



Independent Journal of Management &
Production

E-ISSN: 2236-269X

ijmp@ijmp.jor.br

Instituto Federal de Educação, Ciência e
Tecnologia de São Paulo
Brasil

Ugoani, John N.N

EMOTIONAL INTELLIGENCE AND TRANSFORMATION OF MANAGEMENT
EDUCATION FOR ORGANIZATIONAL PROFITABILITY

Independent Journal of Management & Production, vol. 6, núm. 4, octubre-diciembre,
2015, pp. 1047-1069

Instituto Federal de Educação, Ciência e Tecnologia de São Paulo
Avaré, Brasil

Available in: <http://www.redalyc.org/articulo.oa?id=449544332013>

- How to cite
- Complete issue
- More information about this article
- Journal's homepage in redalyc.org

redalyc.org

Scientific Information System

Network of Scientific Journals from Latin America, the Caribbean, Spain and Portugal

Non-profit academic project, developed under the open access initiative



EMOTIONAL INTELLIGENCE AND TRANSFORMATION OF MANAGEMENT EDUCATION FOR ORGANIZATIONAL PROFITABILITY

John N.N Ugoani
Rhema University, Nigeria
E-mail: drjohnugoani@yahoo.com

Submission: 10/06/2015

Revision: 08/07/2015

Accept: 12/07/2015

ABSTRACT

Education and training place different demands on institutions and the workforce, as well as the educators themselves. Both education and training are essential to organizational profitability. Clear separation and understanding of management education and training strategy provide advantage but management education curriculum allows educators to concentrate on their essential message to develop the specialized technical and management capacity needed to link training and competencies more closely to the economy and the world of work. This situation has given rise to the refocusing of traditional education practices to involve newly emerging management education concepts that are embedded in the components of emotional intelligence. The survey method was used for the study, and it was found that emotional intelligence has significant positive relationship with management education and organizational profitability.

Keywords: Self-modification, Emotional intelligence, Training, Organizational profitability, Innovativeness.



1. INTRODUCTION

The rapidly increasing interest in the area of management education is well-known today, as the importance of good planning, organizing, directing and controlling becomes much more recognized. To co-ordinate these activities requires a wealth of knowledge in various disciplines and techniques in an ever changing global business environment.

When these are applied through the use of various managerial skills the individual progresses to managerial status and eventually reach senior executive level when sufficient expertise has been gained. At present, managers of high caliber in this function are rare. Education and training facilities have lagged behind and institutes associated with the function have not taken full recognition of the changing times. Opportunities in management are now plentiful. The benefits to a company through effective management education are considerable and there is now ample evidence to prove it.

Although modern machines, sophisticated equipment, propelled through the information and communication technology (ICT) superhighway, are important, the effectiveness of the functions depends mainly upon trained manpower of high caliber. The area of knowledge and techniques can be learned and used in conjunction with management skills. The skills have to be practiced continuously so as to achieve full competence. In addition, the first appointment into the managerial level involves taking responsibility for the work of others.

This broadening of responsibility is particularly demanding and success depends mainly upon the art of dealing with people. Betts (1975) insists that the process of management is to set objectives, and attempt to achieve them. In more detail, this basic process implies the use of a number of main managerial skills which form a complete cycle in the order of: anticipating, planning, establishing suitable conditions, acting to achieve the plans, motivating employees, checking performance, solving problems, setting and revising objectives, and making decisions.

According to him, the development of these skills depends upon three main factors such as: the opportunity to practice, making training and experience essential, acquiring sufficient knowledge in the disciplines associated with each skill,

making management education vital and learning associated techniques and keeping up to date on new techniques. Historically training for productivity employment was a private matter. Individuals acquired skills through apprenticeship or on-the-job training and financed their training through reduced wages during the learning period.

However, the rise of mass production and the creation of large commercial and service organizations led to increasing division of labour. A hierarchically organized workforce in which entry level jobs required relatively few skills but a high level of industrial discipline, replaced the single worker who personally carried out all the tasks associated with a product. In the early part of the twentieth century in the United States, then the largest industrial economy, initial training for these jobs was provided by large enterprises themselves in factory schools.

Educational reformers at the time thought about vocational schools as a preparation for the training of managerial manpower. Much of Europe followed and from these origins it was a short step to the common wisdom of the 1960s that governments in developing countries needed to supplement capital investment with investment in occupation skills training and full-fledged management education to strengthen the managerial manpower needs of ministries and state owned enterprises (SOEs).

Therefore the warning flags regarding vocational and management education began to go up as early as the early 1960s. (MIDDLETON, et, al, 1999). The rising interest in management education is accompanied by the recognition that it can play a central role in raising the earnings, job prospects, life chances of individuals, and the profitability of the enterprise (WEISBERG, 1983). It may be safe to state that the University of Nigeria is the first University in West Africa to offer a degree programme on management. Its management programme was started in 1961 in two departments, namely the Department of Business Administration and the Department of Finance.

