

**EMOTIONAL INTELLIGENCE AND EMPLOYEE
PERFORMANCE IN BANKING INDUSTRY IN KWARA
STATE**

BY

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DEDICATION

This project is dedicated to Almighty Allah who has given me the wisdom and knowledge to compile this project. This research work is also dedicated to my parents Mr and Mrs Ademola Bashiru

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All praise,glory.and adoration be to Almighty God,the Most Gracious, the Most Merciful.To Him alone we worship,from Him alone we seek help and forgiveness.May peace and blessings be upon our noble and philanthropic leader.Prophet Muhammad (SAW),his companions,and all those who follow him in righteousness until the Day of Judgment.

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ABSTRACT

The study investigated the effect of emotional intelligence on employee performance in the banking industry in Kwara State. Specific objectives are to establish determine whether self-esteem is associated with employees' performance; identify the significant relationship between self-control and employees' performance; to analyze the connection between self-awareness and employees' performance; and Ascertain significant relationship between self-management and employees' performance. This study employed descriptive explanatory research design. The target population was 166 staff working in selected banks in Kwara State. The study sample size was 145 respondents. The stratified random sampling was used to select the sample size. A questionnaire which is a form of quantitative data collection tool was used to collect primary data. Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics relating to measures of central tendency and measures of dispersion was used to describe the body of data. The study conducted a regression analysis to evaluate the strength of relationship between the study variables. There was strong relationship between self-esteem and employee performance in the banking industry in Kwara State. Also, there was strong relationship between self-control and employee performance in the banking industry in Kwara State. Multiple regression analysis was conducted to establish the effect of emotional intelligence on employee performance in the banking industry in Kwara State. The data was presented in form of tables and figures. The study concludes that self-esteem has a significant effect on employee performance in the banking industry in Kwara State. In addition, the study concludes that self-control has a significant effect on employee performance in the banking industry in Kwara State. From the findings, the study recommended that There is need for management to ensure that workers are in good relationship with one another in order to ensure that the emotion of others do not affect their performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Emotional intelligence is an emerging concept that fast gaining grounds and wider managerial attention in an organization. The concept of Emotional Intelligence 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. Emotions are an integral and inseparable part of everyday organizational life, (Ashforth & Humphrey, 1995). Employees are people and it is the feeling and expression of emotions that make us human. However, the feelings of an individual can be reflected in the activities such an individual is involved. This is in the same way that work can also produce feelings both positive ones (such as elation, gratification, pride, etc.) and negative ones (such as fear, sadness, anger, jealousy and fatigue etc.). Hence, jobs require management of personal emotions in order to produce desired performance (Kruml and Geddes, 2000, Munchinsky 2003). This means that emotional labour is necessary in any organization because how employees behave when they are required to feel or project their appearance of certain emotions may be related to their level of their performance.

Application of emotional intelligence in an organization supports the managers and employees to recognize and understand emotions and using emotional intelligence to manage oneself and relationship with others. Emotional Intelligence 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).

Arvey, Renz and Watson (1998) proposed that (1) emotions are common in the workplace and it is very difficult to ignore emotions or attempt to eliminate them. (2) Emotions produce both positive and negative work outcomes. (3) People have stable individual differences in their predisposition to experience certain emotions.

Emotion has been found to have powerful and significant influences on almost every human cycle. Psychologists have ascertained that emotion has implications on human behaviour through various empirical and theoretical postulations. It has been theoretically proven that a positive emotion evokes

positive action (same goes for negative emotion). Emotional intelligence is the ability to understand one's emotion and that of others by relating with them based on the understanding (Ayogu, 2015). It is referred to as an aptitude, a skill, and a combination of both (Mayer & Salovey, 2007; Goleman, 2013; Olanrewaju & Suleiman 2019).

Emotional intelligence has been seen as one of the factors which could influence employees' performance. According to Goleman (2013) emotional intelligence has been suggested as a critical factor in successful adjustment to life in general, and to occupational endeavors. Ikpe, et al, (2021) stated that emotional intelligence consists of five components; knowing one's own emotions (self-awareness), managing them (self-regulation), motivating oneself (self-motivation), recognizing emotions in others (empathy), and handling relationships (Social skills). Emotional intelligence has further been explained as a concept that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathize, maintain and develop inter-personal relationships, and above all, acquire a sense of responsibility. On the other hand, intra-personal skills comprises of the ability to understand one's own feelings. These skills are further interpreted as personal competences and social skills. The personal competences include self-awareness, self-regulation and self-motivation while the social competences include empathy and social skills.

Emotional intelligence entails empathy; this implies showing a positive understanding to how people feel. Is the ability to recognize one's own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour (Petrides, Sanchez-Ruiz, Siegling, Saklofske, & Mavroveli, 2018). Studies have shown that people with high EQ have greater mental health, exemplary job performance, and more potent leadership skills. Goleman (2005) theorized that emotional intelligence is equal to, if not, more significant than intelligence quotient (IQ) as an important indicator of success in one's professional and personal life. It has also been reported that two brains, two minds and two different kinds of intelligence simultaneously operate, (Parkin, 2002; Damasio, 2004; Goleman, 2005) and that both thinking brain and emotional brain are involved in reasoning and therefore affects productivity (Muraina, et al 2013).

Samimi et al. (2020) stated that emotional intelligence is "a person's ability to accept, assess, manage, and control the emotions of himself and others around him". Prawironegoro (2016) defined "emotional intelligence as the intelligence of appreciation, or sensitivity, tenderness, refinement, and feeling, it means

in company is suffering, because what is produced does not belong to him'. This intelligence is the result of living to work and striving to improve the life.

Emotional intelligence therefore, is not a completely new thought. Businesses have often used numerous characteristics in the past to assess the potential work performance of a job applicant. Such attributes can include their cognitive capacity, past attitudes, talents, personality and work-related competencies. Today, emotional intelligence has now been added to this group and continues to rise in acceptance (Kim and Foroudi, 2020). Therefore, the need to investigate into this issue as regards to organizational performance and commitment becomes imperative.

