

THE IMPACT OF EMOTIONAL INTELLIGENCE ON MOTIVATION. APPLICATION TO A MILITARY ORGANIZATION

IMPLICAÇÕES DA INTELIGÊNCIA EMOCIONAL NA MOTIVAÇÃO. UMA APLICAÇÃO A UMA ORGANIZAÇÃO CASTRENSE

Álvaro de Borba Cruz Lopes Dias

PhD in Business Science
Instituto Superior de Gestão
Lisbon, Portugal
alvarodias@isg.pt

João Tiago Conceição Silva Marques Gil

Lieutenant
Master's Degree in Management
Portuguese Air Force / Documentation Service
Lisbon, Portugal
marquesgil.3@gmail.com

Abstract

As several studies and theoretical models have demonstrated, the concepts of motivation and emotional intelligence are intertwined. An emotionally intelligent individual has the ability to mobilise all the emotions necessary to motivate and overcome any obstacles that might go their way, both intrinsic and extrinsic, until they achieve their objectives. These concepts can be applied to all types of situations, be they organizational or personal. Because of the importance of well-being to the lives of individuals, this paper aims to study the implications of Emotional Intelligence on Motivation within a military organization. This study was conducted thanks to the participation of approximately 355 military respondents within a universe of 7314, from all areas of the Air Force. The degree of sociability between certain sociodemographic variables and the impact of emotional intelligence on motivation

Como citar este artigo: Dias, A., Gil, J., 2016. The Impact of Emotional Intelligence on Motivation. Application to a Military Organization. *Revista de Ciências Militares*, maio de 2016 IV (1), pp. 347-365.
Disponível em: <http://www.iesm.pt/cisd/index.php/publicacoes/revista-de-ciencias-militares/edicoes>.

were also studied. As human beings are naturally social creatures, it is imperative for us to learn to control our emotions and to motivate ourselves when necessary.

Keywords: emotional intelligence, motivation

Resumo

A motivação e inteligência emocional (IE) são conceitos que, demonstrados por diversas investigações e modelos teóricos, se interligam. Uma pessoa emocionalmente inteligente tem a capacidade de mobilizar todas as emoções necessárias para se motivar e transpor quaisquer obstáculos que se possam atravessar no seu caminho, quer intrínsecos ou extrínsecos, até alcançar o seu (s) objectivo (s). Estas noções podem ser aplicadas em qualquer tipo de molde, seja organizacional ou pessoal. Pela importância que o bem-estar das pessoas tem, a presente investigação propôs-se a estudar as Implicações da Inteligência Emocional na Motivação dentro de uma organização de natureza militar. Este estudo envolveu cerca de 355 participantes militares de um universo que de acordo com o Relatório de Gestão de 2013, composto por 7314 militares de todo o ramo da Força Aérea, possibilitando assim o avanço do estudo supramencionado. Paralelamente à constatação das implicações da IE na motivação, foi também estudado o grau de associabilidade de certas variáveis sociodemográficas com o impacto da IE na motivação. Sendo o ser humano por natureza social, é mais do que necessário que este se saiba regular emocionalmente e consequentemente motivar-se a si próprio quando necessário.

Palavras-chave: inteligência emocional, motivação

1. Introduction

a. Description of the problem

These past decades have witnessed an ongoing discussion on whether EI contributes to a better working environment, either horizontally or vertically across an organizational chain of command. EI has been proven to have a significant impact on motivation, as it plays a role in stress management in the context of teamwork (Mayer, Salovey & Caruso, 2004 cited in Shipley et al, 2010: 5).

The range of human emotion is complex. As humans are a social being, they must learn to better understand their emotions, as well as the emotions of those around them. A weak control over one's own emotions leads to ill-considered decisions, sometimes with serious consequences, and the higher in the chain of command of an organization a person is, the worse the impact of those decisions. For that reason, in a military organization, EI is a trait

that should be developed in a consistent manner. An employee's behaviour in the process of motivation entails logical reasoning. Goleman argues that emotions could control behaviour, suggesting that emotions have a strong influence on rational thought (1997: 27).

This study aims to ascertain the impact of EI on the motivation of individuals and the influence that certain sociodemographic variables have on that impact as moderator variables.

b. Specific objectives and methodological strategy

The main objective of this study is to analyse the impact of emotional intelligence on motivation within a military organization. However, certain variables that influence the effect of the application of emotional intelligence to the military work environment must be taken into account. Given the nature of this study, the main objective must be broken down into specific objectives, the number of which will depend on the level of demand and rigour one wishes to apply to the study.

SO1: Knowing the impact of emotional intelligence on a person's level of motivation;

SO2: Knowing if a person's rank correlates with the impact of emotional intelligence on their level of motivation;

SO3: Ascertaining whether age (as a demographic variable) correlates with the impact of emotional intelligence on level of motivation;

SO4: Ascertaining whether gender (as a demographic variable) correlates with the impact of emotional intelligence on level of motivation;

SO5: Establish whether military work experience correlates with the impact of emotional intelligence on level of motivation;

SO6: Ascertain whether civil work experience correlates with the impact of emotional intelligence on level of motivation.

