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# EMOTIONAL INTELLIGENCE AND EMPLOYEE PERFORMANCE OF COMMERCIAL BANKS RIVERS STATE

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## ABSTRACT

This study examines the relationship between emotional intelligence and employee performance of commercial banks in Rivers State, Rivers State. The cross-sectional survey research design was adopted for this study. The design allows the collection of data using the questionnaire at a given point in time. The population of a research is the entire universe of interest to the researcher, for this study, the population is 22 commercial banks of 759 respondents and the source was gotten from HR department of the respective banks. The simple random sampling technique was used. The sample size of this study was 262 using the Taro Yemane formula. The Cronbach's Alpha indicates a reliability index of .896 which implies that the instrument was reliable. The study revealed that there is a significant relationship between self-management and employee performance of commercial banks in Rivers State, Rivers State. There is a significant relationship between social awareness and employee performance of commercial banks in Rivers State, Rivers State. There is a significant relationship between relationship management and employee performance of commercial banks in Rivers State, Rivers State. The study establishes a significant positive correlation between emotional intelligence and employee performance in commercial banks in Rivers State. This finding underscores the critical role of effective safety policies in fostering a committed workforce, suggesting that prioritizing safety not only protects employees but also enhances organizational loyalty and performance. The study recommended that Management of steel manufacturing firms should institutionalize regular and role-specific self-management programs to reinforce safety culture, enhance employee confidence in workplace protocols, and thereby strengthen their organizational commitment.

## INTRODUCTION

Emotional intelligence has emerged as a critical construct in organizational behavior and human resource management, offering valuable insights into how individuals manage emotions and interpersonal relationships in the workplace. Emotional intelligence refers to the ability to perceive, understand, regulate, and utilize emotions effectively in oneself and in interactions with others. According to Salovey and Mayer (1990), emotional intelligence involves a set of emotional and social skills that influence the way individuals perceive and express themselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way. Daniel Goleman (1995) expanded on this concept and identified core dimensions of emotional intelligence, including self-management, social awareness, and relationship management. Self-management entails the ability to control impulses, adapt to changing situations, and remain positive even under pressure. Social awareness involves the capacity to empathize with others and understand organizational and social dynamics, while relationship management encompasses skills such as influence, conflict management, teamwork, and effective communication. These dimensions collectively help individuals navigate the complexities of professional environments and contribute positively to organizational success.

Employee performance is a fundamental concern for organizations and is often measured through various indicators such as goal attainment, quality of work, and timeliness of work. Goal attainment refers to the extent to which an employee meets established performance targets or strategic objectives. It reflects an individual’s effectiveness in aligning personal tasks with organizational goals

and in demonstrating initiative and responsibility (Armstrong and Taylor, 2020). Quality of work emphasizes the standard or excellence of task completion, assessing the degree of accuracy, thoroughness, and overall value delivered by the employee (Sonnentag and Frese, 2002). Timeliness of work, on the other hand, measures an employee's ability to complete assigned duties within the required time frame, highlighting attributes such as punctuality, time management, and efficiency (Campbell, McCloy, Oppler, and Sager, 1993). These three dimensions are interrelated and offer a comprehensive view of employee output and productivity. As organizations strive to remain competitive, especially in service-oriented industries, enhancing employee performance through effective emotional and behavioral interventions becomes essential.

The banking sector, particularly commercial banks in Rivers State, Nigeria, operates in a dynamic environment characterized by high competition, regulatory demands, and customer expectations. In such a setting, emotional intelligence becomes crucial for sustaining employee performance and ensuring organizational effectiveness. Employees in commercial banks are frequently required to manage stress, build and sustain client relationships, and work collaboratively within teams. Emotional intelligence facilitates resilience, effective communication, and interpersonal trust qualities that are indispensable in customer-facing roles and high-pressure environments. Research evidence supports the positive relationship between emotional intelligence and employee performance. For instance, Ogunyemi, Opayemi, and Odebunmi (2010) found that emotionally intelligent employees in Nigerian financial institutions displayed greater adaptability, job satisfaction, and productivity. Similarly, Okpara and Edwin (2015) noted that social and emotional competencies positively influenced teamwork and customer service delivery in banking institutions. Furthermore, Joseph and Newman (2010) demonstrated that emotional intelligence enhances both individual and team-level performance, while Law, Wong, and Song (2004) emphasized its role in promoting organizational citizenship behaviors and commitment.

