



The Relationship Between Employees' Level of Emotional Intelligence and On-the-job Performance: A Study of Federal Polytechnic, Ilaro, Ogun State

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ABSTRACT

In the employment field, work pressure, anxiety, employee's stress, agitation, depression or irritability all are related to the various factors of emotional intelligence. All these emotional intelligence (EI) symptoms could harm employee's performance. It can direct either a higher or lower level of morale, which will ultimately impact employee's performance in a positive or negative way. The study attempts to investigate the relationship between emotional intelligence and employees' performance of employees of Federal Polytechnic, Ilaro to determine whether there is an impact of EI on one's performance. The descriptive survey research design was adopted for this study. The population is made up of eight hundred and thirty-nine (839) employees of Federal Polytechnic, Ilaro Ogun state and a sample size of 273 respondents was determined using Taro Yameni's sample size determination formula. Stratified random sampling with respondents ranging from senior and junior level of the organization was used. Simple linear regression and the correlation coefficient were used to test the research hypotheses. The result showed significant and positive relationship between emotional

intelligence and employees' performance. Similarly, self-management and conscientiousness show significant relationship with employees' performance but there was no significant relationship between self-awareness and employees' performance. It is therefore concluded that the institution encourages an enabling environment for stable emotional intelligence that can positively impacted its employees' performance. The study therefore recommends that emotional intelligence practices should be emphasized as doing so brings about effectiveness in employees' performance.

Keywords: *Emotional Intelligence, Self-Awareness, Self-Management, Conscientiousness, Employee Performance, Task Performance.*

1. INTRODUCTION

Contemporary society is ever changing with the globalization of issues. For instance, robots are taking the place of man in production lines, technologies are changing the face businesses, and communication innovations are making the world smaller while trade barriers are being eased. Similarly, new concepts are entering organisational discourse that keeps the workforce in continual dynamics. Every aspect of business and organisation is knowledge driven. Thus, concepts like K-workers, K-economicare demanding that the employee be better prepared, open and flexible in managing daily responsibilities.

Several issues revolve around the non-functionality of an employee in an organisation. Such issues include; exposure to stress, not being creative, less motivated in their careers among others causes the organization to decrease in the productivity. To overcome all of these requires mental, emotional, and physical strength (Alias, 2005). Studies in human resource management while keeping with contemporary developmental organisational strides have developed concepts and models to understand the employees with the aim of improving their productivity (Ghali, Habeeb & Hamzah; Okpara & Agwu, 2015). This study focuses on one of such notions namely emotional intelligence with specific interest in public institutions.

Mayer and Salovey (1997) define emotional intelligence as a four-level set of abilities which involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. Giorgi (2013) also defines EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Emotional intelligence (EI) is an indispensable factor liable for determining triumph in life just as psychological health plays an essential part in shaping the contact between employees in their working environment. EI involves a combination

of competences which allows a person to be aware of, to understand and to be in control of their own emotions, to recognize and understand the emotions of others, and to use this knowledge to foster their success and the success of others MTD Training (2010).

This in essence takes the ability to effectively function in an organisation beyond individual intelligence, expertise or ability to carry out assigned responsibilities effectively to understanding the feelings of others within the organisation. This is believed to engender a sense of mutuality, cooperation and a high sense of team spirit in the work place. According to Deshwal (2015) it is widely accepted that soft skills greatly affect how people feel and respond to others. If they feel appreciated and valued they are engaged and motivated to achieve organizational goals.

Giorgi (2013) cites two models of the debate on EI namely mental abilities and mixed mental abilities. Mental ability models focus on individuals' abilities to process affective information. Thus, EI is part of set of cognitive abilities for the processing of emotional interpretation and regulating emotion adaptively. Mixed models define EI as a diverse construct, including aspects of personality as well as the ability to perceive, assimilate, understand and manage emotions. These models refer to EI as emotional "competence", which includes emotional, personal and social abilities fundamental for effectively facing environmental requests. Mixed models further include related motivational factors and affective dispositions. In this perspective, the components of EI focus on self-awareness, personal motivation, the capacity to establish adequate empathy and the managing of social relations (Giorgi, 2013).

