EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL CULTURE EQUILIBRIUM – A CORRELATION ANALYSIS

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Abstract
Interest in the concept of organizational culture has been growing since the 1980s when textbooks, journals, etc. that omitted culture as a topic of study was considered obsolete. This interest is now pervasive in the academia and the business world. Today numerous business articles carry issues that tout culture as the central key to an organization’s success, and suggest that managers who are able to manage through their organization’s culture almost certainly would rise to the top. It is on this premise that organizational culture has emerged as a common topic in management, and as organizations extend their branches to other nations, the study of organizational culture will continue to gain increasing prominence. It is believed that values drive a business and as such managers should develop management philosophies that will drive the organization to prosperity. The objective of this study was to investigate the relationship between emotional intelligence and organizational culture equilibrium in organizations. Emotional intelligence helps organizational leaders to cultivate an organizational culture that produces organizational citizenship behaviors. It is also critical for the development of significant cultural identity for organizations and instills high levels of trust and cooperation throughout the organization while maintaining the flexibility needed to respond to changing conditions. Johnson & Johnson’s credo provides a classic example of the efficacy of emotional intelligence on organizational culture balance. A sample (n=294) was taken in Aba. Data were obtained through a questionnaire on seven dimensional factors of emotional intelligence, designed along the Likert-type scale based on the Schutte scale. The result was obtained using Pearson’s correlation analysis, which indicated, r, = .99. Therefore, the study found a strong positive association between emotional intelligence and organizational culture equilibrium.

Key words: Emotional competences, Organizational members, Values, Ethical culture, Authoritarian culture, Participative culture, Reciprocal process.

INTRODUCTION
At the present time, the scientific study of Emotional Intelligence (EI) in organizations is receiving high research attention. (Ashkanasy, 2002, Brown 2003,) Researchers on collective, organizational emotional intelligence state that emotional intelligence is imperative for those who seek to manage organizational change, execute strategy, or ensure fair process in organizations (Donaldson – Feilder & Bond, 2004, Fisher & Ashkanasy, 2000, Fulmer & Barry 2004). As the new science of success, Cherniss and Coleman (2001) in a longitudinal study of 515 managers from over 5 countries found that while outstanding intelligence quotient (IQ) contributed about 48 percent of organizational effectiveness, EI contributed about 74 percent. On the other hand, while outstanding IQ contributed about 71 percent of organizational failure, EI contributed about 24 percent. They
conclude that emotionally intelligent leaders are most relevant for organizational effectiveness than others with outstanding IQ. The sum of emotionally intelligent individuals in an organization provides the dichotomy between its failure and success. Organizations that are more emotionally intelligent can actually increase emotional intelligent behaviors among its employees and a collective ability as long as managers focus on the right emotional intelligence competences. Managing organizational culture requires deep relationship management to stimulate favorable behavior from organizational members (Bardzill&Slaski, 2003).Gardner and tough (2002) state that the ability to manage emotions in relationships allows the emotionally intelligent leader to understand employees needs and to react accordingly. The applicability of EI in organizational culture equilibrium would require authenticity. This is "the honest expression" of internal feelings subject to sensitive consideration of the others particular abilities, needs, and well – being. Authenticity can make other people more emotionally intelligent. On the contrary, perceptions of emotional manipulation by an organization lead people to reject instinctively other people’s words and behaviors. At best, this results in a reduction or even complete lack of attention. At worst defensive, opposite routines are activated. Emotional intelligence stresses the importance of managers demonstrating hope during times of organizational culture architecture. Hope is realistic rather than blind when managers perform concrete important actions to build a better future for the organization and its employees. Hope buffers people against apathy and depression and strengthens their capacity to persist under adversity. Because of diverse interests in Elere research, leading to sharp differences, in models, measurements and results, and to contribute to prior results by earlier researchers between EI and performance overcomes, the present study departs to use simple correlation analysis to address the relationship of EI and organizational culture equilibrium. Several studies show that emotional intelligence has strong positive association with leadership. Leadership is about influence that shapes the culture of an organization. Culture can be understood in part through an examination of the behavior of organizational members; like personal enactment. Personal enactment is behavior that reflects the organization’s values. In particular, personal enactment by top managers provides insight into these values. Values are the deeper level of culture. They reflect a person’s underlying beliefs of what should be or should not be. Values are often consciously articulated, both in conversation and in an organizational mission statement or annual report. For example, values underlie the adaptable and innovative culture at Johnson & Johnson. Johnson & Johnson express the company’s position on valuing diversity as: we are responsible to our employees; the men and women who work with us throughout the world. Every one must be considered as an individual; we must respect their dignity and recognize their merit. They must have a sense of security in their jobs. Compensation must be fair and adequate and working conditions clean, orderly and safe. Values include a belief in servant leadership characterized by emotional intelligence. Emotional intelligence enables organizational leaders to elevate the four basic functions of culture in organizations. Emotionally intelligent organizational leaders’ ensure that organizational culture is such that provides a sense of identity to members and increases their commitment to the organization. When employees internalize the values of the company they find their work intrinsically rewarding and identify with their fellow workers. Motivation is enhanced, and employees are more committed. Emotional intelligence facilitates the appreciation of culture as a sense-making device for organizational members. It provides a way for employees to interpret the meaning of organizational events. The attributes of equity as a cultural identity reinforces the values of the organization. Collaboration, relationships are part of cultural values that serve as a control mechanism for shaping behavior in emotionally intelligent organizations. Emotional intelligence is associated with organizational culture equilibrium (OCE) or balance because at the heart of most organizational mission statements lie the desire to win the hearts and minds of employees, or to have employees identify with the organization. For example, in a strong culture hypothesis Kotter & Heskett (1992) used a questionnaire to calculate a culture strength index for 207 organizations and found that they correlated with the organizations economic
performance (Nelson & Quick, 2003, Schein, 1985, Ackerman & Haggestad, 1997, Boyatzis, et al, 1999, Bradberry & Su, 2006, Caruso, et al, 2002). Interest in the concept of organizational culture has been growing since the 1980s when textbooks, journals, etc that omitted culture as a topic of study was considered obsolete. This interest is now pervasive in the academia and the business world. Today numerous business articles carry issues that tout culture as the central key to an organization’s success, and suggest that managers who are able to manage through their organization’s culture almost certainly would rise to the top. It is on this premise that organizational culture has emerged as a common topic in management, and as organizations extend their branches to other nations, the study of organizational culture will continue to gain increasing prominence. It is believed that values drive a business and as such managers should develop management philosophies that will drive the organization to prosperity. Each organization has its culture or its pattern of development. It’s cultural development form the background of the value and belief system of the organization. Belief system and value are interdependent. When belief systems change, values also change. Organizations are established on the basis of some cultural values or belief systems which determine, within very broad limits, what their goals shall be. Moorhead & Ricky, (1992) insist that there is a direct relationship between organizational culture and performance.

