those greater salespersons EI results in better adaptive selling and positive emotional expression. He found that a person with positive EI in an organization has better sales. Nooraci and Arasi (2011) determined possible relationship between faculty's social competencies and their academic performance in Iran; results indicated that the social competencies elements are significantly associated with the level of faculty academic performance.

This finding shows the importance of EI in academic setting. Some research revealed emotions, such as excitement or enthusiasm, could stimulate employees to provide better customer service, complete their work assignment, or contribute to the organization. Negative emotions, such as anxiety, could facilitate employees' ability to focus on their work tasks.

Employees with high EI should be more adept at regulating their own emotions and managing others emotions to foster more positive interactions, which could lead to more organizational citizenship behaviours that contribute to performance.

2.11 The Importance of Emotional Intelligence

Researchers have shown that people with high level of EI have higher self-confidence, more concentration, and are more successful in their jobs. They are also more effective in their leadership style, and have greater impact on their staff to motivate them and they are healthier (Cooper and Sawaf, 2007). The common way of recruitment in firms is to target the persons who have great achievements with intelligence ability. Totally great performance and intelligence quotient increase income and reach organizational goals.

During this method of recruitment, the hidden part of personality which has great influence on person's performance remains in darkness. Studies have shown that EI could bring liability and commitment, loyalty and trust between employee in organization which could cause higher productivity and effectiveness between teams (Cooper, 2007). Emotional intelligence is also one of the most important forecasters of organizational success.

Martinez (2007) mentioned that people's success factor in their job performance is just 20 percent on intelligence quotient (IQ), and around 80 percent depends on their level of emotional intelligence (EI). Leaders and managers are key persons in any organization, they help to decide the fate and future of nations or firms so developing manager's abilities and keep them update is essential for permanent growth. Again Dulewiez and Higgs (2000) mentioned that improvement of individual's performance is strongly related to individuals' emotional intelligence. Moreover they also acknowledged the direct relationship between organizational performance and individual performance with individual emotional intelligence.

2.12   Importance of Emotional Intelligence in Workplace

Society is the place that our emotions and qualities could be revealed and developed easily. By being in society and taking part in social activities like performing job and role in firm and with doing transaction with people, people could learn the strengths and weaknesses of their emotions and would be able to develop them. According to Mole (2006), people would be more effective in their performance through trials and errors in developing their emotions to be more interactive and more social with others.

Nowadays people especially in the work place are more evaluated by new criteria, not only with their years of experience, or how much training they have had, or their college shiny marks, but they would also be assessed by the quality of handling relations between themselves and others (Hamel and Prahalad, 2011).

2.13   The Science behind Emotional Intelligence

Emotions are not just a matter of the heart. Recent authors have shown that they are also a result of brain biochemistry. These conclusions come from neuroscience, psychology, management, medicine, and evolution. Emotional signals in the brain are felt throughout the body in the gut, in the heart, in the head, in the neck and so on. These sensations are important signals: if we learn to read them, they will help us make decisions and initiate action.

Most scientists according to Emily (2006) believe that the control center of emotions in the brain is the limbic system, consisting of the amygdale, the hippocampus, and other structures in the mid-brain. The limbic system stores every experience we have from the first moments of life: impressions are stored in these areas long before we acquire the verbal or

higher thinking abilities to put them into words. It is this vast warehouse of feelings and impressions that provides a context or meaning for these memories.

According to Emily, messages are transmitted to the brain by neurons, traveling through an electrical transmission system. In the 1970s, however, scientists discovered that our bodies also contain a chemical system for transmitting messages. This system is based on chemicals called bodies. These highly sensitive information substances are thought to be the chemical substrates of emotion, triggering impression memories throughout our lives.

Our brains are linked to all our body systems, and it is these peptides that are responsible for the emotions we "feel" in various parts of our bodies.

2.14   Conceptual Framework

The diagrammatic representation of the measures of emotional intelligence (self-control, self-awareness, social competencies and managing emotion) and that of employee's performance are presented in figure 2.2 below:

Figure 2.2: conceptual framework

Independent Variable   **Dependent Variable**

Emotional Intelligence
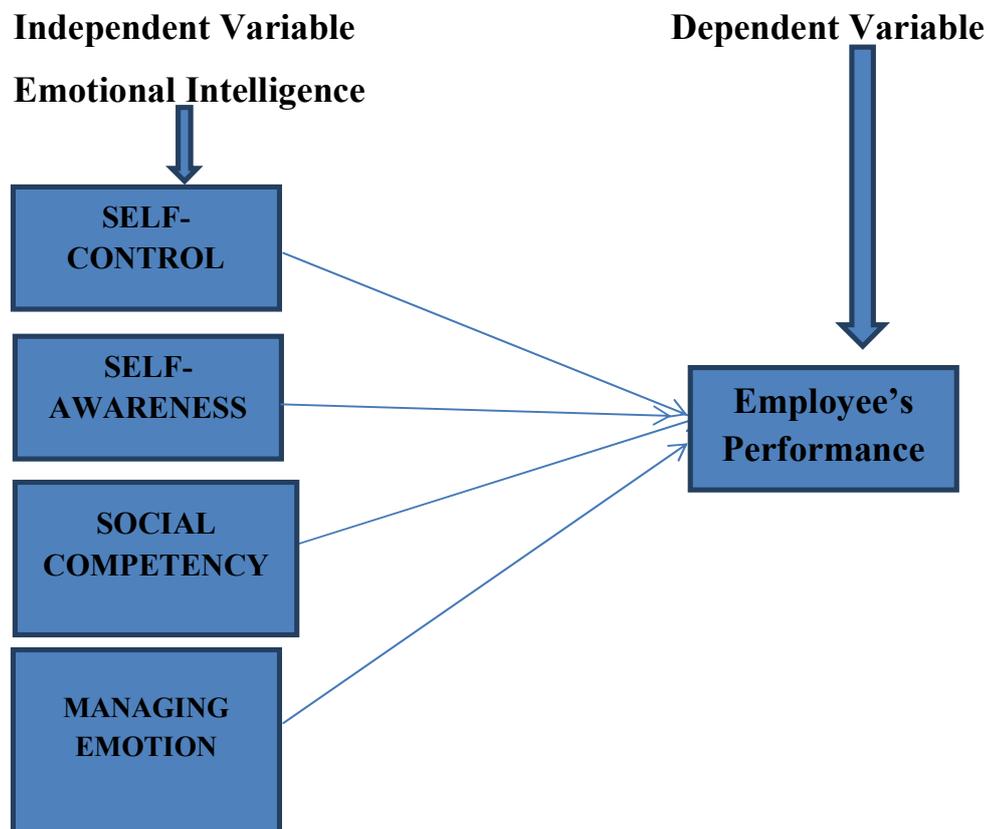
Source: Researcher's Conceptualization.