The management programme was mounted in an attempt to provide basic knowledge and skills needed for the understanding and analysis of problems related to the management and administration of industrial, commercial, public and other human organizations. The programme was also to serve as a vehicle to equip

students with knowledge and skills of decision making, especially the analytical skills needed for recognizing, defining and solving problems, and again, develop in students, leadership and interpersonal relations skills in management.

The general philosophy is the belief that training in this discipline will develop the mind, impart both theoretical and practical knowledge on the individual student, develop self-confidence, help to be innovative and self-reliant in the fields of management and administration. Because of the departure of expatriate managers Nigerian leaders were deeply conscious of the need to replace them with well qualified and competent Nigerians.

Furthermore, the government was geared to the needs of an independent state whose main concern was social and economic development rather than the maintenance of law and order as was hitherto the case. Toward this end, more institutions of higher learning like The Ahmadu Bello University (ABU) Zaria, the University of Lagos, Institute of Management and Technology, Enugu, joined in offering courses in management, administration and management education to bridge the gap in managerial manpower in Nigeria.

1.1 Early Professional Management Education in Nigeria

Professional bodies like the Nigerian Institute of Management (NIM), the Centre for Management Development (CMD), The Association of Schools of Management Education-and Training (NASMET) have all been in the fore front of management education in Nigeria from the 1960s to the present time. What is now essential is a paradigm shift to a type of management education that fosters organizational growth, survival and profitability (EJIOFOR, 1987, OKOJIE, 2007).

Management education should be concerned with enhancing leadership as well as extending and improving more general management skills to enhance organizational profitability. Profitability is the bottom line or ultimate performance result showing the net effects of organizational policies and activities in a financial year. An organization's growth is tied closely to its survival and profitability. (PEARCE II; ROBINSON, JR., 2003).

According to Goleman (1995) the process of improving management education should take account of the concept of emotional intelligence. According to him, emotional intelligence (EI) is concerned about knowing what you are feeling and

being able to handle those feelings without experiencing them, being able to motivate yourself to get jobs done, be creative and perform at your peak, sensing what others are feeling and handling relationships effectively.

Goleman (1995) posits that the possession of high levels of emotional intelligence is a necessary attribute for success in leadership and senior management positions. Emotional intelligence is closely linked to competency based management education. Consequently, Goleman (1995) defines four components of emotional intelligence that can be fundamental to innovation and transformation of management education.

He suggests: Self-management – The ability to control or redirect destructive impulses and moods and regulate your own behavior coupled with a propensity to pursue goals with energy and persistence. The six competencies associated with this component are self – control, trustworthiness and integrity, initiative and adaptability comfort with ambiguity, openness to change and a strong desire to achieve.

The next component is self-awareness – the ability to recognize and understand your moods, emotions and drives as well as their effect on others. This is linked to three important competencies such as self-confidence, realistic self-assessment and emotional self-awareness. Another one is social-awareness, involving the ability to understand the emotional makeup of other people, and the skill of treating people according to their emotional reactions.

This component of emotional intelligence is related to six competencies emphasizing empathy, expertise in building and retaining talent, organizational awareness, cross cultural sensitivity, valuing diversity and service orientation to customers and others in society. The final component as postulated by Goleman (1995) is social skills. Social skills is related to proficiency in managing relationships and building networks to get the desired result from others and also reach personal goals, and the ability to find common ground and build rapport.

The five competencies associated with this component are leadership effectiveness in leading change, conflict management, influence/communication and expertise in building and leading teams. As an innovative technique in management education, emotional intelligence provides models of desired behaviours,

encourages and reinforces, creates a conducive climate that rewards self-improvement, evaluates and establishes sound outcomes, measures, and then assesses performance against stated goals or objectives (ARMSTRONG, 2003).

Emotional Intelligence principles provide a new way to understand and assess peoples behaviors, management styles, attitudes, interpersonal skills, and potentials. It is an important consideration in human resource management and management development. Goleman (1995) posits that ethical business and socially responsible management and leadership behaviours are strongly connected to emotional intelligence.

The concept is also linked to love and spirituality which, embrace compassion and humility that are fundamental to emotionally intelligent behaviours in management and leadership positions. Cherniss (2001) in his model insists that emotional intelligence is an important contributor to organizational effectiveness through building strong relationships.

He states that both formally arranged relationships and naturally occurring relationships in organizations leverage on emotional intelligence of organizational members and that individual and group emotional intelligence is linked to the development of sound management education. Education and training place different demands on institutions' and the workforce, as well as the educators themselves.

Both education and training are essential to organizational profitability. Clear separation and understanding of management education and training provide advantages, but management education curriculum allows educators to concentrate on their essential message to develop the specialized technical and management capacity needed to link training and competencies more closely to the economy and the world of work.

