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EMOTIONAL INTELLIGENCE AND EMPLOYEES JOB PERFORMANCE IN POLYTECHNICS

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Abstract
The ability to recognize our feelings and those of others and manage emotions well in ourselves is the major contributing factor to employees' performance and organizational commitment. Emotional intelligence is relevant for predicting organizational commitment and employees' work performance because most jobs require the ability to manage emotions. This study looks at emotional intelligence from the perspective of self-awareness, social awareness, self-management and relationship management. The objective of the study is to examine the impact of emotional intelligence on employee job performance in the Education Sector. Descriptive design was adopted for the study. 100 questionnaires were randomly administered to respondents in the staff of Polytechnic in Abia State, out of which 85 were returned that were used for analysis. Chi-square analysis was used to analyse the collected data. Hypothesis test was carried out for the four variables proxy for emotional intelligence. The study revealed that there was a significant relationship between self-awareness, social awareness, self-management and relationship management and employee job performance. Hence, it is recommended that Polytechnics should require new employees to participate in an organizational socialization programme that will include an emotional intelligence test to evaluate - the employees in order to make up for the lack of experience of new employees which will help them increase job their performance.
Keywords: Polytechnic, Emotional Intelligence, Employees, Risk, Performance Management.

1.1 Background of Study

Emotional Intelligence (El) must somehow combine two of the three states of mind cognition and affect, or intelligence and emotion. Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. A number of testing instruments have been developed to measure emotional intelligence, although the content and approach of each test varies. If a worker has high emotional intelligence, he or she is more likely to be able to express his or her emotions in a healthy way, and understand the emotions of those he or she works with, thus enhancing work relationships and performance. Emotional Intelligence is not about being soft! It is a different way of being smart - having the skill to use his or her emotions to help them make choices in the moment and have more effective control over themselves and their impact on others. Emotional Intelligence allows us to think more creatively and to use our emotions to solve problems. Emotional Intelligence probably overlaps to some extent with general intelligence. The emotionally intelligent person is skilled in four areas: Identifying emotions, using emotions, understanding emotions, and regulating emotions. The term Emotional Intelligence is only a few years old. It originally developed during the 1970s and 80s by the work and writings of psychologists Howard Gardner, Peter Salovey and John Mayer. El first appeared in 1985 in a doctoral dissertation by Wayne Leon Payne, which he entitled "A Study of Emotion: Developing Emotional Intelligence." His thesis on emotional intelligence included a framework to enable people to develop emotional intelligence. Payne asserted that many of the problems in modern civilization stemmed from a suppression of emotion and that it was possible to learn to become emotionally intelligent. Later it was coined by Daniel Goleman, who wrote the pioneering book on the subject. He actually co-authored it with his wife, Tara, triggered by sitting through many frustrating business meetings

with her. Emotional Intelligence then appeared in a series of academic articles authored by John D. Mayer and Peter Salovey (1990, 1993). These publications gene rated little attention. Two years later, emotional intelligence entered the mainstream with Daniel Goleman's (1995) best-seller Emotional Intelligence: Why It Can Matter More Than IQ and subsequent articles in USA Week end and Time Magazine (October 2, 1995). More recently, Goleman's latest book, working with Emotional Intelligence (1998), has caught the attention of human resource practitioners. Although the term 'emotional intelligence' was not used, it is evident that the groundwork for the research was set in motion long before any official work on emotional intelligence.

The construct of Emotional Intelligence (EI) is one of the most frequently researched topics in organizational study. However in the Nigeria Educational sector, emotional intelligence and job performance has not been critically evaluated. El 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. When the executive values feelings, so will the employees. Thus, if the manager feels optimistic, confident, creative, flexible, tolerant, respectful, and compassionate, the employees will likely mirror these reelings.