Given the critical role of emotional intelligence in enhancing work outcomes, this study seeks to examine the relationship between emotional intelligence and employee performance in commercial banks operating within Rivers State. Specifically, the study will explore how the dimensions of emotional intelligence self-management, social awareness, and relationship management relate to the core indicators of employee performance, namely goal attainment, quality of work, and timeliness of work. The focus on commercial banks in Rivers State is particularly relevant due to the strategic economic role the region plays and the increasing demand for performance optimization in the financial services sector. By investigating this relationship, the study aims to contribute to the growing body of knowledge on emotional intelligence and its practical implications for human resource practices. The findings are expected to offer valuable insights for bank managers, policymakers, and training professionals seeking to enhance employee performance and organizational effectiveness through the development of emotional competencies.

## Statement of the Problem

Employee performance is a cornerstone of organizational productivity and sustainability, especially in service-driven sectors like banking. In Rivers State, commercial banks are grappling with persistent issues related to goal attainment, as many employees struggle to meet assigned targets or align their work with strategic objectives. This issue is not solely technical; it often stems from emotional and psychological disconnects between employees and their work environment. Employees with low levels of emotional intelligence tend to struggle with self-motivation, adaptability, and understanding how their tasks contribute to broader organizational goals. According to Goleman (1998), emotional intelligence particularly self-awareness and self-regulation plays a significant role in goal-directed behavior. In environments where performance pressure is high and support structures are weak, the absence of emotional regulation can lead to stress, disengagement, and ultimately, goal underachievement.

The quality of work produced by employees in many commercial banks is declining, which undermines service delivery and customer satisfaction. Errors in financial transactions,

inattentiveness to customer concerns, and mechanical execution of duties without genuine engagement point to a workforce that may be lacking in key emotional competencies. As Lopes et al. (2006) highlight, employees with high emotional intelligence are more likely to display empathy, problem-solving skills, and a service-oriented mindset—all essential qualities in maintaining high work standards in the banking sector. In Rivers State, however, many bank workers operate in emotionally demanding contexts, often without adequate emotional intelligence training or support. The inability to manage interpersonal relationships and workplace emotions effectively diminishes not only job performance but also collaborative potential and organizational loyalty.

Timeliness to work is a pervasive issue that reflects deeper emotional and behavioral patterns among employees. In many branches across Rivers State, tasks such as loan processing, customer complaint resolution, and document verification suffer from delays, affecting overall efficiency. While this is sometimes attributed to system overload or staffing issues, it also links back to employees' emotional resilience and time management capacity. Employees with low emotional intelligence often struggle with procrastination, stress management, and prioritizing tasks under pressure (Cherniss, 2010). These emotional barriers prevent timely completion of duties, thereby reducing operational efficiency and eroding customer trust. Thus, improving emotional intelligence through training and supportive workplace culture could help commercial banks in Rivers State not only address issues of performance but also foster a more engaged and emotionally balanced workforce.