2.15   Empirical Studies

Atuma and Agwu (2014) undertook a study on organization emotional intelligence and return on investment in the Nigerian Banking industry. The purpose of the study was to examine the linkage between organization EI and return on investment in Nigerian Banks. The study was guided by four research questions and four null hypotheses. The study adopted a survey method. The population comprised managers of banks in the South-South area of the country and the sample for the study consisted of Two Hundred and Ten Bank managers in South-South. Data were collected in the cities where there are high

concentrations of banks through in-depth interviews and questionnaire instruments.

The instrument was validated by experts in the field. The reliability of the instrument was determined using Cronbach alpha method and a correlation coefficient of 0.7 was obtained as a measure of consistency. Frequency count was use to answer the research questions while Pearson moment correlation was used to test the hypothesis at 0.05 level of significance.

The results showed that three competencies of emotional intelligence out of the four; namely Self-awareness, self-management and managing emotion were significantly related to return in investment. The interview results also supported the findings. Based on the results, it was concluded that organization emotional intelligence influences return on investment.

The study recommended that organizations should train their employees to acquire the competencies of workplace emotional intelligence for greater performance. Uzonwanne, (2015) Investigated the Emotional intelligence among bankers in southwest Nigeria. The study was carried out to examine how emotional intelligence component relates to bankers performance.

The study was guided by four research questions and four hull hypotheses. The study employed the coloration design to study bankers from Ogun, Osun, Oyo and Lagos states in Nigeria. The banks were randomly selected and therefore the bankers were conveniently selected and volunteered to participate in the study.

The following banks were selected: GT Bank, Zenith, Access, Diamond, UBA, ECO Bank, First Bank and Union Bank from Oyo, Lagos, Ogun and Osun. The sample consisted of (219) employees selected from all banks mentioned. The sample was composed of both

permanent and contract employees. The instrument used was the trait emotional intelligence scales.

The research obtained permission from the management of the vary banks to administer the psychological batteries on the randomly selected bankers for the various banks and the instrument was collected after their response. The data obtained was analyzed using the regression method of data analysis and tested at 0.05 level of significance. The findings of the study should that all the component of emotional intelligence was related to employee performance.

Muhammed and Mahmoud (2013) investigated that the linkage between emotional intelligence which consisted of four components: self-emotion awareness, self-management, regulation of emotion, use of emotion and job performance on 100 respondents in frication network (M). The main purpose of the study was to identify the strength of relationship between emotional intelligence component and Job performance.

The study used two phases of process in gathering data pilot study and the actual study. Sample size was determined by Isaac and Michael's (1981) sample size chart. A normality test was conducted via using skewness and kurtosis test. Reliability the instrument was determined using the cronbach alpha method and the correlation between variables was determined using person product moment correlation (r) result showed that there was a strong significant relationship between emotional intelligence component intelligence and job performance. Mai & Nguyen (2015) investigated the factors of leader emotional intelligence affecting employee organizational commitment through the moderation of employee openness to experience.

Data collection was based on responses to the structured questionnaires directly delivered to 370 employees who are working in 13 banks in Ho Chi Minh City, Vietnam. The study employed the concentration design. The hypotheses were tested by means of regression method of analysis. The study revealed that all leader emotional intelligence attributes were positively associated with employee organizational commitment.

In addition, the empirical results indicated that there were significantly moderating effects of employee openness to experience trait towards the linkage between leaders self-motivation, self-esteem, self-management, change resilience, inter personal relation and integration of head and heart and the employee organizational commitment.

It was suggested that asking mangers should compare themselves to be more sensitive to their employees feelings and emotions and the employees openness to experience trait may also help managers succeed in implementing organization changes and increasing employee organizational commitment.

2.16   Summary of Literature Review

The literature reviewed suggests that many of the characteristics that describe emotional intelligence are also thought as the necessary characteristics that managers in the banking industry in Nigeria should possess which may have beneficial effects for subordinates. As leaders' strive to become more in touch with subordinate in the banking industry, the need for being aware of emotion, managing emotion, and understanding emotion could be a critical focus. The reviewed literature showed that there is a gap with respect to the impact of emotional intelligence on employee performance

This research study examined the effects of four concepts of self- awareness, self-management, social-awareness and relationship management as independent variable on employee performance as dependent variable. Nevertheless, research on the effects of leaders' emotional skills on employees' emotions and work attitudes is limited (Bono, Foldes, Vinson and Muros 2007). The few existing studies examining such questions typically conclude that leaders' overall EI is positively related to both leaders' and subordinates' well-being and performance at work (Sy, Tram, & O'Hara, 2006; Wong & Law, 2002).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

This study has its main objective to establish the relationship between emotional intelligence and employees' performance in the Nigerian banking industry. This chapter provides the methods adopted in carrying out the study. Therefore, the procedures applied in the study include the following:-

   i.   Research design

   ii.   The study population

   iii. Sampling technique

   iv.   Research instrument

   v.   Validation of research instrument

   vi.   Reliability of research instrument

   vii. Data collection methods

   viii. Analytical procedure

3.1   Research Design

The survey research design method was employed for this study. This method was considered to be relevant to the study because the method does not only consider the sample size of the population but also how to ensure that the resultant sample sufficiently represents the population.

Because of its descriptive nature, it would be useful for generating new facts and natural experimentation without intentional manipulation of the variable of the research. The

descriptive survey design will help in adopting a variety of data and information gathering instruments needed as a basis for generalizing the research findings. This method is needed in generating information, directly from the sample objects.

Finally, the research is interested in observing what is happening to sample objects without any attempt to manipulate or control them and this makes the selected survey design the most appropriate for this study.

3.2   The Study Population

The study population is made up of top and middle level employees of selected banks in Asaba.

Table 3.1: The Banks and their Workforce

BANKS		NO OF EMPLOYEES
1	First bank	42
2	FCMB	30
3	Access Bank	35
4	EcoBank	35
5	Fidelity Bank	30
6	Zenith Bank	43
7	GTB	30
8	Union Bank	32
9	Skye Bank	25
10	UBA	46
TOTAL		348

Source: Human Resource Departments of the Banks (2015)

3.3 Sample Size

A total of 186top and middle level employees of selected banks was sampled from the entire population using Taro Yamen's formula:

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{348}{1+348(0.05)^2}$$

$$n = \frac{348}{1.87}$$

$$n = 186$$

Where: n = The Sample size

N = The population of study

e = level of significance (0.05)

3.4 Sampling Technique

The probability sampling method was employed in this study is stratified sampling method (since the sampling element involve 10branches in different locations, and the stratified random sampling was employed in the selection of the 186 staff from the 10branches reason being that the different banks are in stratum with each bank forming a strata. Simple random sampling (SRS)was also adopted in selecting employees from each bank and the selection of SRS is appropriate for each category because the study involves test of hypotheses using inferential statistics, and SRS provides a means by which the degree of error can be estimated (Yomere and Agbonifoh, 1999), SRS is best used when you have an accurate and easily accessible sampling frame that lists the entire population and better with over a few hundred (Mark et al, 2009).

3.5 Research Instrument

Questionnaire was the instrument employed in this study for data collection. Olannye (2006) stated that questionnaire is an instrument for gathering data from respondents to aid in finding solution to research problems.