Employee performance is seen as a result of the actions set to achieve a goal based on specific standards. This may include actions or behavior of all non-observable mental processing (e.g., problem solving, decision-making, program planning, reasoning) (Bailey & Robert, 2003). Liao, Lu, Huang and Chiang (2012), describe job performance as the standard for advancements, redundancy, rewards, punishments, reviews and salary changes. It also satisfies the needs for employees to realize themselves. Similarly, employee performance indicates the effectiveness of employee's specific actions that contribute to attain organizational goals. It is defined as the way to perform the job tasks according to the prescribed job description. Performance is the art to complete the task within the defined boundaries (Iqbal, Ijaz, Latif & Mushtaq, 2015).

According to Inuwa (2016) employee job performance has always been a major challenge in organizational management and adopting effective ways to motivate employees to achieve and deliver higher job performance as well as increase the organizational competitiveness is the main objective of every business organisation. Inuwa cites further that organisational effectiveness and efficiency depends on how effective and efficient the employees in the organization are. Employer's ability to comprehend employee's satisfaction

as it relates to schedules and daily responsibilities will impact greatly on employee productivity and performance.

1.1 Statement of problem

There is an increasing need for quality service institutions in knowledge-driven competitive market. Educational institutions are aiming for international best practiced so as not to be left in the past. To get the most from these institutions, its employees need to be optimal in performance. Elevated standards, increasingly high performance, speed and quality pressure result in drudgery, absenteeism and employees' burnout Hauptfleisch&Uys (2006). This in turn can be linked to job fit or lack of it. Research results have shown that job performance is positively related to emotional intelligence especially to the self- management construct (Nel& De Villiers, 2004). Problems such as turnover, absenteeism and burnout may be reduced by selecting individuals with higher emotional intelligence to fulfil roles or by developing the emotional intelligence of current employees especially leaders (Nel& De Villiers, 2004).

Leaders who possess emotional intelligence can easily guide own behaviours and thinking processes to achieve results (Caruso, Mayer&Salovey, 2002). Emotional intelligence is essentially crucial for leaders because it helps them to motivate the team and achieve company's objectives through superior performance of the team. It develops throughout one's life and can be increased through training (Coetzee *et al.*, 2006). It is therefore in the best interest of any company to measure current levels of EI amongst their staff, not only to plan for future selection but to pinpoint the most suitable employees for succession planning and to spot those who need to develop their overall emotional intelligence to improve their performance.

However, there is a paucity of research on emotional intelligence and workplace outcomes. Recent findings suggest that emotionally intelligent persons are better performers than their counterparts (Law, Song, & Wong, 2004; Van Rooy&Viswesvaran, 2004), but most of these assertions are based on self-report measures of emotional intelligence. Moreover, past research has focused on a limited set of criteria, and little is known about how emotional intelligence is related to outcomes such as salary and affect at work (Hassan, Akhtar & Yimaz, 2018; Iqbal *et al.*, 2015). Numerous authors have theorized that emotional intelligence contributes to people's capacity to work effectively in teams and manage work stress (Imran, 2016; Deshwal, 2015; Iqbal *et al.*, 2015; Giorgi, 2013). Yet, empirical research has lagged behind both media hype and academic interest, and many critics have lamented the lack of solid empirical evidence showing that emotional intelligence is related to positive workplace outcomes (Matthews, Zeidner, & Roberts, 2002) as cited in (Lopes, Grewal, Kadis, Gall and Salovey 2006). These studies have majorly been conducted among private organizations, but the global changing world has necessitated its relevance and effect on performance in the public organization.

It is against this backdrop that this paper sets out to fill the gap related to emotional intelligence and employee performance in an organization using Federal Polytechnic, Ilaro as a study.

