



**EFFECT OF APPLICATION OF EMOTIONAL INTELLIGENCE ON  
ORGANIZATIONAL PERFORMANCE: A CASE STUDY OF ANAMBRA  
COMMUNITY AND SOCIAL DEVELOPMENT AGENCY**

**NWAIZUGBO, AUGUSTINA UCHE**

Institute for Development Studies

University of Nigeria, Enugu Campus, Enugu

Enugu State, Nigeria.

Phone: +2348068973946. Email: [auche2013@gmail.com](mailto:auche2013@gmail.com)

**Abstract**

The study was on the effect of emotional intelligence on organizational performance: A case study of Community and Social Development Agency. The study examined the effect of the emotional intelligence training received by the management team of Anambra State Community and Social Development Agency on team spirit of staff members and commitment to achievement of project development objective. Descriptive research design was adopted by the study. Data was collected using a structured questionnaire. Ordinal levels of measurement were used by constructing a five-point Likert scale. A simple random sampling method was used to select the respondents. The research findings were; there is a significant relationship between Managers emotional intelligence and Staff performance as a result of team spirit demonstrated by staff members of ANCSDA and there is a significant relationship between the managers' application of knowledge gained from emotional intelligence training in the management of their subordinate staff and the achievement of the objectives of the Community and Social Development Project which was occasioned by staff commitment. It was therefore recommended that organizations should endeavor to invest in emotional intelligence trainings of their management team as it will enable them to enhance team spirit among staff as well as improve productivity.

**Key Word:** emotional intelligence, team spirit, project development objectives



## Introduction

**Background of the Study:** The major concern of any socio-economic organization in the world is growth. Growth achieved through effective and efficient performance of the organization's human resources and the stakeholders. The World Bank and its development agencies share this concern as they strive to ensure that their development projects across the globe achieve the desired goals. For this purpose, the World Bank and her development partners believe that building the staff emotional intelligence through institutional trainings have positive impact on performance. Such trainings are expected to build the capacity in knowledge, skill and attitude. Whereas general training curriculum is modeled around developing rational intelligence which improves the trainee's knowledge and skill, contemporary authors are beginning to emphasize the imperativeness of emotional intelligence on achieving sustained improvement in organizational performance. Emotional intelligence (EI) also known as Emotional Quotient is a crucial skill set that enables individuals to navigate the complexities of human emotions effectively. It involves understanding and managing emotions, both

in oneself and in others, to build stronger relationships, make informed decisions, and achieve personal and professional success. Emotionally intelligent individuals are adept at recognizing and regulating their own emotions, demonstrating empathy towards others, and using their emotional awareness to guide their behavior and interactions in a positive and constructive manner. EI involves managing feelings so that they are expressed appropriately, thereby enabling people to work together towards common goals in a constructive and transparent environment.

Anambra State Community and Social Development Agency (ANCSDA) is a World Bank assisted agency of Anambra state government that was established in 2009 although it commenced full operation in 2018 when it became disbursement effective and ended in June 2021. The Agency has as her primary responsibility, supporting communities to come out of poverty through the provision of basic social and natural resources infrastructural services. At present, the Agency has implemented the Community and Social Development Project (World Bank Assisted) focusing on very poor communities in accordance with the



approved State poverty map. The Community and Social Development Project (CSDP) was the first development intervention the Agency managed on behalf of the Anambra State Government. The CSDP Objective was ‘increased access to the basic social and natural infrastructural services by the poor people in a sustainable manner throughout Nigeria’. The ANCSDA worked with stakeholders like Ministries, Departments and Agencies (MDAs’) and Local Government Authorities (LGAs) officials to deliver development projects to the benefiting communities. In June 2019, the Federal Support Project Unit of the Community and Social Development Project, Nigeria built the capacity of the Managers of the project across the participating thirty (30) states on Emotional Intelligence during a Management Retreat meeting organized by Supreme Management Consult at Iloko Ilesha in Osun State of Nigeria. The Anambra State Community and Social Development Managers were also beneficiaries of the training. The training objective was to improved organizations performances by equipping the Managers with knowledge and skills of emotional intelligence needed for effective leadership. The expected outcome

of the training was that the knowledge and application of emotional intelligence by the management of an organization would lead to better staff coordination and commitment by instilling team spirit among staff members. Consequently, enhance productivity as the staff members to excel in delivering the mandate of the organization.