To many educators, however, neither traditional academic education nor the practical skills of vocational education adequately prepare employees for the increasingly technological societies of today. This situation has given rise to the refocusing of traditional education practices towards newly emerging management education concepts that are embedded in the components of emotional intelligence,

which to varying degrees, encourage creativity, flexibility, and empathy in finding solutions to management problems.

1.2 Statement of the problem

One of the challenges of business development in recent year has been poor management as a result of lack of innovation in technical or management education. Businesses are concerned about innovation, because it is capable of creating opportunities and threats. The consequences of innovation may present viable business opportunities; innovation can also render current management practices, products, or services obsolete and consequently increase business and risks.

The phenomenon of innovation is seen as a common feature of management and innovative ideas in management education are fundamental to understanding both the traditional business environment and the artificial world of technology. Also, innovative ideas in management education are considered important and strategic in responding to major changes in the world of business.

According to Akanwa and Agu (2005) the presence of innovative skill or lack of it makes a major difference in entrepreneurial management that is consequent on sound management education. Innovation involves the capacity of the entrepreneur to develop new ideas, products, and technology, market or business practices to enhance the fortunes of the enterprise. This is critical because a business often exists to create products that provide profit for its growth and survival. Innovativeness means creativity.

The capacity to innovate requires competencies such as flexibility, empathy, discipline, perseverance, self-management among other emotional intelligence competencies. To innovate and positively transform a business enterprise requires the abilities to monitor and control the emotions of the self, of others and of the group. These are among the critical success factors needed for the transformation of management education to ensure organizational profitability.

2. LITERATURE REVIEW

Research on the predictive significance of emotional intelligence over intelligence quotient was spurred by Goleman's (1995) initial publication on the topic which claim that emotional intelligence could be "as powerful, and at times more powerful, than intelligence quotient". Much of this claim was based on past research

revealing that the predictive nature of intelligence quotient (I.Q) on job performance was not promising with I.Q accounting from 10 – 25 percent of the variance in job performance.

For example, when individuals are being compared to a narrow pool of people in a particular job in a certain organization, specifically in the higher levels, the predictive power of I.Q for outstanding performance among them weakens greatly. In this circumstance, EI would be the stronger predictor of individuals' who out perform others. Goleman (1995) hypothesizes that what distinguishes the most successful manager from the others would be the levels of emotional intelligence.

According to Cherniss and Goleman (2001) emotional intelligence training should emphasize human relations, behavior modeling, self-management, training, among other management education techniques, because most people coming to the workplace are adults. One of the earliest examples of a successful EI training effort was a "human relations" training for supervisors developed in the 1950s at the Pennsylvania State University which targeted general, social and emotional competencies, including self-awareness, empathy, and leadership.

The first phase which involved primarily cognitive learning was devoted to a discussion of managerial styles and lasted approximately nine hours. The second phase was primarily experiential offering numerous individual and group exercises including self-ratings, an in-basket exercise, a listening exercise, and a corrective interview role-play. Thirty hours were devoted to this experiential learning. The final stage which lasted for about three hours was devoted to discussion of motivational theories.

The typical behavior modeling training was based on the believe that people learn in part by observation, and then emulating models. This was used in teaching social and emotional competencies such as accurate self-assessment, adaptability, initiative and innovation, empathy and communication. The self-management training proved that nonsupervisory employees also can learn how to become more emotionally competent at work.

The underlying premise was that individuals who need to change are more likely to succeed when they are in control of the change process. Rather than being taught behavioural principles to bring about change in individuals, the individual is

helped to apply them on his or her own. It is thought that when people take charge of their own change programme, they are more likely to feel efficacious and their change should be more lasting than it is when they feel someone else is in charge.

Self management programmes can influence a number of emotional competencies, including accurate self-assessment, self-confidence, self-control, conscientiousness, and achievement drive. Behavior modeling is a particularly effective training strategy for helping people develop their ability to induce desirable responses in others. In this approach the learners' first view and discuss a model that uses the skills in a simulation.

Next the learners practice using the skills themselves in role-plays, receiving feedback on their performance. Finally, they try out the skills on the job and then return to discuss their experiences and get help in dealing with any problems they encountered. Developing social skills is essential in EI training because social skills build on the other domains of emotional intelligence, all the other techniques can play a useful role in emotional intelligence training. The effectiveness of EI training depends not only on the techniques used but also on their design and implementation. Therefore a careful analysis must be done to select the most effective models. (CHERNISS; GOLEMAN, 2001; HUNTER; HUNTER, 1984).

2.1 Emotional Intelligence and Profitability

Goleman (1995) states that performance measures of emotional intelligence have illustrated that higher levels of emotional intelligence are associated with positive interpersonal relationships. Negative relationships have likewise been identified between emotional intelligence and problem behaviours.

