

Emotional Intelligence and Employee Performance in Akwa Ibom State Local Government Service: A study of selected Local Government Councils.

Kingsley Lazarus Uwa

Department of Business Administration
Akwa Ibom State University
Obio Akpa campus.
Uwakingsley@yahoo.com

Abstract

This study aimed at examining emotional intelligence and its influence on employee performance in Akwa Ibom State Local Government Service. The study was guided by two objectives and two research questions. The design adopted was the cross-sectional survey while the population of the study comprised 10758 Local Government workers in Akwa Ibom State, of which a sample size of 343 council workers was estimated from the three senatorial districts in the State using Taro Yamane formula. The instrument used in data collection was Emotional Intelligence and Employee Performance Questionnaire (EIEPQ). The instrument was validated by experts and the reliability of the instrument was established using Cronbach Alpha and the result yielded reliability coefficient of 0.84. Data obtained for the study were analyzed using Pearson Product Moment Correlation (PPMC). After tests, the results revealed that self-awareness and self-regulation are significant predictors of employees' performance. Therefore, it was recommended among other things that organizations should ensure that their programmes are proactive and not only active for effective service delivery. Also, management should ensure that the concept of emotional intelligence is developed in the life span of staff through enhanced training to foster efficient and effective performance in organizations.

Keywords: Emotional intelligence, Employee performance, Self-awareness, Self-regulation

Background to the Study

Emotional intelligence develops over a person's life span and could be enhanced through training and teaching and learning in formal educational contexts (Bagshaw, 2003). Emotional intelligence is generally regarded as a factor with the potential to contribute to more positive attitudes, behaviours and outcomes and has been related to career success (Serrat, 2017). Researchers and career counselors have also recognized the significance of emotional intelligence in career success, career satisfaction and well-being (Sidle, 2008). No wonder Maul (2007) further regards the development of Emotion intelligence as desirable for enhancing individual's employability and career choices.

Organizations are made up of people with feelings, beliefs, culture, and needs, and to relate with them satisfactorily and avoid conflict in the work place regularly, one has to be emotionally intelligent. Managers have to understand the feelings of their subordinates, their reasoning and their thinking; they have to anticipate their actions and reactions in every given situation and they need to be intelligent emotionally.

According to Hutchinson & Hurley (2013), managers comprehending their own feelings and those of their subordinates are more likely to achieve business success. Karimi (2014) observes that Emotional Intelligence plays a vital role in individual's professional, home and personal life as the relationships people form are regulated by the rules of behaviour that are prompted by the emotions. Emotional Intelligence is the ability to recognize and regulate the emotions in one's own self and others and to make use of this information in order to guide one's thinking and actions (Matthew, Zeidner & Roberts, 2008). That is, emotional intelligence has to do with being aware of one's self and also other people so as not to act in a way that will affect the other person negatively. It has been observed that in the focus of firms and the Civil Service, before an employee is recruited into the organization, the prospective employee is made to take series of tests and interviews. All these interviews and tests administered are usually based on the Intelligent Quotient of the prospective employees, and nothing is done to ascertain the Emotional Intelligence level of the employees.

Employee Performance on the other hand, is one of the most frequently studied areas in industrial relations and organizational behaviour (Brabete, 2010). Employee performance is seen to be a key determining factor of organizational effectiveness and growth. Employee performance can lead to various organizational outcomes such as increased in product quantity, quality, and enhanced organizational citizenship behaviour (Miao, Humphrey & Qian, 2017). In similar vein, Sony & Makoth (2016) state that employees are seen as the primary asset of the organization when they are committed and motivated to put in their time and efforts to the achievement of organizational goals and objectives.

The Civil Service is an indispensable instrument for the implementation of government policies and programmes. This is because it is through the instrumentality of the Civil Service that government policies are translated into services for the people (Ajila & Abiola, 2012). On this note, Akinboye (2001) avers that the success or failure of any policy of government is a function of the disposition of the civil servants to its implementation. Similarly, Abraham (2004) argues that no matter how well articulated government programmes may be, they cannot be successfully implemented without effective administrative machinery whose technical competence, loyalty and commitment can translate ministerial policies and programmes into actions.