2. Literature Review And Theoretical Model

a. Core Concepts

(1) Emotions

The history of rational thought portrays emotions as substantially irregular, something that must be controlled (Haidt, 2001: 3). However, throughout the centuries to the present day, numerous thinkers, philosophers and researchers have suggested that emotions have a purpose in human nature, not as something harmful to the decision making process, as pointed out earlier, but as something that provides relevant information and therefore should not be ignored (Katelaar, 2004).

It is true that emotions can be considered a paradox of human nature, in that they can be both beneficial and harmful. Their influence on attitudes can lead to ill-considered decision-

making, which in turn can lead to harmful situations. They are ubiquitous and are considered to be a universal feature of human thought (Fessler 1999: 5). Given their pervasiveness in the history of human thought, it is hard to believe that emotions emerged from the process of evolution only to impair our judgement and decision-making. On the other hand, the study of emotions suggests that when one feels their irrational effects, one feels the need to control them (Oschner, & Gross, 2005). However, if self-control and emotional interpretation prevail, emotions will no longer be a handicap and will instead become a useful tool in any environment, professional or personal.

For over a hundred years, human emotion has been an important theoretical and empirical topic in psychology, and the focus of this attention has been on how it influences the human decision-making process. This impact can be verified on a larger scale when approached from an organizational point of view. Organizational research has increasingly recognized the emotional nature of organizations (Ashkanasy, 2004). Today, the definition of organizations as 'emotional arenas' and the recognition of the emotional nature of the human work experience have been widely accepted (Fineman, 1993).

(2) Emotional intelligence

According to Reuven, EI is a set of valences which allow a person to recognize, understand and use emotions to relate to others, to adapt to changes, to address intrapersonal and interpersonal problems, and to deal efficiently with everyday demands, challenges and pressure (Bar-On, 1997). Reuven later redesigned the concept, defining it as a multifactorial array of emotional, personal and cognitive competencies which influence individual capacity to deal with the pressures and demands of the environment in an active and effective manner (Bar-On, 2000 cited in Monteiro, 2009)

Peter Salovey, one of the most respected psychologists in the field of EI, states that this type of intelligence is ruled by five elements: awareness of one's own emotions, emotional self-management, the capacity for self-motivation, the ability to recognise emotions in others, and, finally the ability to handle relationships (Goleman 1995: 63).

Daniel Goleman provides a different definition of EI, describing it as the way we handle ourselves and our relationships through our perception of four domains: self-knowledge and self-management of one's own emotions, social awareness and ability (Goleman, 1998) All these points serve as an emotional compass which allows us, as social beings, to align with the collective environment in the most efficient way possible.

However, Goleman attributes the term 'emotional intelligence' to doctors Peter Salovey of Yale University and John D. Mayer of the University of New Hampshire, in their work published in 1990. It was with the impact of Goleman's book in 1995, as well as the boom in studies on the nature of the human brain in the 1990s that the theme of EI gained a much broader dimension.

Mayer and Salovey, in their first formal publication in 1990 on the theory of EI, define it as a subset of social intelligence that involves the ability to monitor our own feelings and emotions, as well as those of others, to retain what is relevant from these emotions and

feelings, and to use this information to guide us in thought and action (Mayer and Salovey, 1990: 5).

There are several possible definitions of EI; therefore, after a thorough analysis of the various models discussed earlier, we will present the following suggestion for a general formulation:

EI refers to the ability to recognize the meaning of emotions and of their recurrent relationships in order to rationally solve any potential problems they may cause. EM is directly linked to the ability to perceive emotions, to assimilate the feelings associated with those emotions in order to understand the information provided to us by their interpretation, and, finally, to manage them.

Furthermore, this definition was inspired by the definitions and approaches of the authors mentioned above, and is therefore a mere academic suggestion.

(3). Motivation

According to Pinder (1998), 'work motivation consists in a set of energetic forces that originate from within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity and duration'. Chiavenato (2005) argues that motivation is the internal pressure arising from a need that is also internal, and that, by (electrochemically) exciting nerve structures, it creates an energy state in an individual that drives the body to activity, initiating, guiding and maintaining that individual's conduct until some goal (objective, incentive) is achieved or until the response is blocked.

Analysing the two definitions, most meanings for motivation tend to include a stimulating element of action and effort, movement and persistence, as well as a reward. Needs are dependant on individual conduct and vary according to predisposition and mental strength, thus producing different types of behaviour. Regardless of all the differences which may exist, the process that energises behaviour is similar for all individuals, which means that the reaction to motivation in an organizational environment is similar. It should be noted that the performance level of a subordinate does not only depend on their personal skills as a worker, but also on the level of motivation to which they are exposed (Burney et al, 2006: 2).

In an organizational context, a leader's ability to persuade and influence others to work towards a common goal reflects that leader's talent to motivate. A leader's ability to influence is based, on the one hand, on their natural ability, and on the other hand, on an employee's level of motivation. Carlisle and Murphy (1986) argue that motivating people requires some ability from managers. It is up to them to organize and foster a stimulating environment: to communicate effectively; to be able to answer any questions that may arise; to generate creative ideas and give those ideas priority; to delegate and plan tasks.

