



Leadership Management

Elixir Leadership Mgmt. 48 (2012) 9222-9229

Elixir
ISSN: 2229-712X

The role of emotional intelligence in influencing leadership effectiveness: survey of senior management in banking sector in Mombasa County

Njagi Lucy Karimi

Jomo Kenyatta University of Agriculture and Technology, Mombasa CBD Campus. Mombasa.

ARTICLE INFO

Article history:

Received: 22 May 2012;
Received in revised form:
15 June 2012;
Accepted: 29 June 2012;

Keywords

Emotional intelligence,
Leadership,
Leadership effectiveness,
Emotions,
Intelligence quotient.

ABSTRACT

The purpose of this study is provide some insight into the role played by emotional intelligence in the effectiveness of a leader. The general objective of this research study is to establish the relationship between emotional intelligence and effectiveness of a leader. Specific objective is to understand the role emotional intelligence plays in effectiveness of a leader. The null hypothesis of this study is there is no relationship between emotional intelligence and leadership effectiveness. The study is built on the general belief that leaders are human beings who have human feelings. Therefore, one who is emotionally intelligent might use emotion to create charismatic authority over team members in order to ensure team transformation. It is assumed that effective leaders may not necessarily be people with very high intelligent quotient but those intelligent people who are well able to manage their emotions to suit the present situations. In the recent past, there has been a rise in cases of prominent people and leaders in organizations losing jobs because of their inability to balance between their emotions and job requirements. Cases of stressed workforce have been rising. This prompted this research. Ferris (2002) emotional intelligence is a construct that is gaining a lot of attention because many very learned leaders have been failing in their leadership just because of not balancing between emotions and intelligence. Sosik and Megerian (1999) stated “emotionally intelligent leaders provide the impetus for individuals to collectively perform”. The methodology of this study will be combined research design. Purposeful sampling will be used to sample the population. In this regard, three different cases have been identified to support this proposition and understand the nature of relationship between emotional intelligence and leadership effectiveness. The cases were drawn from major banks in Kenya. The researcher concludes that effective leaders are those who able to balance between their moods and emotions at the workplace in order to influence their employees positively and also well manage others at work

© 2012 Elixir All rights reserved.

Introduction

Background of the Study

Historically, leaders in most organizations have neglected emotions in the workplace. Today we realize that emotions are very much a part of workplace success. How individuals respond to real situations each and every day and what organizations do to foster productive emotional responses can make the difference between the organization that stumbles and the organization that thrives. Many companies today are teetering on the edge of disaster. Excessive downsizing has created employees who find themselves overworked, underappreciated and constantly seesawing between exhaustion and fear. Competition in the workplace is fierce and many new recruits feel a need to turn to aggressive tactics to get ahead of their peers or risk falling behind.

Business leaders are beginning to realize that such negative emotions among their employees are not healthy for the organization and its prospects for success. Many are seeking ways to turn negative emotions into positive, productive behavior. Research indicates a strong correlation between emotional intelligence and individual job performance. By emphasizing emotional intelligence in hiring and in

teambuilding and training programs, senior management and human resources professionals can improve decision making, problem solving and the ability to cope with change among employees. Emotionally intelligent organizations maximize potential for business success and increase productivity because people in these organizations share more powerful connections. As the pace of change increases and the world of work makes ever greater demands on a person's cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important. Organizations today must strive to become more emotionally intelligent. Their success – indeed their very survival – depends on it.

Emotional intelligence defined

Emotional intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. It has been around for a while and used in general to describe the ability to control, assess and identify emotions and then using and regulating them to achieve a goal. This can be done with self, others or groups. It is a way to regulate emotions and promote personal growth. Emotional intelligence has been used to explain why at times those with a very high Intelligent

Quotient (IQ) may not always succeed in life, while others with perhaps a lower IQ but high emotional intelligence fare very well. It has been noted that those who hone their EI are able to read the emotions of those around them and adapt. Emotional intelligence has four theorized types of abilities. The perceiving of emotions. This is the ability to detect emotion in oneself, in others, through facial expressions, pictures, voices and other means. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Criticisms have centered on whether the construct is a real intelligence and whether it has incremental validity over IQ and the Big Five personality dimensions.