Put differently, there is little or no hope of success in the delivery of Services if the Civil Servants are not professionals or unethical in their conducts. According to Campbell (1990), poor, dishonest management of public affairs and corruption are among the most common manifestations of unethical conduct. Maladministration and corruption in the public sector are usually widely broadcast and exaggerated, largely because the public sector is run with taxpayers' money. For practitioners in the public sector, especially for public supervisors, it is important that they be guidelines for administering and directing the public service in order to place subordinates on the right track so as to prevent corruption and eliminate mal-administration. It is worthy of note that the Civil Service is the heart, nucleus and core of the public service. The strength and efficiency of the Civil Service are vital to the success of government machinery as a whole. It is the loyalty and commitment of members of the Civil Service that ensure the effective translation into action of ministerial policies and programmes.

Statement of the Problem

The process of globalization has intensified grate effort demanding employees to better prepare for greater tasks ahead in solving organizational problems. The issue of employees being exposed to stress, depression, and poor attitude at work are all symptoms of emotion which lower employees' morale as well as performance thereby resulting in low productivity. Procedures in almost every establishment require that applicants go through various rigorous tests to get employed and neither the Civil Service, nor the Local Government service in Akwa Ibom State is an exception. The Local Government Service in Akwa Ibom State has been very vibrant and thorough in terms of their recruitment process by resorting to only individual's academic intelligence in selecting their employee and little is done to ascertain the emotional intelligence of these prospective employees. Regrettably, this sector remains structurally and operationally defective, not living up to envisaged expectations to justify its history and establishment as a service provider. In spite of employees' excellent academic track records and work motivation, the Local Government Service in Akwa Ibom State, in the final analysis, still experiences low productivity, inefficiency, policy inconsistencies, frustration amongst employees, low morale, low team spirit, employee turnover, shattered group cohesion and job satisfaction.

It is in the acknowledgement of these myriad problems that made for the consideration and adoption of emotional intelligence in the Akwa Ibom State Local Government Service to make management realize that understanding the feelings, reasoning and actions of others in an organization is as important in the work place as work itself.

Despite the importance of emotional intelligence to employee performance, there is dearth of research on how emotional intelligence relates with employee performance in the Local Government Service as most of the studies conducted focus on the manufacturing sector and other organizations. More so, although relationships concerning emotional intelligence and employee performance have been found by different researchers, it is unfortunate that these variables have not been modeled together particularly in the context of the Akwa Ibom State Local Government Service. Thus, among the highlighted problems cited in this study is the performance and commitment of employees toward organizational success. Therefore, this study is aimed at finding out how emotional intelligence contributes to employee's performance in Akwa Ibom State Local Government Service.

Objective of the Study

The objectives of this study are as follows:

- (1) To ascertain the relationship between self-awareness and employee performance?
- (2) To ascertain the relationship between self-regulation and employee performance

Research Questions

The following research questions serve to detail and assess the operational relationship between Emotional Intelligence and employee in Akwa Ibom State Local Government Service. They are as follows:

- (1) Is there any relationship between self-awareness and employee performance in Akwa Ibom State Local Government Service?
- (2) Is there any relationship between self-regulation and employee performance in Akwa Ibom State Local Government Service?

Literature Review

Emotional intelligence plays an important role in ensuring success in the workplace and it should be nurtured and practiced by all parties facing the challenges of globalization and competition in business. Sony & Mekoth (2016) define emotional intelligence as the study which looks for human cognitive abilities beyond traditional academic intelligence. Mayer, Salovey & Caruso (2004) opine that EI is 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 emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. Emotional intelligence creates positive human relationship that can lead to the achievement of common goals and organizational effectiveness (Samiuddin, Ahmed & Kazmi, 2017). Therefore, individuals who are able to use the dimension of feelings that they have in handling relationships with others (Interpersonal) and controlling their emotions (intrapersonal) have high emotional intelligence (Sluyter & Salovey, 2018).

Emotional intelligence also involves one's perception of others. When one understands how others feel, one will be able to manage relationships more effectively (Sluyter & Salovey, 2018). People with high emotional intelligence are usually successful in most things they do because they go through life much more easily than those who are easily angered or upset (Goleman, Boyatzis & McKee, 2019).

