

Effect of Emotional Leadership on Employee Performance among Staff of Tertiary Institutions in Gombe

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Abstract

Leadership is very crucial to all human endeavors, so also our organizations, its effectiveness and performance of employees. This study examines the effects of emotional leadership and subordinate performance in Gombe tertiary institutions of learning. The study uses a cross sectional survey with a sample of 339 employees. Therefore, 339 copies of questionnaire were administered to the employees of the tertiary institution under study. The study used emotional quotient inventory (EQ-i) measures to measure emotional leadership and work in progress (WIP) questionnaire to measure subordinate performance. The data collected was analyzed using SPSS version 20 the study used multiple regressions for analysis. Result from the analysis revealed that leader's assertiveness and leader's relationship were found to lead to job performance while empathy and adaptability were found not to lead to job performance. It was recommended that Leaders should be aware of every situation, and also need to know how to diagnose situations and identify the types of behavior that are appropriate, in addition, they need to know how to use different behaviors skillfully. That will help employees perform well in their given task.

Keywords: Emotional Leadership, Job Performance

1. INTRODUCTION

It is evidential that leadership problem is ruining Nigeria and there is no doubt about it that leadership has its place in all human endeavor, so also our organizations, its effectiveness and performance of employees. Many Nigerian workers speak on what ought to be done to improve their performance based on the leadership skills of their leaders. Preliminary investigation revealed that several Nigerian workers complain everyday about something that is not going well in their companies, businesses, their offices, their communities, their states and in the entire nation in which it affect their performance as an individual but all to no avail. The bulk of the performance problems and deficiencies of Nigerian workers could more appropriately be credited to leadership inefficiencies, and unsuitable leadership approaches. It has been observed that in most Nigerian work environments, workers continuously complain over several behavioral and emotional traits of their leaders, in that it contribute to their behavior and performance. Any leader who wants to do the right things would need to enforce those right principles upon the people, but how a leader go about implementing those right principles matters a lot in improving performance of employee.

Emotions are attributes of all humans and to be free of emotions is to be non-human. The primacy of emotions with respect to human nature and existence necessitates the acknowledgment and management of emotions as they constitute a driving force behind human behavior (Oyewumi, Ojo, Oludayo 2015). This implies that the actions and inactions of humans are motivated to a considerable extent by emotions. In relation to organizational life, it signifies that employee performance could be influenced by emotions. This outlook captures the essence of emotional intelligence as developed by Payne (1985), Mayer and Salovey (1993) and Goleman (1995), who popularized the concept. Management scholars have established the fact that there is a relationship between emotional intelligence and effective leadership (Sosik and Megerian, 1999; Mayer, Salovey and Caruso, 2000; Alston, Dastor and Sosa-Fey, 2010).

Emotional leadership is the leading of followers through the proper identification and management of an array of emotions and influencing the outcome of their subsequent needs. According to Stein and Book (2000), emotions are information that follow logical patterns. Goleman, Boyatzis and Mckee (2000) posited that the effective use of emotion is fundamental to the function of successful leadership. Similarly, George (2006) and Bar-on (1996) submitted that leadership is an emotion-laden process, with emotion entwined with the social influence process. Past studies also revealed that emotions of a leader lead to better work performance of employees in organizations (Boyatzis, 1982; Hunter, Schmidt & Judiesch, 1990). Emotional leadership plays a very significant role in shaping cognitive and behavioral mechanisms of human systems (Williams, 2001). Managers need to be proficient in understanding the efficient implication of soft skills in gaining the optimum

output of emotional leadership.

