

# Emotional and Social Intelligence: A Gateway to Organizational Effectiveness

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**Abstract:** Emotional and social intelligence plays a vital role in every organization which to a large degree explains the ability, capacity, and skills to be aware of one's emotions and the emotions of others. This paper explores emotional and social intelligence as a gateway to organizational effectiveness. The study adopted a cross-sectional quantitative survey design using a total sample size of 305 teaching and non-teaching staff from Seventh Day Adventist High Schools located in Southwestern Nigeria. Three standardized instruments namely; Emotional Intelligence Scale, Social Intelligence Scale, and Organizational Effectiveness Scale were used in the study. Multiple regression analysis was employed to analyze the data using the Statistical Package for the Social Sciences software (SPSS) version 23. Results showed that there is a significant relative influence of Emotional Intelligence and Social Intelligence on Organizational Effectiveness. Findings also revealed that there is a significant composite influence of emotional and social intelligence on organizational effectiveness. It is concluded that emotional and social intelligence have a composite influence on the organizational effectiveness of Seventh Day Adventist schools in southwestern Nigeria. This is an indication that emotional and social intelligence are highly relevant to the success of any organization. It, therefore, recommended that organizations should engage their employees in emotional and social intelligence capacity building periodically and Human Resources personnel should include emotional and social intelligence tests in a bid to hire qualified and competent staff.

**Keywords:** Emotional Intelligence, Social Intelligence, gateway, Organizational Effectiveness

## I. INTRODUCTION

In this era of technological innovation, organizations need to develop their human resources to have a competitive advantage over their competitors. To increase and improve the capabilities of employees and compete with the current advancement among the establishment, organizations have to embark on future-oriented human resources strategies. Parveen and Soomro (2018) explored the prominent and effective roles and characteristics of emotional and social intelligence. They encourage the use of emotional and social intelligence competencies on the job for the betterment of employees and the prosperity of the organization. It could be debated that employee competence in any organization would determine its overall effectiveness which may be attributed to the socio-behavioral characteristics. According to Ho (2008), organizational effectiveness is a tool for achieving better outcomes in the organization by considering certain standards and objectives. It is well known that whenever employees are aware of what they are expected to do and are involved in

setting those expectations, they will make great effort to fulfill their obligations to the organization through proper supervision (Armstrong, 2006). Certainty about organizational vision, goals, and mission leads to decisive self-confidence in corporate decision-making. However, emotional intelligence plays a vital role in every organization which describes the ability, capacity, and skills to be aware of one's emotions and the emotions of others.

About seventy percent of successful people in life is not because of their intellectual intelligence, rather it is because of their emotional and social intelligence which is highly necessary. It is due to their generic intelligence such as personal ability to manage emotions and work together as well as understanding other people (Khilmayah & Wiyono, 2020).

According to Dashwal (2016), emotional intelligence captures individual skills and dispositions which is usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Emotion is known to be an intrinsic part of our biological makeup, and it influences our behavior wherever we find ourselves. Emotional intelligence consists of five specific competencies: Knowing one's emotions, managing emotions, motivating one, recognizing emotions in others, and handling relationships. Srivastava (2013) sees it as the ability to monitor oneself and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviors. Individuals with high level of emotional intelligence display prosocial behaviours that enable them to behave appropriately in interpersonally challenging situations (Martin-Raugh *et al.*, 2016).

It has been found that social intelligence is very significant than intelligence quotient between various intelligence for managers. It is seen as a factor that could play an important role, in relations between managers and organizational members (Beikzadeh & Soltandadashi, 2011). Social intelligence entails self-comprehension, explanation of self-diaries, and laws for decision. It is an aspect of social skills, social information processing, and social awareness (Mali, Kocyigit & Tugluk, 2012). According to Donatus, Nwokorie and Zoakah (2019), social intelligence inherent in individual's life enables them to socially interact with the people in their environment and give attention to their needs.

Though, it is inherent but can be developed through social interactions with other people over a period of time.

Social intelligence is an inclusive term that embraces a wide range of skills and personal characteristics and usually refers to those interpersonal and intrapersonal skills that transcend specific areas of the previous knowledge such as intelligence and technical or professional skills. According to Ebrahimpoor *et al.* (2013), social intelligence is the ability to establish relationships with others, intrapersonal knowledge, ability to judge others' feelings, temperaments and incentives, effective social performance/function, ability to sympathize, and being skilled in decoding non-verbal signs. In addition to social intelligence, the other factor for successful leadership, atmosphere, culture, and strategy on the organization is management style.

It is noteworthy that social intelligence and emotional intelligence are often used interchangeably and taken to be synonymous with each other mistakenly. Social intelligence, despite its similarities with other intelligence, is more specific than emotional intelligence and has unique specifications and characteristics (Ebrahimpoor, Zahed, & Elyasic, 2013).