The quality of human resource management is crucial to the performance of an organization (Burke, 2005), and it is also closely linked to the implementation of motivating factors in the work environment. The concern that managers have today with strategic

integration, flexibility, commitment and quality, has been drawing the attention of employees and influencing their level of motivation and, consequently, their stay in a company.

b. Conceptual model and hypotheses

(1) Emotional intelligence and motivation

The relationship between EI and motivation has been the subject of much research in the past decades. According to Lanser (2000), the positive and negative aspects of the work environment are proof that motivation is a key factor for an emotionally intelligent person. A study by Wong and Law (2002) proved that an employee's emotional intelligence affects their satisfaction, their work motivation and their performance.

Therefore, emotionally intelligent employees are efficient enough to recognise their emotions, control them and use them to improve their performance, as well as the performances of others, unlike employees who have lower emotional intelligence capabilities. Similarly, employees with higher emotional intelligence have the ability to look at their responsibilities constructively in order to self-motivate.

Bearing in mind the above, we may consider the following hypothesis:

H1: Emotional intelligence positively correlates with motivation;

(2) Hierarchy and emotional intelligence

This hypothesis consists in the possibility that emotional intelligence is tempered by the rank occupied in the hierarchy of an organization. Emotional intelligence in the workplace is related to various performance indicators, specifically an individual's position in the hierarchy of the institution, career advancement due to merit, levels of interpersonal facilitation, affect and attitudes (Lopes, Grewal, Kadis, Gall & Salovey, 2006 *cit por* Domingues, 2009: 21). In the context of this study, from the performance indicators listed above, only rank in the hierarchy will be tested.

Bearing in mind the above, we may consider the following hypothesis:

H2: Rank correlates with the impact of emotional intelligence on motivation (as a moderator variable);

(3) Age and Emotional Intelligence

People's emotional capacity is believed to increase with age, as individuals become more self-aware and wise. Several studies have identified age as one of the most relevant socio-demographic variables for the development of EI, and have also confirmed this correlation, in the development of other types of intelligence (Goleman, 1998).

Mayer and Salovey's theoretical model of EI considered this type of intelligence a competence, claiming that it is a genuine type of intelligence, based partly on the observation that it increases with age and experience (Extremiera et al, 2006; Kafetsios, 2004).

Bearing in mind the above, we may consider the following hypothesis:

H3: Age (as a socio-demographic variable) correlates with the impact of emotional intelligence on motivation (as a moderator variable);

(4) Gender and emotional intelligence

Women are believed to be more emotionally expressive than men, with a greater capacity of emotional interpretation, as well as certain interpersonal skills which are more developed. Women, for example, find it easier to recognize emotions in a person's behaviour, and are more understanding and capable of greater empathy (Aquino, 2003 cited in Khalili, 2012: 4). Furthermore, there is some evidence that some areas of the brain devoted to processing emotions may be larger in women than in men (Baron-Cohen, 2003).

Bearing in mind the above, we may consider the following hypothesis:

H4: Gender (as a socio-demographic variable) correlates with the impact of emotional intelligence on motivation (as a moderator variable);

(5) Work experience in the Organization and emotional intelligence

In his book, *Working with Emotional Intelligence*, Daniel Goleman (1998: 7) states:

Our level of emotional intelligence is not fixed genetically, nor does it develop only in early childhood. Unlike IQ, which changes little after our teen years, emotional intelligence seems to be largely learned, and it continues to develop as we go through life and we can learn from our experiences - our competence in it can keep growing.

In support of this statement, some studies suggest that there is a positive correlation between emotional intelligence and age / work experience, allowing us to consider the following hypothesis:

H5: Military work experience (as a socio-demographic variable) correlates with the impact of emotional intelligence on motivation (as a moderator variable);

(6) Work experience in the civil environment and emotional intelligence

According to our literature survey, the study of the relationship between work experience in the civil environment and emotional intelligence in a military organization is practically inexistent. However, this hypothesis can be scientifically proved.

Bearing in mind the above, we may consider the following hypothesis:

H6: Civil work experience (as a socio-demographic variable) correlates with the impact of emotional intelligence on motivation (as a moderator variable);

(7) Conceptual model

As mentioned above, this study analyses the impact of emotional intelligence on motivation, including as as moderator variables age, gender, rank, work experience within the Air Force and work experience in a civil environment. The sample should consist in a minimum 100 respondents from different branches of the military hierarchy.

The study itself will rely on the quantitative method, and will be subject to hypothetical-deductive analysis, in which all the data collected will be aggregated through a survey available on the Organization's intranet.

Figure 1 is an example of a model of hypotheses. Motivation is the dependent variable, which in turn is subject to EI, the independent variable. There are five variables in the EI - Motivation chain which we believe are moderator variables: Age, Gender, Rank, Military and Civil Work Experience.