**Conceptual Framework**

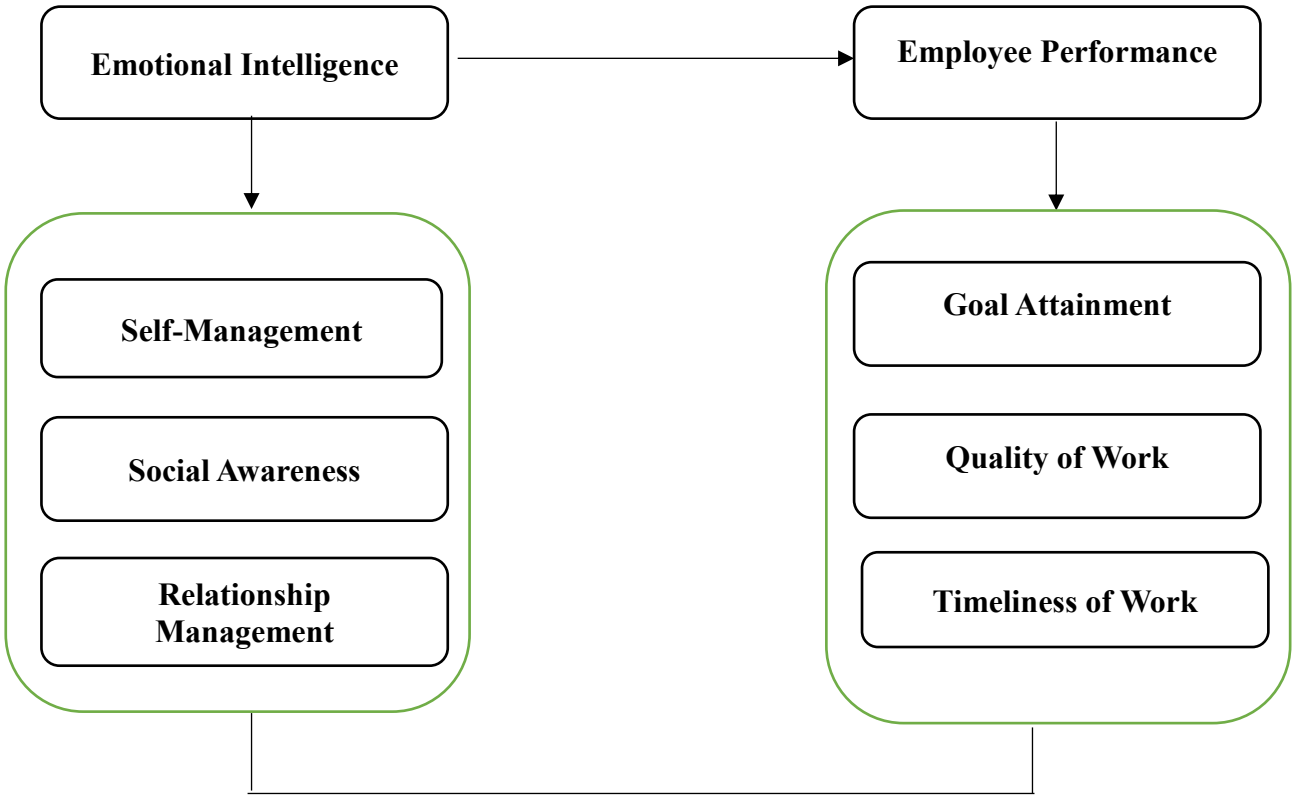


**Figure 1:** Conceptual framework showing the dimension/measures of emotional intelligence and employee performance
**Sources:** Adapted from Salovey and Mayer (1990); Goleman (1998); Sherwani (2023); Dagim and Devinder (2023); Bar-On (2006); and Mayer et al. (2016)

**Aims & Objectives**

The aim of this study is to examine the relationship between emotional intelligence and employee performance of commercial banks in Rivers State. The specific objectives are to:

i. Determine the relationship between self-management and goal attainment of commercial banks in Rivers State, Rivers State.
ii. Determine the relationship between social awareness and quality of work of commercial banks in Rivers State, Rivers State.
iii. Determine the relationship between relationship management and timeliness of work performance of commercial banks in Rivers State, Rivers State.

**Research Questions**

The following research questions were raised to guide the study.

i. What is the relationship between self-management and goal attainment of commercial banks in Rivers State, Rivers State?
ii. What is the relationship between social awareness and quality of work of commercial banks in Rivers State, Rivers State?
iii. What is the relationship between relationship management and timeliness of work of commercial banks in Rivers State, Rivers State?

**Hypothesis**

The following null hypothesis were formulated and was tested at a significant level of 0.01.

**$Ho_1$:** There is no significant relationship between self-management and goal attainment of commercial banks in Rivers State, Rivers State.
**$Ho_2$:** There is no significant relationship between social awareness and quality of work of commercial banks in Rivers State, Rivers State.
**$Ho_3$:** There is no significant relationship between relationship management and timeliness of work of commercial banks in Rivers State, Rivers State.

**Significance of the Study**

The study will benefit the following categories:

**Employees:** Understanding emotional intelligence helps employees improve self-awareness, communication, and stress management, which enhances job performance, teamwork, and career growth.

**Managers:** Emotional intelligence enables managers to lead with empathy, resolve conflicts effectively, and foster a positive work environment, ultimately boosting team productivity and morale.

**Commercial Banks:** For banks, emotionally intelligent employees contribute to improved customer service, stronger client relationships, and operational efficiency, which are critical in a competitive financial sector.