The questionnaire was divided into two sections A and B. section A contains questions relating to the respondents, profile while section B contains analysis of other research data. The questionnaire consists of a five (5) point linkert-type question ranging from a 1-Strongly Disagree to 5- Strongly Agree. It was suitable for this study because it is particularly suitable for obtaining the response evaluation of an object (Yomere and Agbonifoh, 1999 and Olannye, 2006). A total of 210 sets of questionnaire was distributed.

3.6 Validation of Research Instrument

3.6.1 Validity and Reliability Test

In research, validity has to do with the strength of the measurement or how much it does what it says it will. Reliability refers to the dependability or consistency of something.

Reliability refers to the extent to which your data collection techniques or analysis procedures will yield consistent findings whereas validity is concern with the ability of the instrument to measure what it is designed to measure (Easterby –Smith et al., 2002 and Olannye, 2006).

Content validity was undertaken to ascertain whether the content of the questionnaire is appropriate and relevant to the study objective. To estimate the content validity of the Questionnaire, the researcher seeks the opinion of his supervisor and others that are expert on the field of marketing and research.

Measurement of the model reliability was assessed using Cronbach's alpha (CA) based tests. Cronbach's alpha provides an estimate of the indicator inter correlations (Sekaran, 2003).

Table 3.2   Test of Reliability

Measured variable	Cronbach Alpha	No of Items
self-control	.871	5
Self-awareness	.799	5
social competence	.832	5
managing emotion	.825	5
employee's performance	.775	5

Source: SPSS Version 17 output (as computed from Researcher's survey data)

Table 3.2 indicates that the CA ranges from .775 – 871, implying an acceptable measure for Cronbach's alpha which is above the bench march of 0.7 (Nunnally and Bernstein, 1994).

3.7   Data Collection Methods

The instrument used for collection of data information was the questionnaire which was distributed to respondents and served as a source of primary data. Business journals, newspaper, dailies, and magazines consulted from the library constituted the secondary source of data collection.

3.8   Method of Data Analysis

The data collected was analyzed using correlation and regression data analysis. Data analysis is the engine room of every research (Nwadinigwe, 2002:78). Analysis of data has to do with rational processing of data with the use of statistical tools, to produce

information. The aim of the statistical analysis of data with regards to this research study was to assist (enable) the researcher make sense of the data and helps the researcher make conclusions that are valid and lead to good decision (Olannye, 2006:164).

A statistical technique of data analysis was used in this study. The list includes: descriptive statistics, relative frequency, correlation and regression analysis was employed to establish the nature of relationship between emotional intelligent and employee performance in Nigeria banking industry. All analysis was run using version 20 of the Statistical Package for Social Science (SPSS) software.

Regression and correlation analysis test were appropriate as the study seeks to unveil the impact of emotional intelligent on employee performance in Nigeria banking industry in Asaba, Delta State. According to Olannye (2006), correlation is used to show the relationship between variables, while regression on the other hand, is used for prediction of outcome, it does not only show positive, negative or no relationship but also tells the strength of that relationship.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. INTRODUCTION

This chapter focuses on the presentation and analysis of data and information collected through questionnaires administered to management/staff of selected banks operators in Asaba.

The data presented and analysed in this study is categorized into three parts: the first is the descriptive analysis of respondents profile with percentage weighting attached. The second is the correlation and regression of the research questions with their respective variables. The third is the testing of hypotheses formulated for the study.

Table 4.1: Questionnaire Response Pattern

Focus	Number Administered	Number Returned	Number Used	Percentage Used
Bank Employee	210	190	186	100
Total	210	190	186	100

Source: *Analysis of Field Survey, 2015.*

The analysis show that out of the 210 questionnaire administered 190 copies was returned in applying the usability criterion which involves accepting only copies of questionnaires whose items were properly answered (Coolilan, 2009), the number of copies of questionnaire used for the research study were reduced to one hundred and eighty six (186).

The majority of the instances where the questionnaire had to be rejected were due to insufficient responses from the respondents. Besides, some respondents deliberately avoided some questions in the questionnaire possibly due to work culture that do not permit the

release of classified information despite the assurance of confidentiality stated in the questionnaire.

4.2   Analysis of Respondents Profile

Table 4.2.: Analysis of Respondents Profile

Sex	Frequency	Percentage (%)
Male	75	40.32
Female	111	59.68
Total	186	100

Source: Analysis of Field Survey, 2015

From table 4.2 above, 75 (40.32%) were males and 111 (59.68) were females. This indicates that the female respondents were more in number than the male respondents.

Table 4.3: Age Distribution of Respondents

Age Ranges	Frequency	Percentage (%)
21 – 30 years	60	32.26
31 – 40 years	86	46.24
41 and above	40	21.50
Total	186	100

Source: Analysis of field survey, 2015.

The table above shows the age distribution of respondents which was spread across various age ranges/brackets. It shows that the highest concentration of respondents fell within the age range of 31-40 years (46.24%) of the respondents. It also shows that 21-30 years account for 60 (32.26%) while 41 and above years account for 40 (21.50%).

Table 4.4: Marital status of Respondents.

Marital status	Frequency	Percentage (%)
Married	144	77.42
Single	42	22.58
Total	186	100

Source: Analysis of Field Survey, 2015.

Table 4.4 reveals the marital status of the respondents. It was observed that 144 (77.42%) of the respondents were married while 42 (22.58%) were single.

Table 4.5: Educational Qualification of Respondents

Educational Level	Frequency	Percentage (%)
OND/NCE	55	29.57
HND/B.Sc.	88	47.31
MBA/MSC	33	17.74
Others	10	5.88
Total	**186**	**100**

Source: Analysis of Field Survey, 2015

Table 4.5 shows the educational level of the respondents, it shows that the greater put of the respondents 88 (47.31%) had HND/B.Sc., OND/NCE holders account for 55 (29.57%) and 33 (17.74%) of the respondents had MBA/M.Sc. qualification while 10 (5.38%) of the respondents indicates other educational qualification.

4.3   Analysis of other Research Data

This section focuses on the analysis of responses to the major research questions which were broken down into sixteen (15) sub questions using the Likert scale of point 5. Specifically, they are analyzed using descriptive statistics, correlation and regression.

Research Question 1

What is the impact of self-control on employees' performance in the Nigerian banking industry?

Correlation among variable of self-control is represented as X1 and the questionnaire item, such as stress, assurance, career, absenteeism, and confident are explained by $X1_1$, $X1_2$, $X1_3$, $X1_4$ and $X1_5$ respectively are presented thus:

Table 4.6Correlation Analysis of Self-Control and Employee's Performance

	$X1_1$	$X1_2$	$X1_3$	$X1_4$	$X1_5$
$X1_1$	1				
$X1_2$	.064	1			
$X1_3$	.094	.297**	1		
$X1_4$	.055	.666**	.326**	1	
$X1_5$	-.123*	.341**	.196**	.411**	1

Source: Analysis of field survey, 2015

The correlation coefficient for self-control is shown in table 4.6 above, it indicated that all the indicators of X1 (self-control) shows a positive correlation among variable, an indication that they are a good measure of self-control.