1.2 Objectives of the study

The general objective of this study is to identify the effects of emotional intelligence on employees' performance. The following are the specific objectives of this study:

- i. To determine the relationship between emotional intelligence and employees' performance.
- ii. To assess the effect of self-awareness on employees' performance.
- iii. To determine effect of conscientiousness on employees' performance
- iv. To ascertain effect of self-management on employees' performance.

This study will covers some aspects of emotional intelligence which includes self-awareness, self-management and conscientiousness. Similarly, the study focus on how these constructs of emotional intelligence affect the performance of employee in an organization using members of academic and non-teaching staff of Federal Polytechnic, Ilaro as a study.

2. LITERATURE REVIEW

2.1 Conceptual Framework/Review

Concept of Emotional Intelligence

Emotional intelligence involves a combination of capabilities which allows a person to be aware of, to understand and to be in control of their own emotions, to recognize and understand the emotions of others, and to use this knowledge to foster their success and the success of others. In their assessment, Mayer and Salovey (1997) define emotional intelligence as a four-level set of abilities which involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. The idea here is that the other is thought of while thinking of the self. Such mutuality is believed to engender better productivity.

In contemporary society, the yardstick to measure the efficiency of a person has evolved and filtered into more refined format giving EI prominence. During the past decade, management researchers claim that emotional intelligence has an influence on performance and productivity. High emotional intelligence also affects all aspects of management (Gunu&Oladepo, 2014). The concept of EI has been found to be an important predictor of various enviable organizational outcomes, such as job performance, job satisfaction, organizational citizenship behaviour, and organizational commitment. Emotional intelligence involves managing feelings so that they are expressed appropriately, therefore enabling people to work together towards common

goals in a constructive and transparent environment (Gunu&Oladepo, 2014).

Self-awareness

Self-awareness deals with the knowledge of one's self. It advocates that man should understand himself. Socrates said, 'man know thyself,' but as simple as this sound it has been a difficult task for man. This is why man is seen as the most complicated being on earth. However, self-awareness helps man to understand himself. The questions arising from this are: what is awareness? What is self? How can man understand himself? The Oxford English Dictionary defines awareness as knowledge or perception of a situation or fact. Typically, we might become aware of things, by perceiving the world around us. What then does it mean for a human to be self-aware? For Hume, the "self" is not a defined physical entity, but instead describes the bundle of experiences or perceptions unique to an individual (Abayomi, 1999).

Self-management

Self-Management is the organizational philosophy represented by individuals freely and autonomously performing the traditional functions of management (planning, organizing, coordinating, staffing, directing, controlling) without mechanistic hierarchy or arbitrary, unilateral command authority over others (Kirkpatrick, 2010). Self-management is also said to mean guidance, managing and controlling self-behaviors and actions in growing process and self and social development (Ashgari, 2012). In other words, the focus of self-management is the individual and his/her ability to effectively control situations that are required for the achievement of set out objectives without thorough supervision. The self is the focus of self-management. Kirkpatrick (2010) asserts that the philosophy of Self-Management makes the idea of reliance on another, higher manager for recognition and encouragement obsolete and removes all structural barriers to full employee engagement. Self-Management goes well beyond traditional empowerment programs, where employees are given designated slices of power while a manager above them retains the ultimate power of discipline or termination. Self-Management provides people all the power they need from the first day of work to accomplish their mission—and no one has the authority to unilaterally fire them.

Conscientiousness

Conscientiousness is defined as the propensity to follow socially prescribed norms for impulse control, to be goal directed, to plan, and to be able to delay gratification and to follow norms and rules. Conscientiousness encompasses numerous 21st century skills including grit, defined as perseverance and passion for long-term goals, self-regulation, defined as the ability to set and achieve one's goals; and self-direction, defined as the ability to work independently while managing goals and time. Historically, many viewed

traits such as conscientiousness as fixed aspects of personality, but recent research demonstrates that personality traits can change in response to coordinated interventions and experiences and that behaviors can be trained (Best & Dunlap, 2016).