**Researchers:** The study offers a foundation for exploring how emotional intelligence interacts with organizational behavior and performance metrics, enriching academic discourse and guiding future inquiries.

**Scope of the Study**

The scope of the study will be discussed under content scope, geographical scope, and unit of analysis.

**Content Scope:** The content scope of the study is limited to emotional intelligence and employee performance. Discussions on emotional intelligence are restricted to self-management, social awareness and relationship management; while employee performance as the dependent variable is measured and discussed through goal attainment, quality of work and timeliness to work.

**Geographical Scope:** The geographical scope of this study is delimited to steel manufacturing firms operating in Port Harcourt, Rivers State.

**Unit of Analysis:** The unit of analysis of the study is individual employees are the respondents or participants that provides data in this study

## REVIEW OF RELATED LITERATURE

This section reviews various extant literatures under the headings of conceptual review, theoretical review and empirical review.

### Conceptual Review

### Concept of Emotional Intelligence

Emotional intelligence is a multifaceted psychological construct that has gained considerable scholarly attention for its role in facilitating effective emotional and interpersonal functioning. Mayer and Salovey (1997) provided one of the earliest formal definitions, describing emotional intelligence as the capacity to perceive, assimilate, understand, and manage emotions in oneself and in others. According to their model, emotional intelligence includes four branches: perceiving emotions accurately, using emotions to facilitate thought, understanding emotional meanings, and managing emotions in ways that enhance personal development and interpersonal relationships. This cognitive approach to emotional intelligence conceptualizes it as a true form of intelligence, akin to other forms such as logical or spatial intelligence. In contrast, Daniel Goleman (1995) popularized a broader, more application-focused perspective, outlining emotional intelligence as a set of emotional and social competencies that include self-awareness, self-regulation, motivation, empathy, and social skills. Goleman emphasized the role of emotional intelligence in workplace success and leadership, helping to bring the concept into public and professional discourse. These varying definitions reveal the complex nature of emotional intelligence and underscore the diversity in its interpretation and application across psychological subfields.

The scholarly literature distinguishes between two major conceptual models of emotional intelligence: the ability model and the trait model. The ability model, most notably represented by the work of Mayer, et al., (2002), treats emotional intelligence as a standard form of intelligence that can be measured through performance-based assessments, such as the Mayer-Salovey-Caruso Emotional Intelligence Test. This model prioritizes the objective evaluation of emotional reasoning and processing capabilities. In contrast, the trait model, proposed by Petrides and Furnham (2001), conceptualizes emotional intelligence as a collection of self-perceived emotional abilities and dispositions. This approach positions emotional intelligence within the broader framework of personality theory and is typically assessed using self-report questionnaires, such as the Trait Emotional Intelligence Questionnaire. These differing perspectives not only inform the measurement of emotional intelligence but also influence the ways in which it is applied in real-world contexts, including educational achievement, leadership potential, and psychological well-being. The existence of these competing models continues to fuel academic debate concerning the nature, measurement, and predictive validity of emotional intelligence.

Despite the theoretical and methodological differences among models, there is a consistent consensus that emotional intelligence plays a crucial role in personal and social functioning. Bar-On (1997) developed one of the most comprehensive models of emotional intelligence, which he defined as a constellation of emotional and social competencies, skills, and facilitators that influence one's ability to understand and express oneself, understand others, and cope with daily demands. Bar-On's model, which combines emotional functioning with adaptability and stress management, has informed numerous applications in clinical, organizational, and educational settings. Similarly, research conducted by Schutte et al., (1998) demonstrated that individuals with higher levels of emotional intelligence tend to exhibit more adaptive emotional responses, stronger interpersonal skills, and greater psychological resilience. These findings align with the broader view that emotional intelligence contributes significantly to effective communication, conflict resolution, and mental health. The convergence of theoretical perspectives and empirical evidence underscores the importance of emotional intelligence as a foundational component of human psychological and social development.