1.1 Statement of the problem
Organizational culture is often resistant to change, and management must explore a variety of approaches to sustain or modify it. Cultural assumptions create the lenses through which people perceive and interpret organizational events. The culture of an organization evolves over time, yet it is heavily influenced by the beliefs and philosophy of the organizations founders. A firm’s founder transmits his or her beliefs to a small group of close associates, often family members who already share the same values or at least know each other well. Organizational culture takes on a life of its own, even when the founder is dead. Sustaining good organizational culture would mean that people would be creatively and emotionally committed to the organization and what ever they do. Such attitudes reflect organizational citizenship behaviours. Organizations use a variety of approaches to maintain and reinforce their culture over time. These may be deliberate, as in the case of cultural symbols, rituals, and the choice of company heros who best embody the firm’s values, or they may be largely unconscious, such as the use of stories languages, and leadership styles. Establishing organizational culture equilibrium through the science of emotional intelligence is important for organizational efficiency because culture is a composite of personal reactions and a reflection of individuals shared values. All employees in an organization have their own sense of personal values and beliefs that influence the way in which they treat other employees, customers, communicate to both superiors and subordinates, and view their overall contribution to the organization and how they interpret the organization’s mission and vision. Because of the challenges of organizational culture and performance, Rousseau (1990) makes a case for multiple methods for assessing organizational culture and culture.

1.2 Objective of the study
The study was designed to investigate the relationship between emotional intelligence and organizational culture equilibrium.

1.3 Scope of the study
The study was delimited to Aba Zone, Abia State Nigeria. Aba has high population density, thus responses from the people in the zone would be assumed to be a true representation of the views of the people in Nigeria.