Emotional intelligence, alternatively known as EI or EQ, reflects an individual's ability to deal with daily environmental challenges and helps predict success in life, both in professional and personal pursuits. EI competencies include empathy, intuition, creativity, flexibility, resilience, stress management, leadership, integrity, happiness and optimism, as well as intrapersonal and interpersonal communication skills.

Since emotions are at the heart of effective leadership, the key to being an effective leader lies in learning to handle yourself and your relationships in a positive manner. Emotional Intelligence competencies include:

- Self-awareness
- Self-management
- Social awareness – empathy
- Relationship management

Leadership effectiveness defined

Leadership effectiveness refers to the skills of reading and understanding others, and being able to utilize such knowledge to influence others in the pursuit of individual and/or organizational goals. With its roots in the early work on leadership intelligence by Thorndike (1920), leadership effectiveness was introduced as a broad, umbrella term that could capture the many separate but related constructs developed in the field to date (Ferris et al., 2002). Indeed, we have witnessed a proliferation of leadership effectiveness constructs in recent years that go by such labels as leadership intelligence, emotional intelligence, leadership skill, interpersonal acumen, political skill, self-monitoring, and a number of others. As noted by Ferris et al (2002), leadership effectiveness reflects a class of constructs that are dynamic in nature, demonstrate facility in interpersonal interaction, yet are distinct from (although perhaps modestly correlated with) personality traits. Leadership effectiveness constructs are believed to be partially dispositional and partially learned or developmental in nature.

Leadership effectiveness, or “success”, refers to performance which leads to:

- a. The achievement of organisational goals,
- b. a high degree of commitment to those goals by the group, and
- c. a high level of group member satisfaction. Reddin (1970), in a discussion on managerial effectiveness distinguishes three types of effectiveness:
 - i. Apparent effectiveness, i.e. the extent to which the manager gives the appearance of being effective by maintaining a high input into the job, but where, in reality, his achievements are disappointing.
 - ii. Personal effectiveness, i.e. the extent to which the manager achieves his own objectives, as opposed to.

iii. Leader effectiveness, i.e. the extent to which the leader influences his followers to achieve group objectives.

Leadership generally consists of such dimensions as having a vision, power, utilization, delegation, discipline, supervision and external monitoring (Killburg, 2000). The term team implies a strong cohesive, complementary group of people who pull together in support of the leader's vision and aspirations. The team is primarily influenced by the leader. It is the function of the team to carry-out the mission of the leader and it is the leader who sets the tone and develops the team. The leader has a tremendous influence on the emotions of the team and how the team see themselves. Sosik and Megerian (1999) stated emotionally intelligent leaders provide the impetus for individuals to collectively perform. The leaders overall charisma, motivational influence, intellectual stimulation, and individualized attention to team members creates an atmosphere of empowerment. The leader also influences the team's behavior. If a leader makes each team member feel important and fosters the growth of each individual team member then the leader will effectively build a team. The leader has to have the emotional intelligence present to be able to identify how to foster growth of each team member. This happens with observing others and having an awareness of others and their subsequent motivations. George (2000) reasoned that the emotionally intelligent leader can accurately assess others' emotions and constructively influence those emotions. “The leader needs to know exactly when and how to access and subsequently influence the emotions of the individual team members to achieve a collective goal or objective” (p. 1032). Therefore, one who is emotionally intelligent might use emotion to create charismatic authority over team members in order to ensure team transformation. The leader has to know when to regulate those emotions for the common good of the team and use them effectively for a given purpose. The degree of emotional intelligence of a leader is closely connected to their ability and efficiency in their ability to arouse, inspire and lead individuals (Riggio & Pirozzolo, 2002). The emotional intelligence of the leader is closely tied to their ability to influence others and this influence helps nurture and guides each individual team member.