Puertas Molero *et al.* (2019) are of the opinion that the key influence in the educational environment, contributing to the psychological well-being of educationists is emotional and social intelligence. At present, there is limited published work at the national and international level to examine the role of emotional and social intelligence as an important variable in the modern work settings, especially in the area of organizational effectiveness in faith-based schools. Research on the subject rarely seems to include the determination of professional life by going beyond the input of people's personality traits and common intellectual abilities. It is a potentially powerful, interesting, and useful area that needs to be investigated. The current paper, therefore attempts to add to the limited empirical research in this area and to indicate the influence and relevance of emotional and social intelligence on organizational effectiveness in faith-based schools, Southwest Nigeria. The study purposes to investigate the relative influence of emotional and social intelligence on organizational effectiveness and to determine the composite influence of emotional intelligence on organizational effectiveness.

## II. SIGNIFICANCE OF THE STUDY

The study provides insights into the importance of emotional and social intelligence in organizational effectiveness. This may help in policy formulation and execution. Graduates and undergraduate students of contemporary management theory, trainers, and the general public will also learn more about the relationship between emotional and social intelligence and organizational effectiveness.

## III. LITERATURE REVIEW

Daniel Goleman a leading and respected authority on emotional intelligence affirmed that the most important thing in leadership is emotional intelligence. He identifies five major subscales of emotional intelligence which he stated as; Self-Awareness, Self-Regulation, Self-Motivation, Social Awareness, and Social Skills (Goleman, 1995). Salovey & Sluyter (1990) submit that emotionally intelligent people think carefully about their emotions and that of others, differentiate among them to use the information to direct one's thinking and action. Through the development of emotional intelligence, people can become more productive and successful in various organizations which in turn results in effectiveness (Serrat, 2009).

Goleman (1998) believes that emotions, properly managed, can drive trust, loyalty, and commitment which in turn drives many of the greatest productivity gains, innovations, and accomplishments of individuals, teams, and organizations. As emotions guide reasoning, emotional intelligence in a leader is seen as a fundamental ingredient for success. True leadership cannot be separated from the basic qualities that produce sound personal character (Munroe, 1993). Emotional intelligence considers factors that are an integral part of one's character and are key factors as to why one person thrives, whilst another of equal or greater intellect may be less successful (Salovey and Mayer, 1990; Goleman, 1995; Bar-On, 1996).

Similarly, research signposts that emotional intelligence is a significant predictor of the success of leaders in a variety of organizations. In a study of over 2,000 supervisors, middle managers, and executives, all but two of the sixteen abilities that distinguished star performers from average performers were emotional competencies (Goleman, 1998). The cost-effectiveness of emotional intelligence in the workplace has been an area of interest. Several studies have reported the economic value of hiring staff based on emotional intelligence. In a report to Congress, the Government Accounting Office (1998) outlined the amount saved when the United States Air Force used Bar On's Emotional Quotient Inventory (EQ-I) to select program recruiters. By selecting those individuals who scored highest in emotional intelligence as recruiters, they increased their ability to select successful recruiters by threefold and saved \$3 million annually.

Cherniss and Goleman (1998) also projected that by not following training guidelines established to increase emotional intelligence in the workplace, industries in the United States is losing between \$5.6 and \$16.8 billion a year. They found that the impact of training employees in emotional and social competencies with programs that followed their guidelines was higher than for other programs, and by not implementing these programs companies were receiving less of an impact and consequently losing money.

Boyatzis (1999) found a similar study that when partners in a multinational consulting firm were assessed on emotional intelligence competencies, partners who scored above the median on nine or more competencies delivered \$1.2 million more profit than did other partners. Emotional intelligence can be beneficial in many areas of life. However, the application of its usefulness has been most frequently documented in the professional workplace. Cherniss (2000) outlines four main reasons why the workplace would be a logical setting for evaluating and improving emotional

intelligence competencies:

- Emotional intelligence competencies are critical for success in most jobs.
- Many adults enter the workforce without the competencies necessary to succeed or excel at their job.
- Employers already have established means and motivation for providing emotional intelligence training.
- Most adults spend the majority 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. The American Society for Training and Development, for example, has published a volume describing guidelines for helping people in organizations cultivate emotional intelligence competencies that distinguish outstanding performers from average ones (Cherniss & Adler, 2000).

Several studies have been done on emotional and social intelligence as a driver to organizational effectiveness, though most of this study is conducted at the international level. Most of these studies look at the relevance of the two independent variables on the dependent variable differently. This made the present study unique because it will look at the composite influence of the two independent variables on the dependent variable.