1.4 Limitation of the study
This study was limited by lack of research grant and current literature in the area of interest. However, these limitations did not undermine the academic content of the study.

1.5 Hypothesis
To achieve the objective of the present study, the following hypotheses were formulated and tested at 0.05 levels of significance.
Ho: There is no relationship between EI and OCE.
Hi: There is relationship between EI and OCE.

2. LITERATURE REVIEW
Goleman (1995) drew on a wealth of research to argue that successful organizational leaders need emotional intelligence, or the
attributes of self awareness, impulse control, persistence, confidence, self-motivation, empathy, and a talent for collaboration. He opines that effective organizational leaders must have a knack for articulating a mission or a goal and knowing how to bring everyone on board to accomplish organizational goals. Emotional intelligence is the framework for promoting organizational citizenship behavior (OCB) and the establishment of organizational culture equilibrium (OCE).

2.1 Emotional intelligence

The earliest proponents of emotional intelligence believe that it draws upon a psychometric tradition that an intelligence must meet three criteria to be defined as such. This implies that EI must be conceptual, in which case it must reflect mental aptitude rather than behavior, it must be correlational by sharing similarities with, and yet remain distinct from any other types of intelligences, and it must be developmental as it must increase with an individual’s experience and age. The psychometric tradition has given rise to different descriptions of the construct of EI such as a discrete set of abilities that integrate affective and cognitive skills. Current definitions of emotional intelligence tend to describe the construct as the skill of understanding and managing self and other people. Substantial disagreement exits about the definition of EI with respect to both terminology and operationalization’s, although there is almost a consensus of opinion that EI is the index of a set of skills that contribute positively to accurate self and group appraisal that ultimately result to performance success. Research has conceived of EI as either a trait or ability. As a trait, EI is considered to be an innate characteristic that enables and promotes well-being. Trait EI has been described as a constellation of emotional self-perceptions at the lower levels of personality hierarchies (Harms & Crede, 2010). As ability, EI is considered to be important for not only comprehending and regulating emotions but also for understanding and cognitions. (Goleman, 1995, Bar-On, 1997, Salovey & Mayer, 1990, Petrides & Furnham, 2000, 2001, Petrides, at al, 2007). Differences in approaches to EI construct have led to the introduction of different models for its understanding. Salovey & Mayer’s (1990) model of EI is based within the context of intelligence theory. Their pure theory of EI integrates key ideas from the field of intelligence and emotion. From intelligence theory comes the idea that intelligence involves the ability to carry out abstract reasoning. They propose that EI is comprised of the ability to perceive, respond, manipulate, understand, and manage emotional information. As regards the two mixed EI models, Bar-On (1997) has put forth a model based within the context of personality theory emphasizing the co – dependence of the ability aspects of EI with personality traits and their application to personal well-being. In contrast Goleman (2001) put forth a mixed model of EI in terms of performance integrating an individual’s ability and personality and applying their corresponding effects on performance in the work place. Petrides et al (2007) put forth the trait EI model that is based within a personality frame work. The different models of EI led to the development of various measurement instruments, including the traditional ones like; the Bar-On’s (1997) Emotional Quotient Inventory (EQ – i), Goleman’s (2001) Emotional Competency Inventory (ECI), Mayer – Salovey-Caruso (2002) Emotional intelligence Test (MSCEIT) and the Schutte et al (1998) (SSREI). SSREI is one of the most frequently used measures of EI in contemporary research. The Schutte Self-Report Emotional Intelligence (SSREI) scale is comprised of 33 items, of which three are negatively keyed. Schutte et al (1998) state that assessment of EI has not kept pace with the interest in the construct in general. Schutte and Malouf (1998) state that reliable and valid measures of EI and its components are important efforts to make theoretical advances in the area of EI, explore the nature and development of EI, predict the future functioning of individuals, in training programmes, jobs or marriages, identify individuals likely to experience problems because of deficits in emotional skills and evaluate the effectiveness designed to increase EI (Jonker & Vosloo 2010). While there have been considerable efforts made to create psychometrically valid measures of EI, there remains no single universally acceptable measure of EI and a number of criticisms have been made concerning the psychometric properties of the current scales available with regard to their convergent, discriminant and predictive validity. Antonakis (2004) notes that in numerous studies, EI measures fail to add