Cherniss (2000) found that advanced emotional intelligence can be beneficial in the professional workplace. Because of the relationship of emotional intelligence and management education, The American Society for Training and Development (ASTD) has published a volume describing guidelines for helping people in organizations cultivate emotional intelligence competencies which distinguish outstanding performers from average ones.

The cost-effectiveness of emotional intelligence in organizations is one of the beauties of the concept. According to Goleman (1995) 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 programme 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 \$3million annually. A similar study by Boyatzis (1999) found 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 \$1.2million more profit than did other partners.

Cherniss and Goleman (2001) estimate that by not following training guidelines established to increase emotional intelligence in the workplace, industry in the United States is losing between \$5.6 and \$16.8billion a year. They state that the impact of training employees in emotional and social competencies which followed their guidelines is higher than for other guidelines. They insist that by following emotional intelligence training guidelines industry will not be losing money.

2.2 Emotional Intelligence and Management Education

Many management scholars believe that the discipline is a young and an old one. They think so because management is very old in practice having been practiced by the early Egyptians and Chinese but yet very young in theory. At the present time the desire for wanting to establish business ventures with the aim of achieving beneficial goals require a new and proper understanding of contemporary management techniques required in running a profitable organization.

Sound knowledge or competence in the functional areas of business management, such as administration, production, human resource management, industrial relations management, marketing, accounting and finance is necessary. Also a good knowledge of international business is key in running an efficient enterprise. According to Ejiofor (1987), business techniques are three pronged, and comprised of: entrepreneurial techniques, managerial techniques and functional techniques.

Even though all these business techniques are necessary for managing a business venture, the quality of the techniques or knowledge employed differs in terms of the size and nature of a particular business enterprise. For example, in

production, the entrepreneurial technique is highly needed to kick-start the business. The techniques of accounting and finance are required to budget and keep the business under proper financial control.

By the time workers are recruited to help in running the business, the techniques of human resource management and industrial relationship are put into use. And for the business to be sustained, the technique, “management” – working through and with people-to achieve organizational goals, takes the center stage. The three categories of business techniques need not reside with or be actively carried out by the same person, rather the entrepreneur and the manager can delegate the use of some techniques to others, bearing in mind their levels of managerial competence.

To this extent, it appears logical to look for ways of research, propagate and encourage the understanding and application of modern management imperatives. This is an important task that would lead to the acquisition of multiple competences, and address the huge shortage of executive manpower supply in Nigeria. For example, the perennial problem of bank failures in Nigeria has frequently been traceable to lack of competent manpower at the executive level.

Management skills at all levels of manpower in Nigeria require adjustment from time to time business organizations need efficient management to succeed. People have to bear responsibility for ensuring that the objectives of the organization are achieved. The ability to work with, and through people, the ability to plan, organize, lead, and control, are teachable, and should be learnt. Since the introduction of a degree programme in management at the university of Nigeria in 1961, other tertiary institutions have joined in undertaking courses in management education, and many changes have also taken place in that direction.

Management education is geared towards the goals of understanding of management theories and their application in the workplace. This involves the transfer of management knowledge that results in the realistic application of principles, skills and abilities to ensure organizational success. There are increasing pressures on managers at all levels to integrate new information and communication technology into all aspects of an organization to improve efficiency and customer satisfaction.

Equally, the increasing diversity of the workforce has made it important for managers to understand how to manage successfully in a plural environment. The continuing need to innovate and improve the quality of goods and services that allows organizations to compete effectively, especially at the global level, has continued to confront managers at all levels in organizations.

The tasks that managers must perform efficiently have become more complex and challenging than ever before. Managing in this boundary-less, somewhat, ambiguous context demands new managerial skills that encompass emotional intelligence. Organizations today are structured against the background of breaking down communication barriers between departments, functional areas and divisions.

This decentralization emphasizes corporate-wide objectives and promotes co-operation rather than conflict. Apparently, because of the relevance of emotional intelligence to management, the Universities of Illinois at Chicago and the State of Rhode Island have revised their management education curricula to include introductory courses in the specific area of emotional intelligence (GOMEZ-MEJIA; BALKIN, 2002; JONES; GEORGE, 2003; UGOANI, 2013).

Management education programmes must be dynamic and able to adjust to new situations that help to improve on – the – job effectiveness and efficiency of future executive manpower, because the present intelligence quotient and pen and paper tests as the only attributes of intelligent behavior no longer provide the answer for organizational profitability. While high intelligence quotient is necessary for entry into the workplace, it does not paint the whole picture of what the employees are looking for or what they will do in the work place.

Gardner (1983), states that traditional types of intelligence such as IQ fail to fully explain cognitive ability. Rather teamwork, the ability to empathize and solve problems of interpersonal and intrapersonal nature, the ability to cooperate and collaborate, involve emotional intelligence, and important for organizations to survive.