Emotional intelligence has been acknowledged to have a relationship with performance as has been put forward by many researchers. Dulewicz & Higgs (2018) state that EI develops innovational creativity in individuals and as a result, helps in the improvement of people's job performance. In addition, what is of paramount importance in the process of job performance is facilitating communication within organizations which is another function of emotional intelligence (Dulewicz & Higgs, 2018). A recent study conducted by Golman & Boyatzis (2019) reveals that Emotional Intelligence predicts employee's performance well in a variety of jobs, not specifically for those who require considerable intellectual power but also for individuals who may want to develop their innovational creativity towards improving their job performance. They are of the view that, Emotional Intelligence is one of the key determining factors for evaluation of employees' performance. Afolabi, Awosola & Omole (2010) demonstrate that managers who comprehend their own feelings with those of their subordinates stand to establish high quality social relationships and more likely, will achieve positive business outcomes than those who may not consider emotional intelligence as a veritable tool for employee performance.

The Concept of Employee Performance

Employee performance has been defined by various scholars (Rexhepi & Barisha, 2017; Meyer, Roberts, & Barsade, 2002), but one of the most widely acceptable definitions is that which sees Employee Performance as how employees execute their job duties and fulfill their required tasks (Qualter & Dacre-Pool, 2009). Employee performance signifies individual work achievement after exerting required effort to gain meaningful results. The attachment and recognition of employees by management in the organization can be displayed by their strong belief and acceptance of the organization's goals and objectives (affective commitment), the willingness to take up challenges on behalf of the organization (normative commitment) and finally, the burning desire to stay with the organization (continuance commitment) till the organization succeeds.

Employee performance is individual output in terms of quality and quantity expected from every employee in a particular job (Ajila & Abiola, 2004). Individual performance is determined mostly by motivation and the will and ability to do the job. On a very general level, employee performance can be defined as “all the behaviours employees engage in while at work” (Alavi & Askaripur, 2012). However, this is a rather vague description. A fair amount of the employees' behaviour displayed at work is not necessarily related to job-specific aspects. More commonly, employee performance refers to how well someone performs at his or her work.

Workers' attitudes are also important to management because they affect organizational behaviour of workers thereby affecting their performance. Alshallah (2018) opines that “Right attitudes lead to success, wrong attitudes lead to mediocrity or failure for both the business and the people who work for it” Attitude to work is very important because it helps to predict work behaviour and also helps workers adapt to their work environment within the organization.

Subordinate characteristics and environmental factors greatly influence success and create the opportunity for successful leadership. First, individual characteristics affect the achievement levels that can reasonably be expected. Second, subordinates have individual needs that must be met if their performance and motivation levels are to remain high. Third, subordinate's attitude and abilities will affect both the performance and the response of other coworkers. Brabete (2010) believes that employees' experiences of job satisfaction are highly influenced by their perception of organizational culture and leadership styles, thus affecting their performance and behaviour. Rotundo & Sachettc (2014) state that work attitude has a positive and significant influence toward the performance of employees. This means that if the employees have a good attitude to work, it will improve their performances.

Brown, George-Curran & Sith (2018) opine that work attitude has a positive and significant influence on job performance. This means that if the Civil Servants have a positive work attitude, the level of job performance of employees will increase.

Emotional Intelligence and Employee Performance

Organizations are social systems where members interact with one another as well as with external constituents (e.g., customers, suppliers). These interactions invoke, by nature, emotions which underlie human behaviour. Thus, to facilitate effective interactions, it is vital that individuals develop their ability to understand and manage both their own emotions and those of others. Recent studies report that emotional intelligence is positively associated with quality of social interactions.

Emotions are characteristic of all humans and to be devoid of emotions is to be non-human. The primacy of emotions with respect to human nature and existence necessitates the acknowledgment and management of emotions as they constitute a driving force behind human behaviour. This implies that the actions and inactions of humans are motivated to a considerable extent by emotions. In relation to organizational life, it signifies that employee performance could be influenced by emotions. This outlook captures the essence of emotional intelligence as developed by Hillsdale, Eribaum, & Cote (2017), Enriquez, Ramos & Esparza (2017) and Zidner & Matthew (2017) who popularized the concept.