2.2. Organizational Culture

The culture of an organization has tremendous effects on the direction of the organization and to the behaviors of people within it. Organizational culture governs what the enterprise stands for with regard to how it allocates resources, its organizational structure, system in use, people, results and rewards, problems and opportunities and the way it deals with them. Organizational culture gives people a sense of now to behave, and what they should do or not do. The culture of an organization is a composite of many variables such as economic environment, purpose, shareholders interest, organizational maturity, personalities as well as ethics and philosophy (Agulanna & Madu, 2003). Culture is that complex whole which includes knowledge, belief, art, morals, laws, customs and other capabilities acquired by man as a member of a society. This complex whole designs and structures a system of ideas which influences the management of individuals and group operations in any organization. Hence the understanding of cultural diversity leads to cross – cultural literacy that gives rise to efficiency and effectiveness. Organizational culture refers to the character of an organization, its history, its approaches to decision making, its way of treating employees, and its way of dealing with the outside world. Another school describes organizational culture as “the sum total of shared values, symbols, meanings, beliefs, assumptions and expectations that organize and integrate a group of people who work together”. Experts identify two types of organizational culture such as authoritarian and participative. Authoritarian cultures feature centralized decision making with the Chief Executive Officer (CEO) and a few high-level managers. Departments have different agenda sometimes in conflict with each other. Employees do not perceive rewards for innovation, but following orders. They believe that their managers are interested in them only as workers and not as people. Authoritarian cultures are closed and resistant to change from outside the organization. Organizations with participative cultures, feature the common value of team work, employees feel empowered to make decisions rather than to wait for orders from those in authority or in power. The departments work together “like a well oiled machine”. Department goals match overall organizational goals. Workers feel valued as people, not just as employees. Participative organizational cultures are open to new ideas from inside and outside the organization. The primary responsibility for organizational culture belongs to management- the decision makers of the organization. Successful managers seek a workplace culture that supports the goals of the organization. For example, in the US General Motor’s (GM) management acknowledges the influence of labour unrest on its productivity and had to change its culture. GM management no longer see employees as logs butas a potential resource, by employing and developing actionable plans about what they can do themselves to make GM a more successful business organization. Employees work in organizations with specific cultures. The greatest area of weakness in management practice is the human dimension, because there seems to be little understanding of the relationship between managers, among employees, and interactions between the two. Aligning employees with the business plan gets bottom-line results. This requires conclusive organizational culture combined with affective organizational leadership. For most employees, job satisfaction means pay and benefits to provide a better balance of work and family life. Quality of life has become internalized, driven by having the tools to the job-education, skills, knowledge, and qualified managers. These lead to improved self-esteem and ultimately, stronger organizational performance. (Turner, 2004, Vander, et al, 2002, Paine & Organ, 2000). Emphasis has shifted from jobs themselves to gaining knowledge and involvement, as jobs are no longer seen as the only approach for life. Conducive organizational culture produces managers who listen and respond to employee feedback. Managers and employees work toward the same objectives. In this type of organizational culture, employers,
demonstrate a thorough understanding of the work place, both rationally and emotionally, providing a template upon which all strategies can be based. A conducive organizational culture provides the platform to build ownership and commitment to act on strategic imperatives, develop, share, exchange effective practices, and track change and refine strategy overtime. Research shows that Elof organizational leaders enhances the Organizational Citizenship Behavior (OCB) of employees that may lead to organizational culture equilibrium (Sriramesh, et al, 1992, Bass & Avolio, 1993, Brief, & Weiss, 2003, Conger & Kanungo, 1988, Moorman, 1991, Welch, 2003) Emotional intelligence and ethical soundness in business decision-making are imperative for cultural diversity management as well as organizational survival and prosperity. Emotional intelligence relates highly to the ability to recognize and respond to diversity of all kinds which is an important skill for success today and into the future. (Gentile 1998).Organizational culture driven by emotional intelligence directs human efforts towards making important contributions to the advancement of industry progress and human welfare.