Specifically $X1_1$, which is the first variable correlated positively with $X1_2$ (r = .064, 0.05), $X1_1$ also correlated positively with $X1_3$ (r = .094, 0.05), $X1_1$ also correlated positively with $X1_4$ (r = .055, 0.05).

The second variable been $X1_2$ correlated positively with $X1_3$ (r = .297**, 0.01), $X1_2$ also correlated positively with $X1_4$ (r = .666**, 0.01), and lastly $X1_2$ also correlated positively with $X1_5$ (r = .341**, 0.01)

The third variable been $X1_3$ correlated positively with $X1_4$ (r = .326**, 0.01), $X1_3$ also correlated positively with $X1_5$.

Lastly, $X1_4$ correlated positively with $X1_5$ (r = .411**, 0.01)

Table 4.7: Regression Analysis of Self-Control and Employee Performance

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	22.371	3.141		7.123	.000
Self-control	.627	.079	.505	7.926	.000

Source: Analysis of Field Survey, 2015

Dependent variable: Employee Performance

From table 4.7 above, results demonstrated the level of contribution of the explanatory variable (self-control) on employee performance in the Nigerian Banking industry. The results from the regression analysis showed that self-control exhibited a significant positive effect on employee performance (β = .505, P < 0.01). β value show that self-control has positive effect on employee performance.

Table 4.8: Model Summary

Model	R	R-Square	Adjusted R-Square	Std. Euro of the estimates
1	.505	.255	.250	5.281

Source: Analysis of Field Survey, 2015

Table 4.8 it reveals the extent to which self-control accounted for change in employee performance indicated by the adjusted R Square, which shows that 25.0% (.250) of the change in employee performance is brought about by self-control.

Research Question 2

Does self-awareness have any impact on employees' performance in the Nigerian banking industry?

Correlations of emotional experience variable is represented as X2 while the correlations among the questionnaire items such as sensorial, cognitive, lifestyle, relational and sense of happiness are explained by $X2_1$, $X2_2$, $X2_3$, $X2_4$ and $X2_5$ respectively.

Table 4.9: Correlation analysis on the impact of self-awareness on employees' performance in the Nigerian banking industry.

	$X2_1$	$X2_2$	$X2_3$	$X2_4$	$X2_5$
$X2_1$	1				
$X2_2$	.139**	1			
$X2_3$	.115*	.303**	1		
$X2_4$	.042	.641**	.262**	1	
$X2_5$	-.016	.276**	.114*	.257**	1

Source: Analysis of field survey, 2015

The correlation coefficient for Self-awareness is shown in table 4.9 above, it indicated that all the indicators of X2 (Self-awareness) shows a positive correlation among variable, an indication that they are a good measure of Self-awareness.

Specifically $X2_1$, which is the first variable correlated positively with $X2_2$ ($r = .139**$, 0.01), $X2_1$ also correlated positively with $X2_3$ ($r = .115*$, 0.05), $X2_1$ also correlated positively with $X2_4$ ($r = .042$, 0.05).

The second variable been $X2_2$ correlated positively with $X2_3$ ($r = .303^{**}$, 0.01), $X2_2$ also correlated positively with $X2_4$ ($r = .641^{**}$, 0.01), $X2_2$ correlated positively with $X2_5$ ($r = .276^{**}$, 0.01)

The third variable been $X2_3$ correlated positively with $X2_4$ ($r = .262^{**}$, 0.01), $X2_3$ also correlated positively with $X2_5$ ($r = .114^{*}$, 0.05).

Lastly, $X2_4$ correlated positively with $X2_5$ ($r = .257^{**}$, 0.01).

Table 4.10: Regression analysis on the impact of self-awareness on employees' performance in the Nigerian banking industry.

Coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	28.177	2.809		10.031	.000
Self-awareness	.480	.071	.448	6.797	.000

Source: Analysis of Field Survey, 2015
Dependent variable: Employee Performance

From table 4.10 above, results from the regression analysis showed that Self-awareness exhibited a significant positive effect on employee performance ($\beta = .448$, $P < 0.01$). The β value shows that Self-awareness has a positive effect on employee performance.

Table 4.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
	.448	.201	.196	5.46801

Source: Analysis of field survey, 2015

Table 4.11 reveals the extent to which Self-awareness accounted for change in employee performance indicated by the adjusted R Square, which shows that 19.6% (.196) of the change in employee performance is brought about by Self-awareness.

Research Question 3

What is the impact of social competencies on employees' performance in the Nigerian banking industry?

Correlation among variable of social competence is represented as X3 and the questionnaire item, such as trust, norm, skill, formal, and perception are explained by $X3_1$, $X3_2$, $X3_3$, $X3_4$ and $X3_5$ respectively are presented thus:

Table 4.12:Correlation analysis on the impact of social competency on employees' performance in the Nigerian banking industry.

	$X3_1$	$X3_2$	$X3_3$	$X3_4$	$X3_5$
$X3_1$	1				
$X3_2$	.173**	1			
$X3_3$	.040	.283**	1		
$X3_4$	.033	.574**	.324**	1	
$X3_5$	-.088	.240**	.166*	.321**	1

Source: Analysis of field survey, 2015

In table 4.12 above, it indicated an overwhelming positively for the correlation coefficients of indicators of X3 social competency, an indication that they are a good measure of social competency. The findings indicated that $X3_1$ which is the first variable correlated positively with $X3_2$ (r = .173**, 0.01), $X3_1$ also correlated positively with $X3_3$ (r = .040, 0.05) and lastly $X3_1$ also correlated positively with $X3_4$ (r = .033, 0.05).

The second variable been $X3_2$ correlated positively with $X3_3$ (r = .283**, 0.01), $X3_2$ also correlated positively with $X3_4$ (r = .574**, 0.01), and lastly $X3_2$ correlated positively with $X3_5$ (r = .240**, 0.01)

The third variable been $X3_3$ correlated positively with $X3_4$ (r = .324**, 0.05), $X3_3$ also correlated positively with $X3_5$ (r = .166**, 0.01).

The forth variable been $X3_4$ correlated positively with $X3_5$ (r = .321**, 0.01).

Table 4.13: Regression analysis of social competency on employee performance. Coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	28.804	2.65		10.868	.000
social competencies	.463	.066	.457	6.973	.000

Source: Analysis of Field Survey, 2015
Dependent variable: Employee Performance

Table 4.13 above show results from the regression analysis indicated that social competency exhibited a significant positive effect on employee performance (β = .457, 0.01).

Table 4.14 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
	.457	.209	.205	5.439

Source: Analysis of field survey, 2015

Table 4.14 reveals the extent to which social competency accounted for change in employee performance indicated by adjusted R-Square, which shows that 20.5% (.205) of the change in employee performance is brought about by social competency.

Research Question 4

To what extent do managing emotion affect employee's performance?