## Dimensions of Emotional Intelligence

### Self-Management

Self-management, as a core dimension of emotional intelligence, refers to an individual's ability to regulate emotions, thoughts, and behaviors in various contexts to achieve goals and maintain personal integrity. It encompasses traits such as self-control, adaptability, initiative, and conscientiousness, which enable individuals to manage impulses and remain resilient in challenging situations (Goleman, 1995; Mayer, Salovey, & Caruso, 2004). Effective self-management allows individuals to navigate stressful environments, delay gratification, and respond to situations with appropriate emotional reactions, thereby contributing to overall emotional and psychological well-being (Boyatzis, Goleman, & Rhee, 2000). It is considered essential not only for personal development but also for interpersonal effectiveness, as it influences decision-making, conflict resolution, and professional conduct (Bar-On, 2006).

### Social Awareness

Social awareness, as a fundamental dimension of emotional intelligence (EI), refers to the ability to accurately perceive and understand the emotions, needs, and concerns of others, particularly in social and organizational contexts. This competence encompasses empathy, organizational awareness, and service orientation, allowing individuals to navigate social complexities and respond appropriately to others' emotional states (Goleman, 1995; Mayer, Salovey, & Caruso, 2000). Empathy, the core of social awareness, enables individuals to recognize emotional cues and appreciate diverse perspectives, which is essential for effective communication and collaboration (Bar-On, 2006). Moreover, organizational awareness involves reading the power dynamics and emotional climate within a group or institution, thereby enhancing interpersonal effectiveness and leadership potential (Goleman, Boyatzis, & McKee, 2002). Thus, social awareness plays a critical role in fostering emotional attunement and prosocial behavior, which are central to emotionally intelligent functioning.

### Relationship Management

Relationship management, as a key dimension of emotional intelligence, refers to the ability to inspire, influence, and develop others while effectively managing conflict and fostering collaboration. This competency encompasses skills such as communication, conflict resolution, leadership, and teamwork, all of which are essential for sustaining productive interpersonal relationships (Goleman, 1998). It builds on the foundational elements of emotional intelligence—self-awareness, self-regulation, and empathy—to promote healthy interactions and mutual understanding in both personal and professional contexts (Mayer, Salovey, & Caruso, 2004). Effective relationship management not only enhances social functioning but also contributes to organizational success by promoting trust, cooperation, and shared goals (Boyatzis, Goleman, & Rhee, 2000). As such, individuals with high emotional intelligence are better equipped to navigate complex social environments and maintain constructive relationships over time (Bar-On, 2006).

## Concept of Employee Performance

Employee performance is a critical construct in organizational behavior and human resource management, as it encapsulates the efficiency and effectiveness with which individuals fulfill their job roles. According to Campbell (1990), employee performance refers to behavior that is relevant to organizational goals and that can be measured in terms of proficiency and outcomes. This definition emphasizes that performance is not merely about the results but also about the behaviors leading to those results. Motowidlo and Van Scotter (1994) further differentiate performance into task and contextual performance, the former relating to core job responsibilities, and the latter encompassing discretionary behaviors that support the organizational environment. In this light, performance is multidimensional and extends beyond technical execution to include cooperation,

communication, and organizational citizenship behaviors, which have been identified as significant contributors to overall productivity.

Performance is also shaped by a complex interaction of individual capabilities, motivation, and the work environment. According to Vroom's (1964) expectancy theory, employee performance is a function of an individual's motivation, which in turn is influenced by the expectation that effort will lead to desired performance and that such performance will be rewarded. This conceptualization places emphasis on internal psychological processes, suggesting that performance can be optimized when employees perceive a clear link between their efforts and valued outcomes. Furthermore, individual competencies such as knowledge, skills, and abilities are essential foundations for performance, as outlined by Boyatzis (1982), who argued that superior performance stems from the alignment of personal capabilities with job demands and organizational culture. Thus, effective performance management must address both structural and psychological drivers to enhance employee output.

Contemporary perspectives on employee performance also acknowledge the dynamic and context-dependent nature of performance in the modern workplace. Pulakos et al. (2000) introduced the concept of adaptive performance, which reflects an employee's ability to adjust to changing work conditions, technological advancements, and organizational restructuring. In a rapidly evolving work environment, traditional performance metrics may fall short of capturing the flexibility and innovation required of employees. Likewise, Sonnentag and Frese (2002) emphasized the role of self-regulation and proactive behavior in sustaining high levels of performance, arguing that successful employees are those who can manage their resources effectively, anticipate future challenges, and take initiative without external prompting. These insights broaden the scope of employee performance from static measures of productivity to dynamic capabilities that ensure organizational resilience and competitiveness.