Employees' performance

Elton Mayo and his associates conducted a study at the Western Electric Hawthorne plant. In so doing, they discovered that worker productivity was affected by managerial decisions, the social interactions of workers, and the physical environment (Caillier, 2010). These factors justify the view that employee performance indicates the effectiveness of employee's specific actions that contribute to attain organizational goals. It is defined as the way to perform the job tasks according to the prescribed job description. Performance is the art to complete the task within the defined boundaries (Iqbal, *et al*, 2015). Employee performance is a result of the actions set to achieve a goal based on specific standards. This may include actions or behavior of all non-observable mental processing (e.g., problem solving, decision-making, program planning, reasoning) (Bailey and Robert, 2003).

2.2 Theoretical Review

Neoclassical Management Theory

This theory is a new approach to organizational management. Hitherto, the focus of organizational management has been on production and attainment of other organizational goals. The belief is that by driving workers through different means to produce more there is a greater possibility that the organization will succeed. According to Ferdous (2016) the studies made by the classical scholars of organization concentrated their devotion upon the laying down of the organizational ideologies and upon the official features of the organization. The organization scholar mostly examines into the philosophies and recommends the clarifications to be taken into concern by the heads such as the instructions confirming an effective management.

Elton Mayo is noted as the forerunner in the neoclassical school with his study which he started in 1924 at Hawthorne works, of the Western Electric Company in Chicago. He did several experimentations and accepted diverse approaches to investigate the affiliation of the style of leadership, working condition and other organizational issues with employee output. Mayo recognized different motivating issues which contain appreciation, association, sense of belongingness and different societal facets connected to the workplace (Ferdous, 2017). Mayo and others in their initial experiment came to the conclusion that some factors other than light were responsible for increased productivity. From a follow up interview of employees, they realized that people were not leaving their feelings, attitudes, and emotions at home and employees were not at work simply for economic benefit. But other

dimensions also affected their performance (Sridhar, 2009).

Goleman's Emotional Intelligence Theory of Performance

Relationship management provides inspiration, potential to influence, and the ability to help leaders grow in managing conflict, and emotional competency. In 1995, Goleman identified four EI concepts that are related to relationship management: self-awareness, self-management, social awareness, and relationship management (Goleman, Boyatzis, & McKee, 2002). In 1998 Goleman created an EI-based theory of performance containing a set of guidelines for effectiveness and competencies for individual worker development. He claims EI is the capability to understand and control our emotions and feelings, and that this capability helps create effective, persuasive leaders.

In developing his theory, Goleman created five EI domains, which include self-awareness, self-regulation, motivation, social skills, and empathy. The five domains include twenty-five competencies and consist of personal competence and social competence. Self-awareness is the ability to recognize and understand our moods and emotions and the effect of these emotions on others. Self-management is the ability to control emotions and reactions of oneself. Social skills are the ability to maintain good relationships and build a network. Motivation is the ability to face challenges and be optimistic (Goleman, 1998). Empathy was introduced into English from the Greek word *empathia*, feeling into, a term used initially by theoreticians of aesthetics to describe the ability to perceive the subjective experience of another person (Goleman, 1995).

2.3 Empirical Review

Ghali, Habeeb and Hamzah (2018) researched on self-management and its relation to organizational excellence. The study focuses on the employee self-management practices to explain its role in organizational excellence. Self-management of employees makes them more dedicated, vigorous and engaged them in their work. The results of the study explain that self-management of employees contributes in organizational success in a positive way. Findings of the study contribute existing literature on this missing link between self-management and organizational excellence.

Hassan, Akhtar and Yilmaz (2018) conducted an investigation into the impact of conscientiousness as personality trait on both job and organizational performance. In the study, questionnaires were administered on 612 microfinance staff from various parts of Pakistan. The original version of International Personality Item Pool inventory was modified and used to measure the Conscientiousness trait and for Job Performance measurement. The hypotheses were tested and checked by regression analysis. The study results endorsed that Conscientiousness has strong association with and also a

valid predictor of employee Job Performance. The study findings also recognized that there is stronger link between Conscientiousness and Contextual Performance with then with Conscientiousness to Task Performance. Overall, job performance was strongly linked to Conscientiousness.