1.2 Statement of the Research Problem

In today's business world, the economy is developing rapidly, competition in the area of business very stiff, and the performance of employees are based on the efforts put in place by their organizations. This no doubt will enable them to challenge competitors. In any organization that their main motive is profit oriented, the main aim of such a business entity is to ensure improvement in the performance of their employee. As a result, present day firms and companies put in all efforts to ensure that they are able to recruit and also train workers that are willing to go the extra mile beyond their job description to ensure that there is effective growth in the organization (Fadhli, Lubis, Salmi and Idris, 2020).

Many companies have now recognized that technical credentials and expertise are not the only criteria to stand out in the competitive environment today, but that employees' emotional intelligence is also of concern. This is clear, since diverse literature studies have shown that emotional intelligence is a key component of good employee performance in life as well as at work (Kim and Foroudi, 2020). Studies also have shown that emotional intelligence is an important determinant of employees' dedication to their workplace and also improve an organization's capability to reach its goals because today's job needs the emotion of an organization to ensure successful operational efficiency (Poornima and Sijatha, 2020).

There are many psychological problems and experiences from workplace because of the high level of labor pressures and lack of the ability to manage them effectively. Therefore, it is up to every business and its stakeholders, to work on this weakening issue and improve it, as they are important in the growth of any business (Akhtar, Ghufra, Husnain and Shahid, 2017). Most companies strive for success and productivity while spending very little on employee training and growth, which is a huge mistake. As a result, there is a

greater need to determine the status of the relationship between emotional intelligence and employee performance in order to validate this point (Long and Kowang, 2015). Especially in these periods when above-mentioned management techniques are rather complex, management needs to organize the training and development of employees and not just the conventional focus on IQ (Kassim, Bambale and Jakada, 2016).

Over the years, there have been debate as to whether emotional intelligence affects employee performance towards work or not. While some of the studies are of the view that emotional intelligence impacts positively on the performance of the employee (Poornima and Sijatha, 2020; Wen, 2020), other studies opined that the emotional intelligence of an employee has no significant impact on his work place and hence do not significantly affect employee towards their job (Batoool, Parveen and Batoool, 2017).

1.3 Objectives of the Study

The major objective of this study is to evaluate the effect of emotional intelligence on employees' performance. The other objectives to be highlighted in this study are;

- I. Determine whether self-esteem is associated with employees' performance;
- II. Identify the significant relationship between self-control and employees' performance;
- III. Analyze the connection between self-awareness and employees' performance; and
- IV. Ascertain significant relationship between self-management and employees' performance.

1.4 Research Questions

- I. Will there be a significant relationship between self-esteem and employees' performance?
- II. Is there a relationship between self-control and employees' performance?
- III. What is the relationship between self-awareness and employees' performance?
- IV. Can the relationship between self-management and employees' performance be ascertained?

1.5 Hypotheses of the Study

- Ho₁: Self-esteem has no significant effect on employees' performance.
- Ho₂: Self-control has no significant effect with employees' performance.
- Ho₃: There is no impact between self-awareness and employees' performance.

Ho₄: self-management has no effect on the employees' performance.

1.6 Significance of the Study

The study is significant in the sense that it will draw the attention of the management of the organizations under the study and the views of the public concerning their emotional intelligence i.e., self-esteem, self-control, self-awareness and self-management, which have direct effect on the performance of Nigerian banks employees.

This study will be noteworthy to a number of concerned parties, ranging from Academia, to bank managers, and different business organizations in enhancing the practice of emotional intelligence.

Lastly, this study is momentous to research students and scholars in drawing empirical analysis. The research will provide a strong background serving as a source of reference and existing body of knowledge for a more elaborate future research on emotional intelligence in relation to organizational performance. It would be useful to organizations, novel entrepreneur and researchers that would refer to it and consider objectively, the recommendations proposed.

1.7 Scope of the Study

The study area will cover selected banks in Ilorin metropolis in Kwara State. The study will focus basically on the Emotional intelligence and employees performance of these banks. The selected banks are the four most populous banks in Ilorin Metropolis of the State and have the highest number of branches. The selected banks are; First bank, UBA, Access bank and Zenith bank.

1.8 Definition of Terms

Emotional Intelligence:- A set of emotional and social skills that influence the way people perceive and express themselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way

Self-Esteem:- self-esteem is a term in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Self-esteem encompasses beliefs and emotions. It is the positive and negative evaluation of the self.

Self-management:- Refers to the act of taking responsibility for emotions. Self-management includes adaptability, achievement orientation and initiative

Self-Awareness:- The ability to know one's internal state, preference and intuitions. It includes accurate self-awareness and self-confidence

CHAPTER TWO

LITERATURE REVIEW

2.0 Preamble

This study examined the Impact of competitive strategies on organizational performance firms in Kwara State. The researcher will review literatures related to the creative innovation and product innovation under competitive strategies while customer satisfaction and brand awareness will be reviewed under organizational productivity. Expedient areas that will also be reviewed are theoretical and empirical aspects of literature review, this chapter will conclude with gap in literature.

2.1 Conceptual Review

2.1.1 Overview of Emotional Intelligence

Emotional intelligence is not an entirely new management concept. Its origin can be traced to the human intuitive sense and the need for effective interpersonal skills in relationships. Goleman (1997) popularized the term and states that emotional intelligence encompasses the knowledge of:

‘what you feel and being able to handle those feelings without having them swamp you, being able to motivate yourself to get jobs done, to be creative and perform at your peak and sensing what others feel and handling relationships effectively’

According to Mayer and Salovey (1997), emotional intelligence is the capability to recognize, comprehend, and manage emotions in one’s self and in others. The competencies of emotional intelligence include; the capacity to comprehend emotions in oneself, being able to manage and regulate these emotions, the ability to comprehend the emotions of other people to facilitate the effective management of relationships (Goleman, 1995; Salovey and Mayer, 1990). Essentially, the substance of emotional intelligence is entrenched in the relationship an individual has with him or herself, and the translation or manifestation of this on the management of relationships and other dynamics within the environment. Supporters of the construct have endorsed it has been a novel approach to comprehend human behavior and performance particularly in the workplace (McEnrue and Groves, 2006).