However, George(2000); Dasborough and Ashkanasy (2002) state that leadership itself is an emotional process in which leaders express emotions and try to arouse emotions in their subordinates. In reality, a leader's emotions have strong effects on others. Leaders who feel excited, enthusiastic, and energetic themselves are likely to similarly energize their followers, so are leaders who feel distressed and hostile are likely to negatively activate their followers. The power of a leader's emotions as a leadership tool is appreciated by all leadership styles that flatter the charismatic aspect of a leader. Thus, charismatic leaders, resonant leaders, and transformational leaders all use emotions to motivate employees, communicate a vision, and excite followers to work towards long-term ideals and strategic objectives. These competencies are to establish warm, empathic, non-directive, trusting relations with subordinates, so empathy, active listening and other interpersonal skills like adaptability and assertiveness of a leader are supposed to be inevitable for leaders. The focus is mostly on the emotions the leader stimulates in others in the process of generating productive behavior.

Furthermore emotions can provide leaders with information about problems and opportunities (Schwarz, 1990; Schwarz & Clore, 1988). Leaders who accurately perceive their emotions and can determine their causes can determine when emotions are linked to opportunities, problems, or proposed courses of action, and use those emotions as information in the process of making decisions (Schwarz, 1990; Schwarz & Clore, 1988). By knowing their emotions and their roots, leaders can effectively use emotional input in decision making which can lead to performance. Additionally, when a leader identifies an experienced emotion as irrelevant to performance, they can take steps to discount and manage the emotion so that it will not be a source of error in decision making. When leaders know and manage their emotions, they may be better able to flexibly approach problems, consider alternative scenarios, and avoid rigidity in leadership.

2. LITERATURE REVIEW

Researchers have made progress in clarifying and extending the performance concept (Campbell, 1990). Moreover, advances have been made in specifying major predictors and processes associated with performance. With the ongoing changes that we are witnessing within organizations today, the performance concepts and performance requirements are undergoing changes as well (Ilgen & Pulakos, 1999). Below are some of the performance concepts.

2.1 Performance as a Multi-Dimensional Concept

Performance is a multi-dimensional concept. On the most basic level, Borman and Motowidlo (1993) distinguish between task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct (e.g., in the case of production workers), or indirect (e.g., in the case of managers or staff personnel). Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures. Three basic assumptions are associated with the differentiation between task and contextual performance (Borman & Motowidlo, 1997; Motowidlo & Schmit, 1999): (1) Activities relevant for task performance vary between jobs whereas contextual performance activities are relatively similar across jobs; (2) task performance is related to ability, whereas contextual performance is related to personality and motivation; (3) task performance is more prescribed and constitutes in-role behavior, whereas contextual performance is more discretionary and extra-role.

2.1.1 Task Performance

Task performance relates to transforming raw materials into finished goods and services which are specific to the job, task performance can be defined as the proficiency (ie, competency) with which one performs central job tasks. Task performance in itself is multi-dimensional. For example, among the eight performance components proposed by Campbell (1990), there are five factors which refer to task performance (Campbell, Gasser, & Oswald, 1996; Motowidlo & Schmit, 1999): (1) job-specific task proficiency, (2) non-job-specific task proficiency, (3) written and oral communication proficiency, (4) supervision—in the case of a supervisory or leadership position—and partly (5) management/administration. Each of these factors comprises a number of sub factors which may vary between different jobs. For example, the management/administration factor comprises sub dimensions such as (1) planning and organizing, (2) guiding, directing, and motivating subordinates and providing feedback, (3) training, coaching, and developing subordinates, (4) communication effectively and keeping others informed (Borman & Brush, 1993). In recent years, researchers paid attention to specific aspects of task performance. For example, innovation and customer-oriented behavior become increasingly important as organizations put greater emphasis on customer service (Anderson & King, 1993; Bowen & Waldman, 1999).