Fit between emotional intelligence and effectiveness of a leader

Emotional intelligence is a relatively new construct stemming from the increased interest in emotions in the workplace. Initiated by Salovey and Mayer (1990), who perceived emotional intelligence as a subset of leadership intelligence, they defined emotional intelligence as "the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (p. 189). Changes in organizations, as well as the recent scientific developments in the area of positive organizational behavior (Luthans, 2002), have promoted the importance of leadership effectiveness in work organizations. Indeed, as Guion (1998) stated: "There is new recognition of the importance of certain skills, including leadership skills and ways of approaching work in organizations today. In leadership effectiveness constructs, emotional intelligence is a hybrid construct touching both leadership and personality domains. Further, Goleman (1998) suggested that emotional intelligence focuses on two sets of personal qualities, one dispositional (initiative and empathy), and another with trainable qualities (adaptability and persuasiveness). So, unlike

personality, individuals can build and develop portions of emotional intelligence.

Emotional intelligence has risen in popularity over the last decade. Viewed as being independent of IQ, Goleman (1995) has related emotional intelligence to knowing and managing emotions, self-motivation, and handling relationships. More recently, research on the implications of emotional intelligence in the workplace suggests that emotional intelligence may have a substantial role in organizational activities. In his work on positive organizational behavior (POB), Luthans (2002) listed emotional intelligence as one of five constructs capable of being developed and managed for improved performance in organizations.

Also, the contemporary theories of leadership (i.e., transformational, and charismatic), because of their interpersonal connection with followers, are affected by a leader's emotional intelligence level. Furthermore, emotional intelligence has been discussed as an important characteristic to investigate in leadership in the future. Within these theories of leadership, emotional intelligence appears to be a catalyst for articulating vision and developing constructive relationships with organizational members.

Finally, in the work team development context, empirical research suggests that emotional intelligence might influence teamwork. A recent study reported that untrained teams with high emotional intelligence members performed as well as trained teams with low emotional intelligence members. With the growing importance of teams and team-based work structures within organizations, emotional intelligence might provide a mechanism to better understand the interactive process dynamics and outcomes that take place among team members, and to serve as a useful developmental tool in team-building efforts.

One type of leadership effectiveness construct that has received considerable attention recently is emotional intelligence. Goleman (1995, 1998) has argued for the importance of emotional intelligence in work organizations and in everyday life and efforts need to be made to better understand the role this construct plays in leadership dynamics. Plays a critical role in the prediction of important work outcomes would result in all circumstances.

The Role of Emotional Intelligence in Organizations

A growing body of research demonstrates that emotional intelligence is a better predictor of "success" than traditional measures of cognitive intelligence (IQ). The workplace is an ideal environment for people to develop their social and emotional skills, as individuals are motivated to develop those capabilities in pursuit of success and promotion. The concept is equally important to employers, as their bottom-line productivity rests on the emotional intelligence of the whole organization. When executives and employees work to improve capabilities in areas in which they are weakest, it benefits the entire organization, improving communication and increasing productivity.

The EQ-i creates a profile of an individual's emotional intelligence, showing both areas of strength and weakness. Individuals can use this information to develop areas in need of improvement. Organizations can use these profiles to show whether a potential hire would make a good addition to the team or expose traits in existing employees in need of enhancement through training or incentive programs. An action plan can be

developed once an individual or organization has this information, supporting growth in desired areas.

As the pace of change increases and the world of work makes ever greater demands on a person's cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important. A primary factor in how well an organization functions depends on how the leaders manage their moods. We know upbeat moods increase cooperation, fairness and business performance. Cooperative and harmonious groups reflect a higher expression of every person's best effort and ability. Furthermore, how people feel about working at an organization (the climate) can influence productivity. Low morale and lack of cooperation predict high turnover and lower productivity. In addition, distress and worry decrease mental abilities and E.I. This makes it difficult to read the emotions of other people accurately – a skill necessary for empathy. In addition, research indicates that the emotional state and actions of leaders set the climate. They create the conditions that determine the employees' ability to work well. In general, leaders need to be more supportive and empathetic as work becomes more emotionally demanding. When leaders are negative and unmotivated, there is anxiety and dissonance which undermines morale. When leaders are out of touch with the feelings of employees, they create dissonance. This causes people to feel off-balance, be easily distracted, and perform poorly.