Correlation among variable of managing emotion is represented as X4 and the questionnaire items are explained by $X4_1$, $X4_2$, $X4_3$, $X4_4$ and $X4_5$ respectively are presented thus:

Table 4.15 Correlation Analysis of Managing emotion and Employee's Performance

	$X4_1$	$X4_2$	$X4_3$	$X4_4$	$X4_5$
$X4_1$	1				
$X4_2$	.064	1			
$X4_3$	.094	.297**	1		
$X4_4$	.055	.666**	.326**	1	
$X4_5$	-.123*	.341**	.196**	.411**	1

Source: Analysis of field survey, 2015

The correlation coefficient for managing emotion is shown in table 4.15 above, it indicated that all the indicators of X4 (managing emotion) shows a positive correlation among variable, an indication that they are a good measure of managing emotion.

Specifically $X4_1$, which is the first variable correlated positively with $X4_2$ (r = .064, 0.05), $X4_1$ also correlated positively with $X4_3$ (r = .094, 0.05), $X4_1$ also correlated positively with $X4_4$ (r = .055, 0.05).

The second variable been $X4_2$ correlated positively with $X4_3$ (r = .297**, 0.01), $X4_2$ also correlated positively with $X4_4$ (r = .666**, 0.01), and lastly $X4_2$ also correlated positively with $X4_5$ (r = .341**, 0.01)

The third variable been $X4_3$ correlated positively with $X4_4$ (r = .326**, 0.01), $X4_3$ also correlated positively with $X4_5$.

Lastly, $X4_4$ correlated positively with $X4_5$ (r = .411**, 0.01)

Table 4.16: Regression Analysis of Managing emotion and Employee Performance

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	22.371	3.141		7.123	.000
Managing emotion	.627	.079	.505	7.926	.000

Source: Analysis of Field Survey, 2015
Dependent variable: Employee Performance

From table 4.15 above, results demonstrated the level of contribution of the explanatory variable (managing emotion) on employee performance in the Nigerian Banking industry. The results from the regression analysis showed that managing emotion exhibited a significant positive effect on employee performance ($\beta = .505$, $P < 0.01$). β value show that managing emotion has positive effect on employee performance.

Table 4.17: Model Summary

Model	R	R-Square	Adjusted R-Square	Std. Error of the estimates
1	.505	.255	.250	5.281

Source: Analysis of Field Survey, 2015

Table 4.17 it reveals the extent to which managing emotion accounted for change in employee performance indicated by the adjusted R Square, which shows that 25.0% (.250) of the change in employee performance is brought about by managing emotion.

4.4   Hypotheses Testing

The Regression analysis was employed as an analytical tool for testing the hypotheses. Hypotheses' testing is really a systematic way for testing claims or ideas about any given parameter in a population using data measured in a sample. The p-values reported in the regression coefficient tables are used for testing the study hypotheses.

The Decision Rule

If the probability value calculated is greater than the critical level of significance, then the null hypotheses will be accepted while the alternate hypotheses is rejected and vice versa. If the probability value of 0.00 is smaller than the critical value of 5% (i.e. $0.00 < 0.05$), we conclude that the given parameter is statistically significant. In this situation, it is accepted that there is need to reject the null hypotheses and to accept the alternate.

Gujarati and Porter (2009) observed that when we reject null hypotheses, we say that our findings are statistically significant and vice versa. Gujarati and Porter also posited that it is preferable to leave it to the researcher to decide whether to reject the null hypotheses at the given value.

Note the p- value (probability value) is also known as the observed or exact level of significance or the exact probability of committing a type 1 error. More technically, the p-value is the lowest significance level at which a null hypothesis can be rejected (Gujarati and Porter, 2009)

Thus, the p-value is at 0.05 (5%).

Hypothesis 1

There is no significant relationship between self-control and employee performance in the Nigerian banking industry.

Table 4.18: Test of Ho$_1$, showing self-control with employee performance.

Coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	22.571	3.141		7.123	.000
Self-control	.627	.079	.505	7.926	.000

Source: Analysis of Field Survey, 2015

Since the calculated value is greater than the critical value (.000) level of significance (0.000 < 0.05), the null hypothesis is rejected while the alternate is accepted on implying that there is a significant relationship between self-control and employee performance in the Nigerian banking industry.

Hypothesis 2

There is no significant relationship between self-awareness and employee performance in the Nigerian banking industry.

Table 4.19: Test of HO$_2$, shows self-awareness relationship with employee performance.

Coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	28.177	2.809		10.03	.000
self-awareness	.480	.071	.448	6.797	.000

Source: Analysis of Field Survey, 2015

Table 4.19 Since the calculated value is greater than the critical value (.000) level of significance (0.000 < 0.05), the null hypothesis is rejected while the alternate is accepted on implying that there is a significant relationship between self-awareness and employee

performance in the Nigerian banking industry. The result revealed that self-awareness has strong relationship with employees' performance in the Nigerian banking industry.

Hypothesis 3

There is no significant relationship between social competency and employee performance in the Nigerian banking industry.

Table 4.20: Test of HO$_3$, showing social competency with employee performance.

Coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	28.804	2.650		10.868	.000
social competencies	.463	.066	.457	6.973	.000

Source: Analysis of Field Survey, 2015

Table 4.20Since the calculated value is greater than the critical value (.000) level of significance (0.000 < 0.05), the null hypothesis is rejected while the alternate is accepted on implying that there is a significant relationship between social competency and employee performance in the Nigerian banking industry.

Hypothesis 4

There is no significant relationship between managing emotion and employee performance.

Table 4.21: Test of H$_{O3}$ showing managing emotion with employee performance

Coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	22.371	3.141		7.123	.000
Managing emotion	.627	.079	.505	7.926	.000

Source: Analysis of Field Survey, 2015
Dependent variable: Employee Performance

Since in Table 4.21, the calculated value is greater than the critical value (.000) level of significance (0.000 < 0.05), the null hypothesis is rejected while the alternate is accepted implying that there is a significant relationship between managing emotion and employee performance in the Nigerian banking industry.

4.5   Discussion of Findings

From the results of data analyzed in Table 4.6, it was reported that the overall positive correlation coefficient values among the variables of social control is indicative that they are all appropriate indicators and dimensions of social control. From table 4.7, the β value (β = .505, 0.01) indicated that social control has positive effect on employee performance. Similarly, Table 4.8 the Adjusted R^2 reported that 25.0% (.250) of the change in employee performance was brought about by social control.

The results of hypothesis are revealed that there is a significant relationship between self-control and employees performance in the Nigerian Banking industry. This support the findings of Atuma and Agwu (2014) who profound that workplace self-control is significantly related to return on investment. The positive and significant relationship found among the three dimensions of workplace emotional intelligence and the banks' return on investment indicated that the more the workers of an organization are emotionally intelligent, the more likely that the organization will achieve return on investment. The study is also in line with the findings of Watkin (2002) who found that emotional Intelligence (Self-Control) is the most important factor for superior performance at every organizational

level. Similarly, Nowack (2006) found that the highest performing managers and leaders have significantly more emotional competencies than other managers.