2.3 Organizational Culture Equilibrium

Organizational culture equilibrium refers to the balance between organizational culture and the interest of the individual members. This means that the interests of the organization members must be aligned with the interest of the organization. And for this to happen there must be an emotional linkage. This linkage is organizational citizenship behavior (OCB). OCB involves sound leadership, trust, passion, empathy, authenticity, hope, resilience, and emotional management in pursuit of organizational culture equilibrium. Appelbaum et al (2004) opine that OCB is a discretionary behavior that is not part of employees’ formal job requirement, but it is that which promotes the effective functioning of the organization and its culture. Allen, et al (2000) see OCB as the role which embodies the cooperative and constructive elements that are neither required by formal job role descriptions nor clearly or directly compensated for by the formal organizational reward mechanism. Also, Bolino, et al (2002) describe OCB as the willingness of employees to exceed formal job requirement in order to help each other, to subordinate their individual interests for the good of the organization, and to take a genuine interest in the organizations activities and overall mission. According to Bolino and Turnley (2003) good OCB includes a variety of employees’ behaviors such as taking on additional assignment, voluntarily assisting people at work, keeping up with developments in one’s profession, following organizational rules, promoting and protecting the organization, keeping a positive attitude and to tolerating inconveniences at work. Podsakoff, et al (2000) in a Meta – analytic study found different forms of OCB including organizational loyalty, organizational compliance, individual initiative, self – development, conscientiousness, courtesy among others.

According to the employees who trust their supervisors and their organizations are very likely to exhibit higher levels of OCB. Otherwise, employees who perceive a violation of their psychological contracts often respond by decreasing their OCB and do not believe in working beyond enforceable standards. Organizational culture equilibrium is a reciprocal process because the extent to which employees feel supported and taken care of by their organizations determines the degree of OCE exhibited by them. Thus organizational justice is one of the key ingredients of OCE. According to Gardner and Stough (2002) EI helps in providing the capacity to give individualized consideration and understand employees’ needs. Abraham (2004) states that the traits EI, a combination of superior social skills and conscientiousness, enhance the self – sacrifice of benevolent employees to heightened levels of dependability and consideration. EI is directly related to OCB and work group cohesion. The emotional competency of social skills strengthens work group cohesion, resulting in superior performance. The emotional competences of heightened conscientiousness, reliability and integrity enhance feelings of trust in the group by arousing positive moods and positive perceptions that are fundamental for OCE. The OCB of employees based on building shared assumptions and trust may be the result of emotional intelligence of organizational members (Modassir & Singh, 2008, Bolino, et al, 2002). In a situation where every member of an organization imbibes a unique culture, that
culture is in equilibrium with the variables in the organization for effective performance.

3. METHODOLOGY
3.1 Research Design
The research objective was achieved by employing a survey design. The survey describes a technique of data collection in which questionnaire copies are used to gather data about an identified population. The design can also be used to assess interrelationships. According to Shaughnessy and Zechmeister (1997), this design is ideal to address the descriptive functions with correlational research.

3.2 Participants
A sample (n=294) consisted of male and female participants, and their characteristics are shown in Table 1. The participants were obtained from the general population in Aba, Abia State, Nigeria.

3.3 Measurement Instrument
The measurement was based on Schutte et al (1998) scale, redesigned a long a 5-point Likert-type scale. Previous investigations have found the total score on the SSREI scale to be acceptably internally consistent. The Likert technique is a scale based on item analysis, and the technique of summated rating. (Nachmais & Nachmais 1976).

3.4 Data analysis strategy

<table>
<thead>
<tr>
<th>Variables of Interest</th>
<th>X scores (Agree)</th>
<th>Responses (Agree)</th>
<th>X scores (Disagree)</th>
<th>Responses (Disagree)</th>
<th>Y scores (Disagree)</th>
<th>Y scores (Agree)</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy</td>
<td>14</td>
<td>63</td>
<td>15</td>
<td>30</td>
<td>29</td>
<td>21</td>
<td>112</td>
</tr>
<tr>
<td>Adaptability</td>
<td>3</td>
<td>14</td>
<td>17</td>
<td>34</td>
<td>20</td>
<td>25</td>
<td>61</td>
</tr>
<tr>
<td>Self - regulation</td>
<td>5</td>
<td>23</td>
<td>20</td>
<td>40</td>
<td>25</td>
<td>60</td>
<td>240</td>
</tr>
<tr>
<td>Motivation</td>
<td>5</td>
<td>23</td>
<td>35</td>
<td>70</td>
<td>40</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Collaboration</td>
<td>9</td>
<td>41</td>
<td>53</td>
<td>106</td>
<td>62</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Equality</td>
<td>13</td>
<td>59</td>
<td>38</td>
<td>76</td>
<td>51</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Ethics</td>
<td>9</td>
<td>41</td>
<td>58</td>
<td>116</td>
<td>67</td>
<td>116</td>
<td>233</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>264</td>
<td>236</td>
<td>472</td>
<td>294</td>
<td>294</td>
<td>294</td>
</tr>
</tbody>
</table>

Source: Field work, 2014.