Contemporary organizations around the world are fast embracing the emotional intelligence concept given the competitive and dynamic business environment in which they operate. New demands are being placed on leadership training programmes to identify and develop emotional intelligence skills because effective leadership has been re-defined to depend in part, on the understanding: of emotions and the abilities associated with emotional intelligence (Cooper & Sawaf, 1997; Goleman, 1998). Hence, a potential underlying attribute of effective leadership is the construct of emotional intelligence (Sosik & Megerian, 1999; Dulewicz, Young & Dulewicz, 2005). Leadership has been described as an attribute that is highly prized in most organizations (Osland, Rubin & Turner, 2007) and it is said to determine if an organization will be successful or not. A leader is defined as someone who occupies a role which involves conforming to a set of behavioural norms and expectations, in return for which followers confer a degree of power that allows the leader to influence their actions (Dawson, 2005).

Bass (2000) comments that a factor that might pre-dispose leaders to use transformational behaviors is emotional intelligence. He asserts that leaders who are high in emotional intelligence are predisposed to transformational behaviours. Leaders who know and can manage their emotions can serve as role models for followers, a hallmark of inspiration, enhancing followers' trust and respect. Understanding the emotions of others would help leaders to comprehend the expectations of their followers, empathize with employees and manage relationships effectively.

The corporate world has embraced the emotional intelligence construct as being relevant to organizational effectiveness and as a tool for competitive advantage (Ashforth & Humphrey, 2019). Many organizations are coming to the realization that technical and intellectual skills are only part of the equation to success. They are also convinced that the abilities of people to understand and manage their emotions improve their performance, collaboration with colleagues and interaction with customers. There is growing evidence that there is indeed a relationship between emotional intelligence and work performance and several studies lend credence to this assertion.

Afolabi et.al. (2010) conducted a study to examine the relationship between emotional intelligence and job performance of call center agents, working at a major life insurance company in Western Cape, South Africa. It was found that several emotional intelligence competencies correlated with performance, particularly in client service and administration. Petrides & Furnham (2016) surveyed forty-four (44) analysts and administrators who worked for a Fortune 400 insurance company and found that, when measured by a set of abilities, emotional intelligence positively affects work performance. Bagshaw (2000) studied the relationship between emotional intelligence and performance in United Kingdom call centers and obtained data from two hundred and nine (209) respondents from three (3) organizations. The study showed a strong relationship between emotional intelligence and individual performance. Brown et. al. (2014) also maintain that emotional intelligence plays a prominent role in achieving workplace performance.

The ability of a leader to influence emotional climate can propel employee performance (Humphrey, 2002). The possession of these rear qualities and the ability to stimulate followers towards task execution will ultimately lead to organizational performance and growth. Sony & Mekoth (2016) opine that emotional intelligence is the ability to succeed

in a matrix organization, whilst Abraham (2004) holds the view that emotional intelligence is useful in putting an end to workplace bullying. Bande, Fernandez-Ferrin, Varela & Jaramillo (2015) also state that there is indeed a link between emotional intelligence and performance at work.

Hughes, Thompson & Terrell (2009) investigated the impact of emotional intelligence and self-efficacy on occupational stress of university academic staff. Results showed that emotional intelligence contributes to the prediction of work stress in participants. Zidner & Matthew (2017) assessed the relationship between emotional intelligence and performance in the Nigerian police force and observed that there is a relationship between emotional intelligence and performance. Other studies on the subject of emotional intelligence have been conducted by Bande et.al. amongst others. The gap which this study hopes to fill is to explore and amplify the impact of emotional intelligence on contextual issues. Specifically, the effect of emotional intelligence on employee performance in the light of the challenges associated with Akwa Ibom State Local Government Service.

Self-Awareness and Employee Performance

People with high emotional intelligence consciously have self-awareness. They understand their emotions and because of this, they do not let their feelings rule them. They are confident because they trust their intuition and do not let their emotions get out of control. They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Self-awareness is considered by many to be the most important part of emotional intelligence because it recognizes the importance of one's own feelings and how it affects one's performance.