Self-awareness and Employee Performance

The results of data analyzed in Table 4.9, it was reported that the overall positive correlation coefficient values among the variables of Self-awareness is indicative that they are all appropriate indicators and dimensions of Self-awareness. From table 4.10, the β value (β = .448, 0.01) indicated that Self-awareness has positive effect on employee performance. Similarly, Table 4.11 the Adjusted R^2 reported that 19.6% (.196) of the change in employee performance was brought about by Self-awareness.

Hypothesis two revealed that there is a significant relationship between self-awareness and employees performance in the Nigerian banking industry. The findings of this study is in agreement with Williams (1994) who stated that, given comparable size, compares in which CEOS exhibited more emotional intelligence competencies showed better financial results as measured by both profile and growth. Harns (2009) also stated that, several industries have richly imbrued incorporating emotional intelligence in the workplace and by utilizing this framework these industries have been able to manage complexity and expand profitability, self-awareness is the first step to becoming emotionally intelligent. Leaders with this competency have self-confidence in whatever they do. Self-aware individuals are decisive, positive, manage their emotions well, stay composed and can take effective decisions that can add to the bottom line of their organization. The findings of this study of Goleman, (2001) who found that among supervisions, managers and executives, high levels

of self-confidence set apart the best performers from average mes similarly, this work also support correspond to the work of Lacy and Kadre (2010). Findings who founds that executives selected for emotional intelligence competence far out performed their colleagues delivering over 100% return on investment.

Social Competency and Employee Performance

The result obtained from table 4.12 portrayed an extremely positive correlation coefficient values among the items that measure social competency and this points out to the fact that they well all appropriate measures of social competency. From table 4.13, the β value (β = .457, 0.01) indicated that social competency has positive effect on employee performance. Table 4.14 shows the extent to which social competency accounted for the change in employee performance that is .205 (20.5%) represents the adjusted R^2.

Hypothesis three showed social competency is significantly related to employees performance in the Nigeria Banking Industry. This findings agree with the work of Salienu (2005) reported that financial advisors at American Express whose managers completed the emotional competence training program were compared to an equal number whose managers had not. During the year following training, findings suggests that the advisors of trained manager grew their businesses by 18.1% compared to 16.2% for those whose managers were untrained, that is, the trained group outperformed the control group, adding significantly to the American Eupress bottom line. This study also support the findings of Harris et al (2009) assertion that several industries have richly embraced incorporated emotional intelligence in the workplace by utilizing this framework, this industries have

been able to manage complexity and expand profitability. Also, Hefferman et al (2005) study findings suggests that the level of relationship managers emotionally intelligence correlated to profitability. Robins et al (2007) have observe that when leaders fell exited, enthusiastic and active, they may be more likely to energize their subordinates and convey a sense of efficacy, competence, optimism and enjoyment. The findings were consistent with researchers (Kellett, Humphrey, & Sleeth, 2006; Wolff, Pescosolido, & Druskat, 2002)who affirmed that social competency is significantly related to employee's performance.

Managing emotion and Employee Performance

The result obtained from table 4.16 portrayed an extremely positive correlation coefficient values among the items that measure social competency and this points out to the fact that they well all appropriate measures of social competency. From table 4.21, the β value (β = .457, 0.01) indicated that social competency has positive effect on employee performance. Table 4.17 shows the extent to which social competency accounted for the change in employee performance that is .205 (20.5%) represents the adjusted R^2.

Hypothesis four showed managing emotion is significantly related to employee's performance in the Nigeria Banking Industry. These findings were consistent with the findings of Barrick (1993) in his studies of job performance among   sales representatives for a large U.S. appliance manufacturer; he concluded that those who were most conscientious had the largest volume of sales.

In a study on emotional intelligence and leadership, (Bades and Pana, 2010) believe that leaders who lead emotionally, recognize their feelings and differentiate and treat

successfully the feelings of others always gain in numerous parts of life. Managers intensity of emotional intelligence signifies that managers are sensible on emotional consciousness, self-respect, flexibility, impressionability, advancement, inventiveness, chance taking, mounting others, service direction, political consciousness, two way communications, construction of relationships and mutual flexibility (Kulkarni, Janakiram and Kumar, 2009). Muhammed and Mahmoud (2013) also affirmed that managing emotion is significantly related to employee's performance.

Social Competency and Employee Performance

The result obtained from table 4.12 portrayed an extremely positive correlation coefficient values among the items that measure social competency and this points out to the fact that they well all appropriate measures of social competency. From table 4.13, the β value (β = .457, 0.01) indicated that social competency has positive effect on employee performance. Table 4.14 shows the extent to which social competency accounted for the change in employee performance that is .205 (20.5%) represents the adjusted R^2.

Hypothesis three showed social competency is significantly related to employees performance in the Nigeria Banking Industry. This findings agree with the work of Salienu (2005) reported that financial advisors at American Express whose managers completed the emotional competence training program were compared to an equal number whose managers had not. During the year following training, findings suggests that the advisors of trained manager grew their businesses by 18.1% compared to 16.2% for those whose managers were untrained, that is, the trained group outperformed the control group, adding

significantly to the American Eupress bottom line. This study also support the findings of Harris et al (2009) assertion that several industries have richly embraced incorporated emotional intelligence in the workplace by utilizing this framework, this industries have been able to manage complexity and expand profitability. Also, Hefferman et al (2005) study findings suggests that the level of relationship managers emotionally intelligence correlated to profitability. Robins et al (2007) have observe that when leaders fell exited, enthusiastic and active, they may be more likely to energize their subordinates and convey a sense of efficacy, competence, optimism and enjoyment.

Managing emotion and Employee Performance

The result obtained from table 4.16 portrayed an extremely positive correlation coefficient values among the items that measure social competency and this points out to the fact that they well all appropriate measures of social competency. From table 4.21, the β value (β = .457, 0.01) indicated that social competency has positive effect on employee performance. Table 4.17 shows the extent to which social competency accounted for the change in employee performance that is .205 (20.5%) represents the adjusted R^2.

Hypothesis four showed managing emotion is significantly related to employee's performance in the Nigeria Banking Industry. These findings were consistent with the findings of Barrick (1993) in his studies of job performance among sales representatives for a large U.S. appliance manufacturer; he concluded that those who were most conscientious had the largest volume of sales.

In a study on emotional intelligence and leadership, (Bades and Pana, 2010) believe that leaders who lead emotionally, recognize their feelings and differentiate and treat successfully the feelings of others always gain in numerous parts of life. Managers intensity of emotional intelligence signifies that managers are sensible on emotional consciousness, self-respect, flexibility, impressionability, advancement, inventiveness, chance taking, mounting others, service direction, political consciousness, two way communications, construction of relationships and mutual flexibility (Kulkarni, Janakiram and Kumar, 2009).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This Chapter gives a concise and vivid summary of the study and conclusion were drawn on the basis of the findings. On the basis of the conclusion drawn in the study, some recommendations were made.