The consequences for neglect of emotional intelligence in an organization can be devastating to productivity and bottom-line business results. Breakdowns in internal communication that produce confusion, uncertainty, and hostility and reduced productivity are just a few of the factors organizations face if they do not actively pursue a strategy of fostering emotional intelligence in the workplace.

Successful organizations today strive to reap the benefits of becoming more emotionally intelligent: improving performance of employees and executives, building strong teams and driving productivity. The quest to make companies more emotionally intelligent is one more and more organizations are embarking on, whether they use the term or not. An organization's collective emotional intelligence is no mere soft assessment; it has hard consequences."

Benefits of understanding emotional intelligence

Empirical findings have been fairly consistent in concluding that successful job performance and training performance are related to both cognitive and emotional factors. Accordingly, in today's competitive business world, where many leaders seem to have an MBA or similar university qualification, and given a broadly equivalent level of cognitive ability, Emotional Intelligence has the potential to become a core differentiator in terms of selecting the best leaders for your organization. Lack of interpersonal sensitivity, personal flexibility and emotional resilience have tremendous capacity today to wreck the career prospects of highly intelligent, qualified, and experienced professionals. Being able to perform intellectual gymnastics counts for little if the individual is a source of friction in the team, has difficulty dealing with ambiguity and uncertainty, and is emotionally ill equipped to handle stress and criticism.

Emotional Intelligence has benefits beyond the managerial and leadership sphere. It also has a useful purpose for positions where a high degree of interpersonal effectiveness is required, such as in customer service and sales roles. Emotional Intelligence assessment is an ideal technique for differentiating

between candidates early in the recruitment process, without adding significant time or cost to the overall process. Given the limitations of purely using intelligence or ability testing, a recruitment process which incorporates both cognitive and Emotional Intelligence assessments is likely to be a stronger predictor of successful occupational performance, and is therefore a more reliable way in which to select the most appropriate and highest performing personnel.

The other force driving the popularity of Emotional Intelligence testing as part of the recruitment paradigm has been the suggestion by its advocates that unlike traditional forms of intelligence and personality, which are relatively fixed, Emotional Intelligence can be learnt. Therefore, through a well-designed training program based on the assessment of EI, employees can learn to use and enhance the competencies associated with Emotional Intelligence, and consequently increase both individual and organizational performance. Thus, when it comes to recruiting the best leaders for your organization, the "soft skills" really do matter.

Research problem

In the recent past, there has been a rise in cases of prominent people and leaders in organizations losing jobs because of their inability to balance between their emotions and job requirements. Cases of stressed workforce have been rising. On average, business enterprises are losing good and skilled workforce due to the inability to understand the intricacies involved and the dynamism involved in the present day workforce. The employees of the day are exposed to too much information and are having a lot of challenges which if not well handled, employees tend to underperform and this in turn affecting the business. In addition, the challenges are affecting employees. These issues raise a concern on how people manage their emotions so that they can become productive employees especially at management level where one has to help others address moods among employees. Ferris (2002) emotional intelligence is a construct that is gaining a lot of attention.

General objectives

The general objective of this research study is to establish the relationship between emotional intelligence and effectiveness of an organizational leader.

Specific objective

The specific objective of this research study is to understand the role emotional intelligence plays in the effectiveness of a leader.

Hypothesis

The null hypothesis of this study is that there is no relationship between emotional intelligence and effectiveness of a leader.

Alternative hypothesis of this research study is that there is a relationship between emotional intelligence and effectiveness of a leader.