Okpara and Agwu (2015) investigated self-awareness and organizational performance in the Nigerian Banking sector. The study was a survey and the sample for the study consisted of two hundred and ten bank managers in South-South area of Nigeria. Data were collected mainly in the cities where we have high concentration of the banks through interview and questionnaire instrument found to be reliable with cronbach Alpha values of 0.7 and above. Four hypotheses were formulated and tested using the spearman rank correlation coefficient with the aid of statistical package for social science. The results of the analysis at .05 level of significance showed that self-awareness is positively related to net profit and return on investment, but no strong relationship was found between self-awareness and market share. Based on the results, it was concluded that self-awareness positively influences net profit and return on investment. It was therefore recommended that organizations should train their managers/employees to acquire the competencies associated with self-awareness.

3. RESEARCH METHODOLOGY

3.1 Research design

The study adopted a descriptive survey research design with the aim of understanding what is in a specific situation with an identified population. The two major types of descriptive research design are; longitudinal design which studies a population over a period of time and cross sectional design which studies the individuals attitude or belief at one point in time. This study adopted the cross sectional survey method which aims to gain an insight into the relationship between emotional intelligence level and staff's performance in Federal Polytechnic, Ilaro.

3.2 Population of study

Study population is a subset of individuals taken from the general population of people who share a common binding characteristic or traits such as age, sex, gender among others. The population of this study comprises all the management, senior and junior staff of the institution amounting to 839 employees. This comprises all staff of the five academic schools which include; the School of Engineering, School of Environmental Studies, School of Pure and Applied Science, School of Information Technology and School of Management Studies. Other non-teaching departments are: Bursary, Registry, Library, Works and Services, Medical and Rectory.

Table 1: Distribution of Employees of Federal Polytechnic, Ilaro

S/NO	DEPARTMENT	NO OF STAFF
1	School of Engineering	103
2	School of Environmental	68
3	School of Pure and Applied Science	119
4	School of Information Technology	33
5	School of Management Studies	101
6	Non-Teaching Department	415
	TOTAL	839

Source: Registry department, Fed. Poly Ilaro (2018)

3.3 Sample size determination

The sample size for this research work was determined using Yamane (1967) formula for sample size determination.

The simplified formula is; $n = \frac{N}{1+N(e)^2}$

Where: n = Sample size
 N= Population of the study
 e = Precision estimate

Confidence level is the precision estimate. The precision estimate used is 0.05. Thus,

$$n = \frac{839}{1 + 839(0.05)^2}$$

$$n = \frac{839}{1 + 839(0.0025)}$$

$$n = \frac{839}{1 + 2.0725}$$

$$n = \frac{839}{3.0725}$$

$$n = 273.067$$

$$n = 273$$

Based on the result, the sample size for this research work is 273 respondents. The next phase was to ensure that the sample represents the appropriate departments regardless of their population size. Therefore, the study adopted

the stratified proportional allocation formula by Bowley (1926) to distribute the sample into different strata for the basis of data collection. The Bowley (1926) proportional allocation formula is given below and table 2 presents the proportional allocation calculations according to each department.

The formula is;

$$nh = \frac{n \times Nh}{N}$$

Where:

nh = Number of units allocated to each stratum

n = Total sample size

Nh = Number of items in each stratum in the population

N = Total population

Table 2: Proportional allocation of the sample size

S/NO	DEPARTMENT	NO OF STAFF	Sample Size	TOTAL
1	School of Engineering	103	273*103/839	34
2	School of Environmental	68	273*68/839	22
3	School of Pure and Applied Science	119	273*119/839	39
4	School of Information Technology	33	273*33/839	10
5	School of Management Studies	101	273*101/839	33
6	Non-Teaching Department	415	273*415/839	135
	TOTAL	839		273

Source: Survey (2018)

The respondents of this study were drawn randomly using the probability sampling method for data collection with the required number of sample size from each department as a guide. The items of the questionnaire were scored using a three-point scale of agree, disagree and not sure. The reliability coefficient of this study questionnaire is 0.841 using Cronbach's alpha with the aid of SPSS. The study adopted both primary and secondary sources for data are collection. Hypotheses were tested through Pearson Correlation because it explains the relationship between variables under parametric test under the limits of 0.5 level of significance.