**Operational Structure of ANCSDA:** The agency operates within three departments namely; Operations, Finance and Admin and Monitoring and Evaluation Departments. The organization had staff strength of thirty – three staff comprising of a management team of four (4) members, nine senior staff (9) and twenty (20) junior staff members. Within the period of implementation of Community and Social Development Project from August 2018 to June, 2021, the Agency was able to support Communities and Vulnerable Groups to implement Two Hundred of Fifty (250) Micro projects in Sixty-Two (62) Communities of Twelve (12) Focal LGAs of the State. These interventions cut across sectors namely; Health, Education, Socio-Economic, Water, Electricity, Transport and Environment. The State Agency was within two years able to achieve a milestone that was



supposed to have taken more years to achieve.

### **Purpose of Study**

The purpose of this study is to find out if the Emotional Intelligence training received and applied by the Managers of Anambra Community and Social Development Agency contributed to the achievement of the project development objectives. It will also examine the effect of the training on Anambra CSDP performance. Hence, this study examined the effect of the emotional intelligence training received by the management team of Anambra State Community and Social Development Agency on staff team spirit and achievement of the project development objective.

### **Objectives of the Study**

The main objective of study is to find out if the Managers application of knowledge gained from emotional intelligence training had any effect on the performances of Anambra Community and Social Development Agency staff members. The specific objectives are:

To determine whether application of knowledge gained from EI had any effect on the performance in terms of number of

community projects accomplished by ANCSDA as a result of team spirit.

To determine whether the application of knowledge gained from emotional intelligence training on subordinate staff had positive effect on the achievement of Community and Social Development Project Objective in ANCSDA occasioned by staff members commitment.

### **Research Questions**

How does the application of knowledge gained from EI training effect on the performance in terms of number of community projects accomplished by ANCSDA as a result of team spirit?

How does the application of knowledge gained from emotional intelligence training on subordinate staff effect the achievement of Community and Social Development Project Objectives in ANCSDA occasioned by staff members' commitment?

### **Research Hypotheses**

Ho1: There is no significant relationship between the application of emotional intelligence by Managers and performance in terms of number of micro projects accomplished by ANCSDA as a result of team spirit.



Ho 2: The managers' application of knowledge gained from emotional intelligence training in the management of their subordinate staff had no significant relationship on the achievement of the Community and Social Development Project Objectives in ANCSDA occasioned by staff members' commitment.

### **Significance of the Study**

This study will be of immense benefit to both public and private institutions as developing Emotional Intelligence skill will enable them implore team building among their workers and relevant stakeholders that work together to implement development projects and programs. Government at all levels will benefit from the study. It will help them appreciate the positive effect of emotional intelligence in achieving organizational/institutional goals. Organizations will also benefit from the study as the importance of Emotional Intelligence has been found to add to the stock of literature in EI and its effect on organizational team building and achievement of the organizational goals. The NGOs and the Academia will immensely benefit the outcome of this study

### **Review of related Literature**

**Conceptual Review:** Emotions are complex psychological and physiological states that involve a range of feelings, thoughts, and bodily responses. They are often triggered by internal or external stimuli and play a crucial role in how we experience and interact with the world around us. Emotions can influence our behavior, decision-making, relationships, and overall well-being. Some key aspects of emotions include; subjective experiences like joy, sadness, anger, fear, surprise, and disgust etc., physiological responses like changes in heart rate, blood pressure, hormone levels, breathing patterns, muscle tension e.t.c, cognitive appraisal, where we evaluate and interpret the meaning of a situation or event and expressive behavior through facial expressions, body language, tone of voice, and other nonverbal cues. These expressions can convey information about our emotional state to others and play a role in social interactions. Goleman (1995) defined emotions as features that enable individuals to learn by activating their learning potential, enable to ask questions so that they can seek the unknown, enhancing their capacity and also translate what they learn into practice.