Theoretical foundations of emotional intelligence and leadership effectiveness

There are numerous theories of emotional intelligence. The perception, assessment and use of emotion is no doubt beneficial. There are ways to improve our abilities in these areas. The emotional development of teens and children can be encouraged through various emotional intelligence exercises. Look into it for yourself, or for your family. You are bound to find that the benefits are worth it.

Ability model

Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth."

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

1. Perceiving emotions – the ability to detect and decipher emotions in or her changing moods in order to best fit the task at hand.
2. Understanding emotions – the ability to comprehend emotion language and faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
3. Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The ability EI model has been criticized in the research for lacking face and predictive validity in the workplace.

Measurement of the ability model

The current measure of Mayer and Salovey's model of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotion-based problem-solving items. Consistent with the model's claim of EI as a type of intelligence, the test is modeled on ability-based IQ tests. By testing a person's abilities on each of the four branches of emotional intelligence, it generates scores for each of the branches as well as a total score.

Central to the four-branch model is the idea that EI requires attunement to social norms. Therefore, the MSCEIT is scored in a consensus fashion, with higher scores indicating higher overlap between an individual's answers and those provided by a worldwide sample of respondents. The MSCEIT can also be expert-scored, so that the amount of overlap is calculated between an individual's answers and those provided by a group of 21 emotion researchers.

Although promoted as an ability test, the MSCEIT is unlike standard IQ tests in that its items do not have objectively correct responses. Among other challenges, the consensus scoring criterion means that it is impossible to create items (questions) that only a minority of respondents can solve, because, by definition, responses are deemed emotionally "intelligent" only if the majority of the sample has endorsed them. This and other

similar problems have led some cognitive ability experts to question the definition of EI as a genuine intelligence.

Mixed models

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs:

1. Self-awareness – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
2. Self-management – involves controlling one's emotions and impulses and adapting to changing circumstances.
3. Social awareness – the ability to sense, understand, and react to others' emotions while comprehending social networks.
4. Relationship management – the ability to inspire, influence, and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere pop psychology (Mayer, Roberts, & Barsade, 2008).

Measurement of the Emotional Competencies (Goleman) model
Two measurement tools are based on the Goleman model:

1. The Emotional Competency Inventory (ECI), which was created in 1999, and the Emotional and Social Competency Inventory (ESCI), which was created in 2007.
2. The Emotional Intelligence Appraisal, which was created in 2001 and which can be taken as a self-report or 360-degree assessment.

Bar-On model of emotional-social intelligence (ESI)

Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that EI develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes that those individuals with higher than average EQs are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment are thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life. However, doubts have been expressed about this model in the research literature (in particular about the validity of self-report as an index of emotional intelligence) and in scientific settings it is being replaced by the trait emotional intelligence (trait EI) model discussed below.

Measurement of the ESI model

The Bar-On Emotional Quotient Inventory (EQ-i), is a self-report measure of EI developed as a measure of emotionally and socially competent behavior that provides an estimate of one's emotional and social intelligence. The EQ-i is not meant to measure personality traits or cognitive capacity, but rather the mental ability to be successful in dealing with environmental

demands and pressures. One hundred and thirty three items (questions or factors) are used to obtain a Total EQ (Total Emotional Quotient) and to produce five composite scale scores, corresponding to the five main components of the Bar-On model. A limitation of this model is that it claims to measure some kind of ability through self-report items (for a discussion, see Matthews, Zeidner, & Roberts, 2001). The EQ-i has been found to be highly susceptible to faking.

Trait Emotional Intelligence model

Soviet-born British psychologist K. V. Petrides (2007) proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous scientific publications. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality. In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self-perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait EI model is general and subsumes the Goleman and Bar-On models discussed above. The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it.

Measurement of the trait EI model

There are many self-report measures of EI, including the EQ-i, the Swinburne University Emotional Intelligence Test (SUEIT), and the Schutte EI model. None of these assess intelligence, abilities, or skills (as their authors often claim), but rather, they are limited measures of trait emotional intelligence. One of the more comprehensive and widely researched measures of this construct is the Trait Emotional Intelligence Questionnaire (TEIQue), which was specifically designed to measure the construct comprehensively and is available in many languages.