2.1.2 Contextual Performance

Researchers have developed a number of contextual performance concepts. On a very general level, one can

differentiate between two types of contextual performance: performance as a dynamic concept behavior which aims primarily at the smooth functioning of the organization as it is at the present moment, and proactive behaviors which aim at changing and improving work procedures and organizational processes. The 'stabilizing' contextual performance behaviors include organizational citizenship behavior with its five components altruism, conscientiousness, civic virtue, courtesy, and sportsmanship (Organ, 1988), some aspects of organizational spontaneity (e.g., helping coworkers, protecting the organization, George & Brief, 1992) and of pro social organizational behavior (Brief & Motowidlo, 1986). The more pro-active behaviors include personal initiative (Frese, Fay, Hilburger, Leng, & Tag, 1997; Frese, Garst, & Fay, 2000; Frese, Kring, Soose, & Zempel, 1996), voice (Van Dyne & LePine, 1998), taking charge (Morrison & Phelps, 1999). Thus, contextual performance is not a single set of uniform behaviors, but is in itself a multidimensional concept (Van Dyne & LePine, 1998).

2.3 Emotional Leadership and Subordinate Performance Empirical Relationship

Mc Coll and Anderson (2002) conducted a study on impact of leadership style and emotions on subordinate performance. The study examine whether emotions of frustration and optimism mediate fully or partially the relationship between leadership style and subordinate performance in the context of structural equation modeling sales sample was used in the study. A survey of 300 sales representatives of a global pharmaceutical firm located in Australia was undertaken; chi-square was used to analyze the data. The result shows that frustration and optimism are found to have a direct influence on performance.

Brett (2005) conducted a study using 800 leaders and subordinate on relationship between Employee performance and emotional leadership in the South African parastatal organization. The aim of the study is to find out the relationship between Employees performance and emotional leadership. In the analysis it was found out that a weak, mildly significant negative linear relationship between employee performance and emotional leadership using linear regression to analyze the data.

Another study by Natalie, Jackson and Sharon (2010) in Florida examine emotions as it relates to work experience and academic performance, using 193 undergraduate business students to show the effects of emotions on performance. A simple linear regression, descriptive statistics and correlation was used , and It was discovered that emotional leadership is related to performance.

Gryn (2010) conducted a study on a relationship between emotions and job performance of a call center in South Africa. The purpose of the study was to determine whether there is a relationship between perceived emotions and job performance among labor call center leaders in the medical aid environment, 268 subordinate participated and the research result shows that there is no statistically significant relationship between emotions and job performance. Pearson correlation coefficient was used to illustrate the relationship.

In a study, impact of leaders emotions on the performance of employees by Hassan, Saeid, and Sirous, (2010). The study was undertaken to understand the performance in educational administration of iran using 155 sample and it was discovered that there is a positive impact of emotion on the performance of employee.

In another study, the effect of leadership style in performance in Kenya by Peris (2012). This study investigate the main effect of leadership style on performance, a descriptive survey research was carried out based on perception of middle men. 30 state owned corporation were used as sample, data was further analyzed using bivariate correlation and the result shows significant relationship exist between leadership style and performance.

Umer, Adna, Aram and Hamid (2012), carried out a research on the impact of leadership style on employee performance in Pakistan, The purpose of the research is to determine if leadership style has an impact on employee performance. 6 private schools were used as sample with 250 employees selected, Regression and correlation was used to analyze the data. The result shows that leadership style are significantly positive associated with employee performance. The study only covered private institution, organization.

Muhammed, Abu, Ismi and Jegak (2012) in Malaysia conducted a study that aims at investigating the effect of emotional leadership on the job performance of individual from a theoretical point of view. They concluded in their studies that a leaders emotion has a key role in increasing performance.

Emotional intelligence and employee outcomes by Kiran, Sumaira, and Madiha (2013) investigated the relationship between emotional leadership and employee outcomes in Pakistan, they conducted a survey research and the sample of the study of 300workers includes the managerial and the non managerial work force of four leading software companies and two telecom companies in Islamabad Pakistan. Descriptive statistical analysis and regression analysis were used to analyse the sample. It was concluded that the leaders' role (emotion) is a key thing about employees' performance.