Lathesh and Avadhani (2018) aimed at finding the impact of social intelligence on employee performance. The results found that employees who are having a high level of social intelligence can adopt new skills in their work and can perform better. Ebrahimpoor *et al.* (2013) studied the relationships among dimensions of social intelligence, social skills, social information processing, social awareness, social desirability, and organizational performance. Results from the study indicated that social skills, social information processing, social awareness, and social desirability of improving organizational performance had the most important part in social information processing, and social awareness and social skills played a secondary role in improving performance. Another interesting study by Kolor and Seifollahi (2018) evaluates the effects of business intelligence on innovative performance among employees of the industrial firm and showed that social intelligence has a significant

effect on innovative performance. The results of testing sub-hypotheses showed that all the four dimensions of social intelligence, i.e. social skills, social awareness, data processing, and social desirability, have significant effects on innovative performance.

One study that seems to be very similar to this study but did not look at the composite influence of social and emotional intelligence on organizational effectiveness is the study of Parveen and Soomro (2018) who explored the prominent and effective roles and characteristics of emotional and social intelligence (ESI) in the work setting. The researcher thoroughly focuses on the various claims of researchers for the need and application of emotional and social intelligence competencies, particularly in the work environment. Though the study was not empirical research, however, it provides useful directions to prompt and encourage the use of emotional and social intelligence competencies on the job for the betterment of employees and the prosperity of organizations.

#### IV. METHODOLOGY

The research in terms of purpose is applied and in terms of the methodology, it is a cross-sectional quantitative survey design.

#### V. POPULATION

The research's population included teaching and non-teaching staff of the six major Seventh Day Adventist High Schools located in Southwestern Nigeria, which included 305 individuals.

#### VI. SAMPLE SIZE AND SAMPLING

Convenience sampling technique was used. Hence, the researcher made attempts to involve the total population of 305 staff including teaching and non-teaching staff members on level 3 of the organization scale only. This was adopted as the other staff on level 2 and below are few and most are not literate enough to participate.

#### VII. INSTRUMENTS

The field data were collected by using the following three questionnaires: Emotional Intelligence Scale, Social Intelligence Scale, and Organizational Effectiveness Scale.

*Emotional Intelligence Scale:* The Emotional Intelligence Scale developed by Mehta and Singh (2013) has been designed to measure emotional intelligence with a special focus on two subscales comprising personal and social competence. Personal competence outlines SSE's as S- Self-awareness, S-Self motivation, and E-emotion regulation while SSE's of social competence are being termed as S-Social awareness, S-social skills, and E- Emotional receptivity. The scale is a 69-item self-report measure in 5 Likert scale from (1) extremely low competence to (5) extremely high competence that includes items such as "I am result-oriented with a high drive to meet objectives and goals" and "I manage

my impulsive feelings and disappointing emotions well". Estimates of internal consistency for the subscales as reported by Mehta and Singh (2013) ranged from .78 to .91.

**Social Intelligence Scale:** The Social Intelligence Scale developed by Frankovský and Birknerová (2014) was used to detect the degree of perceiving social intelligence as a performance characteristic. It consists of 21 items evaluated on a 5-point scale (0-never, 5-very often) with three subscales: 1) SP-social information processing (e.g. I can easily understand social situations), 2) SS-social skills (e.g. I am successful in establishing new relationships), and 3) SA-social awareness (e.g. I am often surprised how other people react to my actions). The internal validity of these factors is given as follows: SP-0.79, SS-0.85, and SA-0.72 (Silvera, Martinussen & Dahl, 2001).

**Organizational Effectiveness Scale (OES):** OES was developed by Chiyem and Anayo (2016) based on inclusive characteristics four models of organizational effectiveness: goal attainment, system resources, internal processes, and stakeholder satisfaction. It consists of 40 items on a 5-Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The items include "The desired level of output is always attained" and "Needed manpower is always acquired". The internal validity reported by Chiyem and Anayo (2016) was .73 reliability coefficient of the entire scale. For the subscales, the obtained reliability coefficients were: goal attainment model, .66; system resources model .75; internal processes model .58 and stakeholder model, .64.

### VIII. DATA ANALYSIS METHOD

Data generated through standard questionnaires were sorted, coded and subjected to analysis with the aid of SPSS version 23 was used for the extraction of information and the analysis of data. Each of the hypotheses were tested with multiple regression at 0.05 level of significance.

### IX. RESULTS

A total of three hundred and five questionnaires were distributed but two hundred and eighty-nine were properly filled and returned for analysis.

#### *Objective/Hypothesis One*

**Objective:** To investigate the relative influence of emotional and social intelligence on organizational effectiveness.

**HO<sub>1</sub>:** There is no significant relative influence of emotional and social intelligence on organizational effectiveness.