Mayer & Salovey (1990) define emotional intelligence as “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions”. They later redefine the term as “the ability to perceive

accurately, appraise, and express emotion; the ability to access and / or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Mayer and Salovey, 1997).

Vanrooy and Viswesvaran (2005) viewed emotional intelligence as the set of abilities, both verbal and non-verbal, that enable a person to generate, recognize, express, understand and evaluate their own, and others’ emotions in order to guide thinking and action in order to successfully cope with environmental demands and pressures. Akinboye (2002) defined emotional intelligence as interrelated emotional competencies that determines how effectively we understand and express ourselves, understand others, relate with them and cope with daily demands.

Chadha (2009) viewed emotional intelligence as the ability of an individual to appropriately and successfully respond to a vast variety of stimuli being elicited from the inner self and the immediate environment. Emotional intelligence refers to “the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Ahmed et al., 2025; Khattak et al., 2021; Zada et al., 2025)

Other scholars such as Mishra and Mohapetra (2011) added that there are three parameters of emotional intelligence which are emotional competency, emotional maturity and emotional sensitivity. Emotional competency indicates one’s ability and capacity to effectively respond to emotional stimuli elicited by various situations such as having high selfesteem and optimism etc. Emotional maturity is reflected in behavioral pattern displayed while dealing with the self ‘and immediate environment. It involves the ability and capacity to effectively evaluate emotions of one’s’ self and others, balancing state of heart and mind, adaptability and flexibility etc. Emotional sensitivity means the characteristics of being particularly sensitive and judging the threshold for various types of stimulations, evoking sensations, feelings and emotions. Emotional sensitivity indicates one’s ability and capacity to effectively understand intensity of emotional arousal (Egbule, 2009).

2.2 Dimensions of Emotional intelligence

2.2.1 Self-esteem

Self-esteem has been defined as an individual's overall sense of worthiness as a person. The need for self-esteem is a fundamental human motive. The self-actualization theory of Maslow places self-esteem fourth in the hierarchy of needs, together with the need for achievement, competence, independence, and respect.

Self-esteem is a sense of individual's value or worth and an extent to which his worth or value is approved or appreciated. It has its origin since 18th century which can be first seen in the writings of David Hume. Rosenberg (2015) stated that self-esteem is an attitude which could be favourable or unfavorable towards his own self. Self-concept is an evaluated component of self-esteem. Self-esteem includes the behavioral and cognitive aspects of the self or it is the overall reading of a self and making of self-worth. It is your own worth which could be evaluated subjectively and it consists of beliefs about your own self as well as the emotional levels. In 20th century the studies were done in terms of introspection of mental processes, feelings, emotions etc.

Self-esteem is a part of one's self-concept, that is, one's knowledge and beliefs about their personal attributes (Mann et al., 2004) along with other constructs like self-efficacy (how effective one perceives oneself to be), internal locus of control (having the sense that one has control over things rather than the outside world having control), and self-compassion (compassion that is directed inward towards the self) (Lamoureux, et al., 2012).

2.2.2 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.

According to Kim (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-confident 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.

2.2.3 Self-Awareness

Self-awareness is a crucial competency 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, and 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.

2.2.4 Self-management

Self-management is the ability to use one's awareness of thoughts, physical sensation and emotions to bring oneself to a state of attention and contemplation before action.

Self-management is the go between the individual's social awareness and their self-awareness. Solid self-awareness is the pre-cursor to individual's self-management. Self-management provides the ability to break a habit, let go of a thought or desire, and build resilience of an individual (Hay Group, 2005).

Self-management competency enables individuals to take responsibility for their emotions. It is a competency that helps individuals make decisions that are congruent with their mental health and which motivating hence enabling the individual to achieve their goals. The competency helps individuals to overcome stumbling blocks and remain and remain focused towards their goals in life. It gives the individual control over their emotions and helps in ability to build strong and positive relationships in the whole sphere of being. Components of self-management include emotional self-control, trustworthiness, conscientiousness, adaptability, optimism, achievement orientation and initiative (Boyatzis & Goleman, 2002).

Emotional self-control enables an individual to manage emotions and impulses which could have been distracted them from their focus area (Goleman, 2002). It is the ability for individuals to take a breath before acting on their emotions. It enables individuals to stop overreacting and take responsibilities of their emotional reaction.

Individuals with emotional self-control can take a pause before reacting. Individuals with self-control ensures that they weigh whatever they want to say towards an effort to ensure that whatever they want to say will be in congruent with the people surrounding them that it will not hurt their feelings. Trustworthiness refers to one's continuing standards of honesty and integrity (Goleman, 2002). Trustworthiness that you are true to yourself in terms of capabilities and on what you can be able to deliver. This makes the individuals will act in a way that are congruent to their values. Trustworthiness individuals give all their best in terms of delivery of their tasks. They are able to go the extra mile in delivery of their targets.

Conscientiousness denotes the capability of taking responsibility for personal performance (Goleman, 2002). Adaptability is the ability to be flexible when faced with change. It means that you do not let your feelings about change become the source of emotional and performance roadblocks. Optimism refers to viewing the

world or situations at hand in a positive manner. Achievement orientation refers to an optimistic effort to improve performance (Goleman, 2002). It makes an individual to be able to choose the actions and behaviors that will drive their own achievement and the goals of the team. Finally, initiative is the ability to take anticipatory actions before a problem, obstacle, or opportunity are visible (Goleman, 1998, 2002).

If people do well in self-management, they learn better social skills to induce desirable responses from coworkers. This also might stimulate a deeper and realistic self-management and self-awareness. Indeed, influencing colleagues' emotions is necessary for employees to develop high quality interpersonal relationships with them (Mayer et al., 1998), and might contribute to the development of social awareness. In turn, people with high levels of social awareness, being less narrowly focused, may be better able to flexibly approach problems, consider alternative scenarios, and avoid rigidity in self-management. Self-management enables individuals to take responsibility of their emotions. Self-management enables the respective individuals to make informed decisions that support our emotional health.