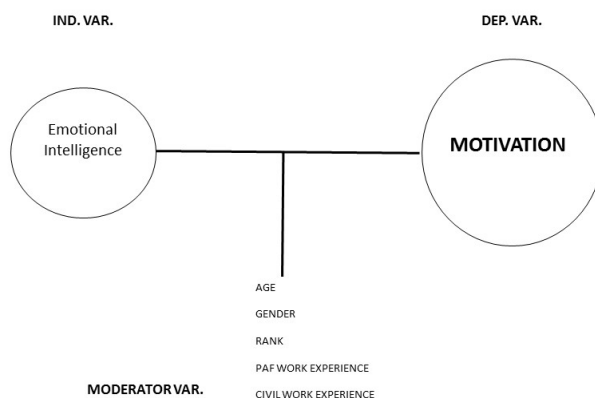


Figure 1 - Conceptual model of hypotheses

Source: Adapted by author

3. Methodology

a. Delimitation of the Research

Today, more than ever, we must be open to the exploration and implementation of these 'working tools' in order to shape the organizational context of the past, a context that has been passed from generation to generation, creating toxic organizational environments.

According to Frost (2003, cited in Pina e Cunha et al, 2007: 99), if negative emotions are a fact of life, it is important to ensure that they do not become organizational toxins, and to prevent them from accumulating and weakening the immune systems of the organization until they ultimately poison it. It is then up to our society's leaders, present and future, to prevent these toxins from accumulating in an already fragile business fabric. The military context is closely linked to this issue because the Armed Forces are a highly hierarchical

structure where the human factor is highly important, as is the way this factor is managed by leaders. An emotionally developed leadership contributes to increased motivation, innovation, performance, talent development, increased confidence, quality of service, and teamwork. Given the unique context of the military environment and the nature of the challenge posed by many of the tasks associated with it, there may be a greater applicability of emotional intelligence in the daily duties of military personnel.

Given the nature of the military profession and the factors outlined above, it is of great interest to study the way the motivation of military personnel is influenced by emotional intelligence and how some factors such as age, gender, rank, years of service within and outside the Air Force organization might correlate with that influence.

A quantitative survey was designed to ascertain that influence, through which the information collected can be added, divided and converted into percentage data. To elaborate this survey it, we relied on an existing questionnaire, designed to measure emotional intelligence. However, the survey presented here is the shorter version of the original survey, which has about 153 questions, the TEIQue (Trait Emotional Intelligence Questionnaire) developed by Petrides¹. In spite of being less extensive than the original, the assessments made in this short version are not significantly less rigorous.

In order to create it, two items were selected from each of the original 15 TEIQue subscales in order to ensure adequate internal consistency and wide coverage in terms of sample construction. As this is a self-evaluation survey, each item can be answered in a seven-point Likert scale ranging from one (completely disagree) and seven (completely agree).

The survey also included questions of a motivational nature in order to determine the level at which this variable was found and then make the necessary correlations with the EI variable. Regarding the questions used in this part of the survey, we relied on a dissertation in the field of Human Resource Management, more precisely on the theme of Leadership and Motivation.

b. Participants

The sample included 355 participants from a universe of 7314, according to the 2013 Management Report, from all areas of the Air Force, representing about 2.9% of the total universe. The survey was available to the three categories of soldiers: other ranks, sergeants and officers.

The officers category showed greater adherence, contributing almost half of the answers to the survey, about 49.3%. In this category, the junior officers class (aspiring, sublieutenants and lieutenants) showed significantly more adherence than the captains and senior officers class, with about 70 participants in a total 175 officers, which corresponds to

¹ K.V. Petrides is the current Director of the London Psychometry Laboratory, University College London (UCL), creator of the famous Trait Emotional Intelligence and Trait Social Intelligence (TEIQue and TSIQue) questionnaires, which are used every month by dozens of organizations and thousands of people all over the world .

about 40% of the officers who responded to the survey; approximately 26.9% of all officers were from the captains class (which comprised only captains); approximately 32.6 % were in the senior officers class (majors, lieutenant colonels and colonels); and the remaining 0.5% of 175 officers were officers in the generals class (majors-generals, lieutenant-generals and one general).

The sergeants category came in second, with 155 responses, which corresponds to 42.2% of the total sample. About 22 second sergeants responded to the survey, about 14.2% of the sample of the sergeants category, as did 55 first sergeants, roughly 35.5% of the same sample category, 65 staff sergeants, approximately 42%, and, finally, 8 warrant officers, with 8%.

Finally, the category of other ranks showed the least adherence, with about 30 responses, which corresponds to 8.5% of the total sample. Within the category of other ranks, about 3 privates responded to the survey, approximately 10% of the sample of the other ranks category, 21 lance corporals, about 70% of the same sample, and, finally, 6 corporals, approximately 20% of the sample.

With regard to gender, there was a clear adherence by male military personnel, with a total of 271 responses, corresponding to approximately 76.3% of the total sample, which leaves the remaining 23.7% to female military personnel, with about 84 responses.

With regard to respondent age, as can be seen in the table, there was a strong adherence by the age bracket between 26 and 55 years of age, with about 142 participants, or 40% of the sample. The 36-45 and 46-55 age brackets had 89 and 99 responses, respectively, or 25.1% and 27.9% of the sample, followed by the 25 or less age bracket, with 22 responses, or 6.2%, and, finally, the 56 or more age bracket, with only 3 responses, about 0.8% of the total percentage of the sample.

