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Effect of Emotional Intelligence on Workforce Performance in Banking Sector, North-Kivu Province, Democratic Republic of Congo

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Abstract:

Emotional intelligence is the ability to recognize and manage well one's own emotions, but also to recognize and manage the emotions of others. Emotional intelligence, which is measured by the emotional quotient by analogy with the intellectual quotient, is considered as important as technical skills. Some authors even go so far as to assert that the emotional intelligence designated by soft skills is more important than technical skills. These authors claim that employees with a high emotional quotient are characterized by a high level of performance. Although numerous studies have empirically confirmed the positive and significant effect of emotional intelligence on work performance, no study has so far been carried out in the banking sector in the Democratic Republic of the Congo. This is why this study aims to fill this scientific gap by examining to what extent the level of emotional quotient is associated with work performance.

Keywords: Emotional intelligence, emotional quotient, workforce performance

1. Introduction

In recent years, the Anglo-Saxon world has developed a strong craze for emotions. we can consider Elton Mayo and Kurt Lewin, theorists of the dynamics of groups, as precursors to the study of affects and emotions in the industrialist world of the 1920s, the works of Altındağ and Köseadağı (2015), as well as the Ashkanasy and Daus (2005) work, considering emotions as external actions (leaks, fighting, movement, facial expression ...) or internal (Tachycardia, liberation hormone ...) (Guilbon, 2013). This incremental interest in emotions at work and in organizations seen as an essential form of social relation, and of dynamics of group has grown significantly and started to occupy a growing place in the Anglo-Saxon literature, which brought up the concept of emotional intelligence in organizations (Coulon, and Lafitte, 2016). Emotional intelligence appears as a new concept since its genesis goes back to Salovey and Mayer that they thus define as: 'the subset of social intelligence that involves the ability to monitor their feelings, emotions and those of others, to discriminate between them and touse this information to guide thoughts and actions' (Salovey and Mayer, 1990), then popularized by the work of Goleman, a former student of David McClelland at Harvard who truly projected EI into the world of management sciences and who explored the connections that can be made between emotional intelligence and performance of the organization, based on 4 key points (Chanlat, 2003): Emotional intelligence is a much better indicator of future performance than the Intelligence Quotient; Emotional intelligence helps predict personal success; It is the result of a learning process; The development of the latter is an imperative for organizations, EI was seen as a new and different construction of intelligence intellectual, according to Daniel Goleman, the Intelligence Quotient represents only 20% of manager's performance and depends 80% on his emotional competence and that the influence of the emotional quotient can be twice as important to reach the performance than the Intelligence Quotient (Goleman, 1995). Therefore, it is very reasonable to think that our emotions are our best indicators of performance. They are useful in management, negotiation, problem solving, motivation, conflict management. They help us build lasting relationships and positive, promote sharing, communication, understanding of others ... a lot of research on the links between emotional intelligence and performance demonstrate that emotionally intelligent employees perform better and get impressive results in a professional environment. They are able to achieve the goals of organization, to impact the mood of their subordinates and create an environment of friendly work (Kotsou, 2008). Emotional quotient, however, is not the only skill useful in business, we all have a mix of emotional intelligence and intellectual. In fact, there is a slight correlation between IQ and certain aspects of emotional intelligence, but these two entities are largely independent (Goleman, 1995).

This article aims to answer the question of what is the impact of emotional intelligence on the employees of banking sector in the Democratic Republic of the Congo, North Kivu province.

2. Empirical Review

Over the past decade, a great deal of work has gone into measuring the performance at work and have shown that emotional intelligence is associated with multiple positive results in the life of organizations (Lyon and Schneider, 2005; Dhani & Sharma, 2017; Masa'deh, 2016; Srivastava and Nair, 2010; (Obradovic et al., 2013) Carmeli, 2003; O'BOYLE et al., 2011; Rozell, Pettijohn & Parker, 2006; Pasteur, 2014; Darvishmotevali, Altinay and De Vita, 2018; Wong and Law, 2002;