Self-awareness is the key to realizing one's own strengths and weaknesses. Among managers in different organizations, individuals with accurate Self-Awareness are aware of their competences which mainly include self-confidence, self-assessment and emotional handling. Accordingly, they seek out feedback and learn from their mistakes as well as understand when they need to improve and when to work with others who have complementary strengths.

The level of Self-Confidence is in fact a stronger predictor of performance than the level of skill. In a sixty-year study of more than one thousand high-IQ men and women tracked from early childhood to retirement in Russia, those who possessed Self-Confidence during their early years were most successful in their careers (Gosling, Rentfrow & Swaann, 2013). On the basis of above arguments, it is assumed that self-awareness is correlated with performance of employees.

Self-Regulation and Employee Performance

One of the most considerable affective functions of education is the capacity to be self-regulating or autonomous with respect to the learning process and to one's own behaviour (Parsloe & Leedham, 2009). Self-regulation is defined as the process by which learners set and maintain recognitions and how it affects their behaviours in motion, which are thoroughly geared towards achieving their goals (Sales & Folkman, 2000). Great evidence exists in support of self-regulation as the systematic efforts to direct thoughts, feelings and actions toward the attainment of one's goals (Sales & Folkman, 2000). Self-regulation involves the ability to control both impulses and engage

in a particular behaviour on demand. It is a skill used not just in social interactions (emotional self-regulation) but also in thinking (cognitive self-regulation) as well (Dowson, 2013).

Successful learners are those who engage in self-regulation of learning by delaying gratification. Delay of gratification refers to individuals' intentions to postpone immediate available rewards in order to obtain larger rewards temporally distant. This suggests that academic delay of gratification has an association with students' use of volitional strategies, expected grade, self-efficacy, beliefs, and academic performance. This serves to establish academic delay of gratification as an important self-regulatory strategy useful to protect intentions from distracting tendencies while academic goals are pressing and that delay of gratification is associated with the students' self-efficacy beliefs for learning, as well as expected grade and final course grade.

Self-regulation has assumed increasing importance in the psychological and educational literatures in enhancing academic outcomes such as effort, quality of conceptual learning, school performance and intention to persist in school, showing that children's self-regulation behaviours in the early years predict their school achievement in reading and mathematics better than Intelligence Quotient score (Passer & Smith, 2014).

Presented in table 1 is the result for the reliability (Cronbach Alpha) for the instruments adapted in the study in investigating the variables: integrity and employee commitment. The results from the analysis reveal that all indicators are consistent and suggest high tendencies for repetitiveness. From the results, the instrument used in assessing continuance commitment are revealed to have the highest reliability coefficient (where $\alpha = .943$) while the instrument used in assessing trustworthiness is revealed to have the lowest coefficient on the list ($\alpha = .874$). However, all coefficients surpass the adopted Nunnally (1978) 0.70 reliability criterion.

Table 1: Summaries for Distribution for Employee performance

Statistics		Bootstrap ^a				
		Bias	Std. Error	95% Confidence Interval		
				Lower	Upper	
N	343	0	0	343	343	
Employee performance	Mean	4.0641	-.0006	.0425	3.9810	4.1458
	St. Deviation	.77721	-.00265	.05306	.66804	.87572

Source: Data Survey, 2021

Presented in table 1 is the summaries for emotional intelligence where $x=4.0641$ suggesting substantial levels of the manifestation of emotional intelligence within the target Local Government Area of the study.

Methodology

The study adopted the cross sectional survey of quasi-experimental design. The cross sectional survey was chosen because it takes a snapshot at a situation in the organization under study and analyses at the same time. In the context of our current study, the target population consists all employees totaling 10785 workers in 9 selected Local Government Areas in Akwa Ibom State. In determining the sample size for this study, the Taro Yamen's formula was used with at 95% confidence interval. The Taro Yamen's formula is given by:

$$n = N / 1 + N(e)^2$$

where n=Sample size sought

e-Level of Significance

N=Research accessible population

Therefore, $n = 10785 / 1 + 10758(0.05)^2$

$$= 10758 / 27.895$$

$$= 386 \text{ employees.}$$

Employee Performance is measured using 9 items taken from ECQ by Allen and Meyer (1991). Questions are measured on a 5-point Likert's scale ranging from Strongly agree (Score - 5 points) to strongly disagree (score - 1 point) based on the 2 dimensions of self-awareness and self-regulation. Emotional Intelligence is measured using 5 items taken from emotional Intelligence Scale by Mayer, Davis and Schorman (1995). Questions are measured on a 5-point Likert's scale ranging from strongly agree (score - 5 points) to strongly disagree (score - 1 point).