4. DATA PRESENTATION

This section represents the demographic profile and characteristics of the respondents in the institution using frequencies and percentages. These socio-demographic characteristics included their gender, age, marital status, educational qualification, employment status and length of service.

Table 3: Socio-Demographic Information of the respondents

Characteristics	Frequency	Percent
Female	98	35.9
Male	175	64.1
Total	273	100.0
Age		
Below 30 years	22	8.1
30-39 years	68	24.9
40-49 years	113	41.4
50 years and above	70	25.6
Total	273	100.0
Marital Status		
Single	35	12.8
Married	211	77.3
Divorced	16	5.9
Widowed	11	4.0
Total	273	100.0
Educational Qualification		
O/Level Certificate	21	7.7
OND/ Technical/NCE	33	12.1
Bachelor's Degree	87	31.9
Master's Degree	101	36.9
Others	31	11.4
Total	273	100.0
Employment Status		
Senior level	177	64.8
Junior level	96	35.2
Total	100	100.0
Work Experience		
Less than 5 years	47	17.2
5-9 years	61	22.3
10-14	46	16.8
15-19	93	34.2
20 years and above	26	9.5
Total	100	100.0

Source: Field survey, 2018

RESPONDENTS' VIEWS ON CONSCIENTIOUSNESS ON EMPLOYEES' PERFORMANCE

Table 4: Respondents Views on Conscientiousness

Statement Conscientiousness	Agree		Disagree		Not Sure	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
I assist colleagues when their workload increases	226	82.8	41	15.0	6	2.2
I take initiative to orient new employees to the department even when it is not part of my work schedule	268	98.2	-	-	5	1.8
I make innovative suggestions to improve the overall quality of the department.	264	96.7	-	-	9	3.3
I volunteer to do things not formerly required by my job	226	82.8	40	14.7	7	2.6

Source: Survey, 2018

RESPONDENTS' VIEWS ON SELF-MANAGEMENT ON TASK PERFORMANCE

Table 5: Respondents' Views on Self-Management

Statement on Self Management	Agree		Disagree		Not Sure	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
I realize the links between my emotions, my duties and my organization.	227	83.2	41	15.0	5	1.8
I understands that my feelings affect my performance	228	83.5	38	13.9	7	2.6
I am decisive and able to make decisions despite uncertainties and pressure	229	83.9	39	14.3	5	1.8
I take reasonable risks driven at achieving results when necessary	232	85	37	13.6	4	1.5

Source: Survey, 2018

4.1 Test of Hypotheses

The test of hypotheses seeks to further examine the relationship and influence that exist between the variables stated in the hypotheses. The researcher used the correlation and regression analysis for the inferential statistics. Hypothesis one and four were tested using correlation, while hypothesis two and three were tested using regression analysis.

Hypothesis One

H₀: Emotional intelligence has no significant effect on employees' performance.

Table 6: Model Summary Table

Statistics	R	R Squared	Adjusted R Squared	F-value	P-value
Value	0.207	0.043	0.036	6.067	0.003

Source: Author's computation

To test this hypothesis, the model for the hypothesis is: $EMP = 14.025 - 0.108EMI + 0.103PC$. Table 6 above is the model summary of the analysis. The correlation coefficient ($R=0.207$) shows a weak positive relationship between joint effects of emotional intelligence, perceptions on conscientiousness and employees' performance. The R-squared value of 0.043 indicates that about 4.3% variation in employees' performance is attributed to the joint effect of emotional intelligence and perceptions on conscientiousness. The adjusted R-square is 0.036 with F-value of 6.067 having standard deviation of 0.69244 and p-value of 0.003. The p-value shows that the model is significant because the p-value is less than the level of significance of 0.05 (that is, $0.003 < 0.05$).