Shamsuddin and Rahman, 2014). Positive emotions influence interpersonal relationships, help increase our ability to cope with difficult events, to solve problems effectively. They contribute to optimal organizational functioning through the emotional contagion effect, since a manager or a team leader with emotional skills raised by its authenticity, its culture of acceptance of emotions, its attention to positive expressions, ability to manage conflicts, solve problems, make the right decisions and his spirit of sharing and openness will be able to influence the emotions of team members and the entire organization (Kotsou, 2008). In the same vein, the positive emotion generated by employees also creates favorable impressions in the minds of customers, and can eventually lead to positive results (Ashkanasy and Daus, 2005). Employees really need this intelligence to manage their own emotions and those of customers in order to present the best service.

In a study of employees and supervisors, the results show that emotionally intelligent employees are more creative in their performance thanks to the prediction of environmental uncertainty. They are better at understanding and managing their emotions and those of others, and to understand the causes and solutions of conflicts engendered with their clients (Darvishmotevali, et al., 2018). Goleman highlights that the emotional skills of leaders are twice as important for achieving performance as are intellectual skills and therefore, emotional intelligence was revealed twice as much important than intellectual intelligence (Goleman, 1995), and the more people get into business, the more crucial emotional intelligence becomes. According to a study including 211 managers, the managers belonging to the highest level of hierarchy had a significantly higher level of emotional intelligence (Chauhan and Chauhan, 2007). Some studies suggest that emotional intelligence and organizational performance are closely related and that emotional intelligence predicts success at work, showing that emotional intelligence is a significant preacher of managerial efficiency and that Employees with a high EI level are more able to use their emotions to facilitate success at work (e.g. Wong & Law 2002).

Other studies have suggested that emotional intelligence (EQ) is a better managerial performance indicator as the intelligence quotient (IQ). According to (Goleman, 1995) the success of a manager is linked more to the emotional component than to the technical component. It's therefore emotional intelligence that enables employees to give the best of themselves.

The leaders, managers and leaders were then faced with a real challenge, that of overcoming shortcomings of classical management, in which intellectual intelligence was the facet of performance and move to more collaborative and participative management, or the emotional quotient takes precedence over all other factors. The finding that emotional intelligence is linked to performance is therefore remarkable. Even though critics of the links between emotional intelligence and performance seem important, because scientific production in this sense turns out to be rather thin and inconclusive.

3. Methodology

This study is based on a quantitative approach. A questionnaire with close-ended questions was used to collect data from the respondents. The positivist approach which considers knowledge to be objective has been adopted. The researcher targeted the staff of all eight banks located in North-Kivu province, DRC. The targeted banks are those exhibiting some degree of performance in terms of their contribution to the support of the national economy and where data are easily available. These banks varies in size, age (years since establishment), status, as well as in their areas of specialization. These Banks have different categories of staff totaling fifty hundred and thirty four (534) which is the population size. They are structured as followed:

Bank's name	Number of staff
Trust Merchant Bank	45
Raw Bank	67
Banque Commerciale du Congo	90
Equity Bank	83
Access Bank	79
Finka Bank	77
Bank of Africa	54
Standard Bank	39
Total	534

Table 1: Target Population

The study will use the Yamane's (1989) formula for categorical data as cited by Odhiambo et al (2010) in determining the sample size.

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

Where:

N is the target population

n is the desired sample size

∂ is the critical value of the confidence level (0.05)

Using the formula and given a target population (N) of 534 respondents a sample of 229 respondents is drawn. The researcher thus determined the number of respondents in each company by multiplying the sample size by the weight of the employees of each firm in the size of the population as shown in the following table:

Bank's Name	Number of Staff	Weighing	Sample Size
Trust Merchant Bank	45	8%	18
Raw Bank	67	13%	30
Banque Commerciale du Congo	90	17%	39
Equity Bank	83	16%	37
Access Bank	79	15%	34
Finka Bank	77	14%	32
Bank of Africa	54	10%	23
Standard Bank	39	7%	16
Total	534	100%	229

Table 2: Sampling Size

The study used a 9-item survey questionnaire. The validity and reliability of the questionnaire were tested thanks in particular to the Cronbach's Alpha coefficient, the value of 0.7 of which was used as the validity threshold. Descriptive statistics enables the description and comparison of variables numerically (Mugenda & Mugenda, 2003). The main objective of the descriptive statistics is to describe a situation by summarizing information in a way that it highlights the important numerical features of the data. Data were analyzed and presented following the pattern of the study questions. Data were summarized and presented in percentages and frequencies to show how many times a score occurred and also the probability of occurrence. Thus frequency distribution tables were used. Means and standard deviations were computed to show the average response of the variable items and to indicate the extent to which the scores deviated from the mean.