Table 2: Data Presentation

Variables	Dimensions/Measures	Indicators	Alpha values
Emotional intelligence		2	.829
Employee performance	Self-awareness	5	.940
	Self-regulation	6	.889

Source: Data Survey, 2021

Table 3: Summaries for Distribution for Emotional Intelligence

Statistics	Bootstrap ^a					
				Bias	Std. Error	95% Confidence
						Interval
					Lower	Upper
	N	343	0	0	343	343
Self-awareness	Mean	4.1207	-.0002	.0444	4.0327	4.2017
	Std. Deviation	.81736	-.00308	.05332	.71512	.92074
	N	343	0	0	343	343
Self-regulation	Mean	4.1142	.0000	.0447	4.0282	4.1973
	Std. Deviation	.82727	-.00351	.05869	.71310	.94040
Valid N (listwise)	N	343	0	0	343	343

Source: Data Survey, 2021

Presented in table 3 are the summaries for the measures of employee performance where self-awareness $x=4.1207$; self-regulation $x=4.1142$; suggesting substantial levels of the manifestation of employee performance within the Local Government Areas of the study.

Table4: Relationship between Emotional intelligence and Employee performance

		Employee performance	Self-awareness	Self-regulation
	Pearson Correlation	1	.824**	.919**
Employee performance	Sig. (2-tailed)		.000	.000
	N	343	343	343
	Pearson Correlation	.824**	1	.931**
Self-awareness	Sig.(2-tailed)	.000		.000
	N	343	343	343
Self-regulation	Pearson Correlation	.919**	.931**	1
	Sig. (2-tailed)	.000	.000	
	N	343	343	343

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

The table above presents the result for the test on the relationship between the measures of emotional intelligence and employee performance. The result reveals that emotional intelligence is a substantial antecedent of employee performance in selected Local Government Areas in Akwa Ibom State. This r co-efficient also suggests that emotional intelligence has a more significant and stronger impact on self-regulation ($r=.919$) than other related measures like (self-awareness $r=.824$). This implies that based on the perceptions of emotional intelligence within the workplace, workers have a higher tendency for self-regulation than self-awareness.

Discussion of Findings

The findings from the study revealed that there is a significant relationship between emotional diligence and employee performance. This explains that emotional intelligence has much impact on employee performance as observed by the two measures of emotional intelligence (self-awareness and self-performance). Result for the test on the relationship between the measures of emotional intelligence and

employee performance reveals that emotional intelligence is a substantial antecedent of employee performance in selected Local Government Areas in Akwa Ibom State. This r co-efficient also suggests that emotional intelligence has a more significant and stronger impact on self-regulation with r co-efficient of $r=.919$) than other related measures like self-awareness with r co-efficient of $r=.824$). This implies that based on the perceptions of emotional intelligence within the workplace, workers have a higher tendency for self-regulation than self-awareness.

This evidence suggests that workers in the target Local Government Areas have a higher tendency to be more committed when they consider or view their workplace and co-workers as having emotional intelligence. The findings is in line with the observations of Brown, George-Current & Smith (2018) who investigated the impact of emotional intelligence and self-efficacy on occupational stress of university academic staff. Results show that emotional intelligence contributes to the prediction of work stress in participants. Zidner & Matthew (2017) assessed the relationship between emotional intelligence and performance in the Nigerian police force and observed that there is a relationship between emotional intelligence and performance; Afolabi, Awosola & Omole (2010) studied the effect of emotional intelligence and work-family conflict in Nigerian organizations and found that emotional intelligence has a moderating role on work-family conflict. In this sense, it is obvious that the more perceived emotional intelligence among employees, the more the tendency for the employees' to be more committed in their performance to the organization

Conclusions and Recommendations

The study has examined some of the factors that influence employee performance in organizations. In doing this, the study adopted the cross sectional survey of quasi-experimental design. The cross sectional survey was chosen because it takes a snapshot at a situation in organization under study and analyses at the same time. The findings showed that self-awareness and self-regulation are effective factors that influence employee performance in Akwa Ibom State Local Government Service. The findings also revealed that emotional intelligence has a more significant and stronger impact on self-regulation with r co-efficient of $r=.919$) than other related measures like self-awareness with r co-efficient of $r=.824$). This implies that based on the perceptions of emotional intelligence within the workplace, workers have a higher tendency for self-regulation than self-awareness.