According to Goleman, (1998), across the world, and in sites as varied as schools, prisons, hospitals, mental health clinics, and job retraining centers, farsighted organizations are realizing that they too, have a stake in how well schools are educating their future executives, because if schools fail to help students master

these human fundamentals of EI then the organizations themselves will have to do it remedially when those students become executives (SALOVEY; MAYER, 1990; CHERNISS; ADLER, 2000; GARDNER, 1999).

The premium on emotional intelligence is on the rise as organizations become increasingly dependent on the talents and creativity of workers who are independent agents. Contemporary organizations need “knowledge workers” who decide what to do on the job, rather than being told what to do by someone else. This suggests that, emotional intelligence is critical for organizational and individual survival.

The characteristics of emotional intelligence lend it easily to blend the finest attributes of leadership, such as visionary leadership styles with sound management. This is very important because emotions and moods are so contagious that the prevailing attitude of an organization is usually a reflection of its leadership.

An effective organization, such as a sound public service for example, results from an efficient and effective management. This means that the manager or administrator managing human resources, non-human resources, as well as time, so as to achieve organizational goals and effectiveness, requires a high dose of emotional intelligence.

2.3 Objective of the study

The study was designed to explore the relationship of emotional intelligence and management education.

2.4 Delimitation of the study

The study was delimited to Abia State. Abia State is one of the 36 states in Nigeria. It was therefore assumed that the opinion of the people in Abia State would be a good representation of the opinion of the people in Nigeria,

2.5 Limitation of the study

The study was constrained by lack of research grant and current literature regarding the issues under study.

2.6 Significance of the study

The study will help students, researchers, and the general public; appreciate the imperatives of emotional intelligence in management education.

2.7 Hypotheses

To achieve the objective of the study two hypotheses were formulated and tested at 0.05 level of significance.

Ho: Emotional intelligence has no relationship with management education.

Hi: Emotional intelligence has a relationship with management education.

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 correlations research.

3.2 Population and Sample

The target population comprised the people in Abia State Nigeria. The sample for the study was selected through the Simple Random Sampling method. This is the sampling design in which every subject in a given population has the same chance of being selected as any other subject. The selection was done without replacement. The size was determined using the Yamane's technique (Nworuh, 2004).

3.3 Measurement Instrument

The measurement instrument was based on Schutte et al (1998) scale. Previous investigations have found the total score on the Schutte Self-Report Emotional Intelligence (SSREI) Scale to be acceptedly internally consistent. It is commonly used in this type of psychometric work.

3.4 Procedure for data collection

The administration of the measurement instrument was done with the assistance of two research attendants. All 352 copies of the measurement instrument were returned and found useful for the purpose of the study.

3.5 Data Analysis

Data were analyzed by the Chi-Square statistical technique using the statistical package for the social sciences. The results were presented in tables capable of self-explanation and further analysis.

4. PRESENTATION OF DATA AND RESULT

Table 1: Selected professional bodies currently providing management education in Nigeria

S/N	Name of Professional Body
1	Chartered Institute of Bankers of Nigeria (CIBN)
2	Nigerian Institute of Management (NIM)
3	Institute of Chartered Accountants of Nigeria (ICAN)
4	Nigerian Association of Management Consultants
5	The Centrae for Management Development (CMD)
6	The Administrative Staff College of Nigeria (ASCON)
7	The Nigerian Association of Schools of Management Education and Training (NASMET)
8	Nigeria Marketing Association (NIMARK)
9	The Institute of Management Consultants of Nigeria (IMCON)
10	Industrial Training Fund (ITF)

Source: Field work, 2015

While the professional bodies as in table 1 continue to offer competency based trainings to enhance managerial efficiency, the federal government of Nigeria has in more recent years established special universities that pay closer attention to management education. Prominent among them are listed in table 2.

Table 2: Some special universities providing management education in Nigeria as at 2015

S/No	Name of university	Geopolitical zone
1	Federal University of technology, Abeokuta	South-west zone
2	Federal University of Technology, Akure	South-west zone
3	Federal University of Technology, Minna	North-central zone
4	Federal University of Technology, Owerri	South-East zone
5	Federal University of Technology, Yola	North-east zone.

Source: Field work, 2015

Management education was not given proper focus initially partially because of the form of curriculum left over by the colonial administration in Nigeria, as well as lack of adequate funding and inadequate infrastructure. While the professional bodies continue to provide support for management education the federal government in more recent years established special universities across the country with a mandate to pay keen attention to competency development.

Management education is often interchangeably known as business education. According to Uwaneze and Chris (2014) business education is the component of vocational technical education programme that prepares an individual for career in business and also to be an intelligent consumer of economic goods and services. In this era of globalization, management or business education can contribute in great measures to the economic development of any nation.