Bizhan , Saeid and Vahid (2013) studied the relation between leaders emotion and employees performance a case study of real estate registration organization of Tehran Province of Singapore with a sample of 277workers, the aim of the Study was to determine the relationship between leaders emotion and employee performance, and it was revealed that is a positive impact of emotion on employees performance. The Research used descriptive correlation method to analyze the data

In a study relationship between emotional leadership and employee performance in 2013 by Oladipo, Daskarean, Salami and Mohammed in Nigeria, the study looks into the relationship between emotional leadership and workers performance with a sample of 180 workers. Linear regression analysis was used and it came to the conclusion that there is a substantial relationship between emotional leadership and worker performance.

George and Bettenhouse George (1990) found that leader positive mood was positively related to work group sales performance. Likewise, Chi and colleagues (2011) found that leaders' positive mood was positively associated with sales teams' performance. Johnson (2008) suggested that team leaders are ideal transmitters of mood because team members pay special attention to the leader's mood. Moreover, leaders are considered to be able to transmit their moods to team members easily because they have more opportunities to express their mood to team members. Leonardo and Nicholae (2010) revolutionary discoveries in the field of brain research shows that mood and actions of leaders have a decisive impact on those he directs.

Ten Bos and Willmott, (2001), investigates how emotion and rationality combine to inform management roles, Most managers would rather steer away from dealing with emotional issues, whereas emotions that are properly managed can have successful outcomes. Carefully managed emotions can drive trust, loyalty and commitment as well as increase productivity, efficiency, and effectiveness in the individual, team and organizations. Owoseni (2014), empirical findings have also shown that leaders' positive mood relates positively to team performance.

2.4 Hypothesis of the Study

- H1. Leader's emotional relationship significantly affects subordinate performance.
- H2. Leader's empathy significantly affects subordinates performance.
- H3. Leader's assertiveness significantly influences subordinate performance.
- H4. Leaders' adaptability significantly affects subordinate performance.

Conceptual Framework



Figure 2.1: Research Frame Work.

3. RESEARCH METHODOLOGY

3.1 Measurement of variables /Constructs

The present study has two major constructs to be measured namely emotional leadership, and subordinate performance. This section discusses the instruments used in measuring the constructs of the model.

3.2 Method of Data Analysis

To test the relationship between emotional leadership and subordinate performance the data collected for the study was analyzed using SPSS version 20 software in which multiple regression analysis was used.

3.3 Reliability Analysis Results

Cronbach Alpha reliability was performed and the result shows that all measures of emotional leadership attained high reliability coefficient, ranging from .709 to .898, while measure of subordinate performance has the average of .618. Reliability coefficient of .60 is average reliability, and a coefficient of .70 and above as high reliability (Hair *et al.*, 2006; Nunnally, 1978; Sekaran & Bougie, 2010). The Cronbach Alpha of all the dimensions is .832.

RESPONSE RATE

A total of 177 respondents constituted the response rate for this research which shows a good response rate of 52%. This rate is considered sufficient based on Sekaran's (2003) argument that a 30% response rate is suitable for survey.. The data was analyzed using SPSS (Version 20)

Table 4.1 Questionnaire Distribution and Retention

Item	Frequency	percentage
Distributed Questionnaire	339	100
Returned Questionnaire	177	52
Rejected (outliers)	18	5
Questionnaire with missing values	5	1.5
Retained Questionnaire	154	45

Source; Researcher

RESULTS AND DISCUSSION

In this study; it is intended to investigate the relationship between the independent variables including: Leaders relationship, empathy, assertiveness, adaptability and the dependent variable which is subordinate performance among staff of tertiary institution in Gombe metropolis. To examine the relationship among the variables, the present study conducted a regression analysis. Four predictor variables including Leaders relationship, empathy, assertiveness, adaptability were examined to see their contribution towards subordinate performance. Result show that $R = .468$, $R^2 = .219$, adjusted $R^2 = .198$, F-change 10.464. The multiple correlation coefficients between the predictors and the criterion variable was .468; the predictors accounted for 21.9% of the variance in the subordinate performance. Cohen (1988) classified R^2 into three: 0.02 as weak; 0.13 as moderate; 0.26 as large. Based on this classification, the value of R^2 is moderate (Cohen, 1988). The generalization of this model to the population was .198. The significant F-test show that the relationship (10.464, $p > 0.000$) indicates the overall prediction of independent variable to the dependent variable