The concept of emotional intelligence goes back to early studies in the 1920s (Bar-on and Parker, 2000). In the early 1980s, scholars began to systematically conceptualize the idea of emotional intelligence. Notably, Gardner's (1983) conceptualization of intrapersonal intelligence and interpersonal intelligence. Steiner's (1984) work on emotional literacy was the building blocks for what Salovey and Mayer (1989-1990) first termed as emotional intelligence. Based on previous work, Bar-on (2000) viewed emotional intelligence as a cognitive intelligence which is defined as an array of emotional, personal and social abilities and skills that influence an individual's ability to cope effectively with environmental demands and pressures. Goleman (1995) defined emotional intelligence as "the abilities such as being able to motivate oneself and persist in the face of frustrations, to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think, to emphasize and to hope." In 1998, Goleman(1998) refined the definition of emotional intelligence to "the capacity for organizing our own feelings and those of others, for motivating ourselves, and for managing

emotion well in ourselves and in our relationships". He applied EI as a concept in the workplace setting. Baron (2006) defines emotional intelligence as "a personal, emotional and social competence and skill set that will help the individual to cope successfully with the environmental pressure and demands". According to Baron (2006), it is possible to classify these intelligence models which have been developed since the beginning of the 20th century as social intelligence (Thorndike, 1920), social maturity or social skill (Doll, 1935), non-cognitive intelligence (Wechsler, 1940), multiple intelligences (Gardner, 1983) and emotional intelligence (Salovey & Mayer, 1990). Emotional intelligence concept has also taken its place in the management world by the book of Goleman (1998) which is called 'Working with Emotional Intelligence' and studied by academicians working on this subject after that (Zehir, Üzmez, Köle, & Öztürk, 2017). Emotional Intelligence is being applied in different field of endeavor, for instance in the business world, emotional intelligence traits are used as a decisive and important criterion in many phases of human resource practices such as recruitment processes, performance management and



career development (Çetinkaya & Alparslan, 2011).

**Organization Performance:** Organization's performance may be defined as an individual's success criteria in their work which is usually calculated as a personal output rate (e.g., sales or production) or evaluated as the success rate compared to expectations of the organization (Kazemi, 2002). Human performance is defined as a result of the actions set to achieve pre-specified goals based on a specific standard. This may include actions or behavior of all non-observable mental processing (e.g., problem solving, decision-making, program planning, reasoning) (Bailey and Robert, 2003).

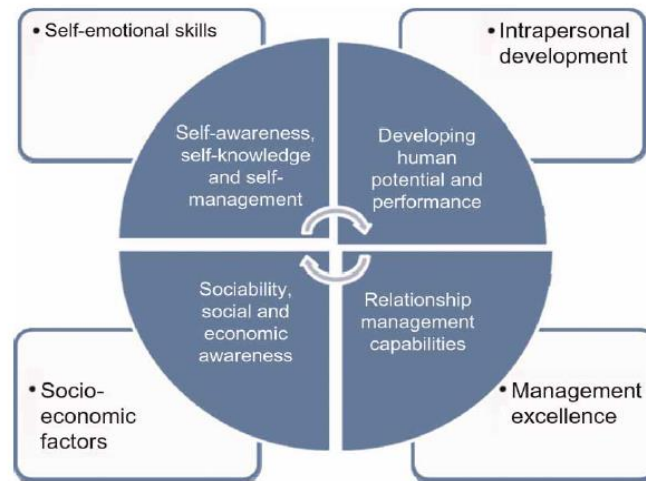
**Team Spirit:** Team spirit can be defined as a bond that unites the employees of an organization or work group. It is the feeling of pride and loyalty that exists among the members of a team. Team spirit is important in different social groups; at school, work, and church, even in the family. "Coming

together is a beginning and keeping together is progress. Key ways to encourage team spirit in a work place include good communication flow, organize team activities and events, create opportunities for appreciation, and practice problem-solving skills and mentoring your employees

### **Theoretical Review**

The study is based on Goleman's (1995) theory of emotional intelligence in which he defines it as "the ability to identify, assess and control one's own emotions, the emotion of others and that of groups." Goleman developed a performance-based model of EQ to assess employee levels of emotional intelligence, as well as to identify areas of improvement. The components of the EI model are: Self emotional skill, Intrapersonal development, Socio-economic factors and management excellence. It also claims that EI includes four types of abilities: perceiving emotions, using emotions, understanding emotions, and managing emotions.