It was recommended among other things that Akwa Ibom State Local Government Service should adopt strategic management models that will help in the achievement of set goals even in a competitive business environment.

Limitations and Suggestions for further study

Owing to time and cost limitation, the scope of the study was limited to Akwa Ibom State Local Government Service in Nigeria. Thus, it has not been determined if the result of findings would hold for other industries and it is uncertain whether similar findings would be replicated in other countries. On the basis of information gathered and the knowledge gained in this study, it is suggested that since the current study scope was limited to only Akwa Ibom State Local Government Service in Nigeria, similar study should be carried out in other industries to ascertain whether the current study findings would hold.

References

- Abraham, R. (2004) Emotional competence as antecedent to performance: A contingency framework, genetic, social and general psychology monographs, 130(2) 117-143.
- Afolabi, O, A, Awosola, R. K. & Omole, S. O. (2010) Influence of emotional intelligence and gender on job performance and job satisfaction among Nigerian policemen. *Current, research Journal of Social Sciences* 2(3) 147 - 154.
- Ajila, C. & Abiola, A. (2004) Influence of rewards on workers' performance in an organization. *Journal of Social Science*, 8(1) 7-12.
- Akinboye, J. O (2001) Executive behaviour battery. Ibadan: Stirling-Horden Publishers.
- Alavi, H. R. and Askaripur, M. R. (2003) "The Relationship between self-esteem and job satisfaction of personnel in government organizations," *Public Personnel Management*, 32(4) 591-598.
- Allen, N. J. & Meyer, J. P. (1991). Commitment in the workplace. *Theory, research and application*. London: Sage.
- Alshallah, S (2004) Job Satisfaction and motivation: how do we inspire employees? accessed 19/12/2011 from: <http://www.ncbi.nlm.nih.gov>
- Ashforth, B. E, and Humphrey, R. H. (1993) Emotional labour in service roles: The influence of identity," *Academy of Management Review*, 18(1) 88-115.
- Bagshaw, M. (2000). Emotional intelligence—training people to be affective so they can be effective. *Industrial and Commercial Training*, 32(2), 61-65.
- Bande, B., Fernández-Ferrín, P., Varela, J. A., & Jaramillo, F. (2015). Emotions and salesperson propensity to leave: The effects of emotional intelligence and resilience. *Industrial Marketing Management*, 44(2015), 142-153.
- Bass, B. M. (1990) Handbook of leadership theory, research, and applications (3rd ed.). New York: Free Press.
- Brabete, V (2010) Job Satisfaction and employees' work performance: A case study of people's bank in Jaffna Peninsula, <http://www.google.com> Accessed 10/02/2021.
- Brown, C, George-Curran, R. and Smith, M. L. (2003). The role of emotional intelligence in the career commitment and decision-making process. *Journal of Career Assessment*, 11(4) 379-392.
- Campbell, J. P. (1990): Modeling the performance prediction problem in industrial and organizational psychology. In M.D. Dunnette and L. M. Hough (Eds.), Handbook of industrial and Organizational Psychology, San Francisco: Consulting Psychologists Press.
- Dawson, T. (1993) Principles and practice of modern management. Kent: Hodder and Stoughton.