Therefore, management education is an indispensable tool for development with its focus on developing appropriate skills. However, prior to Nigeria's political independence in 1960, management teacher education like other vocation and technical education disciplines was not given proper thought in the Nigerian education curriculum. As a result, Nigeria has for many years lacked competent managerial manpower that resulted in business failures.

For example, bank failures in Nigerian recent history have been related to the absence of critical competencies by directors and managers. Organizational profitability is a reflection of sound management characterized by such competencies as integrity, honesty, self-management, self-control, among other emotional intelligence skills. These competencies can be acquired through formal and informal education.

Against this background, Okojie (2011) states that other compelling reasons to integrate entrepreneurship studies in the education curriculum of universities suggests an essential new platform that will guarantee all graduate from Nigerian universities the knowledge of appropriate skills, competencies and disposition that will make them globally competitive and capable of contributing meaningfully to socio-economic growth. This is imperative, because according to Ogunleye (2003) endemic problems of inefficient management and inefficient operational trends were the major causes of bank failures in Nigeria (UGOANI, 2014; UGOANI, et al, 2014).

4.1 NPar Tests

Chi-Square test

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 70.4

Table 3: Frequencies

	Observed N	Expected N	Residual
8.00	8	70.4	-62.4
23.00	23	70.4	-47.4
40.00	40	70.4	-30.4
93.00	93	70.4	22.6
188.00	188	70.4	117.6
Total	352		

Table 4: Test Statistics

	VAR00003
Chi-Square ^a df	304.051
Asymp. Sig.	4
	.000

4.2 Interpretation of result

From the Chi-Square Test, it was observed that the calculated value of 304.051 was significantly greater than the table value of 9.49 at 0.05 level of significance with 4 degree of freedom. By this empirical result it was confirmed that emotional intelligence is needed in the transformation of management education in Nigeria.

The result also agrees with the views of Goleman (1995) that emotional intelligence is teachable at different levels. Also, Bar-On (1997), hypothesizes that emotional intelligence develops overtime and can be improved upon through education and training. Specifically, it supports the findings of Cheniss (2001) that EI is crucial for organizational effectiveness. It also supports the earlier work of Ugoani (2014) which showed that a 1 percent change in EI enhances bank performance by 1.42 percent.

4.3 Discussion

Education is changing all over the world in methods of learning and in course content. It is changing because frontiers of knowledge and skills are expanding. In recognition of these changes, providers of education review the educational needs of their society and tailor them to meet the requirements of the time. The science of emotional intelligence is linked to the wisdom of biblical leaders, kings, prophets, warriors, strategists and visionaries.

There is ample research evidence of inspiring biblical case studies similar to the present time most successful business leaders. It is interesting to note that the

traits and skills of most successful biblical leaders such as honesty and integrity, compassion, motivation, humility, communication, leadership development team development among others, are among the essential competencies of emotional intelligence. These abilities have brought fortunes to organizations, and most of the modern case studies in business and management emphasize the attributes. (WOOLFE, 2002).

In other cases like the Abiriba philosophy of management, management education is acquired through apprenticeship training of young people based on patriotism and special arrangements to acquire genuine business attitudes, skills and knowledge. An apprentice is engineered, coerced, trained and developed to maintain and further Abiriba business traditions (ASIKA, 2007).

Teaching programmes aimed at improving emotional intelligence can occur in several different areas of training and management education, within an organization, including management training, as well as communication and empathy training, conflict resolution and stress management training. Traditional training generally adopts a “one size fits all” approach that ignores individual complexities while focusing on cognitive learning.

Cherniss and Goleman (2001) state that training programmes which utilize a cognitive learning process involve placing new information into already existing frameworks and ways of understanding. They assert that such type of training is generally ineffective when trying to teach emotional intelligence competencies as these skills involve expanding the neural circuitry of the brain while retraining the brain centres which control emotion.

Thus, emotional, rather than cognitive learning techniques must be utilized to teach emotional intelligence. This less traditional training approach based on self-directed and more individualized learning arrangements capture and emphasizes the competencies of emotional intelligence. This model of management education ensures the maintenance of skills through social support and a supportive work environment along with management policies and procedures which support the development of emotional intelligence for organizational effectiveness and profitability.

The ability to do something well or a skill can be developed through knowledge and practice. This can also be attained through self-direction, self-regulation, self-control and self-modification. Succeeding in difficult situations requires that an individual should possess these attributes of emotional intelligence. Increasing or decreasing a behavior is a function of the relationship between the individual and the environment.

A crucial emotional intelligence skill such as self-modification is an important training technique. According to Watson and Tharp (1985) it helps in changing negative behaviours to positive and desirable behaviours. They assert that the skills of self-direction and self-modification involve analyzing tasks and human reactions to them and providing for behaviours that are appropriate to the tasks.