**Figure 1:** Conceptual model for Emotional Intelligence presented by Chopra and Kanji (2010)

### Empirical Review

Huselid (1995) found that human resource practices influence various aspects of organizational performance, including turnover, productivity, and corporate financial performance. Delaney and Huselid (1996) and Lai and Cheng (2005) considered perceived market performance and productivity performance as an important index of organizational performance. Furthermore, (Guest *et al.*, 2004) perceived organizational performance outcomes as management rating of employees' performance, employees' innovation, and employment relations. There were mixed

results of studies on influence of emotional intelligence and employee performance, though some studies suggested that emotional intelligence and job performance are positively related. Lam and Kirby (2002) found that emotional intelligence predicts the performance of undergraduate students on a single task. Sue-Chan and Latham (2004) found that emotional intelligence is related to the performance of managers and professionals, sales performance (Law *et al.* 2004), the collective performance of account officers (Bachman *et al.* 2000) and supervisory rating of job performance (Law *et al.* 2004). Kelley and Caplan, (1993)





concluded that it was emotional intelligence, not academic intelligence that characterized high performance. Slaski and Cartwright (2003) studied the role of EI training and its implications for managing stress, mental health and performance. The results showed EI training significantly improved mental health and stress management, but did not affect productivity. Meanwhile, qualitative study of productivity showed EI training has an effect on worker productivity. They believe some emotional aspects do not affect factors which measure productivity. Employees with higher EI can effectively recognize frustration and stress-related emotions and hence control them in order to reduce stress. Such employees can also realize their professional needs and control them, so their job satisfaction increases. These employees have the ability to control their emotions and have better relationships with others. Therefore, managers assess their performance more positively. Amelang and Steinmayr (2006) studied the relationship between EI and different aspects of job performance and productivity in two groups. They found no significant relationship between those variables in both studies. According to Goleman (2012), the interest in

emotional intelligence in the workplace stems from the widespread recognition that these abilities – self-awareness, self-management, empathy and social skill – separate the most successful workers and leaders from the average. According to Jordan, Ashkanasy and Hartel (2002), emotional intelligence has an influence on performance and productivity. High emotional intelligence also affects all aspects of management. Researchers have suggested that emotional intelligence influences how well employees interact with their colleagues, and Emotional Quotient is also thought to play a role in how workers manage stress and conflict. It also affects overall performance on the job. Other studies have linked emotional intelligence with job satisfaction. Bailey and Robert (2003), defined human performance as a result of the actions set to achieve a goal based on a specific standard. This may include actions or behavior of all non-observable mental processing (e.g., problem solving, decision-making, program planning, and reasoning). Performance is a function of knowledge, skills, capabilities and motivations.

### **Research Method**



**Research Design:** The descriptive research design was adopted by this study. Quantitative data were collected structure questionnaire. Ordinal levels of measurement were used by constructing a five point Likert scale.

**Target Population:** The population of the study comprised 33 staff members of Anambra Community and Social Development Agency that implemented the CSDP project, 8 Project Desk Officers from Ministries, Departments and Agencies (MDAs) and 12 LGA Project Desk Officers that participated in the implementation of the CSDP in Anambra State. The population size was 53 persons

**Sampling method:** A simple random sampling method was used to select 35

respondents for the administration of structured questionnaire.

**Research Instrument:** Survey Questionnaire was used to collect data for this study. The questionnaire was designed in 5-point Likert format with questions covering the subject of the research. A total of 35 copies of the questionnaire were distributed and only 32 completed questionnaires were returned representing 91.4% response rate. Percentages and simple regression analysis were used to analyze the data collected.

**Analysis of Data:** Frequency and percentage were used to present the data on respondents' profile while simple regression was used to test the stated hypotheses. Results were presented and discussed accordingly.

**Table 1: Demographic Characteristics of Respondents**

Variable	Sex	Frequency	Percentage(%)
----------	-----	-----------	---------------



<i>Sex</i>	<i>Male</i>	<i>16</i>	<i>50</i>
	<i>Female</i>	<i>16</i>	<i>50</i>
	<b>Total</b>	<b>32</b>	<b>100</b>
	<b>Range</b>	<b>Frequency</b>	<b>Percentage(%)</b>
<i>Age</i>	<i>21-30</i>	<i>10</i>	<i>31.25</i>
	<i>31-40</i>	<i>13</i>	<i>40.63</i>
	<i>41-50</i>	<i>6</i>	<i>18.75</i>
	<i>51-60</i>	<i>3</i>	<i>9.37</i>
	<b>Total</b>	<b>32</b>	<b>100</b>
	<b>Educational Qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Educational Attainment</i>	<i>OND</i>	<i>4</i>	<i>12.50</i>
	<i>B.Sc</i>	<i>20</i>	<i>62.50</i>
	<i>Masters</i>	<i>8</i>	<i>25</i>
	<i>PhD</i>	<i>0</i>	<i>0</i>
	<b>Total</b>	<b>32</b>	<b>100</b>
	<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<i>Marital Status</i>	<i>Single</i>	<i>15</i>	<i>46.87</i>
	<i>Married</i>	<i>16</i>	<i>50</i>
	<i>Divorced</i>	<i>0</i>	<i>0</i>
	<i>Widowed</i>	<i>1</i>	<i>3.13</i>
	<b>Total</b>	<b>32</b>	<b>100</b>