This healthy mental state acts as motivator towards achieving our goals. If people do well in self-management, they learn better social skills to induce desirable responses from coworkers. This also might stimulate a deeper and realistic self-management and self-awareness (Mayer et al., 1998).

Hay Group (2005) notes that people who are high in self-management put more consistent energy and effort toward learning about cross-cultural situations since they can deal better with stress or cultural shock from an unfamiliar culture, and manage their impulses and emotions to overcome the conflicts and misunderstandings characterized by cultural differences hence improving on their level of performance.

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 & 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 Theoretical Review

A number of theories guide the concept of emotional intelligence. Among the theories are Mayer-Salovey-Caruso ability theory, Goleman's Emotional Intelligence, the Trait Model of Emotional Intelligence, and Bar-On's Emotional Intelligence competency. The review of these theories are discussed below:

2.4.1 Mayer-Salovey-Caruso Emotional Intelligence Ability Model

Peter Salovey and John Mayer were the first to develop the term "emotional intelligence" in 1990. They suggested that emotional intelligence has four branches: Emotional perception, emotional assimilation, emotional understanding and emotional management.

- Emotional perception is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. It involves the perception of emotion, including being able to identify emotions in the facial and postural expressions of others. It reflects non-verbal perception and emotional expression to communicate via the face and voice.
- Emotional assimilation is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes by directing attention to important information. It is the ability to use emotions to aid thinking.
- Emotional understanding is the ability to understand complex emotions including being able to analyze emotions and awareness of the likely trends in emotion over time, as well as an appreciation of the outcomes from emotions.
- Emotion management is the ability to reflectively connect or detach from an emotion depending upon it being judged to be informative or utility and regulate emotions in both ourselves and in others. It includes an individual's personality with goals, self-knowledge and social awareness shaping the way in which emotions are managed.

Though the four branches of emotional intelligence are interconnected processes and abilities, Mayer, Salovey, and Caruso suggested that these branches follow a hierarchical structure and higher levels such as emotional management require a greater level of emotional intelligence than the lowest level, emotional perception.

The strength of the Mayer and Salovey model is in its ability to have moderate correlations with other intelligences like cognitive ability and purposeful mental processes rather than simple emotional response. Because of this distinction, the Ability model is very useful in businesses and schools as a means of developing management skills and human resource development. However, the model has been criticized due to its high focus on intellectual aspects of how emotion can be used rather than an individual's ability to recognize and appreciate emotions as their own legitimate experience outside of cognitive function, and that the model is too predisposed to Machiavellian tenancies.

2.4.2 Goleman's Emotional Intelligence Performance Model

Daniel Goleman popularized the concept of emotional intelligence in 1995, when he wrote the landmark book 'Emotional Intelligence'. He defined emotional intelligence as "abilities of being able to motivate oneself and survive in the face of frustrations; to control impulse and delay gratification; to manage one's moods and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, 1995). Based on this, Goleman then categorized emotional intelligence into four different capabilities that include: social skills, self – awareness, social awareness and self – management. Self-consciousness is the capacity to understand and recognize one's emotions by using instinctual feelings to direct choices. Self-management includes regulating one's thoughts and desires and helps people to respond to changing conditions. The capacity to feel, perceive and respond to the feelings of other people through understanding social networks is social consciousness, while relationship management is the opportunity to encourage and influence people during conflict resolution. Goleman argues that these four capabilities form the basis of a set of twelve sub-divisions (emotional competencies) of emotional intelligence. These emotional competencies are in-built capabilities that require conscious improvement and development by the individual. These sub-divisions are; emotional self-awareness, emotional self-control, adaptability, achievement orientation, positive outlook, influence, coaching and mentoring, empathy, conflict management, teamwork, organizational awareness, and inspirational leadership.

Though the Goleman model is seen as exceptional when among executives and corporate offices that seek to use the theories of Emotional Intelligence to maximize their human resources. However, the model has been criticized on the grounds that it includes aspects of personality that are not inherently based in either emotion or intelligence, and therefore, is not appropriately measuring Emotional Intelligence.

2.4.3 Bar-On's Emotional Intelligence Competencies Model

Israeli psychologist Reuven Bar-On (2005), sees emotional intelligence *as* a cross-section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behavior (Lea and Howell, 2020). The definition encompasses a number of areas like emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationship, social responsibility, problem

solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism (Dhani and Sharma, 2016). Bar-On established a framework for quantifying and measuring Emotional and Social Intelligence (ESI) in a self-report measure known as Emotional Quotient Inventory (EQI). The aim of the framework is to classify and predict emotional and social intelligence markers and their impact on management skills.

According to Bar-On, Intelligence Quotient (IQ) tests in conjunction with fifteen sub-structures of emotional intelligence yield a representative EQ-i. Both these scales shape the inspiration behind each case of human behavior and the relationships. The fifteen sub-divisions of emotional intelligence according to Bar-On are: self-regard, self-actualization, emotional self-awareness, emotional expression, assertiveness, independence, interpersonal relationships, empathy, social responsibility, problem-solving, reality testing, impulse control, flexibility, stress tolerance and optimism. Essentially, the Bar-On model proposes that those with lower EQs are more likely to struggle with impulse control, stress tolerance, problem solving, and so on. Conclusively, the Bar-On model believes that cognitive intelligence and Emotional Intelligence contribute equally to an individual's overall intelligence, which does offer some indication of an individual's potential to succeed in life.

The importance and usefulness of Bar-On model has also been demonstrated by examining its ability to predict various aspects of human behavior and performance. However, the fact that ESI factors involved can be enhanced underscores the importance and usefulness of this model.