As for the period of employment in the organization, as can be seen from the table, the greater flow of responses came from the personnel with 10-20 years of service, with 98 responses, which roughly corresponds to 27.6% of the sample. The personnel in the 20-30 years of service bracket contributed with 80 responses, or 22.5%, those in the 30-40 years of service bracket, with 68 responses, or 19.2%, closely followed by those in the early stages of their career, in the up to 6 years of service bracket, with 62 responses, or 17.5% of the sample, and those in the 6-10 years bracket, with 44 responses, or 12.4%, and, finally, the 40-50 years of service bracket, with only 3 responses, or 0.8% of the sample.

Concerning work experience before joining the organization, over 50% had been employed before entering the ranks of the Armed Forces. About 57.7%, or 205 respondents, had professional experience in the civilian world before entering the Air Force; the remaining 42.3%, or 150 respondents, had not performed any work activity before joining the Armed Forces.

For those who had any kind of experience before joining the military, the number of years of employment in the civilian world ranged from 1 to 15 years. The vast majority had

between 1 and 4 years of civil work experience, in about 51.3% of a total 182 respondents. The remaining varied between 5 and 15 years, and their values were very closely matched.

4. Analysis and Discussion of the Data Obtained

a. Reliability of the Measurement Instrument

In order to ascertain the reliability of the statistical data collected, an analysis of the metric qualities of the two scales used in the study was carried out: Motivation and Emotional Skills.

In order to increase the degree of reliability (Cronbach's alpha), it was necessary to remove some of the questions from the two sets of questions related to Emotional Skills and Motivation. It was necessary to remove about 16 of the 30 original questions from the TEIQue because their alpha value was too low. The alpha values for good internal consistency of the measuring instrument (survey) tend to vary according to the design of each author. An example of this disparity is the value recommended by Pestana and Gageiro (2000 cited in Costa, 2009: 94), who stated that the value should be above 0.8. For others, like Hair (1998 cited in Costa, 2009: 94) values above 0.7 are acceptable. Some even say that values above 0.6 are tolerable (Malhotra, 1996 cited in Costa, 2009: 94). The value selected for this study is 0.7.

The interpretation of Cronbach's alpha coefficient is almost immediate because the values vary between 0 and 1, in which the degree of reliability is greater as the value nears 1. From 0.7, the degree of reliability is already considered acceptable, allowing us to proceed with the analysis and statistical interpretation of data. After some questions were removed, the degree increased to a value of 0.704.

With regards to the set of motivational questions, although it was not necessary to remove a large number of questions, as we did for the TEIQue, their alpha did not hit the 0.7 mark, and as such two of the 17 initial elements were removed from the base questionnaire. The Alpha value increased to 0.741.

b. Descriptive variables

Variable – Emotional Intelligence

The EI variable presents a mean value of 5.23 and a standard deviation of 0.56. Consisting of 14 items with possible values between 1 and 7, this variable presents with a minimum of 3 and a maximum of 6.94, values that indicate a moderate/high emotional intelligence, as the sampling distribution presented between 4.67 and 5.78 ($X \pm 1SD$), corresponding to a time attribution of the Likert scale closer to 'Completely Agree', which in turn reveals very positive levels of emotional skills in each individual.

Variable - Motivation

The Motivation variable presents with mean values of 6.33 and a standard deviation of 0.4. Consisting of 15 items with possible values between 1 and 7, it presents with a minimum 4.57 and a maximum 7, values which indicate moderate/high emotional intelligence, as the

sampling distribution presented between 5.93 and 6, 73 ($X \pm 1SD$), corresponding to a time attribution of the Likert scale closer to 'Completely Agree', which in turn reveals a high level of motivation.

Variable - Age, Gender, Rank, Service time within and outside the organization

Due to the specific qualities assigned to the statistical values presented in the table above, they turned out not to be sufficiently enlightening. The analysis of EI and Motivation requires a more detailed description due to the form of assessment which the survey (Likert Scale) assigned to them; in contrast, the remaining variables are organized either in sets, like Age, or a numerical value is assigned to them, related to their nominal value.

c. Correlations

Pearson's r will be used as a tool to determine the correlation between the quantitative variables. In the case of gender, we opted for the ETA measure of association, which is used to check the degree of correlation/association between nominal and quantitative variables. Although Gender was assigned a numerical value related to its nominal value in order to simplify the interpretation of the data, we opted for ETA over Pearson's r .

Correlation between EI and Motivation

As can be seen in Table 9, there is a strong positive statistical correlation between EI and motivation - the greater the emotional competence, the higher the level of motivation (**Pearson's $r = 0.298$, $p = 0.01$**).

Correlation between EI, Motivation and Sociodemographic Variables

According to the Table displaying the global correlations between EI, Motivation and the sociodemographic variables, there is no type of interdependence between the Motivation variable and the sociodemographic variables. None of the **p values** calculated from the above variables were significant enough to demonstrate a correlation.