Source: Survey data, 2024

The data in table 1 show that 50% of the respondents were male while 50% were female. This depicts gender balance given that the organization is a gender sensitive

organization. 31.25 % of the respondents were aged 21-30 years while 40.63 % were between the age of 31-40 years. Those within the age range of 41-50years were 18.75% of



the respondents while 9.37% were within the age range of 51-60 years. For education attainment, 12.50% has acquired O.N.D, 62.50% has B.Sc and 25% has Masters

Degree. 46.87% of the respondents were single, 50% were married and none was divorced and 3.13% were widowed.

**Table 2: Descriptive Statistics of Relationship between Emotional Intelligence, Project Development Objective Achievement and Team Spirit.**

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Kurtosis</i>	
	<i>Statistics</i>	<i>Statistics</i>	<i>Statistics</i>	<i>Statistics</i>	<i>Statistics</i>	<i>Statistics</i>	<b>Standard Error</b>
<i>EI</i>	32	7	21	14.64	2.846	-.420	.438
<i>TS</i>	32	7	21	10.43	3.677	-.217	.438
<i>POA</i>	32	7	21	17.65	6.336	-.750	.438
<i>Valid N</i>							

Source: Survey 2024

Table 2 shows the descriptive statistics of the relationship between emotional intelligence (EI), Project Objective Achievement (POA) and Team (Team Spirit). From the mean score of 14.0, variable EI (Emotional Intelligence) had a high mean score of 14.64

and variable POA (Project Objective Achievement) had a high mean score of 17.65, higher than the group mean. It was therefore considered most emphasized by the respondents.



### Test of Hypothesis

H<sub>01</sub>: There is no significant relationship between the application of emotional

intelligence by Managers and performance in terms of number of community projects accomplished by ANCSDA as a result of team spirit demonstrated by staff members.

**Table 3: Model summary of relationship between the application of emotional intelligence by Managers and Agency performance occasioned by team spirit.**

<b>Model Summary b</b>					
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Standard Error</i>	<i>Durbin Watson</i>
<i>1</i>	.529 <sup>a</sup>	.279	.273	3.135	.217

a. Predictors (Constant); EI: Dependent Variable; TS

Source; Survey 2021

Table 3 above displays R, R squared, adjusted R squared and the standard error. R, which is the multiple correlation coefficient between the observed and the predicted values of the dependent variable (Team Spirit: TS). A strong relationship existed among the variables because of the large value indicated by the multiple correlation coefficients. This provided a value of 0.529.

The variation in the dependent variable (Team Spirit: TS) is not fully explained by the regression model as R squared had a small value of 0.279. The model R squared explained 27.9% of variations in Staff team spirit caused by emotional intelligence. This means that emotional intelligence causes a variation in Staff team spirit by 27.9%

**Table 4: Coefficient table of Relationship between Emotional Intelligence and Team Spirit demonstrated by Staff members**

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		



<i>I (Constant)</i>	<i>.683</i>	<i>1.506</i>	<i>.529</i>	<i>.281</i>	<i>.780</i>
<i>EI</i>	<i>.423</i>	<i>.101</i>		<i>6.765</i>	<i>.000</i>

Source: Field Survey; 2024

The table above shows the t statistics which helped to determine the relative importance of each variable in the model. This is shown by the independent variables whose values are well below -2 and above +2. With emotional intelligence having a sig. value of 0.000, this explains a significant relationship between the dependent variable of team spirit demonstrated by members of staff and independent variable of emotional intelligence. Therefore, the alternative hypothesis was accepted that there is a significant relationship between Managers Emotional intelligence and Staff performance as a result of team spirit demonstrated by staff members of ANCSDA. This means that subordinates of a Manager that had good understanding of his/her emotion could easily get along with his colleagues at work, can be a good team leader, finding it easy to express himself which makes it interesting and worthy to complete his/her task at work on time, are

among others relationship variables of staff performance and Managers emotional intelligence as captured by this Model is  $TS = 0.423 + 0.683EI + U$ . The model explains the relationship between emotional intelligence of Managers and Staff performance as a result of team spirit. The null hypothesis was rejected hence the application of emotional intelligence by Managers and performance in terms of number of community projects accomplished by ANCSDA was as a result of team spirit demonstrated by staff members.