2.4.4 The Trait Model of Emotional Intelligence

The trait model was developed by psychologist Konstantin Vasily Petrides. The model gives a different view of Emotional Intelligence. While the ability model is strongly analytical and relies on external outcomes, but the trait model focuses more on subjective self-perception. Basically, Trait emotional intelligence assesses the perception of an individual's emotional abilities. These emotional skills and their understanding influence the individual's conducts, cognitive and behavioral capacities. The Trait theory is built around the idea that if individuals recognize and utilize their personal attributes and emotions, they would be well prepared to understand and control the emotions of others. Because the model relies on personality traits, personality assessment test must be carried out before the Trait model is applied to test for emotional quotient (EQ).

Results from the Trait model are essentially of value in identifying and recognizing personality characteristics, an emotional response that may be ideal in certain situations. However, lack of objective measures in the Trait model makes it particularly difficult to prove or disprove.

2.5 Empirical Review

There have been several studies in the literature in the area of emotional intelligence and employee commitment and organizational performance in the developed, developing and emerging economies over the years.

Alonazi (2020) investigated the impact of emotional intelligence on job performance in the period of COVID-19 crises using cross sectional analysis. The author employed convenience sampling techniques to select 340 respondents who are nurses from three tertiary hospitals. Regression analysis was employed and the findings revealed that emotional intelligence has significant positive impact on job performance with a 1 percent increase in emotional intelligence leading to about 39 percent improvement in job performance. The study however, failed to analyze the level of prediction of emotional intelligence on the level of performance of the employees.

Poornima and Sijatha (2020) examined the impact of emotional intelligence on leadership effectiveness using Chittoor District. Survey method was used in the research design while non-experimental and quantitative analysis method was used. They concluded that emotional intelligence promotes effective leadership. The study however focused on the area of leadership while issues concerning the employee workplace performance was neglected.

Kim and Foroudi (2020) investigated the impact of Manager's emotional intelligence and cognitive ability on firm performance using experimental summary design. A total of 623 textile and garments firms were used, all situated in Vietnam. They concluded that firms wherein the manager has a higher cognitive ability on emotional intelligence perform better and increase their productivity. More so, the effects of emotional intelligence on firm performance are more significant when it comes to male than their female cotemporary in the managerial cadre.

Related to the study above is a study by Chong, Falahat, and Lee (2020). They investigated the relationship between the level of emotional intelligence and job performance of academicians in Malaysia. The study applied a quantitative method approach in collection of data in selected higher educational institutions. By

analyzing data through a bootstrapping technique, the study confirmed the existence of a significantly positive relationship between emotional intelligence and job performance of academic workers in private higher educational institutions under study. The study further concludes that emotional intelligence is accountable for and could predict job performance. The study does not explain the relationship that exists between emotional intelligence and workers performance

Ramli and Novariani (2020) investigated the effect of Emotional Intelligence and Organizational Commitment to Job performance in private hospitals. The study applied a Structural Equation Model (SEM) to primary data collected via a simple survey of a sample of 251 respondents from private hospitals in Indonesia. Final results confirm the existence of significant and positive relationship between emotional intelligence, organizational commitment and job performance.

Akintayo, Shadare, Onikoyi and Olaniyan (2020) assessed the impact of emotional intelligence on diversity management in Nigeria Breweries. The study employed a survey method to collect data from 100 staff in Nigeria Breweries, Oyo State. The collected data were analyzed using Pearson rho correlation and regression analysis. Findings from results indicate that there is joint, significant relationship between emotional intelligence on diversity management, and output in Nigeria Breweries.

Yaseen (2020) investigated how emotional intelligence and organizational politics affects employee turnover and performance in the banking sector of Malaysia. The study employed quantitative research method and made use of survey questionnaire in obtaining information from the respondents. His findings revealed that emotional intelligence improves employees' turnover intentions and performance in the banking sector. Also, emotional intelligence and organizational politics are effective variables that determine the turnover intention and performance of the staff in the banking sector. Also, both emotional intelligence and organizational justice stand as important factors that determine the turnover intention of the workers and their performance. The study however do not consider the level of commitment of the employee based on their emotion.

Wen (2019) assessed the influence of emotional intelligence on the performance of college law teachers using two provinces in eastern china. Survey research design was employed for the study while multiple regression analysis was used to analyze the data collected from the respondents. Findings revealed that female lawyers have more emotional intelligence than their male counterparts. Also, that emotional

intelligence impacted positively on the performance of the college teachers and hence improves their productivity at workplace.

Dhani and Sharma (2018) examined whether emotional intelligence and personality traits can stand as a predictor of job performance among IT employees in India. A total of 158 middle management workers in their IT sector were selected using simple random sampling techniques. Pearson moment correlation and regression analysis were used. Their findings revealed that both emotional intelligence and personality traits significantly affect the employees' job performance and hence stand as a predictor of job performance in the organization. Out of the different measure of emotional intelligence, the focus of the study was only on trait which may not really define the degree of performance of the employee in other aspects. The study also failed to explain the level of relationship between EI and the performance level of the employee in the workplace.

In the study by Suharto, Suharto and Hendri (2019) on the direct effect of multicultural competencies, organizational fairness and organizational commitment implications on job performance in some selected agencies in Indonesia. A total of 350 respondents that were civil servants were randomly selected among the workers, two methods of analysis were employed: the Structural Equation Modeling (SEM) analysis and the Ordinary least square (OLS) technique in estimating data. Findings from the result showed that there exists a positive and significant relationship between organizational commitment and job performance while multicultural competence and organizational fairness bears no direct influence on job performance. The study however focused on job performance alone and failed to examine the implication on the commitment of workers as regards their emotions which would have led to a robust finding as the commitment of workers also matters in other for an organization to grow.

Another study by Radha and Shree (2017) investigated the relationship between emotional intelligence (EI), Employee performance (EP) and Organizational Commitment of employees. The study used a sampling method in collection of data from middle level employees in the Software Industry in Hyderabad region of India while regression technique was employed in analyzing data. Analysis of the regression results shows a positive relationship between emotional intelligence, employee performance and organizational commitment of employees. The study concludes that emotional intelligence is a major factor that affects performance of employees.