5.2   Summary of the Findings

Based on the analysis, the following findings emerged that: Self-Control was significantly related to employee's performance on the Nigerian Banking Industry. Strong motivation exhibited in a passion for work can also be infectious, helping to persuade others in pursuit of a common goal or organizational mission. Therefore, self-control has to do with trustworthiness conscientiousness, adaptability, achievement drive, and initiative. Self-awareness was significantly related to employee's performance in the Nigerian Banking Industry.

Self-awareness is the most crucial competency associated with work place emotional intelligence. It consists of emotional abilities that enable us to be more effective and form outstanding relationships in the work place. Self-awareness is the ability for one to recognize his or her emotions and their effects. People who are aware of their emotions are more effective in their jobs.

They recognize and understand their moods, emotions and needs and can perceive and anticipate how their actions affect others. There is a significant relationship between social competences and employee performance in the Nigerian Banking Industry. It is an array of

emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental.

There is a significant relationship between managing emotion and employee's performance in the Nigerian Banking Industry. Most effective people sense others' reactions and fine-tune their own responses to move interaction in the best direction. Creating an atmosphere of openness with clear lines of communication is a key factor in organizational success managing emotion deal with difficult issues, listen well and welcome sharing information, and foster open communication and stay receptive to good news as well as bad news. This competence builds on both managing one's own emotions and empathy

5.3   Conclusions

Based on the findings of this study, the following conclusion was raised;

There is a relationship between self-control and employees performance in the Nigerian Banking Industry. It implied that it is fundamentally important in principle and practice for leaders to have self-control towards employees which would therefore increase their work attitude. Leaders with self-control are skilled at persuasion and rapport building which is related to ideal influence. It also implied that self-control will improve managing emotion which would help leaders inspire subordinates emotionally.

There is a positive relationship between self-awareness and employees performance in the Nigerian Banking Industry. Self-awareness skills of leaders significantly affect employee performance and had some management implications. It implied that positive effects of self-awareness skills on leader, bring about sound and outstanding employee because management is expressed in terms of emotions and satisfaction, towards the organization. It also implied that increased self-awareness would boost morale and attitude that would

provide a happy, productive and performing employee as a result of job satisfaction towards achieving organizational goals and objectives.

There is a positive relationship between social competencies and employees performance in the Nigerian Banking Industry. It implied that the social competencies of emotional intelligence skill of a leader can lead to more committed, better satisfied, better performing employees and potentially better financial performance for an organization. It also implied that subordinates' work group would be less formal and less ambiguous,

That managing emotion of the leaders significantly affect subordinates' work attitude which influence their performance in the banking industry in Nigeria. Leaders with this competence are skilled at persuasion and rapport building which is related to ideal influence. Meaning that managing emotion would help leaders inspire subordinate to perform better. This would bring about a high desire to achieve optimum organizational objectives.

5.4   Recommendations

Based on the findings / conclusions, the following recommendations were made:

It is recommended that strategic managers in the banking industries studied should be backed by policy:

(i)   Self-awareness skills of leaders should be encouraged to improve subordinates' work attitude.

(ii)   Social awareness skills of leaders should be maintained to make the subordinates' participate effectively towards the attainment of organizational goals and objectives. So as to be aware of their strengths and weaknesses, reflective, learning from experience and open to candid feedback.

(iii)   Organizations should pioneer the skill of self-control of the leaders so as to bring about emotional balance of subordinates' work attitude.

5.5   Contribution to Knowledge

1. The study provided empirical evidence to support that Emotional Intelligence competences are correlates of employee's performance in the Nigeria Banking Industry. It revealed that self-control is related to employee's performance in the Nigeria Banking Industry. It provides information that self-awareness and social competences are related to employees in the Nigeria Banking Industry.

2. The study contributed to the body of knowledge in establishing that Self-awareness skills of leaders significantly affect performance, in the banking industry in Nigeria.

3. The study also establish the fact that social competencies of emotional intelligence skill of a leader can lead to more committed, better satisfied, better performing employees and potentially better financial performance for an organization.

5.6   Suggestion for Further Studies

There is a need for this research to be carried out in other states so as to compare and test how general the research findings of this study can be made. Emotional Intelligence of the managers in the Banking sector in Delta State. Emotional Intelligence among Banking in South-South Nigeria. The relationship between Emotional Intelligence and Job performance in commercial Banks in Nigeria.

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Watkin, C. (2002), Developing Emotional Intelligence. International Journal of Selection and Assessment, 2, 89-92.

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APPENDIX 1

Department of Business
Administration and Marketing,
Delta State University,
Asaba Campus.
30-11-2014.

Dear Respondents,

REQUEST TO RESPOND TO QUESTIONNAIRE

I am a postgraduate student in the Department of Business Administration and Marketing, Delta State University, Abraka, currently undergoing a research titled: **Emotional Intelligence And Employee's Performance In The Nigerian Banking Industry.** The attached questionnaire is to elicit the necessary information. You are requested to respond to the items as objectively as possible. Any information provided will be treated as confidential and will be used strictly for the research.

OLISE VALENTINE
Researcher

Instruction: Please tick the option that best represent your opinion.

Section A: Bio-data

Sex: Male (   )   Female (   )

Age: 21-30 years (   )   31-40 years (   )   41 and above (   )

Marital Status: Married (   ) Single (   )

Educational Qualification: OND/NCE (   )   HND/Bsc (   )

MBA/MSC (   )   Others (   ).

Section B: Effect of emotional intelligence (EI) through self-control on employees' performance.

S/N	Statement Items	SA	A	U	D	SD
1	I let go of problems, anger, or hurts from the past and I can move beyond these.					
2	I open up with people appropriately not too much but enough so that I don't come across as cold and distant.					
3	I refrain from making up my mind on issues and expressing my opinion until I have all the facts.					
4	I neither bury my anger nor let it explore on others.					
5	Generally my self-control affect my subordinates positively					

Section C: Does self-awareness have any impact on employee's performance in the Nigerian banking industry?.

S/N	Statement Items	SA	A	U	D	SD
1	EI provides awareness on the ability to work well in a team of empowering others					
2	EI facilitates awareness on being good team players, organizational citizens and service provider					
3	EI provides awareness on how to share positive feelings with work colleagues					
4	EI provides awareness on effective interpersonal exchanges at work					
5	Generally, positive self-awareness affect employees in a good way					

Section D: What is the impact of social competencies on employee's performance in the Nigerian banking industry?

S/N	Statement Items	SA	A	U	D	SD
1	Social competence promotes mutual trust and employee's individual identity					
2	Social competence instills norm and roles necessary to function within a group or organization					
3	Social competence helps one to explore employee competences important for enhancing individual skills and essential for the establishment of competency-based human resource management.					
4	Social competence is needed for looking for workers that possess competence and skills that go beyond formal education in addition to academic professional and business competence and technical skills and experience					
5	Social competence are commonly related to social skills such as solving problems, taking perspectives and personal perception					

Section E: **To what extent does managing emotion of leaders' affect employee's performance in the Nigerian banking industry?**

S/N	Statement Items	SA	A	U	D	SD
1	The way I manage my emotions affect the employees					
2	I don't get angry with my subordinate immediately, but rather I enquire first					
3	I am emotionally stable at work					
4	The way I manage my emotions promote commitment to my subordinates at work.					
5	I don't just get mad at my subordinate for slight mistake but rather correct them.					