The TEIQue provides an operationalization for the model of Petrides and colleagues, that conceptualizes EI in terms of personality. The test encompasses 15 subscales organized under four factors: Well-Being, Self-Control, Emotionality, and Sociability. The psychometric properties of the TEIQue were investigated in a study on a French-speaking population, where it was reported that TEIQue scores were globally normally distributed and reliable.

The researchers also found TEIQue scores were unrelated to nonverbal reasoning (Raven's matrices), which they interpreted as support for the personality trait view of EI (as opposed to a form of intelligence). As expected, TEIQue scores were positively related to some of the Big Five personality traits (extraversion, agreeableness, openness, conscientiousness) as well as inversely related to others (alexithymia, neuroticism). A number of quantitative genetic studies have been carried out within the trait EI model, which have revealed significant genetic effects and heritabilities for all trait EI scores. Two recent studies (one a meta-analysis) involving direct comparisons of multiple EI tests yielded very favorable results for the TEIQue.

Criticisms of the theoretical foundation of EI

EI cannot be recognized as a form of intelligence
 Goleman's early work has been criticized for assuming from the beginning that EI is a type of intelligence. Eysenck (2000) writes that Goleman's description of EI contains unsubstantiated assumptions about intelligence in general, and that it even runs contrary to what researchers have come to expect when studying types of intelligence.

Similarly, Locke (2005) claims that the concept of EI is in itself a misinterpretation of the intelligence construct, and he offers an alternative interpretation: it is not another form or type of intelligence, but intelligence—the ability to grasp abstractions—applied to a particular life domain: emotions. He suggests the concept should be re-labeled and referred to as a skill.

The essence of this criticism is that scientific inquiry depends on valid and consistent construct utilization, and that before the introduction of the term EI, psychologists had established theoretical distinctions between factors such as abilities and achievements, skills and habits, attitudes and values, and personality traits and emotional states. Thus, some scholars believe that the term *EI* merges and conflates such accepted concepts and definitions.

Contingency Theories

Theories that explain leadership effectiveness in terms of situational *moderators* are called "contingency theories" of leadership. Contingency implies "it depends". That is, the size of the relationship between leadership traits/behaviors and effectiveness outcomes *depends* (or is contingent upon) aspects of the situation the leader is in.

EI has little predictive value

Landy (2005) claimed that the few incremental validity studies conducted on EI have shown that it adds little or nothing to the explanation or prediction of some common outcomes (most notably academic and work success). Landy suggested that the reason why some studies have found a small increase in predictive validity is a methodological fallacy, namely, that alternative explanations have not been completely considered: EI is compared and contrasted with a measure of abstract intelligence but not with a personality measure, or with a personality measure but not with a measure of academic intelligence. Landy (2005)

Similarly, other researchers have raised concerns about the extent to which self-report EI measures correlate with established personality dimensions. Generally, self-report EI measures and personality measures have been said to converge because they both purport to measure personality traits. Specifically, there appear to be two dimensions of the Big Five that stand out as most related to self-report EI – neuroticism and extroversion. In particular, neuroticism has been said to relate to negative emotionality and anxiety. Intuitively, individuals scoring high on neuroticism are likely to score low on self-report EI measures.

The interpretations of the correlations between EI questionnaires and personality have been varied. The prominent view in the scientific literature is the Trait EI view, which re-interprets EI as a collection of personality traits.