Statistical Package for Social Sciences (SPSS) software version were used to generate graphs, pie charts and tables for data presentation. SPSS was considered appropriate because it allowed the researcher to follow clear set of quantitative data analysis procedures that leads to increased validity and reliability (Kothari, 2004). Henn *et al.* (2009), opined that this initial stage in data analysis is important because it helps in understanding the data and may also reveal other relationships that the researcher had not envisaged. Correlation and regression analysis was used to analysis the relationship between the independent and the dependent variable.

4. Research Findings

4.1. Reliability

Although a pilot test (Cronbach test) was done to establish the reliability of instruments, it was done again with the whole set of the returned questionnaires to confirm the consistency in the reliability of the instruments. The instrument got a Cronbach alpha of 0.985.

4.2. Descriptive Analysis

4.2.1. Emotional Quotient

Emotional intelligence quotient was measured using two dimensions namely: Emotional sensitivity and emotional competency. Respondents were asked to indicate the extent to which they agreed that the items of Emotional intelligence quotient dimensions matched with their personality. Each dimension had a 5-point Likert-type scale, ranging from 'strongly disagree' (1) to 'strongly agree' (5). The responses were analyzed using mean scores and standard deviations. High mean values indicated a strong agreement on the dimension and lower values mean implied strong disagreement on the dimension. The descriptive statistics for each dimension are shown in Table 1.

Variable	Dimension (parameter)	N	Mean	Std. Deviation
Emotional intelligence quotient	Emotional sensitivity	229	3.1917	0.19904
	Emotional competency	229	4.6393	0.41411
	Overall scores	229	3.9114	0.08212

Table 3 : Emotional Intelligence Quotient Dimensions

Source: Study Data, 2019

As indicated in Table 3, the overall mean for measures of emotional intelligence quotient was 3.9114. Emotional sensitivity had an average of 3.1917. This means that the respondents are highly skilled in terms of emotional sensitivity. The standard deviation was 0.199, a measure of how concentrated or dispersed the data were around the mean, reflects the amount of variation. Emotional competency had a mean score of 4.6393 and a standard deviation of 0.082. This means that most of the respondents have got competency of managing their own and other's emotions. These results demonstrate that the respondents have got a higher Emotional quotient in terms of emotional competency than in terms of emotional sensitivity. In other words, the respondents are more skilled in managing emotions but are less sensitive to other's emotions. The overall mean for emotional intelligence quotient was 3.9114 on a scale of 5 implying 78.2 % of the respondents have a high emotional intelligence quotient.

4.2.2. Employee Performance

The employee performance was measured using three dimensions namely; Job satisfaction, goals achievement and customer satisfaction. For job satisfaction, respondents were required to rate the extent to which they are satisfied with their job; while for goals achievement and customer satisfaction they were required to fit in a 5- point Likert scale from "strongly disagree" to "strongly agree". The descriptive statistics for each dimension and the aggregate score are shown in Table 4.5.

Variable	Dimension (parameter)	N	Mean	Std. Deviation
Employee performance	Job satisfaction	229	4.06	0.815
	Goals achievement	229	3.19	0.509
	Customer satisfaction	229	3.71	0.420
	Overall scores	229	3.035	0.076

Table 4: Employee Performance Dimensions

Source: Study Data, 2019

As shown in Table 4.5, the mean score of 4.06 for job satisfaction approximates to a score of 4 on the 5- point Likert scale adopted by the study. This implies that the respondents agreed largely to each of the statements listed in the dimension of job satisfaction under performance in the structured questionnaire. A mean of 4.06 for job satisfaction implies that 81.2 % of the respondents are satisfied with their job. The average score for goals achievement was 3.19 in a scale of 1-5 with a SD coefficient of 0.509. This means 63.8% of the respondents achieved different goals set by the company. As far as customer satisfaction dimension is concerned, the mean score was 3.035 with SD=0.076. This means 60.7% of respondents strived to satisfy their customers.