### Test of Hypothesis 2

Ho 2: The managers' application of knowledge gained from emotional intelligence training in the management of their subordinate staff had no significant relationship on the achievement of the Community and Social Development Project Objectives in ANCSDA occasioned by staff commitment to the achievement of the objective.



**Table 5: Model summary of relationship between The Managers application of knowledge gained from Emotional Intelligence and Project Development Objectives Achievement occasioned by staff commitment**

<b>Model Summary b</b>					
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Standard Error</i>	<i>Durbin Watson</i>
<i>1</i>	<i>.569a</i>	<i>.323</i>	<i>.318</i>	<i>5.234</i>	<i>.253</i>

a. Predictors (Constant); EI .b. Dependent Variable; POA

**Source; Survey 2024**

Table 5: shows the regression results between the independent variable and the dependent variable. The model was significant by establishing a relationship between the variables of emotional intelligence and Project Development Objective Achievement occasioned by staff commitment with a regression value of 0.569. The coefficient of determination (R<sup>2</sup>)

is 0.323, which shows that 32.3 percent of the variation in Project Development Achievement was explained by the independent variable. Therefore, it is concluded that there is a relationship between managers' application of emotional intelligence in the management of their subordinates and achievement of project development objectives.

**Table 6: Coefficient table of Relationship between the manager's application of knowledge gained from Emotional Intelligence and Project Development Objectives Achievement**

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		





<i>I (Constant)</i>	.423	1.506	.529	.281	.780
<i>EI</i>	.683	.101		6.765	.000

**Source: Field Survey; 2024**

Table 6 above shows the t-statistics which helps to determine the relative importance of each variable in the model. This is shown by the independent variables whose values are well below -2 and above +2. With emotional intelligence having a significant value of 0.000, explains a significant relationship between the dependent variable of Agency performance and independent variable of emotional intelligence. Therefore, the null hypothesis was rejected and the alternate that there is a significant relationship between application of managers' emotional intelligence and project development objectives achievement is accepted. This means that the application of emotional intelligence by management team of ANCSDA on their subordinates enhanced good understanding between the managers

and their subordinates, fostered good understanding of expected results, caused improved individual staff performance and agency performance leading to achievement of the project development objectives as captured in this model Model is  $POA = 0.423 + 0.683EI + U$ . The model explains the relationship between application of emotional intelligence and Project Development Achievement occasioned by staff commitment. The null hypothesis was rejected, hence there is a significant a relationship between the managers' application of knowledge gained from emotional intelligence training in the management of their subordinate staff and the achievement of the objectives of the Community and Social Development Project occasioned by staff commitment.

## CONCLUSIONS

The research was able to establish that there is a significant relationship between the application of knowledge gained from the

Managers Emotional Intelligence training and achievement of Project Development Objectives. The sources of employees' emotional intelligence, according to the



variables in our questionnaire, were: good understanding of their emotion, they find it easy to express themselves, they could tell their colleagues how they were feeling at work, and they do not allow their emotions to control them when making decision at work, among other operational variables of emotional intelligence. The research was also able to establish that there is a relationship between Managers emotional intelligence and Staff performance which translated to agency's performance. The ANCSDA's high performance was seen in two hundred and fifty (250) micro projects that were implemented within two (2) years of operation. Developing human potential and performance can be achieved through empowerment of the staff. Members of Staff whose capacities were built and were involved in innovation became more satisfied with their jobs and therefore more

### **Recommendations**

The study, therefore, recommends the following; that organizations should encourage application of Emotional Intelligence, Staff performance and Team Spirit by increasing employees' emotional

productive. Managing people in an innovative organization is about giving the opportunity to people to develop and to make a contribution to strategic objectives. This relationship may bring about members of staff self-development. Self-development of the management team is central to the development of the organization through increased staff performance. The application of managers' emotional intelligence increased staff performance through an organized self-managed development scheme. From this study, it was also established that there is a relationship between Managers' emotional intelligence and Team Spirit among staff members. Self-awareness, self-knowledge and self-management as well relationship management capacities of the management team fostered team spirit among the staff members of the ANCSDA.