Despite confirming some expected correlations, the presence of certain data made this study more surprising than expected. As EI is a variable of interest, the following was observed:

- The data indicate that individuals with longer military service time develop greater EI (**Pearson's $r = 0.159$, $p = 0.01$**). In turn, the analyses did not reveal a correlation between civil service time and emotional intelligence (**Pearson's $r = 0.034$, $p > 0.05$**);
- Despite the lack of correlation between EI and gender, it was found that women presented with lower levels of EI (**$F = 5.984$, $p = 0.015$; Média mulheres = 5.10, DP= 0.659; Média Homens = 5.27, DP = 0.513**). Possible interpretation: In a male-dominated context, to facilitate acceptance or inclusion, women tend to inhibit stereotypical behaviours or traits;

- Older individuals have higher levels of EI. (**Pearson's $r = 0.165$, $p = 0.01$**). Possible interpretation: If we consider EI a skill that can be practised or developed, it is then to be expected that age plays a positive role.

Regarding the ETA table, as mentioned above, and as statistically demonstrated by the following table, there is a correlation between IE and gender, with a correlation value of 0.129. The interdependence correlation between Motivation and gender is zero.

d. Hypotheses Testing

Regarding the first hypothesis, it was not necessary to carry out a linear regression of variables, and the hypothesis was tested only through Pearson's r . To test the remaining hypotheses, two models were created, both with Motivation as the dependent variable. The significance value and the t value were analysed in both models before and after the insertion of the variable created for that purpose, which resulted from the combination of EI with the moderating variable under analysis.

H1: Emotional intelligence is positively associated with motivation

- To test this hypothesis, we used only the bivariate Pearson correlation presented earlier, and it was found that EI positively correlates with motivation in individuals (**Pearson's $r = 0.298$, $p = 0.01$**), confirming Hypothesis 1, which replicates the literature in a context of formal authority.

H2: Rank is associated with the impact of emotional intelligence on motivation (as a moderating variable);

- The data show the absence of any moderation of the Age variable associated with the impact of EI on motivation, as its significance level is higher than **0.05 ($t = 0,056$ e $\text{sig} = 0,956$)**, and as such **Hypothesis 3 is not confirmed**.

H3: Age (as a socio-demographic variable) is associated with the impact that emotional intelligence has on motivation (as a moderating variable);

- The data show the absence of any moderation of the Age variable associated with the impact of EI on motivation, as its significance level is higher than **0.05 ($t = -0,959$ e $\text{sig} = 0,338$)**, and as such **Hypothesis 3 is not confirmed**.

H4: Gender (as a socio-demographic variable) is associated with the impact of emotional intelligence on motivation (as a moderating variable);

- The data show the absence of any moderation of the Gender variable associated with the impact of EI on motivation, as its significance level is higher than **0.05 ($t = 0,341$ e $\text{sig} = 0,733$)**, and as such **Hypothesis 4 is not confirmed**.

H5: Military work experience (as a socio-demographic variable) is associated with the impact of emotional intelligence on motivation (as a moderating variable);

- The data show the absence of any moderation of the Military work experience variable associated with the impact of EI on motivation, as its significance level is higher than **0.05 (t = 0,03 e sig = 0,997)**, and as such **Hypothesis 5 is not confirmed**.

H6: Civil work experience (as a socio-demographic variable) is associated with the impact of emotional intelligence on motivation (as a moderating variable);

- The data show the absence of any moderation of the Civil work experience variable associated with the impact of EI on motivation, as its significance level is higher than **0.05 (t = 1,101 e sig = 0,272)**, and as such **Hypothesis 6 is not confirmed**.

5. Conclusions

This research explored the emotional side of individuals and its correlation with motivation within a military organization. Recalling what was discussed in the theoretical framework, humans have always been social creatures. Given their nature, it is extremely important that they are capable of managing their emotions. EI is the ability to identify, use, understand and manage emotions in a positive way to relieve stress, communicate effectively, to empathize with others, to overcome challenges and to resolve conflicts. When integrated in a military organizational context, as is the case of the present study, EI becomes a daily tool; how we behave and react towards others is largely a result of our capacity for EI. In turn, when it is associated with motivation, EI becomes an asset for any individual. In addition to gaining personal cognitive benefits, individuals who are able to motivate themselves become highly productive and effective. This quality can be crucial in various situations. The literature survey that supported the theoretical framework of this paper allowed us to reflect and form a perspective on the theoretical concepts above, and on their applicability in real life by framing them in practical context. Let us then look at the findings, implications and constraints of this study in the management field.

a. Theoretical Conclusions

Six cases were analysed, five of which were intended to test the moderating effect of certain sociodemographic variables in the correlation of EI with Motivation: age, gender, rank, military service time and civil service time, and the correlation of EI with Motivation. **H1** was confirmed positively: **Emotional intelligence correlates positively with motivation**, where we measured the degree of associativity between EI and Motivation².

According to previous analyses, all cases where the sociodemographic variables were present proved to be not valid. Accordingly, **H2: Rank correlates with the impact of**

² To review this analysis, see 4.3.

emotional intelligence on motivation (as a moderating variable); contrary to the claims made by Lopes et al., this study found that EI is moderated by the rank occupied in the hierarchy of an organization, and that its impact on Motivation is zero.

H3: Rank correlates with the impact of emotional intelligence on motivation (as a moderating variable); contrary to Goleman's findings, in this case no increase of emotional capacity with age was verified. Given the absence of interdependence between the variables above, no type of moderating effect on Motivation was found. **H4: Gender (as a socio-demographic variable) correlates with the impact of emotional intelligence on motivation (as a moderating variable);** contrary to Aquino's claims, this study found that female personnel did not have a higher level of emotional competence in comparison to male personnel. Given the absence of interdependence between the variables above, no type of moderating effect on Motivation was found.