Watson and Tharp (1985) suggest that adjustment is better understood as a skill than a condition. One can think of problems in adjustment from several points of view as symptoms of inner malfunctions, as a lack of will power, or as a lack of the skills necessary to cope with certain situations. The skills of self-direction involve being able to stop behaving in ways you do not like and start behaving in ways you do like. When people consciously exercise self-regulation to resist temptations it is called self-control; when people make a deliberate effort to change our behavior, it is self-modification.

These are among various emotional intelligence skills that can be learnt through education and training. Skills seem the more subtle idea, allowing for variation from one situation to another and implying the necessity of learning. Organizations are living in an era of changing environment which is characterized by globalization, computerization, and information and communication technology as well as changing consumer and purchasing patterns.

Thus, the global organization needs to be flexible and acts more intelligently with the environment, because high firm profitability comes not only from having timely and needed information but also through understanding the implications or actions that are necessary as a consequence of such knowledge (AGHA, et al, 2014) Emotional intelligence provides the strategic flexibility that allows organizations to deal more effectively with a future they can predict for organizational growth, survival and profitability.

4.4 Scope for further study

Because of evidence that emotional intelligence is useful in behavior modification, further study should examine the relevance of promoting emotional intelligence at all levels of education in Nigeria. This will help to ensure that people coming into the workplace are equipped with the necessary emotional intelligence competencies to bear on the job.

4.5 Recommendations

- i. Educational planners in various Ministries of Education should include emotional intelligence as a subject of study in Nigeria, to prepare students for managerial roles.
- ii. Business organizations particularly the organized private sector (OPS) in Nigeria should make training in emotional intelligence available to their employees to enhance their appreciation of customer values.
- iii. The correctional services like the Police, Prison and the Road Safety workers in Nigeria should be trained in emotional intelligence to increase their collaborative skills with the public, to reduce unnecessary conflicts.
- iv. Nigerian leaders and policy makers need training in emotional intelligence to see if it would help in reducing corruption in high places, since integrity is a factor of emotional intelligence. This is urgent because Nigeria is among the most corrupt countries in the world today.
- v. Employers should pay particular attention to emotional competencies in addition to intelligent quotient during the employment process. This will help in utilizing the non-intellective abilities of the vast majority of job applicants.

5. CONCLUSION

Organizational profitability is closely linked to sound management characterized by such factors as integrity, honesty, empathy, self-management and control, among other emotional intelligence factors. Business failures like the recent bank failures in Nigeria have been associated with inefficient management which suggests that the operators lacked the essential attributes of emotional intelligence required for success.

There is a growing body of empirical evidence to show that professionals who score high on emotional intelligence are better equipped to chart more profitable ways for their organizations. In terms of overall performance success, previous study found specifically that a 1 percent change in emotional intelligence leads to 1.42 percent increase in performance. In furtherance of research on the efficacy of emotional intelligence, the present study found strong positive relationship between emotional intelligence, management education and organizational profitability. This is the crux of the study.

REFERENCES

ARMSTRONG, M. (2003) **A Handbook of Human Resource Management Practice**. 9th Edition, India, Kogan Page Limited.

AGHA, S.; ATWA, E.; KIWAN, S, (2014) The Impact Of Strategic Intelligence on Firm Performance and The Mediator Role of Strategic Flexibility: An Empirical Research in Biotechnology Industry. **International Journal of Management Science**, v. 1, n. 5, p 65-72.

AKANWA, P. U.; AGU, C. N. (2005) **Entrepreneurship: Theory and Practice** in Nigeria. Owerri, Resources Development Centre.

ASIKA, N. M. (2007) **A Case Study on Indigenous Philosophies of Management An Inaugural Lecture for 2006/2007 Academic Session**, University of Lagos, Nigeria, January 24, 2007.

AYERS, A.; STONE, B. (1999) Extension Organisation of the Future: Linking Emotional Intelligence and Core Competencies. **Journal of Extension**, v. 37, n. 6.

BAR-ON, R. (1997), **Bar-On Emotional Quotient Inventory (EQ-i)**: Technical Manual, Toronto, Canada: Multi-Health Systems.

BETTS, P. W. (1975) **Office Management**, 1st edition: London Richard Clay Ltd.

BOYZTZIS, R. E. (1999), **Developing Emotional Intelligence**, Cleveland, Case Western Reserve University, Department of Organizational Behaviour.

MIDDLETON, J.; ZIDERMAN, A.; ADAMS, A. V (1993) **Skills for Productivity, Vocational Education and Training in Developing Countries**. The World Bank, Washington, D.C.

CHERNISS C.; ADLER, M. (2000), **Promoting Emotional Intelligence in Organizations**, Alexandria Virginia, ASTD.