Organizational commitment (OC) is considered to be an important determinant of organizational effectiveness. It has been shown by studies that organizational commitment has the potential to predict a variety of organizational outcomes, such as increased job performance, reduced turnover and withdrawal cognitions, lower absenteeism, and increased organizational citizenship behaviour (Sinha and Jain, 2004; Herscovitch, Topolnystsky, Stanley, and Meyer, 2002; Meyer and Allen, 1997; Mathieu and Zajac, 1990). Moreover, committed employees who are highly motivated to contribute their time and energy to the pursuit of organizational goals are increasingly acknowledged as the primary asset available to an organization (Pfeffer, 1998).

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 (Jordan, Ashkanasy and Hartel, 2002). Today, new findings show more attention to emotional intelligence on job functions (Steve, 2004). Human performance is defined as a result of the actions set to achieve a goal based on a specific standard. This may include actions or behaviour of all non-observable mental processing (e.g., problem solving, decision-making, program planning, reasoning) (Bailey and Robert, 2003). Emotion is a powerful psychological action that can affect behaviour and performance in an important way (Brown et al,1997). What competencies of El contribute to OC and employee performance? Since many organizations are looking for performance improvement and they desire to carry out economic activities with maximum efficiency, they should enhance their employees' performance in the first step. Performance is a function of knowledge, skills, capabilities and motivations. Emotional intelligence is an important capability in today's organization with changing behaviours and motivations. While research has shown there is a significant relationship between emotional intelligence, organizational commitment, and employee performance (Rangriz and Mehrabi, 2010), literature does not offer guidance on how the variables of emotional intelligence directly affect the relationship between organizational commitment and employee performance. We do not know how the measurement of variables of emotional intelligence can be directly used to measure managers' and employees' performance.

1.2 Statement of the Problem

There has been a strong debate amongst employers and the general public as to the impact of emotional intelligence of employees and its effect on performance. Most school of thought believe that the higher the

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emotional intelligence of employees the better the performance. Some school of thought believes that emotional intelligence can be acquired through age, experience and educational level while others believe is an inbuilt personality. In the Educational sector, emotional Intelligence helps the employees to increase their emotional self-awareness, emotional expression when dealing with clients, creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. "Emotional intelligence is one of the few key characteristics that gives rise to strategic leaders in organizations". Emotional intelligence plays a significant role in the organization and becomes an important criterion of evaluation for judgment of an effective employee, increases productivity and trust within and across the organization. Therefore, having said that, the problem here is that Polytechnics has not effectively measure the impact of employees emotional intelligence on bank performance hence an work to be done in this area.

1.3 Objectives of the Study

The objective of this study is to investigate the impact of emotional intelligence and employee job performance in the Nigeria Educational sector.

1.4 Research Questions

This research seeks to provide credible answers to the following questions:

i. To what extent will self-awareness affect employees' job performance?

ii. What are the factors that determine social awareness on employees' job performance in the Educational sector?

iii. To what extent is self-management relevance on employees' job performance in the Educational sector?

iv. Does relationship management affect employees' job performance in the Educational sector?

1.5 Research Hypotheses

The following propositions would be tested in the course of this study

Hypothesis I

H_0: Self-awareness does not affect employees' job performance

H_1: Self-awareness affect employees' job performance

Hypothesis II

H_0: Social-awareness does not affect employees' job performance

H_1: Social-awareness affect employees' job performance

Hypothesis III

H_0: Self-management does not affect employees' job performance

H_1: Self-management affect employees' job performance

Hypothesis IV

H_0: Relationship management does not affect employees' job performance

H_1: Relationship management affect employees' job performance

2.1 Conceptual Review

Intelligence is considered as one of the most desirable personality qualities in today's society. I.Q. Tests are presently employed for many purposes such as bank recruitment, selection, diagnosis and evaluation in all parts of society. It claims that, "it is the single most effective predictor of individual performance at school and on the job. (Andoh, 1998) Some critics of I.Q. believe that intelligence is more of a result of an individual's opportunities to learn skills and information in a particular situation. They emphasize that successful learning in school depends on many personal characteristics such as persistence, interest in school and job, and willingness to study. Encouragement for academic achievement received from friends, family and teachers is also important, together with other cultural factors. Another criticism of I.Q. tests is that the tests decline

when they are used to forecast outcome in later life, such as job performance, or salary. Moreover, I.Q. tests become less effective on population, situations or tasks change. Some studies have showed that I.Q. positively predicts leadership quality in low stress conditions.