Munir and Azam (2017) re-examined the relationship between emotional intelligence and employee performance. The study carried out a longitudinal intervention-based pre-test, post-test experimental design where employees were trained to enhance their emotional intelligence which consequently enhanced employee performance. An Ordinary Least Squares (OLS) technique was employed in analyzing data. The results of paired sample T-Test showed a significant increase in emotional intelligence scores from pre-test stage to post-test with a medium effect size. Analysis of the regression output revealed a significant increase in employees' performance scores of the participants after their enhanced level of emotional intelligence. This implies that emotional intelligence (EI) significantly and positively contributes to employees' performance.

Al-Zefeiti and Mohamad (2017) investigated the influence of organizational commitment on work performance in the context of Omani governmental organizations. Quantitative survey method was applied to a sample of 335 middle-level managers of Omani public civil service organizations. Task performance was used to measure work performance. The study adopted a Confirmatory Factor Analysis (CFA), and a Structural Equation Modeling (SEM) analysis technique in analyzing data. Final results indicated that organizational commitment subscales is significantly and positively related to work performance dimensions. The study however failed to discuss the major factors that led to emotional intelligence at workplace.

Kaplan and Kaplan (2018) examined the impact of organizational commitment sub-dimensions (affective, normative, and continuance commitment) on employees' work performance. A total of 329 employees working in businesses operating in Konya Chamber of Commerce and Industry in Turkey were selected. The study employed an Ordinary Least Squares (OLS) technique in determining the efficacy level of sub-dimensions of organizational commitment on work performance. Analysis of the regression output shows a significant and positive impact by affective commitment on work performance, while normative and continuance commitment had no significant effect on work performance. The study however does not examine the relationship between emotional intelligence and the performance of the organization. More so, the focus was not on the commitment of the workers.

Igbinovia and Popoola (2016) investigated organizational culture and emotional intelligence as predictors of job performance among library personnel in Edo state, Nigeria. A total of 181 library personnel were selected using random sampling technique. The study utilized descriptive and inferential statistics

(correlation and multiple regression) in analyzing data. Findings revealed that organizational culture and emotional intelligence jointly and significantly predict job performance of library personnel in the institutions under study. Furthermore, findings showed there is significant positive correlation between organizational culture and job performance. The research concludes that the linear combination of emotional intelligence and organizational culture predict job performance of library personnel in the academic libraries under study.

Oyewunmi, Oyewunmi and Oludayo (2015) explored the impact of leaders' emotional intelligence on employees' performance within Nigeria's public healthcare sector. Their study adopted the survey method and randomly sampled a total of 200 supervisors and subordinates within the sector.

The Bar-On Emotional Quotient Inventory (Bar-On, 1997) was adapted to test leaders' emotional intelligence competencies. Data analysis using the T-test and Hierarchical Regression Analytical (HRA) tool revealed a significant correlation between the emotional intelligence of leaders and the performance of employees. The study finds that the task of leadership, coupled with the multiple challenges within Nigeria's public healthcare sector, requires a reasonable measure of emotional intelligence in order to facilitate employees' performance.

Gunu and Oladepo (2014) examined the impact of emotional intelligence on employee's performance and organizational commitment using Dangote Flour Mills Workers. A total of 120 respondents were used. The authors made use of regression analysis to estimate the data collected from the respondents. They concluded that a significant relationship exists between emotional intelligence of the employees, organizational commitment and the performance of the workers. More so, that about 27.9 percent in the variation of employees' performance is accounted for by emotional intelligence. The study however does not explain reasons for emotional intelligence by the employees in the course of performing their duty at workplace.

2.6 Gaps in the Literature

Emanating from the review of relevant literature as regards to emotional intelligence in the literature, it is very clear that several studies have been carried out in the developed, emerging and developing economies. The issues of emotional intelligence as regards to employee performance from different aspects of jobs have also been analyzed. However, most of these studies have failed to determine the level of prediction which emotional intelligence has on the performance of the employee, a gap which is more relevant so as to guide

the top management and leaders on ways to ensure that their organization grow effectively. More so, most studies only focused on one aspect of the measures of emotional intelligence or the other but failed to see the effect of all other measures of emotional intelligence on the performance of the employee which this study intends to bridge the gap. As regards studies in Kwara State, Nigeria, only few works have been carried out with divers opinion which may have arisen as a result of different measures used in capturing the issues of emotional intelligence in the literature. The inconclusive findings from these studies are enough pointers that there is need to carry out further studies so as to guide organizations on the path to thread in order to achieve their goals.

CHAPTER THREE

METHODOLOGY

3.0 Preamble

This study will explore the impact of emotional intelligence on employee performance of banks in Kwara State. This chapter will describe the methodology and framework used in attaining the stated Research objectives of this study. This chapter will also focus on the procedures of data collection and analysis employed in the study. This chapter contains the research method, research design, population of study, sample size determination, sampling technique/procedure, research sample frame, collection of data, research instrument, validity of research instrument, reliability of research instrument, ethical consideration.

3.1 Research Method

This research study will adopt quantitative method due to the purpose and nature of this study, the researcher will collect the information with the aid of quantitative method and observation. As it deals with primary data, the data will be collected through a close ended questionnaire. The purpose of adopting this research method is to generalize from a sample to a population so that inferences can be made about emotional intelligence dimensions and employee performance of banks in Kwara State.

3.2 Research Design

The design of the study is a descriptive survey. Descriptive survey designs are concerned with describing events as they are without any manipulation of what is being observed. Survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items (sample considered to be a representation of the entire group and the findings from the sample is expected to be generalized to the entire population. The study aimed at effect of emotional intelligence on employee performance of Banks in Kwara State.

3.3 Method of Data Analysis

For the purpose of this study, multiple regression will be used to test the hypotheses of this study. This specific method of analysis will show the impact of each variables to be regressed with other variables. A thorough examination of the data will ensure trust worthiness and authenticity which were crucial for demonstrating the validity, reliability and relevance of the findings, conclusions and recommendations. Discussion of results will lead to recommendations and conclusion.