Based on the introduction above, the Pearson’s product moment correlation coefficient was used to analyze the relationship between the variables, under investigation. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS) and the results are shown in tables 2 and 3.

4. PRESENTATION OF DATA AND RESULTS

Table 1: Characteristics of Respondents (n = 294)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Measuring Group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>126</td>
<td>42.86</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>168</td>
<td>57.14</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>294</td>
<td>100%</td>
</tr>
<tr>
<td>Literacy Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little Education</td>
<td>48</td>
<td>16.33</td>
</tr>
<tr>
<td></td>
<td>Up To SGR</td>
<td>154</td>
<td>52.38</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>92</td>
<td>31.29</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>294</td>
<td>100%</td>
</tr>
<tr>
<td>Age Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21 – 35 Years</td>
<td>61</td>
<td>20.75</td>
</tr>
<tr>
<td></td>
<td>36 – 50 Yrs</td>
<td>112</td>
<td>38.10</td>
</tr>
<tr>
<td></td>
<td>51 – Above</td>
<td>121</td>
<td>41.15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>294</td>
<td>100%</td>
</tr>
<tr>
<td>Dependents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 – 3 Children</td>
<td>36</td>
<td>12.24</td>
</tr>
<tr>
<td></td>
<td>3 – 10 Children</td>
<td>57</td>
<td>19.39</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>201</td>
<td>68.37</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>294</td>
<td>100%</td>
</tr>
<tr>
<td>People Occupation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agriculture</td>
<td>61</td>
<td>21.05</td>
</tr>
<tr>
<td></td>
<td>Banking</td>
<td>52</td>
<td>17.67</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>67</td>
<td>22.79</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td>11</td>
<td>3.74</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>30</td>
<td>10.20</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>53</td>
<td>18.03</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>294</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2: Analysis of Responses

<table>
<thead>
<tr>
<th>TABLE 3: Correlations</th>
<th>Measures</th>
<th>X – Scores</th>
<th>Y – Scores</th>
<th>d/f</th>
</tr>
</thead>
<tbody>
<tr>
<td>X - Scores</td>
<td>Pearson’s Correlation</td>
<td>1</td>
<td>0.993**</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Sig (2 – Tailed)</td>
<td>000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Y - Scores</td>
<td>Pearson’s Correlation</td>
<td>0</td>
<td>0.993**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig (2 – Tailed)</td>
<td>000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Correlation is significant @ 0.01 level (2 – tailed)

INTERPRETATION OF RESULT

Table 3 showed the linear correlation analysis of data and the Pearson’s coefficient of correlation, r, was computed as .993** at 0.01 level of significance. The value of the correlation coefficient indicated very strong positive relationship between emotional intelligence and organizational culture equilibrium. Therefore the null hypothesis which stated that there is no significant relationship between the two variables was rejected while the alternate hypothesis was accepted. This is the objective of the study. The result supports the views of Bardzill, & Slaski, 2003, and Moorhead and Ricky (1992) on the efficacy of emotional intelligence, organizational culture and performance.

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DISCUSSION

Several studies have found that emotional intelligence can have significant impact on organizational culture and performance. For example, Cherniss (2001) outlines four main reasons why the work place would be a logical setting for evaluating and improving emotional intelligence competences:

i. Emotional intelligence competences are critical for success in most jobs.

ii. Many adults enter the work force without the competencies necessary to succeed or excel at their job.

iii. Employers already have the established means and motivation for providing emotional intelligence training.

iv. Most adults spend the most of their waking hours at work.