To evaluate the relationship between the variables, researchers such as Lind, Marchal & Wathen, 2013; Kumar, Taib & Raniyah, 2013) suggested the use of t-value for the estimation of variables significant level. They argued that if the t-value exceeded 1.645, it indicates that there is a significant relationship hence the hypothesis would be accepted.

Based on this, among all the four predicting variables, leaders assertiveness is the variable that best predicts the criterion variable with ($\beta = .319$, $t = 2.802$, $P < 0.006$). Based on the suggestion by Cohen (1988) this hypothesis will be accepted since it has t-value that exceeds 1.645. The next variable is leaders relationship, which has the following values ($\beta = .142$, $t = 1.692$, $P < .093$). Based on Cohen (1988) this hypothesis was accepted, since it has t-value that exceeds 1.645. The remaining two hypotheses were rejected, namely empathy ($\beta = -.051$, $t = -.463$, $P < .644$) and the last variable; adaptability ($\beta = .132$, $t = 1.143$, $P < .255$).

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.468 ^a	.219	.198	2.44349	.219	10.464	4	149	.000	1.671

a. Predictors: (Constant), adaptability, relationship, empathy, assertiveness

b. Dependent Variable: performance

Table 4.1 Regression Results and Findings

Hypothesis	Variable	Beta	t-value	P-value	Finding
H1	Relationship	.142	1.692	.093	Supported
H2	Empathy	-.051	-.463	.644	Reject
H3	Assertiveness	.319	2.802	.006	Supported
H4	Adaptability	.132	1.143	.255	Reject

From the table above, the result of regression analysis indicates that, two of the variables hypothesized to have direct relationships with the dependent variable have been tested and found to be statistically significant. Relationship and assertiveness were statistically proven to be related with subordinate performance while empathy and adaptability were found not to be related to subordinate performance, thereby rejecting the hypotheses.

5.2 Conclusions

Theoretically, there are some gaps that exist in the literature regarding the relationship between emotional leadership and subordinate performance. Previous studies have not addressed the relationship emotional leadership and subordinate performance in tertiary institutions of learning, there has not been an empirical

research concerning the variables in the context of Nigeria. The present study has contributed to the body of knowledge by providing empirical evidence about the observed gaps. Therefore, two of the dimensions namely: leader's relationship and assertiveness were found to be related to subordinate performance. However, other two dimensions empathy and adaptability were found not to be related to subordinate performance.

5.3 Recommendations

The study found the effect of emotional leadership and subordinate performance among staff of tertiary institution in Gombe metropolis. Based on the objectives of the study, findings and conclusions of the study, the following recommendations are hereby offered:

- i. In the findings it was discovered that there is a relationship between leaders emotion and subordinate performance, leaders are recommended to be aware of every circumstance, and also need to know how to diagnose situations and identify the types of behavior that are appropriate. In addition, they need to know how to use different behaviors skillfully.
- ii. Leaders are recommended to consider the uniqueness of individual employee and development in work environment, knowing that the performance of individual is also an achievement to all; therefore employee should be treated with value, knowing that carefully managed emotions can drive trust, loyalty and commitment as well as increase productivity
- iii. Leader's should share strong vision and making his or her subordinate believe in his or her vision , and at the same time taking care of their employees personal and professional problems as their mentor and simultaneously providing opportunity that they could fly on their own and in the subsequent process nurture leadership in them.

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