## Measures of Employee Performance

### Goal Attainment

Goal attainment is a widely recognized metric for evaluating employee performance, as it directly links individual contributions to organizational objectives. This concept, rooted in goal-setting theory, posits that clear, specific, and challenging goals enhance performance by focusing effort and persistence (Locke & Latham, 2002). When employees are evaluated based on the extent to which they meet predefined goals, it enables a more objective and results-oriented assessment of performance (Doran, 1981). Furthermore, goal attainment fosters accountability and self-regulation, as employees are more likely to monitor their progress and adjust their behavior to achieve targets (Bandura, 1991). Effective performance management systems often integrate goal attainment as a core indicator, aligning personal performance with strategic priorities (Aguinis, 2009). However, it is important to ensure that the goals are attainable and aligned with broader organizational values to avoid unintended consequences such as unethical behavior or employee burnout (Ordóñez et al., 2009).

### Quality of Work

The concept of quality of work as a measure of employee performance emphasizes not just the quantity of tasks completed but the standard and effectiveness with which these tasks are executed. High-quality work typically reflects attention to detail, consistency, innovation, and alignment with organizational goals, thus serving as a critical indicator of individual and collective performance outcomes (Armstrong, 2014). Scholars argue that focusing on work quality allows organizations to foster continuous improvement, reduce errors, and enhance customer satisfaction (Dessler, 2020). Moreover, quality-centered performance evaluation can encourage employee engagement and accountability, as it recognizes the intrinsic value of craftsmanship and professional competence (Pulakos, 2009; Grote, 2011). Therefore, quality of work is increasingly being integrated into performance management systems as a core metric of success.

### Timeliness to Work

The concept of timeliness of work is a critical dimension of employee performance, as it reflects an individual's ability to complete tasks within set deadlines, directly influencing organizational efficiency and goal attainment. Timeliness not only enhances workflow coordination but also minimizes operational delays and bottlenecks (Campbell, 1990). It is often linked to an employee's time management skills, personal discipline, and understanding of task priorities (Schmidt & Hunter, 1998). Studies suggest that timely performance is a key predictor of overall job effectiveness, particularly in environments where interdependent tasks require synchronization among team members (Sonnentag & Frese, 2002). Moreover, organizations increasingly use timeliness as a performance appraisal metric, reinforcing its value in human resource evaluation frameworks (Murphy & Cleveland, 1995).

## EMPIRICAL REVIEW

Adeyemi and Ojo (2019) explored the relationship between emotional intelligence and job performance among employees in selected commercial banks in Lagos State, Nigeria. The primary aim of their research was to investigate the extent to which emotional intelligence dimensions (self-awareness, self-regulation, motivation, empathy, and social skills) predict employee job performance. The methodology employed a quantitative survey design, utilizing a structured questionnaire administered to a sample of 300 employees from various commercial banks. Data analysis involved descriptive statistics, correlation analysis, and multiple regression analysis. The findings revealed a significant positive correlation between emotional intelligence and employee job performance. Specifically, empathy and social skills were found to be the strongest predictors of job performance among the emotional intelligence dimensions. The authors concluded that emotional intelligence plays a crucial role in enhancing employee performance within the Nigerian banking sector. They recommended that organizations should invest in emotional intelligence training programs for their employees to improve overall productivity and effectiveness.

Okoro and Eze (2021) investigated the impact of emotional intelligence on organizational commitment and job satisfaction among civil servants in Enugu State, Nigeria. The aim was to ascertain the direct and indirect effects of emotional intelligence on both organizational commitment and job satisfaction. A cross-sectional survey design was adopted, with data collected from 450 civil servants using a standardized questionnaire that measured emotional intelligence, organizational commitment, and job satisfaction. Statistical analysis involved structural equation modeling to test the hypothesized relationships. The results indicated a significant positive impact of emotional intelligence on both organizational commitment and job satisfaction. Employees with higher emotional intelligence reported greater levels of commitment to their organizations and higher satisfaction with their jobs. The study concluded that fostering emotional intelligence among civil servants can lead to improved organizational commitment and job satisfaction, which are vital for enhanced employee performance. The researchers recommended that government agencies should integrate emotional intelligence development into their human resource development strategies to cultivate a more engaged and satisfied workforce.