Another issue is the validity of IQ tests. Present researchers of human intelligence, such as Robert Sternberg and Howard Gardner (1983), argue that IQ tests measure only a restricted aspect of human intellectual ability. These researchers also highlighted the crucial importance of considering the cultural context for a fair evaluation of individual performance. I.Q. tests based on western thoughts which cannot be applied to other cultures, which may have different values. This tends strong support to the notion of the existence of several kinds of intelligence, and recent theories argue for a further extension of the concept of intelligence also include emotional intelligence.

Emotions are involved in everything people do: every action, decision and judgement. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades. Emotional Intelligence (El) concept has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life. The overall result of researches suggest that El plays a significant role in the job performance, motivation, decision making, successful management and leadership. Thus applying El methodology in Polytechnic jobs can have lots of benefits for both employers and employees. It not only fulfills their desire but also makes employees more efficient in their jobs.

Everyone experiences and relates their feelings and emotions in day to day life. Emotions have valuable information about relationships, behaviour and every aspect of the human life around us. The most recent research shows that emotions are constructive and do contribute to enhance performance and better decision making both at job and in private life.

The roots of emotional intelligence were traced by Darwin's early work on the importance of emotional expression for survival. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, later on several researchers in the intelligence field of study had begun to be aware of the importance of the non-cognitive aspects.

When psychologists began to think and write about intelligence, they focused on cognitive aspects, such as memory and problem-solving. However, there were researchers who understand that the non-cognitive aspects were also important in intelligence. In 1920, E. L. Thorndike, used the term social intelligence to describe the skill of understanding and managing other people. In other words, he proposed that humans possess several types of intelligence, one form is being called as social intelligence, or the ability to understand and manage men and women, boys and girls, and also to act wisely in human relations.

In 1940 David Wechsler, the originator of the Wechsler Adult Intelligence Scale (WAIS), referred to both non-intellective and intellective elements of intelligence. He described the effects of non-intellective factors on intelligent behavior. The non-intellective elements included affective, personal, and social factors, he later hypothesized that they were essential for predicting one's ability to succeed in life. He further argued that our models of intelligence would not be complete until we can effectively describe these factors. In 1983, Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences included both *Interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *Intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, failed to explain cognitive ability fully. Thus, there was a common belief that traditional definitions of intelligence are lacking the ability to explain performance outcomes completely.

Psychologists John Mayer and Peter Salovey, introduced the concept of emotional intelligence in the early 1990's. According to them, emotions are internal events that coordinate physiological responses, cognitions,

and conscious awareness. They defined emotional intelligence as, -The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to regulate emotions reflectively so as to promote emotional and intellectual growth.

As a result of the growing needs of El. the research on the topic was in process, until the publication of Daniel Goleman's (1995 i best seller book *Emotional Intelligence: Why It Can Matter More Than IQ* was published and then the term became widely popular. Nancy Gibbs' article in Time magazine in 1995 highlighted Goleman's book and El was popular in media. Thereafter, articles on El began to appear with increasing frequency across a wide range of academic and popular magazines.

In 1996, Dr. Reuven Bar-On explained that Emotional Intelligence reflects our ability to deal successfully with other people and with our feelings. He developed the Bar-On EQ-I, and this inventory is the first scientifically developed and validated measure of emotional intelligence that reflects one's ability to deal with daily environmental challenges and helps for one's success in professional and personal life. Bar-On Emotional Quotient Inventory (EQ-i) was published by Multi-Health Systems in 1996. This test covers five areas: intrapersonal, interpersonal, adaptability, stress management and general mood. In 1997, Richardson and Evans explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students to connect with each other, in order to assist them in developing interpersonal, intrapersonal, and emotional intelligences, arguing that these intelligences are essential for personal accomplishment. Finegan (1998) sited by Owolabi (2017) argues that schools should help students to learn the abilities of emotional intelligence. Possessing those abilities, or even some of them, can lead to better achievement from the formal education from the childhood to adolescent in the working place and in society. In 2001, Elias mentioned that teaching emotional and social skills are very important at school, it affects academic achievement positively of students not only during the year they were taught but during the years that follow as well. Teaching these skills has a long term effect on achievement. According to Nelson and Low (2003) emotional intelligence is the single most important variable in personal achievement, career success, leadership and life satisfaction. They feel that an emotionally fit person is capable to identify, understand, experience, and express human emotions in a healthy and productive ways.