H5: Military work experience (as a socio-demographic variable) correlates with the impact of emotional intelligence on motivation (as a moderating variable); contrary to Goleman's concept, no positive correlation was found in this study between EI and work experience. Given the absence of interdependence between the variables above, no type of moderating effect on Motivation was found.

H6: Civil work experience (as a socio-demographic variable) correlates with the impact of emotional intelligence on motivation (as a moderating variable); as in the previous hypothesis, this correlation was also negative. It was concluded that the level of motivation does not present any type of correlation with the sociodemographic variables, which explains why hypotheses that combined the motivation variable with the remaining variables, with the exception of EI, turned out to be negative.

However, and as was mentioned and ascertained in sub-chapter 4.3., the presence of certain data made this study more surprising than was expected, specifically regarding the results for the gender and EI. As was already mentioned, and according to the data analysed, male military personnel display a higher level of emotional competence than female military personnel. One possible explanation could be emotional inhibition in the presence of men. It is often said in military slang 'in the army, we are all men'. The meaning of this phrase is that, regardless of gender, all personnel will be treated in the same manner, and, as the military environment has an age-old tradition of being male-dominated, all military personnel will be treated as such.

Despite most of the hypotheses formulated in this study not having been positively validated, the data above lends a degree of relevance to the study.

b. Implications for Management

The outcomes of this research are especially relevant to the Management field, specifically the area of Organizational Behaviour. As was discussed earlier in the literature survey, emotional control is an important requirement for the enjoyment of a peaceful life. The

capacity for self-interpretation, for understanding what others feel, the ability to self-motivate and to relate in a healthy manner to the people around oneself are useful competences for an individual's personal and organizational life. This study aimed to prove the importance of the above and that in an organization, be it military or civilian, employees must learn to develop those skills to ensure a promising future for the organization.

This research has highlighted the importance of emotions for motivation, and consequently for the well-being of individuals, causing them to feel satisfied and happy in the workplace and in the performance of their work. It seems logical that corporate success is an indisputable goal of any organization in order to achieve higher quality and productivity. However, we must not forget the human condition of workers and the impact that a toxic environment can have on the physical and mental health of individuals. A positive work environment, geared towards motivation, can open the door to a new organizational reality, taking profit and productivity to unprecedented levels. We must not become pioneers and providing a better organizational environment to future generations. That being said, regardless of size or nature, any organization would be advised to:

- Provide in-depth counselling to all employees;
- Increase the number of recreational activities that promote the integration of all members of the organization;
- Recognize employees' good performance in the case of extraordinary accomplishments;
- Promote fairness at work: all employees should be treated equally;
- Organise lectures on psychological/emotional health.

Evidently, some organizations already practice this. Nevertheless, many companies prefer to sacrifice their human capital at the expense of profit. People are the key to the success of any organization, be it military or civilian. When the human capital is able to learn and to adapt consistently and continuously to any environment, this provides the basis for the positive growth of the organization to which it belongs. Everything is interconnected and one person can have a huge impact on the surrounding environment; thus, it is crucial that individuals develop their emotional skills.

c. Constraints of the Study

All research work eventually suffers from certain constraints. Sometimes, these constraints are only found when the study is already at an advanced stage of development, and the better course of action in these situations is to circumvent them in the best possible way in order to call into question the consistency of the study itself. This study, like all others, suffered from certain constraints, which fortunately did not harm its development.

Still regarding the survey, more precisely the age brackets, instead of distributing the ages of respondents by sets, these should have been listed as an absolute value, which the

respondent would have to fill out. Another constraint in this study is related to the sample of the Air Force universe. First, the sample should have been larger than the 355 soldiers who were kind enough to respond to the survey; second, in order for this study to have greater usefulness, the sample should have been distributed evenly between the Air Force bases. A question regarding place of employment should have been added to the survey's initial questions in order to create a psychological profile of each group in relation to place of service. We do not believe there is anything more to add with regard to the surveys and the sample. Compared to the conceptual model of the study, and, similarly, to what was ascertained above regarding the surveys, the addition of other variables to the model, such as respondent's place of service or even the nature of their duties (bureaucratic or practical/operational), could have been a relevant contribution to the present study.

This research sought to contribute to the study of interpersonal relationships in an organizational context, more specifically a military context. Despite the large number of studies that have been carried out in this field, adding another study to the wide range of research that already exists will emphasize the need for these surveys. If they are carried out, it is because there is a need for it, and if the need exists, it is because something is not changing in these organizations. It is necessary to increase sensitivity to the emotional condition of individuals, particularly in an organization whose primary function is the defence of the State. The emotional/psychological condition of each individual will influence their commitment to their duties and, consequently, the quality of their performance.