Research model

$$Le = a + bX + e$$

Where Le= Leadership effectiveness

a= ability gained through experience and learning

b= constant factor (like organizational goals)

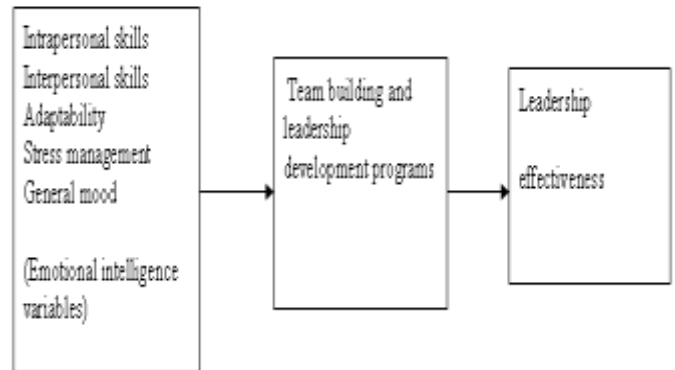
X= emotional intelligence factors

e= stochastic term that will take care of variance

(intervening variables)

Conceptual framework

The figure below shows the main variables that will be used to test the research hypothesis.



Methodology

The survey was conducted at three different organizations were used in this research. The organizations were cooperative bank of Kenya, equity bank and Kenya commercial bank. The research design used is mixed or complex design. This is because different organizations used provided data and how they would be selected. A total of 10 managers in different categories were selected in each of the bank making a total population of 30 members. The study being majorly exploratory in nature meant that few executives could provide information and the information so collected would be reliable. The sampling technique used was stratified sampling for the branches to use and random technique at the branch level to select the managers to use in the study. The main instruments that were used to collect data were questionnaires and interview guide. The questionnaire was well structured and some open ended questions were used. They can be used in the absence of the data collector. Some of the questionnaires were mailed to the branches for purposes of collecting information.

After the data was collected, it was coded for organization, analysis and presentation. The main technique that was used to analyze the data after arranging was SPSS T tests and correlation tests were administered to help make a decision on the Hypothesis and nature of the relationship of the variables involved, respectively.

Population and sample

Organization		Management Population	Sample size	Percentage
Equity bank (Moi avenue)	Operations department	4	3	75%
	Credit section	4	3	75%
Cooperative bank (changamwe)	Operations department	3	3	100%
	Credit department	4	3	75%
Kenya commercial bank (Bamburi branch)	Customer relationship department	5	3	60%
	Microfinance section	2	2	100%
TOTAL		22	17	80.33%

The sample size for each program was determined by the number of employees in each section who work under different conditions for the period between February 2011 and April

2012. Questionnaires were issued to the different people in the branches. This enabled the respondents to use their free time to complete the questionnaires based on their views and understanding. The research questionnaires included both closed and open ended questions.

Results and discussions

Attributes of emotional intelligence

On analyzing the information obtained from different respondents, the following were the findings on intrapersonal awareness of the respondents. 75% of the respondents fully understand their self regard, emotional self awareness, assertiveness, independence and self actualization. 73.5% of the respondents say that they know that emotional intelligence contributes to their success by more than 80% while intelligent quotient contribute to their success by 20%.

Among all the respondents 67.5% of them understand that interpersonal relationships are very important at the workplace and every management must do everything within their means to manage their interpersonal relations well. 33% of the respondents rated the management as being empathetic, and support social responsibility. They argued further that the social responsibilities that the organization embrace may not necessarily be aimed at developing individual employees but aims at strengthening the corporate identity. This means that 67% of the respondents are dissatisfied by the efforts the management takes to enhance social responsibility and interpersonal relationships in the organization.

Adaptability is an important aspect of emotional intelligence. 43.5% of the respondents were indifferent about reality testing, 36.5% understand reality testing and are true to themselves and 20% were not aware of reality testing. This has a great implication in that majority of the respondents cannot tell how emotional intelligence would help them in adapting to the environment.

The nature of work in the banking sector is similar. The arrangements were different but all respondents were exposed to same amount and nature of stress. The researcher was trying to establish the relationship between emotional intelligence and stress and this would in return help in determining the relationship between stress management and leadership effectiveness. 75% of the respondents said that they are able to tolerate some good amount of stress. Only 9% of the respondents are able to control their impulses though. This shows that human beings are highly irritable.