A strong interest in the professional applications of emotional intelligence is apparent in the way organizations have embraced emotional intelligence ideas, as many organizations are helping their people to cultivate emotional intelligence competences which distinguish outstanding performers from average ones. Cherniss (2001) posits that emotional intelligence plays an important role in helping organizational leaders in making quality decisions about new products, markets, employees and management relationships. He insists that there comes a point when organizational leaders must rely on their intuition or gut feelings. Such feelings will sometimes point in the right direction and sometimes in the wrong direction. The organizational leaders who are most likely to have feelings that point in the right direction is the ones who have a good sense of why they are reacting as they are. Such organizational leaders have learned to discriminate between feelings that are irrelevant and misleading and feelings that are on target. In other words, emotional intelligence enables organizations to tune into the gut feelings that are most accurate and helpful in making difficult decisions. Cherniss and Goleman (2001) in a classic study find a strong positive relationship between emotional intelligence and organizational effectiveness, in relation to employee retention, productivity, customer loyalty, employee commitment, teamwork, among other variables that depend a great deal on organizational culture. According to Goleman (1998) in organizations undergoing rapid change, emotional intelligence may determine who gets promoted and who gets passed over, or gets laid off, and who stays. Many organizations reputed for cultural excellence have since embraced emotional intelligence as key to their continued success. For example, Johnson & Johnson highly reputed for its credo sent articles on emotional intelligence to 400 of its top executives world wide as a measure of sustaining its cultural equilibrium. Organizational leaders with a high level of emotional intelligence are more likely to understand how they are feeling and why and more able to effectively manage their feelings. This skill is a requirement for organizational citizenship behaviors (OCB) (Jones & George, 2003). According to Mullins (2002) organizational culture is the collection of traditions, values, policies, and attitudes that constitute a pervasice context for the operations of an organization. This influences the actions of managers in organizations. (Iwueke, 2006, Egan, 1994, Rousseau, 1990)

RECOMMENDATIONS

i. Organizations should emulate Johnson & Johnson by exposing their top executives to the imperatives of emotional intelligence. This will help them in managing across cultural diversity.

ii. Some organizations fail due to lukewarm relationship with employees and customers. Exposure to emotional intelligence will address the issues of apathy that will give room to teamwork.

iii. For organizational effectiveness, organizations should regularly expose their workforce to emotional intelligence training. For example, the American Society for Training and Development has produced a volume describing guidelines for helping organizations in emotional intelligence competences. This is imperative because emotional intelligence helps to create a culture in which people live healthy lives and prosperity.

iv. In hiring, organizations should pay particular attention to non – intelligence factors like humility, integrity, because these are among critical ingredients for success on the job. Such emotionally intelligent individuals are likely to bring into the organization a culture of fine values, aspirations and developmental histories to promote its existence.
v. Several studies report the economic value of hiring staff based on emotional intelligence. The USA AirForce informed Congress in 1998 that it saved more dollars by basing recruitment on Bar-On's (1997) Emotional Quotient Inventory (EQ-i). This will be of benefit to multinational organizations in almost all organizations.

5. CONCLUSION

The development of a new business strategy, incorporation of a range of new stakeholders including managerial authorities, up grading of policies, procedures, and systems; changes in organizational structure and staffing patterns; and the introduction of a range of new products and services – all affect the way people carry out their work, and ultimately how people feel about their work. These are all defining aspects of organizational culture - the shared set of beliefs and values that permeate an organization’s work force. Organizational culture can be deliberately changed or molded by dynamic and emotionally intelligent organizational leaders. Assuming some elements of cultural change is inevitable with organizational transformation, a leader high in emotional intelligence will be capable of managing the change process proactively. This is necessary because culture is a composite of personal reactions and a reflection of individual beliefs that have evolved overtime, becoming a set of shared values. All members of an organization have their own sets of personal values and beliefs about what they do and how they feel about the organization. These values and beliefs influence the way in which they treat other people in and outside the organization. These factors together influence what organizational members believe about the organization and how they interpret the organization's mission and vision (Bolman, & Terrence 1991, Daniel, 1998, Collins & Jerry, 1998) Individual and group emotional intelligence contributes to organizational culture stability and effectiveness. Emotional intelligence allows the understanding of cross - cultural literacy that gives rise to productivity and effectiveness. Emotional intelligence competencies are closely related to the appreciation of organizational culture which involves the traditions, values, policies and attitudes that contribute to the desired balance or equilibrium between the organization and society. With $r = .993**$ this study found a strong positive relationship between emotional intelligence and organizational culture equilibrium. This is the crux of the study. The result finds justification in the previous study of Cherniss and Goleman (2001) which found that, “as much as 90 percent of a leader's success in an organization is due to emotional intelligence”. It also agrees with the assertion of Welch (2003) that: ”The best teams are emotionally literate”.

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