## THEORETICAL REVIEW

### Self-Determination Theory

Self-Determination Theory was developed by Edward Louis Deci and Richard M. Ryan in the 1980s as a comprehensive theory of human motivation. The theory posits that human beings possess three innate psychological needs: the need for autonomy, the need for competence, and the need for relatedness (Deci and Ryan, 1985). When these psychological needs are fulfilled, individuals tend to exhibit greater motivation, psychological well-being, and productive engagement in their environments. This theory has been widely utilized in organizational psychology to explain variations

in employee motivation, work satisfaction, and performance outcomes across various sectors, including the financial services industry.

The application of self-determination theory to the study of emotional intelligence is particularly relevant because both constructs emphasize self-regulation and internal motivation. Emotional intelligence, defined as the capacity to identify, understand, manage, and utilize emotions effectively in oneself and in relationships, enhances an individual's ability to fulfill their psychological needs in the workplace. According to Daniel Goleman (1998), individuals with high emotional intelligence demonstrate superior interpersonal skills, emotional regulation, and adaptability, which foster feelings of relatedness and autonomy. In the competitive and high-pressure environment of commercial banks in Rivers State, these competencies are critical for navigating customer relationships and achieving performance targets, suggesting a strong link between emotional intelligence and the principles outlined in self-determination theory.

Self-determination theory offers a valuable framework for understanding how emotional intelligence contributes to employee performance. Employees in commercial banks are often required to meet demanding performance benchmarks while maintaining professional customer interactions. When emotionally intelligent employees perceive that their psychological needs for autonomy and competence are being met, they are more likely to experience intrinsic motivation, which leads to improved job satisfaction and higher levels of performance (Ryan and Deci, 2000). Therefore, integrating the theoretical insights of Self-Determination Theory with empirical findings on emotional intelligence provides a holistic understanding of employee behavior and performance in the commercial banking sector of Rivers State.

## METHODOLOGY

The research design adopted for this study is the cross-sectional survey research design. The design allows the collection of data using the questionnaire at a given point in time. The population of a research is the entire universe of interest to the researcher, for this study, the population is 22 commercial banks of 759 respondents and the source was gotten from HR department of the respective banks.

For this study, the simple random sampling technique was used. Thus, the sample size of this study was 262 using the Taro Yemane formula. The questionnaire was design in a format that the respondents would respond without stress because they are in a 5-point likert scale starting from Strongly Agreed (SA), Agreed (A), Moderately Agreed (MA), Disagreed (D) strongly disagreed (SD) with relation to the formulated research questions.

The questionnaire was independently subjected to content and construct validity by three Lecturers in the Department of Management, Faculty of Management Sciences, Ignatius Ajuru University of Education, Port Harcourt. The corrections and suggestions of the validators were affected on the finale copy of the instrument. The reliability of empirical measurement is indicated by the internal consistency, one of the most commonly used indicators of internal consistency is Cronbach’s alpha coefficient. Questionnaire item statements with Cronbach’s alpha reliability coefficient below the 0.70 threshold were eliminated. the test-re-test method was used. 262 copies of the questionnaire instrument were issue and some. The results were used in computation using Cronbach’s alpha test of reliability.

**Table 1: Reliability Statistics**

| Cronbach's Alpha | No of Items |
|---|---|
| .896 | 5 |

**Source: Researcher Field Computation (2025) via SPSS Output Version 22**

The Cronbach's Alpha indicates a reliability index of .896 which implies that the instrument was reliable.

**DATA ANALYSIS**

**$Ho_1$:** There is no significant relationship between self-management and goal attainment of commercial banks in Rivers State, Rivers State.

**Table 2: Correlation on Self-Management and Goal Attainment**

| | | Self-management | Goal attainment |
|---|---|---|---|
| Self-management | Pearson Correlation | 1 | .466** |
| | Sig. (2-tailed) | | .000 |
| | N | 92 | 92 |
| Goal attainment | Pearson Correlation | .466** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 92 | 92 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2: correlation on self-management and goal attainment revealed that there is a significant relationship between self-management and goal attainment of commercial banks in Rivers State, Rivers State where (P. .466 = sig. .000) thus leading to acceptance of alternate hypothesis: There is a significant relationship between self-management and goal attainment of commercial banks in Rivers State, Rivers State.