3.4 Population of the Study

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

Table 3.1: The Banks and their Workforce

| S/N | BANKS | NO OF EMPLOYEES |
|-----|-------------|-----------------|
| 1 | First bank | 42 |
| 2 | Access Bank | 35 |
| 3 | Zenith Bank | 43 |
| 4 | UBA | 46 |
| | TOTAL | 166 |

Source: Human Resource Departments of the Banks (2025)

3.5 Sample Technique/Procedure

To obtain an accurate result in this study, simple random sampling techniques will be adopted for this study because it gives an equal chance of being selected to everyone in the population and eliminates arbitrary or biased selection of sample elements. Furthermore, 166 copies of questionnaire will be administered to the employees of selected banks in Kwara State. The choice of the method and strategy is normally influenced by the extent of generalizability desired, availability of time and other resources for which the study is done (Malhotra 2010).

3.6 Collection of Data/Instruments

In adopting any method in research study, it is imperative to put into consideration the approach that will yield the most productive result relevant to the problems at hand. In this regard, data for this study will be collected from primary sources e.g. questionnaire and observation. Primary data are first hand data obtained from the respondents. The research will made use of both structured questionnaires and observation method to obtain relevant data from the respondents.

The use of questionnaire and observation will be highly recommended in ensuring that the objectives of the research study are achieved because they have also been deemed to be appropriate in other works. The questionnaires will be divided into two sections Section A will contain information about the respondent and section B will contain questions relating to the effect of emotional intelligence on employee performance of banks in Kwara State, with 5 likert scale platform.

3.7 Validity of Research Instruments

This research will be carried out with credibility in order to attain a general acceptable result and aligned with other previous research related to this study. Observation and interview method will be adopted to validate the questionnaire, the data will be collected, presented, analyzed and interpreted for the study using primary source and validated using the secondary data.

The instrument will be subjected to face and contend validity, in order to show whether it tests what it's supposed to test and the extent to which a test measures a representative of the sample (Otokiti, 2010). For this reason, the researcher will take the necessary steps to assure the validity, reliability and generalizability of the findings of this study.

3.8 Reliability of Research Instruments

Cronbach's alpha will employed as the reliability research instrument because it measures the internal consistency and scale reliability of a research instrument. For a Cronbach's alpha to be reliable and acceptable, it should be > 0.6 .

3.9 Ethical Consideration

The study had no impending injury to people, however, it will follow the laid down ethical standards in management sciences. Respondents will be not be forced to opinions on the questionnaire but will be rendered explanation of the research purpose. The confidentiality of the respondents will be strictly maintained for this study. Besides, this research study will not violate any ethical precept of the entrepreneur as confidential information will be used wisely without disclosing it on any ground, unless with the permission and authorization of the concerned entrepreneurs. The information collected will be analyzed appropriately without any form of biased and misrepresentation of information.

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 Ilorin, kwara State.

The data presented and analyzed 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 |
|---------------|---------------------|-----------------|-------------|------------|
| Bank Employee | 166 | 149 | 145 | 100 |
| Total | 166 | 149 | 145 | 100 |

Source: Analysis of Field Survey, 2025.

The analysis show that out of the 166 questionnaire administered 149 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 (145).

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 | 80 | 55.2 |
| Female | 65 | 44.8 |
| Total | 145 | 100 |

Source: Analysis of Field Survey, 2025

From table 4.2 above, 80 (55.2%) were males and 65 (44.8) were females. This indicates that the male respondents were more in number than the female respondents.

Table 4.3: Age Distribution of Respondents

| Age Ranges | Frequency | Percentage (%) |
|--------------|------------|----------------|
| 21-30 years | 40 | 27.6 |
| 31-40 years | 60 | 41.4 |
| 41 and above | 45 | 31.0 |
| Total | 145 | 100 |

Source: Analysis of field survey, 2025.

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 (41.4%) of the respondents. It also shows that 21-30 years account for 40 (27.6%) while 41 and above years account for 45 (31.0%).

Table 4.4: Marital status of Respondents.

| Marital status | Frequency | Percentage (%) |
|----------------|------------|----------------|
| Married | 103 | 71.0 |
| Single | 42 | 29.0 |
| Total | 145 | 100 |

Source: Analysis of Field Survey, 2025.

Table 4.4 reveals the marital status of the respondents. It was observed that 103 (71.0%) of the respondents were married while 42 (29.0%) were single.

Table 4.5: Educational Qualification of Respondents

| Educational Level | Frequency | Percentage (%) |
|-------------------|------------|----------------|
| OND/NCE | 45 | 31.0 |
| HND/B.Sc. | 58 | 40.0 |
| MBA/MSC | 32 | 22.1 |
| Others | 10 | 6.9 |
| Total | 145 | 100 |

Source: Analysis of Field Survey, 2025

Table 4.5 shows the educational level of the respondents, it shows that the greater put of the respondents 58 (40.0%) had HND/B.Sc., OND/NCE holders account for 45 (31.0%) and

32 (22.1%) of the respondents had MBA/M.Sc. qualification while 10 (6.9%) of the respondents indicates other educational qualification.

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

Self-esteem has no significant effect on employees' performance.

Table 4.6: Test of Ho1, showing self-esteem with employee performance.

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

Source: Analysis of Field Survey, 2025

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-esteem and employee performance in the Nigerian banking industry.

Hypothesis 2

Self-control has no significant effect with employees' performance.

Table 4.7: Test of HO2, shows self-control relationship with employee performance.

| Model | Unstandardized Coefficients | | Standardized coefficients | t | Sig |
|--------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| Constant | 28.711 | 2.809 | | 10.03 | .000 |
| Self-control | .480 | .071 | .448 | 6.797 | .000 |

Source: Analysis of Field Survey, 2025

Table 4.7. 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 impact between self-awareness and employees' performance.