Table 1: Relative Influence of Emotional and Social Intelligence on Organizational Effectiveness.

	Unstandardized Coefficients		Standardized Coefficients	t-Ratio	Sig.
	B	Std. Error	Beta		
(Constant)	68.827	4.853		14.182	.000
Emotional Intelligence	-.069	0.16	-.275	-4.422	.000
Social Intelligence	.351	.047	.463	7.452	.000

a Dependent Variable: Organizational Effectiveness

The results in Table 1 revealed that; Emotional Intelligence ( $\beta = -.069$ ;  $t = -4.422$ ;  $p < .05$ ) and Social Intelligence ( $\beta = .351$ ;  $t = 7.542$ ;  $p < .05$ ) are statistically significant at .05 level of significance. This implies that there is significant relative influence of emotional intelligence and social intelligence on organizational effectiveness. That is, each of the independent variables (emotional intelligence and social intelligence) has significant influence on organizational effectiveness. Hence, emotional intelligence and social intelligence are good predictors of Organizational Effectiveness.

#### *Objective/Hypothesis Two*

**Objective:** To determine the composite influence of emotional and social intelligence on organizational effectiveness.

**HO<sub>2</sub>:** There is no significant composite influence of emotional and social intelligence on organizational effectiveness.

Table 2: Analysis for the Composite Influence of Emotional and Social Intelligence on Organizational Effectiveness.

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	24750.471	2	12375.235	54.973	.000 <sup>b</sup>
Residual	41196.110	287	225.115		
Total	172024	289			
Model Summary	R = .613 <sup>b</sup> ; R Square = .357; Adjusted R Square = .368				

a. Dependent Variable: Organizational Effectiveness

b. Predictors: (Constant), Emotional Intelligence, Social Intelligence

The results in Table 2 indicated that with all the independent variables (Emotional Intelligence and Social Intelligence) entered into the regression model at once, there is a significant influence on Organizational Effectiveness ( $R = .613$ ;  $R^2 = .357$ ;  $Adj R^2 = .368$ ;  $F(2,185) = 54.973$ ;  $p < .05$ ). With the significant level 0.01 less than the significant value of 0.05, this implies that there is significant composite influence of emotional and social influence on organizational effectiveness.



## X. DISCUSSION

Findings from this paper revealed that there was statistically significant relative influence of emotional and social intelligence on organizational effectiveness. The findings corroborate earlier study of Masa'deh (2016) that revealed a significant positive impact of emotional intelligence on organizational effectiveness. Also, the study of Ugoani (2016) conforms to this study, it showed that emotional intelligence has a strong positive relationship with organizational competitiveness. Findings by Pekaar *et al.* (2018) highlighted that the emotional intelligence is more effective in predicting organisational effectiveness, suggesting that it support the current findings. O'Boyle *et al.* (2011) confirmed that emotional intelligence and performance are correlated in some aspects. The outcome of this paper was in conformity with Kim (2008) who maintained that social intelligence is key to building effectiveness in organisation. The study further revealed that the hallmark of social intelligence is to enhance effectiveness in organization. Hence, emotional and social intelligence is a factor that truly enhances organizational effectiveness.

Furthermore, the results showed that there was statistically significant composite influence of emotional and social influence on organizational effectiveness. The findings are in line with the study of Lathesh and Avadhani (2018) who found that employees who are having a high level of social intelligence can adopt new skills in their work and can perform better. It also conforms to the study of Ebrahimpoor *et al.* (2013) who discovered that social skills, social information processing, and social awareness improves organizational performance. Results conform to Donatus, Nwokorie and Zoakah (2019) assertion that social intelligent was geared towards improving employee performance. Hence when emotional and social intelligence is improved, it enables employees understand their emotions and that of other co-worker that result in organization effectiveness.

## XI. CONCLUSION

The performance of any organization in the current technology-driven age of doing business depends on the ability of managers and employees to be intelligent. Emotional and social intelligence are social skills that are essential factors that stimulate employees to display their true skills, it is only when these are recognized that the expertise in them are manifested. The findings of this study showed that emotional intelligence and social intelligence are highly relevant to organizational effectiveness. Taken together, the emotional and social intelligence construct is a vibrant one with a rich tradition in the behavioral sciences and enormous practical potential. It is concluded that emotional and social intelligence can improve organizational effectiveness as it was discovered in this paper. It should, therefore, be one of the basic responsibilities of every organization to engage their employee in emotional and social intelligence capacity building; human resources personnel should include emotional and social intelligence tests in a bid to hire

qualified and competent staff. Staff members on the frontline of the organization should be trained and retrained on emotional and social intelligence competencies regularly and their activities evaluated periodically. Emotional and social intelligence may be the only and best gateway to organizational effectiveness.

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