There are lots of arguments about the definition of El. As the field is growing so rapidly that researchers are constantly amending their own definitions. Some definitions are as below:

According to Salovey and Mayer (1990) emotional intelligence is:

"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. "

According to Reuven Bar-On (1996) emotional intelligence is:

"An array of non-cognitive (emotional and social/ capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. " ***According to Six Seconds Team (1999) emotional intelligence is:***

"The capacities to create optimal results in your relationships with yourself and others. " ***According to Maurice Elias (2001)***

"Emotional intelligence is the set of abilities that we like to think of as being on the other side of the report card from the academic skills. "

According to Peter Salovey and John Mayer (2002) emotional intelligence is:

"The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth." ***According to Hein (2005, 2008, 2009) emotional intelligence is:***

"The mental ability we are born with which gives our emotional sensitivity and potential for emotional management skills that help us maximize our long term health, happiness and survival."(2005).

"Knowing how to separate healthy from unhealthy feelings and how to turn negative feelings into positive ones. "(2008) "Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn from, manage, understand and explain emotions. "(2009) ***According to Byron Stock (2007),*** *"Emotional Intelligence (El) is the ability to acquire and apply knowledge from your emotions and the emotions of others. " You can use the information about what you're feeling to help you make effective decisions about what to say or do (or not to say or do) next.*

According to Travis Bradberry and Jean Greaves (2009),

"Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behaviour and relationships."

According to Wikipedia (the free encyclopaedia) (2010)

Emotional Intelligence (El), often measured as an Emotional Intelligence Quotient (EQ), describes a concept that involves the ability, capacity, skill or (in the case of the trait El model) a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups.

Advantages Emotional Intelligence

The advantages emotional intelligence are as below:

- improves relationships with human beings;
- improves communication with people;
- makes better empathy skills;
- acting with integrity;
- helps you to get respect from others;
- to improve career prospects;
- managing change more confidently;
- enjoy the work wholeheartedly;
- feeling confident and positive in attitude;
- to reduce stress levels;
- to increase creativity;
- to learn from mistakes.

2.2 Theoretical Framework

In the course of last two decades El researchers have developed three major models they are ***ability, mixed***, and ***trait*** El models. The main difference in these three categories is whether author' models perceive their El as an innate human trait or a competence that can be systematically developed over time. Thus, measuring El differs per model varying from strict ability testing with right and wrong answers to subjective self-report types of measurement. ***Ability*** models regard emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, ***mixed*** models of emotional intelligence combine mental ability with personality characteristics such as optimism and well- being. While, *trait* models of El refers to an individual's self-perceptions of their emotional abilities.

The ability model of emotional intelligence is proposed by John Mayer and Peter Salovey. Two mixed models of emotional intelligence have been proposed by Reuven Bar-On and Daniel Goleman, each has a different notion.

2.2.1 Ability El models

2.2.1.1 John Mayer and Peter Salovey (2000): An Ability Model of Emotional Intelligence

John Mayer and Peter Salovey first coined the term -emotional intelligence in 1990 and have continued to conduct research on the significance of the construct. Their pure theory of emotional intelligence integrates key ideas from the fields of intelligence and emotion. They further mentioned that emotional intelligence is

based on a model of intelligence. It proposes that emotional intelligence is comprised of two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them). He had developed four branches for this model. (Mayer & Salovey. 1997).

The first branch, *emotional perception,* is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion.