**$Ho_2$:** There is no significant relationship between social awareness and quality of work of commercial banks in Rivers State, Rivers State.

**Table 3: Correlation on Social Awareness and Quality of Work**

| | | Social awareness | Quality of work |
|---|---|---|---|
| Social awareness | Pearson Correlation | 1 | .555** |
| | Sig. (2-tailed) | | .000 |
| | N | 92 | 92 |
| Quality of work | Pearson Correlation | .555** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 92 | 92 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3: correlation on social awareness and quality of work revealed that there is a significant relationship between social awareness and quality of work of commercial banks in Rivers State, Rivers State where (P. .555 = sig. .000) thus leading to acceptance of alternate hypothesis: There is a significant relationship between social awareness and quality of work of commercial banks in Rivers State, Rivers state.

**$Ho_3$:** There is no significant relationship between relationship management and timeliness to work of commercial banks in Rivers State, Rivers State.

**Table 4: Correlation on Relationship Management and Timeliness to Work**

| | | Relationship management | Timeliness to work |
|---|---|---|---|
| Relationship management | Pearson Correlation | 1 | .866** |
| | Sig. (2-tailed) | | .000 |
| | N | 92 | 92 |
| Timeliness to work | Pearson Correlation | .866** | 1 |

| | | | |
|---|---|---|---|
| | Sig. (2-tailed) | .000 | |
| | N | 92 | 92 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4: correlation on relationship management and timeliness to work revealed that there is a significant relationship between relationship management and timeliness to work of commercial banks in Rivers State, Rivers State where (P. .866 = sig. .000) thus leading to acceptance of alternate hypothesis: There is a significant relationship between relationship management and timeliness to work of commercial banks in Rivers State, Rivers State.

## DISCUSSION OF FINDINGS

Table 2: correlation on self-management and goal attainment revealed that there is a significant relationship between self-management and goal attainment of commercial banks in Rivers State, Rivers State where (P. .466 = sig. .000) thus leading to acceptance of alternate hypothesis: There is a significant relationship between self-management and goal attainment of commercial banks in Rivers State, Rivers State. Table 3: correlation on social awareness and quality of work performance revealed that there is a significant relationship between social awareness and quality of work of commercial banks in Rivers State, Rivers State where (P. .555 = sig. .000) thus leading to acceptance of alternate hypothesis: There is a significant relationship between social awareness and quality of work of commercial banks in Rivers State, Rivers State. Table 4: correlation on relationship management and timeliness to work revealed that there is a significant relationship between relationship management and timeliness to work of commercial banks in Rivers State, Rivers State where (P. .866 = sig. .000) thus leading to acceptance of alternate hypothesis: There is a significant relationship between relationship management and timeliness to work of commercial banks in Rivers State, Rivers State.

Similarly, Okoro and Eze (2021) investigated the impact of emotional intelligence on organizational commitment and job satisfaction among civil servants in Enugu State, Nigeria. The results indicated a significant positive impact of emotional intelligence on both organizational commitment and job satisfaction. Employees with higher emotional intelligence reported greater levels of commitment to their organizations and higher satisfaction with their jobs. The study concluded that fostering emotional intelligence among civil servants can lead to improved organizational commitment and job satisfaction, which are vital for enhanced employee performance. The researchers recommended that government agencies should integrate emotional intelligence development into their human resource development strategies to cultivate a more engaged and satisfied workforce.

## CONCLUSION

In conclusion, the study establishes a significant positive correlation between emotional intelligence and employee performance in commercial banks in Rivers State. This finding underscores the importance of emotional intelligence as a critical factor in enhancing workplace effectiveness and productivity. As such, integrating emotional intelligence development into employee training and performance management systems could serve as a strategic approach to improving overall organizational outcomes within the banking sector.

## RECOMMENDATIONS

1. Management of commercial banks should implement structured self-management training programs that focus on goal-setting, time management, and stress regulation to enhance employee autonomy and improve overall performance.
2. Management of commercial banks should incorporate emotional intelligence workshops that emphasize empathy, active listening, and cultural sensitivity to strengthen employees' social awareness and foster more effective interpersonal interactions.

3. Management of commercial banks should establish mentorship and peer support initiatives aimed at improving communication, conflict resolution, and collaboration skills to optimize team dynamics and employee productivity.

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