Works cited

- Aquino, A. E. (2003). *Diferencias de Genero y Edades la Inteligencia Emocional de un Grupo de Internanutas. [Gender differences and Age in a Group of Web Browser's Emotional Intelligence]*. Unpublished Thesis. Universidad Inca Gracilazo de la Vega. Facultad de Psicologia y Ciências Sociais. Lima-Peru.
- Baron-Cohen, S. (2004). *The Essential Difference: Men, Women and the Extreme Male Brain*. Penguin UK.
- Bar-On, R. (1997). *The Bar-On Emotional Quotient Inventory (EQ-i): Technical manual*. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (2000). *Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i)*. In Reuven Bar-On and James D.A. Parker (Eds.), *Handbook of emotional intelligence: Theory, development, assessment and application at home, school and in the workplace*. San Francisco: Jossey-Bass, pp. 363-88.
- Burke, R. J. , 2005, *Reinventing Human Resource Management : Challenges and New Directions* . R. J. Burke, C. L. Cooper (Eds), London, Routledge.
- Burney, L., Henle, C.A. & Widener, S.K. (2006). *Do Characteristics of Strategic Performance Measurement Systems Used in Incentives Enhance Organizational Fairness?* Elsevier, vol. 34(3-4), pages 305-321, April.

- Carlisle, K.E. & Murphy, S.E. (1986). *Practical motivation handbook*. New York: John Wiley.
- Coghlan, D. Coghlan, D.
- Chiavenato, I. (2005). *Gestão de pessoas*. 2ª Edição. Rio de Janeiro: Elsevier.
- Costa, A.M.J., (2009). *Inteligência Emocional e a Assertividade nos Enfermeiros*. Dissertação de Mestrado em Psicologia da Saúde. Faculdade de Ciências Humanas e Sociais: Universidade do Algarve.
- Domingues, A.R.S. (2009). *Inteligência Emocional, Empatia e Satisfação no Trabalho em Médicos*. Dissertação de Mestrado em Temas de Psicologia no ramo de Psicologia da Saúde. Porto: Faculdade de Psicologia e Ciências da Educação
- Fessler, D. M. T. (1999). *Toward an understanding of the universality of second order emotions*. In A. L. Hinton (ed.), *Biocultural approaches to the emotions*. (pp.75-116). New York: Cambridge University Press.
- Fineman, S. 1993. *Organizations as emotional arenas*. S. Fineman, ed. *Emotion in Organizations*. Sage Publications, London, U.K., 9–35.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
- Goleman, D. (1997). *Inteligência Emocional*. Lisboa: Circulo de Leitores.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Haidt, J. (2001). *The emotional dog and its rational tail: A social intuitionist approach to moral judgment*. *Psychological Review*. 108, 814-834.
- Hair JR, J. F.; Anderson, Rolph E.; Tatham, William Black. *Multivariate data analysis*. 5. ed. Upper Saddle River: Prentice Hall, 1998.
- Ketelaar, T. (2004). *Ancestral emotions, current decisions: Using evolutionary game theory to explore the role of emotions in decision-making*. In C. Crawford & C. Salmon (eds). *Evolutionary Psychology, Public Policy and Personal Decisions*, (pp. 145-168). Mahwah, NJ: Erlbaum.
- Mayer, J.D., Salovey, P., & Caruso, D. (2000). *Models of emotional intelligence*. In R.J. Sternberg (ed.): *Handbook of human intelligence* (pp.396-420). New York: Cambridge University Press.
- Neal M. Ashkanasy, W. Zerbe, C. Hartel. (2002). *Managing Emotions in the Workplace*. M. E. Sharpe, New York.
- Pestana, M. & Gageiro, J. (2003). *Análise de Dados para Ciências Sociais. A Complementaridade do SPSS*. Lisboa: Edições Silabo.
- Pinder, Craig C. (1998). *Work Motivation in Organizational Behavior*. Upper Saddle River. NJ. Prentice-Hall.
- Lanser, E.G. (2000). *Why you should care about your emotional intelligence*. *Healthcare Executive*, (Nov/Dec), 6-11.

- Shipley, N.L., Jackson, M.J & Segrest, S.L. (2010). The effects of emotional intelligence, age, work experience and academic performance. Published in *Research in Higher Education Journal* (9), 1-18.
- Extremera, N., Fernandez-Berrocal, P. & Salovey, P. (2006). *Spanish Version of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) Version 2.0: Reliabilities, Age, and Gender Differences*. *Psicothema*, 18, 42-48.
- Kafetsios, K. (2004). *Attachment and emotional intelligence abilities across the life course*. *Personality and Individual Differences*, 37, 129-145.
- Khalili, A. (2012). *Gender Differences in Emotional Intelligence Among Employees of Small and Medium Enterprise: An Empirical Study*. *International Journal of Business and Management*.
- Pina e Cunha, M., Rego, A., & Campos e Cunha, R. (2007). *Organizações Positivas*. Dom Quixote.
- Monteiro, N.L. (2009). *Inteligência Emocional: Validação de Constructo do MSCEIT numa Amostra Portuguesa*. Dissertação de Mestrado Integrado em Psicologia. Faculdade de Psicologia e Ciências da Educação: Universidade de Lisboa.
- Oschner, K.N. & Gross, J.J. (2005). *The Cognitive Control of Emotion*. *TRENDS in Cognitive Sciences* Vol.9 No.5. Elsevier review