4.3. Correlation Analysis

4.3.1. Correlation between Emotional Intelligence Quotient and Employee Performance

The correlation between Emotional intelligence and employee performance was assessed using three indicators and the relevant outcome was shown in table 5

		Performance	Emotional Sensitivity	Emotional Competency
Performance	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	229		
Emotional sensitivity	Pearson Correlation	.861**	1	
	Sig. (2-tailed)	.000		
	N	229	229	
Emotional competency	Pearson Correlation	.850**	.860**	1
	Sig. (2-tailed)	.000	.000	
	N	229	229	229

Table 5: Correlation Results of Emotional Intelligence Quotient and Employee Performance

** Correlation Is Significant at the 0.01 Level (2-Tailed)

Source; Study Data

The results in table 3 indicates that there existed a stronger positive and significant correlation between Emotional sensitivity and employee performance ($r=.861$, $p<0.01$). This was closely followed by the relationship between emotional competency and employee performance ($r=.850$, $p<0.01$). All the measures of emotional quotient had positive and significant association among themselves. The study results matched with Vibhor Jain and Dr. Sonia Gupta (2014) who investigated the impact of emotional intelligence quotient on employee performance in Indian private banks. The above authors found that emotional intelligence quotient was positively correlated with the level of performance. Dalip Singh, (2001) mentioned that application of emotional intelligence supports the managers and employees to recognize and understand emotions and using emotional intelligence to perform better. The application of emotional intelligence in the organization includes the areas like personnel selection, development of employees, teams and the organization. The organizations must coach their employees in developing their interpersonal skills and coach them to perform effectively on the job with other employees in the organization. (Reuven Bar-On et al, 2007). Employees need to enhance their emotional intelligence skills, apart from technical skills, which in turn will enhance their productivity on the job. Emotional intelligence plays an important role in the workplace. Research studies during the past 25 years about factors that contribute to success in workplace have resulted in identifying factors that are related to workplace intelligence. These studies used quantified data on performance from myriad organizations and industries and have contributed to the knowledge base in EQ (Lynn, 2002). Emotions contain vital information that helps managers and employees 'to be better at what we do' (Wolfe & Caruso, 2004, p. 3).

Goleman (1998) 'point to the paramount place of emotional intelligence in excellence on the job in virtually any job'. He points out that those with the highest EQ measure rise to the top in the organizations and become leaders due to their higher performance.

Another important finding from these studies is about star employees. Star employees possess more EQ than other employees. Interestingly, EQ mattered twice as much as technical and analytic skill for them (p. 378). Different jobs call for different types of EQ. For example, success in sales requires the empathic ability to identify the mood of the customer and the interpersonal skill to decide when to pitch a product and when to keep quiet. By comparison, success in painting or professional tennis requires a more individual form of self-discipline and motivation. Thus EQ affects just about everything you do at work. 'Even when you work in a solitary setting, how well you work has a lot to do with how well you discipline and motivate yourself' (Goleman, as cited in Murray, 1998, p. 3).

4.3.2. Regression Analysis

The study sought to determine the effect of emotional intelligence quotient on employees' performance of Congolese banks, located in North-Kivu County, DRC. This was achieved by performing simple linear regression analysis Table 4, 5 and 6 present the findings of the analysis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.888 ^a	.788	.787	.48527

Table 6: Model Summary for the First Hypothesis

The results in Table 6 show that $r = 0.888$, implying a strong correlation between the independent variable (Emotional intelligence quotient) and the dependent variable (Employees' performance). The R-squared was 0.787; meaning that 78.7 % of the variation in employee performance is explained by variation in emotional intelligence quotient. Other factors explained 21.7 %.