Section F: Employee Performance

S/N	Statement Items	SA	A	U	D	SD
1	The way I manage my emotions has improved my time management skills of my subordinates					
2	Workers task turnaround time has improved					
3	Workers always meet the target set for them on daily basis					
4	Our employees recorded better performance at the end of the appraisal year 2014 compared to 2013					
5	The EI provides awareness, improved my time management skills thus high schedule adherence of workers					

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  /NOORIGIN
  /DEPENDENT Employee Performance
  /METHOD=ENTER Self Control.
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Regression

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Self control[b]	.	Enter

a. Dependent Variable: Employee performance

b. All requested variables entered.

Regression Analysis of Self-Control and Employee Performance
Coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	22.371	3.141		7.123	.000
Self-control	.627	.079	.505	7.926	.000

Dependent variable: Employee Performance

Model Summary

Model	R	R-Square	Adjusted R-Square	Std. Euro of the estimates
1	.505	.255	.250	5.281

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 /MISSING LISTWISE
 /STATISTICS COEFF OUTS R ANOVA
 /CRITERIA=PIN(.05) POUT(.10)
 /NOORIGIN
 /DEPENDENT Employee Performance
 /METHOD=ENTER Self Awareness.
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Regression

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Self awareness[b]	.	Enter

a. Dependent Variable: Employee performance

b. All requested variables entered.

Regression analysis of self-awareness **on employee performance.**
Coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	28.177	2.809		10.031	.000
self-awareness	.480	.071	.448	6.797	.000

Dependent variable: Employee Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
	.448	.201	.196	5.46801

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Regression

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	social competency [b]	.	Enter

a. Dependent Variable: Employee performance

b. All requested variables entered.

Regression analysis of social competency on employee performance.
Coefficients

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	28.804	2.65		10.868	.000
social competency	.463	.066	.457	6.973	.000

Dependent variable: Employee Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
	.457	.209	.205	5.439

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 /NOORIGIN
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 /METHOD=ENTER Managing emotion.
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Regression

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Managing emotion [b]	.	Enter

a. Dependent Variable: Employee performance

b. All requested variables entered.

Regression Analysis of Managing emotion and Employee Performance

Model	Unstandardized Coefficients		Standardized coefficients	t	Fig
	B	Std. Error	Beta		
Constant	22.371	3.141		7.123	.000
Managing emotion	.627	.079	.505	7.926	.000

Dependent variable: Employee Performance

Model Summary

Model	R	R-Square	Adjusted R-Square	Std. Error of the estimates
1	.505	.255	.250	5.281

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Social Competencies, Self-Control, Self-Awareness[b] managing emotion	.	Enter

a. Dependent Variable: Employee Performance

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.514[a]	.264	.252	5.27608

a. Predictors: (Constant), Social Competencies, Self-Control, Self-Awareness, managing emotion

b. Dependent Variable: Employee Performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1816.614	3	605.538	21.753	.000[b]
	Residual	5066.333	182	27.837		
	Total	6882.946	185			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Social Competencies, Self-Control, Self-Awareness, managing emotion

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.518	3.143		7.165	.000
	Self-Control	.614	.169	.494	3.637	.000
	Self-Awareness	-.325	.265	-.303	-1.229	.221
	Social Competencies	.334	.219	.330	1.523	.130
	managing emotion	.342	.220	.341	1.621	.034

a. Dependent Variable: Employee Performance

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	38.7030	53.6429	47.0753	3.13361	186
Std. Predicted Value	-2.672	2.096	.000	1.000	186
Standard Error of Predicted Value	.389	2.309	.688	.354	186
Adjusted Predicted Value	38.3052	53.6633	47.0295	3.13120	186
Residual	-8.57052	23.22968	.00000	5.23312	186
Std. Residual	-1.624	4.403	.000	.992	186
Stud. Residual	-1.649	4.458	.004	1.013	186
Deleted Residual	-8.94223	23.81724	.04572	5.46273	186
Stud. Deleted Residual	-1.657	4.711	.009	1.032	186
Mahal. Distance	.010	34.428	2.984	5.216	186
Cook's Distance	.000	.792	.012	.063	186
Centered Leverage Value	.000	.186	.016	.028	186

a. Dependent Variable: Employee Performance

c

Correlations

		Empowering	Team	Feeling	Interpersonal	Emotion
Empowering	Pearson Correlation	1	.139**	.115*	.042	-.016
	Sig. (2-tailed)		.006	.022	.409	.748
	N	186	186	186	186	186
Team	Pearson Correlation	.139**	1	.303**	.641**	.276**
	Sig. (2-tailed)	.006		.000	.000	.000
	N	186	186	186	186	186
Feeling	Pearson Correlation	.115*	.303**	1	.262**	.114*
	Sig. (2-tailed)	.022	.000		.000	.023
	N	186	186	186	186	186
Interpersonal	Pearson Correlation	.042	.641**	.262**	1	.257**
	Sig. (2-tailed)	.409	.000	.000		.000
	N	186	186	186	186	186
Emotion	Pearson Correlation	-.016	.276**	.114*	.257**	1
	Sig. (2-tailed)	.748	.000	.023	.000	
	N	186	186	186	186	186

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Trust	Norm	Skills	Formal	Perception
Trust	Pearson Correlation	1	.173**	.040	.033	-.088
	Sig. (2-tailed)		.001	.431	.515	.080
	N	186	186	186	186	186
Norm	Pearson Correlation	.173**	1	.283**	.574**	.240**
	Sig. (2-tailed)	.001		.000	.000	.000
	N	186	186	186	186	186
Skills	Pearson Correlation	.040	.283**	1	.324**	.166**
	Sig. (2-tailed)	.431	.000		.000	.001
	N	186	186	186	186	186
Formal	Pearson Correlation	.033	.574**	.324**	1	.321**
	Sig. (2-tailed)	.515	.000	.000		.000
	N	186	186	186	186	186
Perception	Pearson Correlation	-.088	.240**	.166**	.321**	1
	Sig. (2-tailed)	.080	.000	.001	.000	
	N	186	186	186	186	186

**. Correlation is significant at the 0.01 level (2-tailed).

		Self control	Self awareness	Career	managing emotion
Self control	Pearson Correlation	1	.064	.094	.055
	Sig. (2-tailed)		.201	.061	.278
	N	186	186	186	186
Self awareness	Pearson Correlation	.064	1	.297[**]	.666[**]
	Sig. (2-tailed)	.201		.000	.000
	N	186	186	186	186
social competency	Pearson Correlation	.094	.297[**]	1	.326[**]
	Sig. (2-tailed)	.061	.000		.000
	N	186	186	186	186
managing emotion	Pearson Correlation	.055	.666[**]	.326[**]	1
	Sig. (2-tailed)	.278	.000	.000	
	N	398	398	398	398