- Dulewicz, V. & Higgs, M. (2000). Emotional intelligence—A review and evaluation study. *Journal of Managerial Psychology*, 15(4), 341-372.
- Enríquez, H., Ramos, N., & Esparza, O. (2017). Impact of the mindful emotional intelligence program on emotional regulation in college students. *International Journal of Psychology and Psychological Therapy*, 17(1), 39-48.
- Goleman, D., & Boyatzis, R. (2017). Emotional intelligence has 12 elements. Which do you need to work on. *Harvard Business Review*, 84(2), 1-5.
- Goleman, D., Boyatzis, R. E and McKee, A (2002) Primal leadership. realizing the power of emotional intelligence. Boston: Harvard Business School Press.
- Hillsdale, N. J., Erlbaum. Côté, S. (2017). Enhancing managerial effectiveness via four core facets of emotional intelligence: Self-awareness, social perception, emotion understanding, and emotion regulation. *Organizational Dynamics*, 46(3), 140-147
- Hughes, M., Thompson, H. L., & Terrell, J. B. (2009). *Handbook for developing emotional and social intelligence: Best practices, case studies, and strategies*: John Wiley & Sons.
- Hutchinson, M. & Hurley, J. (2013). Exploring leadership capability and emotional intelligence as moderators of workplace bullying. *Journal of Nursing Management*, 21(3), 553-562.
- Karimi, J. M. N. (2014). Effects of emotional intelligence on employee performance in the hotel industry in Kenya. *The International Journal of Business & Management*, 2(12), 6-14.
- Matthews, G., Zeidner, M., & Roberts, R. D. (2017). Emotional intelligence, health, and stress *the handbook of stress and health: A guide to research and practice* (C. L. C. a. J. C. Quick ed., pp. 312-326).
- Maul, A. (2012). The validity of the Mayer–Salovey–Caruso emotional intelligence test (MSCEIT) as a measure of emotional intelligence. *Emotion Review*, 4(4), 394-402.
- Mayer, J. D. Roberts, R. D. & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507-536.
- Mayer, J. D., Salovey, P. & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197-215.
- Meyer, R. C., Davice, J. H. & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of management review*, 20(3), 709-734.
- Miao, C., Humphrey, R. H. & Qian, S. (2017). Are the emotionally intelligent good citizens or counterproductive? A meta-analysis of emotional intelligence and its relationships with organizational citizenship behavior and counterproductive work behavior. *Personality and Individual Differences*, 116, 144-156.

- Osland, J. S, Koib, D. A, Rubin, I. M. and Turner, M. E. (2007) Organizational behavior” An experiential approach, (8th ed), New Jersey: Pearson Education.
- Parsloe, E. & Leedham, M. (2009). Coaching and mentoring: *Practical conversations to improve learning*: Kogan Page Publishers.
- Passer, M. W. & Smith & R. E. (2004). Psychology: The Science of mind and behaviour. (2nd Ed) Boston: McGraw-Hill.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15(6), 425-448.
- Qualter, P. & Dacre Pool, L. (2018). *An Introduction to emotional intelligence*: Oxford, UK: Wiley-Blackwell.
- Rexhepi, G. & Berisha, B. (2017). The effects of emotional intelligence in employees performance. *International Journal of Business and Globalization*, 18(4), 467-479.
- Rotundo, M. & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. *Journal of Applied Psychology*, 87(1), 66-80.
- Sales, B. D. & Folkman, S. E. (2000). *Ethics in research with human participants*: American psychological association.
- Samiuddin, K., Ahmad, I., & Kazmi, S. Z. A. (2017). The Role of emotional intelligence in hospital administration: A case study from Pakistan. *Cross Cultural Management Journal*, 19(1), 39-46.
- Serrat, O. (2017). Understanding and developing emotional intelligence: *Knowledge Solutions* (pp. 329-339), Springer.
- Side, S. D. (2008). Workplace stress management interventions: What works best? *Academy of Management Perspectives*, 22(3), 111-112.
- Sluyter, D. & Salovey, P. (1997). Emotional development and emotional intelligence” implications for educators. New York: Basic Books.
- Sony, M. & Mekoth, N. (2016). The relationship between emotional intelligence, frontline employee adaptability, job satisfaction and job performance. *Journal of Retailing and Consumer Services*, 30(3), 20-32.
- Sparr, J. L., Knipfer, K., & Willems, F. (2017). How leaders can get the most out of formal training: The significance of feedback-seeking and reflection as informal learning behaviors. *Human Resource Development Quarterly*, 28(1), 29-54.
- Zeidner, M. & Matthews, G. (2017). Emotional intelligence in gifted students. *Gifted Education International*, 33(2), 163-182.