This result suggests that the model is sufficient in relating emotional intelligence and employees' performance. It suggests that a unit increase in emotional intelligence cause 10.8% unit decrease in employees' performance of the federal polytechnic Ilaro staff. The test is significant with p-value less than the significance value of 0.05 (Table 7). Hence, the alternative hypothesis is accepted and it can be concluded that emotional intelligence has significant effect on employees' performance.

Table 7: Individual Contribution of the variables

Model	β	Standard Error	T	p-value	Comment
Constant	14.025	0.729	19.239	0.000	Significant
Emotional Intelligence	-0.108	0.040	-2.691	0.008	Significant
Conscientiousness	0.103	0.056	1.821	0.070	Significant

Source: Author's computation

Where, EMI represents emotional intelligence, PC represents perceptions conscientiousness, EMP represents employees' performance, PSM represents perceptions of self-management, PTP represents perceptions of task performance and PSA represents perceptions of self-awareness. From table 7 above, the beta values for emotional intelligence are -0.108 and perception on conscientiousness is -0.103. The standard error for emotional intelligence is 0.040 and that for perception on conscientiousness is 0.056. The t-test values for the emotional intelligence and perception on conscientiousness are -2.691 and -1.821 respectively. The p-value for emotional intelligence and perception on conscientiousness are 0.008 and 0.070. This shows that only emotional intelligence is significant on employees' performance.

Hypothesis Two

H₀₂: There is no significant relationship between emotional intelligence and employees' performance.

Table 8: Relationship between Emotional Intelligence, Employee Performance and Self Awareness

Variable	R	p-value (2tailed)	Number of Respondent	Comment
Emotional Intelligence – Employee Performance	-0.177	.003	273	Significant
Self Awareness – Employee Performance	-.011	.852	273	Not Significant

Source: Author's computation

The result in table 8 shows that there exists weak negative relationship between emotional intelligence and employees' performance (R= - 0.177), in addition the test is significant with the p-value less than the significance value of 0.05. The stated alternative hypothesis is then accepted that there is significant relationship between emotional intelligence and employees' performance, though the relationship is very weak.

Hypothesis Three

H₀₃: There is no significant relationship between self-awareness and employees' performance.

The hypothesis was tested using correlation coefficient. The result in table 8 above shows that there exists weak negative relationship between self-awareness and employees' performance (R= - 0.11), however the test is not significant with the p-value greater than the significance value of 0.05. The result concludes by accepting the null hypothesis that there is no significant relationship between self-awareness and employees' performance.

Hypothesis Four

H₀₄: There is no significant relationship between conscientiousness and employees' performance.

From model 1, it shows that a unit increase in conscientiousness will cause 10.3% unit increase in employees' performance of the Federal Polytechnic Ilaro staff, provided emotional intelligence remains constant. The test is not significant with p-value greater than the significance value of 0.05 (Table 9). Hence, the null hypothesis is accepted and it is concluded that there is a significant effect of conscientiousness on employees' performance.

Hypothesis Five

H₀₅: There is no significant relationship between self-management and task performance.

Table 9: Relationship between PSM and PTP

Variable	R	p-value (2tailed)	Number of Respondent	Comment
Self Management – Task Performance	.311	.000	273	Significant

Source: Author's computation

The result in Table 9 indicates that there exists weak positive relationship between self-management and task performance (R= 0.311), also the test is significant with p-value less than the significance value of 0.05. Hence the result concludes by accepting the alternative hypothesis that there is significant relationship between self-management and task performance. Thus, a continuous increase in the employees' self management will help to improve the performance of tasks assigned to them.