General moods like happiness and optimism affects employee performance. 90% of the respondents admitted that abrupt changes affect their work performance and if the change is negative, it affects them negatively. If the change is positive, the excitement also affects them. Either of them can slow performance. On rating the strength of the effects, 67% of the respondents agreed that the ability of an individual to control their emotions adds up to their degree of success.

Leadership effectiveness

On asking the respondents to compare each of the variables against themselves as leaders, the following results were obtained. 75% Of the respondents agree that there are many factors that affect their work performance and if not well managed, different results are expected. 10% of the respondents were indifferent about management and see management as a set of rules and regulations that are followed and if well implemented can result to good performance are the end of the day. This is too mechanistic though. 5% of the respondents

agree that the environment that they are governing employees presently is very dynamic and a lot of care is needed to avoid being stressed. This group also realized that there is need to balance between emotions and leadership. 20% of the respondents also agree that the employees are equally potential sources of stress and must be handled with care. All the respondents also agreed that 80% of their daily work involves solving problems that are so unique to the client. This means that their jobs are also 80% emotional. The stories they listen to on a daily basis are also different. This calls for a very high level of emotional preparedness for one to reliably solve the organizational problems.

Leadership and emotional intelligence

All the respondents agreed that there is a direct relationship between effectiveness of good leaders and the manner in which they manage moods. 75% of all respondents said that they are always trying to balance between their emotions and work performance

A group of leaders felt that there need to address matters of self awareness and leadership development programs can be used to tackle the imbalance that might sometimes occur among the leaders. 100% of all respondents agreed that they have faced challenges that end up affecting their general performance over time. The difference is how one takes time to adapt to the challenge in order to cope with the challenges and avoid passing them on to their junior staff.

Hypothesis results

Under the assumptions of normality, the students t-test shown that the t empirical is greater than the t critical (table value) hence we rejected the Null hypothesis and accepted alternative hypothesis. Therefore from the hypothesis, the following conclusions and recommendations were drawn.

Conclusions

After the analysis and careful interpretation of the research findings, the researcher concludes that:

1. There is a lot more that people especially those at management level need to learn about emotional intelligence because they directly influence their performance over time.
2. All employees not only managers need to be self aware. This means that they should be able to define themselves fully and their levels of emotional preparedness.
3. Emotional intelligence has a direct bearing to performance as indicated above. (more than 75% of the respondents admitting that at one time or another they have reacted emotionally)
4. There is a perfect positive correlation between emotional intelligence and leadership effectiveness (0.75)

Recommendations

Organizations should be able to come up with programs that will enable all the employees to release tension especially as one goes up the hierarchy of leadership. This is because managers shield a lot of information and they are not able to share some of the stressing situations with junior staff.

1. Managers should be empowered through management development training so that stressing circumstances are brought out and discussed.
2. All employees need to be reminded that high intelligent quotient doesn't always guarantee promotions or even Performance. Other factors like emotional intelligence have a big impact

References

- Abraham, R. (1999). Emotional intelligence in organizations: A conceptualization. *Genetic, Social, and General Psychology, Monographs*, 125, 209-220
- Caruso, D. R., Mayer, J. D. and Salovey, P. (2002). Emotional intelligence and emotional leadership. In Riggio, R. and Murphy, S. (Eds.), *Multiple intelligences and leadership*. Cooper, R. K. (1997). Applying emotional intelligence in the workplace. *Training and Development*, 51, 31-38.
- George, J. (August, 2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 2000, 53, 1027-1050.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Palmer, B., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional intelligence and effective leadership. *Leadership and Organisation Development*, 22,5-10.
- Sosik, J. J., and Megerian, L. E. (1999). Understanding leader emotional intelligence and performance: The role of self-other agreement on transformational leadership perceptions. *Group and Organisation Management*, 24, 367-90.
- <http://www.PattenCoaching.com>
<http://www.PattenCoaching.com/EI.html>
[Mailto:mdpcoach@pattencoaching.com](mailto:mdpcoach@pattencoaching.com)
<http://www.positivearticles.com>