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	198.623	1	198.623	8.446	.000 ^b
	Residual	53.456	227	.235		
	Total	252.080	228			

Table 7: ANOVA Statistics

a. Dependent Variable: Performance

b. Predictors: (Constant), Emotional Quotient

The ANOVA results indicated that the model was statistically significant ($F = 8.446$, $p < 0.05$).

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.335	.113		2.975	.003
	Emotional quotient	.863	.030	.888	9.042	.000

Table 8: Beta Coefficients Statistics for the First Hypothesis

The standardized coefficients showed that the effect of social competence on company performance was positive and significant ($\beta = 0.888$, $t = 9.042$, $p < 0.05$). The beta value implied that for one unit increase in Emotional intelligence quotient, performance increased by 0.888. The findings, therefore, confirm that emotional intelligence quotient is significantly related to the performance of employees in the Congolese banking sector, in the North-Kivu province, DRC.

5. Conclusion

The study examined the effects of emotional intelligence capabilities namely, emotional quotient, self-management competency and social management competency on the workforce performance in the Congolese banking sector, North-Kivu province. The study collected data from eight banks located in North-Kivu province. The study revealed that the employees of the related banks were emotionally skilled. Based on the descriptive statistics for emotional quotient, the results indicated that the overall mean for measures of emotional intelligence quotient was 3.9114. Emotional sensitivity had an average of 3.1917. This means that the respondents are highly skilled in terms of emotional sensitivity. The standard deviation was 0.199, a measure of how concentrated or dispersed the data were around the mean, reflects the amount of variation. Emotional competency had a mean score of 4.6393 and a standard deviation of 0.082. This means that most of the respondents have got competency of managing their own and other's emotions. These results demonstrate that the respondents have got a higher Emotional quotient in terms of emotional competency than in terms of emotional sensitivity. In other words, the respondents are more skilled in managing emotions but are less sensitive to other's emotions. The overall mean for emotional intelligence quotient was 3.9114.

As far as employees' performance is concerned, the mean score of 4.06 for job satisfaction approximates to a score of 4 on the 5-point Likert scale adopted by the study. This implies that the respondents agreed largely to each of the statements listed in the dimension of job satisfaction under performance in the structured questionnaire. A mean of 4.06 for job satisfaction implies that 81.2 % of the respondents are satisfied with their job. The average score for goals achievement was 3.19 in a scale of 1-5 with a SD coefficient of 0.509. This means 63.8% of the respondents achieved different goals set by the company. As far as customer satisfaction dimension is concerned, the mean score was 3.035 with SD=0.076. This means 60.7% of respondents strived to satisfy their customers. Simple linear regression was used to test the hypothesis that emotional quotient had a positive and significant effect on workforce performance. The results revealed a positive and significant effect of emotional quotient on workforce performance ($\beta=0.888$, $t=9.042$, $p<0.05$).

Given the findings of the study and its subsequent conclusions, the study makes the following recommendations to policy and practice. Since emotional intelligence was found to influence the workforce performance of Congolese banks located in North-Kivu province, those banks which have not yet made efforts to formulate policies geared towards enhancing emotional and cognitive competencies of their workers, should do so. These banks should also ensure that the formulated policies are implemented, and further encourage their workers to improve continuously on their soft skills to enhance their performance and that of their related banks. The fact that personality moderate the relationship between emotional intelligence and workforce performance of Congolese banks located in North-Kivu province we call upon the said banks to match their culture, leadership style, policies, procedures and structure with any strategy that they formulate to build strong personality among their workers. This will contribute to effective strategy execution and ultimately enhance the performance of their organizations. Based on the above results, it is highly recommended that the said banks should bundle human resource practices into soft skill-enhancing bundle, motivation enhancing bundle and empowerment enhancing bundle. Appropriate bundling of HR. practices is hoped to supplement employees' skill and knowledge levels, provide them with direction and inducement and boost their productivity levels. Congolese banks located in North-Kivu province should, therefore, adopt an integrated approach in their use of soft skills for improved performance.

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