intelligent skill training opportunities to help in developing mental abilities of individual staff. Individual staff should develop their emotional skills which would lead to their greater acceptance among their colleagues thereby enhancing team work which fosters the work process leading to achievement of



the goals of the organization and organizations should make the newly recruited staff undergo an organizational socialization programme which should include an emotional intelligence test to inform the employees of their current status and help them plan out a training program to support their lack of experience. The study also established that there is a relationship between employees' emotional intelligence and Agency performance occasioned by team spirit. Staff increased performance can be achieved through emotional intelligence application, and also capacity building of the employees. Staff members who are empowered and are involved in innovation become more satisfied with their jobs and therefore more productive. The research was able to show that the effectiveness of a manager will materialize if the manager's

emotional intelligence and achievement of Project objectives fit together. Such fit will depend on the environment, the organizational setting, and the manager. The manager's ability to adapt becomes an important factor for increased staff performance and achievement of the visions and missions of the organization. Managers should consider their staff as their greatest asset rather than a liability.

**Strength of the Research:**Part of the participants in the study was the primary recipients of the EI training and their subordinate's staff who directly benefited from the effect of the training were engaged in the study.

#### **Limitation of the Study**

The research is a case study of the ANCSDA, hence has limited scope as such, the outcome may not be generalized.

#### **References:**

Amelang, M. & Steinmayr R.(2006). "Is there a validity increment for tests of emotional Intelligence in explaining the variance of performance criteria?" *Intelligence*, 34: 459-468.

Ashkanasy, N.M, Ashton-James, C.E. & Jordan, P.J.(2004). "Performance impacts of

appraisal and coping with stress in the workplace settings: The role of affect and emotional intelligence", in PL Perrewe& DC Ganster (eds.), *Emotional and Psychological Processes and Positive Intervention Strategies*, 3: 1-43.

Bailey, R. W.(2003). *Human performance engineering*, translation, Mohammad Ali Azadeh and B. Jmshydnzhad, Tehran University Press.



Baron, D.(2006). A Positive Theory of Moral Management, Social Pressure, and Corporate Social Performance, *Stanford University Graduate School of Business Research Paper No. 1940*, Rock Center for Corporate Governance Working Paper No. 36

Bar-On, R.(2000). *Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i)*. In Reuven Bar-On and James.

Çetinkaya, Ö., & Alparslan, A. M.(2011). Duygusal Zekânın İletişim Becerileri Üzerine Etkisi: Üniversite Öğrencileri Üzerinde Bir Araştırma The Effect Of Emotional Intelligence On Communication Skills: An Investigation On University Students Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 16(1), 363-377.

Goleman, D.(1998). *Working with emotional intelligence*. New York:Bantam Books

Gunu,U. & Oladipo,R.O. (2014). Impact of emotional intelligence on employees performance and organizational commitment; A case study of Dangote Flour Mills' workers. *University of Mauritius research journal*, 20: 4-8

Kazemi, A. (2002). *Productivity and Analysis in organizations*. Tehran University Press. Kelley, R. E., & Caplan, J. (1993). How Bell Labs creates star performers. *Harvard Business review*, 100- 103.

Lam, L. T. & Kirby, S.L.(2002). "Is Emotional Intelligence an Advantage? An

Exploration of the Impact of Emotional and General Intelligence upon Individual Performance", *The Journal of Social Psychology*, 142 : 133-143.

Law, K.S.,Wong,C., & Song, L.J. (2004). "The construct and criterion validity of emotional Intelligence and its potential utility for management studies". *Journal of Applied Psychology*, 89: 483-496

Mgbecheta, J., Onyenemezu, K., Okeke, C., Ubah, J., Ezike, T. and Edwards, Q., Comparative Assessment of Job Satisfaction among Frontline Health Care Workers in a Tertiary Hospital in South East Nigeria. *AGE (years)*, 28, pp.6-83.

Salovey,P., & Mayer, J.D.(1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>

Slaski, M. & Cartwright, S. (2003). "EI Training and its Implications for Stress, Health and Performance", *Stress and Health*, 19 (4): 233

Thorndike, E.(1920). A Constant Error in Psychological Ratings. *Journal of Applied Psychology*, 4, 25 - 29.

Zehir, C.,Üzmez, A., Köle, M., and Öztürk, H. Y.(2017). Relationship between Job Engagement and Organizational Performance; Moderator Effect of Emotional Intelligence. *13th International Strategic Management Conference (pp. 437-446). Montenegro: ISMA*