5. SUMMARY OF FINDINGS

To this end, five objectives and hypotheses were developed. The findings of the study provided response as summarised below:

Majority of the employees' of FPI agree that emotional intelligence has significant effect on their performance. This result is equally indicated by the hypothesis. This result is based on two components of emotional intelligence which were tested. These are self-management and self-awareness. There is significant relationship between emotional intelligence and employees' performance. The recognition of the emotional intelligence of the employees' by the management played an important role in improving their job performance.

There is no significant relationship between self-awareness and employees' performance. This implies that self-awareness does not have an effect on employees' performance they defer to the management and believe that the

wellbeing of employees is a priority of the organization.

Majority of the employees indicate that there is a significant effect of conscientiousness on their performance. They take extra efforts to get things done even if sometimes it doesn't fall within the purview of their job description.

Majority of the respondents agreed that there exists links between their emotions, their duties and the organization and they were aware that their feelings affect their performance. This indicates a significant relationship between self-management and task performance. This ensures that they meet all job requirements and exceed them at times. To this end, a continuous increase in the employees' self-management helps to improve the performance of tasks assigned to them.

6. CONCLUSIONS

Based on the findings, the study concluded that components of emotional intelligence which include self-management and self-awareness have significant effects on the performance of employees. Also, the researcher concluded that the management of FPI has a high level of recognition and shows sensitivity to the emotional intelligence of the employees. They also understand the perspective of employees thereby giving the employees a sense of belonging. This in turn improves the performance of the employees who are willing to go beyond basic limits to achieve goals. In other words, the management's attitude encourages the employees.

The conclusion on the second objective is that there is significant relationship between emotional intelligence and employees' performance. The attitude of the supervisors in evaluating employees' and the allowance of personal development by the management makes employees' perform better at their task. This finding is similar to Joseph & Newman (2010) findings that emotional intelligence is the best known predictor of employees' performance. Similarly, Jothimurugan & Pandi (2016) also found that emotional intelligence is significantly correlated to employees' performance. The study thus concludes that emotional intelligence plays a vital role in the performance of employees.'

The third objective assessed the effect of self-awareness on employees' performance. The study concludes that there is no significant relationship between being self-aware and performance of the employee. Although being self-aware makes employees' come up with new ideas when their emotions are positive, it wasn't enough to have a significant effect on their performance. This is also in agreement with Margaretha and Saragih, (2008) study who believed that high level self-awareness is not a predictor of performance.

The fourth objective determined the effect of conscientiousness on employees' performance. The conclusion here is that there is a high sense of industriousness in the carrying out of task by employees. This makes them take extra risks to get the job done and even orientate new employees' on the

job even though it does not fall within their job description. The employees equally make innovative suggestions to improve the overall quality of the department. This finding aligns with Liptak, (2005) study that showed that there is significant relationship between conscientiousness and employees' performance as conscientious people tend to be efficient and organised in their performance. The study thus concludes that conscientiousness has positive effect on performance.

The fifth objective ascertained effect of self-management on task performance. The study concludes that there is significant relationship between self-management and task performance. The positive response that there is a link between their emotions, their duties and the organization coupled with their decisiveness and ability to make decisions despite uncertainties and pressure leads to the conclusion that self-management is essential in task performance. The demonstration of expertise in all job-related tasks also makes the researcher conclude that all these qualities of self-management enhance task performance. This result concurs with Sempene et al., (2002) study which found that people view and evaluate their performance through certain valuable factors which includes being able to manage one's job efficiently. Therefore, people feel satisfied with their jobs if there is a match between these personal factors and expectations and what the job offers in reality (Aziri, 2011).

7. RECOMMENDATIONS

Emotional intelligence brings out the best out of employees which in turn puts the organization at a competitive advantage because task performance will be at its optimum. This study recommends that organizations should take emotional intelligence related issues as important parts of organizational management. It is thus recommended that the Federal Polytechnic Ilaro and other public institutions should take the emotional intelligence aspects of their employees serious so as to improve their efficiency. The role of educational institutions in the development of the society cannot be overemphasized and more students are willing to attend public institutions. When public institutions pay proper attention to the emotional intelligence aspect of their employees, it will result in higher performance from them.

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