CHERNISS, C.; GOLEMAN D. (2001) **The Emotionally Intelligent Workplace**, New York, John Willey & Sons Inc.

CHERNISS, C. (2001) **Emotional Intelligence and Organizational Effectiveness**. In Cherniss, C, and Goleman, D (eds). *The Emotionally Intelligent Workplace* San Francisco, Jossey-Bass, pp, 3-12.

- CHERNISS, C.; ADLER, M. (2000) **Promoting Emotional Intelligence in Organizations**: Making training in Emotional Intelligence Effective American Society for Training and Development, August, 2000.
- CHERNISS, C.; GOLEMAN, D. (2001) **Training for Emotional Intelligence** In: C. Cherniss and D. Goleman (eds). *The Emotionally Intelligent Workplace*, Jossey-Bass San Francisco, pp: 209 – 233.
- EJIOFOR, P. N. O. (1987), **Management in Nigeria**: Theories and Issues. Africana – FEB Publishers Ltd. Onitsha.
- GOLEMAN, D. (1995), **Emotional Intelligence Why It Can Matter more Than IQ**, USA, Bantam Books Publishing.
- GOLEMAN, D. (1998), **Working with Emotional Intelligence**, New York, Bantam Books Publishing.
- GARDNER, H. (1983), **Frames of Mind**: The Theory of Multiple Intelligences. New York, Basic Books.
- GARDNER, H. (1999), **Intelligence Reframed**. New York, Basic Books.
- GOMEZ-MEJIA, L. R.; BALKIN, D. B. (2002), **Management**, USA, McGraw-Hill Companies Inc.
- HUNTER, J. E.; HUNTER, R. F. (1984) Validity and Utility of Alternative Predictors of Jobs Performance, **Psychological Bulletin**, v. 76, n. 1, p. 72-93.
- JONES G. R.; GEORGE, J. M. (2003) **Contemporary Management**, 3rd Edition, USA, McGraw-Hill Companies, Inc.
- NWORUH, G. E. (2004) **Basic Research methodology for Researchers, Trainees, and Trainers in Management Sciences**, 2nd edition, Owerri Ambix Printers Nigeria.
- OGUNLEYE, G. A. (2003) The Causes of Bank Failures and Persistent Distress in the Banking Industry. **NDIC Quarterly**, v. 13, n. 4.
- OKOJIE, J. (2011a) **Benchmark Minimum Academic Standards for Postgraduate Programmes in Administration**. National Universities Commission, Abuja.
- OKOJIE, J. (2011b) **Benchmark Minimum Academic Standards for Undergraduate Programmes in Nigerian Universities**. National Universities Commission, Abuja.
- PEARCE II, J. A.; ROBINSON, JR. R. B. (2003) **Strategic Management**: Formulation, Implementation, and Control 8th edition USA, McGrawHill, Irwin.
- SALOVEY, P.; MAYER J. D. (1990) **Emotional Intelligence**, New York, Baywood Publishing Co. Inc.
- SCHUTTE, N. S.; MALOUFF, J. M.; HAN, L. E.; HAGGERTY, D. J.; COOPER, J. T.; GOLEMAN, C.; DORUHEIM, I. (1998) Development and validation of a measure of Emotional Intelligence. **Personality and Individual Differences**, v. 25, n. 2, p. 167-177.
- SHAUGHNESSY, J. J.; ZECHMEISTER, E. B. (1997) **Research Methods in Psychology**, 4th Edition. New York, McGraw-Hill.

UGOANI, J. N. N. (2013), **Effect of Emotional Intelligence on Bank Success**. Germany Lambert Academic Publishers.

UGOANI, J. N. N. (2014) Incremental Value of Emotional Intelligence on Bank Performance in Nigeria. **Proceedings in Finance and Risk Perspectives** 13. Academic Collaboration and Research Network, University of Cambridge, UK, p. 453-461.

UGOANI, J. N. N.; AMU, C.U.; EMENIKE, K, O. (2014), Poor Management and Failed Banks: A Study of Banks with State Governments Participation in Nigeria. **International Journal of Economics, Commerce and Management**. v. 11, n. 11, p. 1-19.

UWANEZE, J. E.; CHRIS, U. I. (2014) Funding and Administrative Constraints, that Hinders Business Education Programme in Tertiary Institutions in South-South Zone of Nigeria. **African Social and Educational Journal, Nigerian Edition**, v. 3, n. 2, p. 49-57

WATSON, D. L.; THARP, R. G. (1985) **Self-Directed Behaviour, Self-Modification for Personal Adjustment**. 4th Edition Wadsworth, Inc. California.

WEISBERG, A. (1983) What Research Has to Say About Vocational Education and the High Schools. **Phi Delta Kappan**, v. 64, n. 5 p. 355-59.

WOOLFE, L. (2002) **The Bible on Leadership**, New York, AMACON.