Table 4.8: Test of HO3, showing self-awareness with employee performance.

| Model | Unstandardized Coefficients | | Standardized coefficients | t | Sig |
|----------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| Constant | 28.804 | 2.650 | | 10.868 | .000 |
| Self-awareness | .463 | .066 | .457 | 6.973 | .000 |

Source: Analysis of Field Survey, 2025

Table 4.8 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 social competency and employee performance in the Nigerian banking industry.

Hypothesis 4

Self-management has no effect on the employees' performance.

Table 4.9: Test of HO3 showing self-management with employee performance

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

Source: Analysis of Field Survey, 2025

Since in Table 4.9, 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

The results of hypothesis are revealed that there is a significant relationship between self-esteem and employees performance in the Nigerian Banking industry. 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.

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

Emotion is very important for an employee to be able to put in his or her best in achieving the goals of any organization. However, most organizations pay less attention to the emotions that their employees feel about the management of the organization. This study therefore examined the effect of emotional intelligence on employee performance using selected banks in Ilorin metropolis, as a case. The study made use of convenience sampling technique to select 166 respondents. To measure the emotion of employees, the study made use of four components as supported by previous studies, these include: self-esteem, self-control, self-awareness and self-management. These variables were used to determine the extent of emotional intelligence on the employee performance.

Four hypotheses were tested in this study. The four research questions was addressed using analysis of variance (ANOVA). The summary of the result obtained from the estimation are summarized as follows:

- i. That emotion of employees stands as an important determinant of employee performance at workplace.
- ii. That self-esteem, self-control, self-awareness and self-management are predictors of employee performance at workplace.
- iii. That self-esteem has strong positive and significant relationship with employee commitment.
- iv. That self-control has strong and positive relationship with employee commitment.
- v. That self-awareness of employee has strong positive relationship with employee commitment.
- vi. That self-management has strong positive relationship with the commitment of employee.

5.3 Conclusion

This study examined the effect of emotional intelligence on employee performance using selected banks in Ilorin metropolis. The study makes use of 166 respondents that are selected using purposive sampling techniques. The conclusion reached in the study is as follows: Firstly, emotional intelligence has significant effect on employee performance. This result is in line with the study by (Al-Zefeity and Mohanad, 2017., Munir and Azam, 2017 and Oyewunmi et al, 2015) Secondly, the components of emotional intelligence which are self-esteem, self-control, self-awareness and self-management, all have strong positive relationship with the employee performance of Nigerian banking industry.

5.4 Recommendations

From the findings, it shows clearly that emotion of employee is important for employees to perform better to his work. Therefore, this study gives the following suggestions;

- i. Management should ensure that they assist their employees by taking note of their emotions.
- ii. There is need for management to ensure that workers are in good relationship with one another in order to ensure that the emotion of others do not affect their performance.
- iii. There is need for employees to regulate their emotions in other to ensure that they perform effectively at work place.
- iv. Management of banks need to absorb the connection measures in its recruitment process and training of staff so as not to bring in sentiment in the area of employee turnover.
- v. There should be no preferential treatment among staff so as not to kill their emotions towards work.
- vi. Employee should be ready to guide their emotions and put in their best for the achievement of the organizational goal.

5.5 Limitations of the Study

In carrying out this study, the researcher was faced with some limitations. Firstly, collection of data from the respondents was difficult, as most workers failed to give their consent. Secondly, the limited time to carry out the research affected the number of respondents used. Thirdly, financial constraints and the time consumed to get information from the respondents also affected the quick completion of the study.

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Department of Business
And Entrepreneurship,
Kwara State University,
Malete.

Dear Respondents,

REQUEST TO RESPOND TO QUESTIONNAIRE

I am an undergraduate student in the Department of Business and Entrepreneurship, Kwara State University, Malete, currently undergoing a research titled: Emotional Intelligence and Employee's Performance of Banks in Kwara State. 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.

Khaolat Ronke Ibiyeye
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 () Divorced ()

Educational Qualification: OND/NCE () HND/Bsc () MBA/MSc () Others ().

Section B: Emotional Intelligence

| S/N | Statement Items | SA | A | U | D | SD |
|-----|--|----|---|---|---|----|
| | Self-esteem | | | | | |
| 1 | I am able to do things as well as most other people | | | | | |
| 2 | I feel I do have much to be proud of | | | | | |
| 3 | I take a positive attitude toward myself | | | | | |
| 4 | At times I think I am no good at all | | | | | |
| 5 | All in all, I am inclined to feel that I am a failure | | | | | |
| | Self-control | | | | | |
| 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 explode on others. | | | | | |
| 5 | Generally my self-control affect my subordinates positively | | | | | |
| | Self-awareness | | | | | |
| 1 | EI provides awareness on the ability to work well in a team of empowering others | | | | | |
| 2 | EI provides awareness on how to share positive feelings with work colleagues | | | | | |
| 3 | EI facilitates awareness on being good team players, organizational citizens and service provider | | | | | |
| 4 | EI provides awareness on effective interpersonal exchanges at work | | | | | |
| 5 | Generally, positive self-awareness affect employees in a good way | | | | | |
| | Self-management | | | | | |
| 1 | I see setbacks as manageable circumstances rather than personal flaws | | | | | |
| 2 | I have strong ability to operate from hope of success rather than fear of failure | | | | | |
| 3 | I am always persistence in seeking my goals despite obstacles and setbacks | | | | | |
| 4 | My strong ability to face a difficult task and try to solve it properly enables me to the set expectation | | | | | |
| 5 | My hope for success in this organization stops me from looking | | | | | |

| | | | | | | |
|--|---------------------------|--|--|--|--|--|
| | for alternative employers | | | | | |
|--|---------------------------|--|--|--|--|--|

Section C: 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 always meet the target set for them on daily basis | | | | | |
| 3 | Workers task turnaround time has improved | | | | | |
| 4 | The EI provides awareness, improved my time management skills thus high schedule adherence of workers | | | | | |
| 5 | Our employees recorded better performance at the end of the appraisal year 2021 compared to 2020 | | | | | |