The second branch, *emotional assimilation,* is the ability to distinguish among the different emotions such as feelings which identify those that are influencing their thought processes. The third branch, *emotional understanding,* is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other. Last and the fourth branch, *emotional management,* is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation.

Mayer and Salovey's **(1997) four branch model of emotional intelligence**

This model of El includes four types of abilities:

Perceiving emotions — the ability to identify and interpret emotions in faces, pictures and voices - including the ability to identify one's own emotions.

Using emotions — the ability to use emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can be benefited in his or her changing moods in any work.

Understanding emotions — the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions include the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions grow over time.

Managing emotions — the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can tie together emotions, even negative ones, and manage them to achieve intended goals

2.2.2 A Mixed Model of Emotional Intelligence

The director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organizations in Israel, Reuven Bar-On (2006) developed the first measuring tool of emotional intelligence that was used as the term -Emotional Quotientll. He defines emotional intelligence as, understand oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). It focuses on (1) a group of emotional and social abilities, including the ability to be aware of, understand, and express oneself, and the ability to be aware of, understand, and relate to others, (2) the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997). Bar-On mentioned that emotional intelligence develops over time and that it can be improved through training, programming and therapy (Bar-On, 2002).

Bar-On found that individuals with higher than average E.Q.'s are in general more successful in meeting environmental demands and pressures and deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life (Bar-On, 2002).

According to the Bar-On model, emotional-social intelligence is,

a *cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures*||.

In his model, Bar-On outlines five components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management and general mood. These components have sub-components, which are outlined in Fig. 2.3.

Effective Performance

From Darwin to the present, most descriptions, definitions and conceptualizations of emotional-social intelligence have included one or more of the following key components, all of which are included in the Bar-On conceptual model: (i) the ability to understand emotions as well as express our feelings and ourselves; (ii) the ability to understand others' feelings and relate with people; (iii) the ability to manage and control our emotions; (iv) the ability to manage change and solve problems of an intrapersonal and interpersonal nature; (v) the ability to generate positive mood and be self-motivated. These meta-factors of the conceptual model of emotional-social intelligence are referred as follows in the Bar-On measures of this model. Each of these 5 meta-factors comprises a number of closely related competencies, skills and facilitators (15 in all), are listed and briefly defined below. INTRAPERSONAL (self-awareness and self-expression):

- Self-Regard *(being aware of, understanding and accepting ourselves) .*
- Emotional Self-Awareness *(being aware of and understanding our emotions}*
- Assertiveness *(expressing our feelings and our selves nondestructively)*
- Independence *(being self-reliant and free of emotional dependency on others)*
- Self-Actualization *(setting and achieving goals to actualize our potential)*

INTERPERSONAL *(social cnvareness and interaction):*

- Empathy *(being aware of and understanding how others feel)*
- Social Responsibility *(identifying with and feeling part of our social groups)*
- Interpersonal Relationship *(establishing mutually satisfying relationships)* STRESS MANAGEMENT *(emotional management and control):*
- Stress Tolerance *(effectively and constructively managing our emotions)*
- Impulse Control *(effectively and constructively controlling our emotions)* ADAPTABILITY *(change management):*
- Reality Testing *(validating our feelings and thinking with external reality)*
- Flexibility *(coping with and adapting to change in our daily life)*
- Problem Solving *(generating effective solutions to problems of an intrapersonal and Interpersonal nature)* GENERAL MOOD *(self-motivation):*
- Optimism *(having a positive outlook and looking at the brighter side of life)*
- Happiness *(feeling content with ourselves, others and life in general)* The above meta-factors and sub-factors are defined in detail below:

INTRAPERSONAL:

This meta-factor of emotional-social intelligence comprises of Self-Regard, Emotional Self-Awareness, Assertiveness, Independence and Self-Actualization. This meta-factor relates primarily to self-awareness and self-expression, governing our *ability to be aware of our emotions and ourselves in general, to understand our strengths and weaknesses, and to express our feelings and ourselves nondestructively.*

- Self-Regard:

This intrapersonal sub-factor is defined as *the ability to accurately perceive, understand and accept ourselves.* Self-regard is the ability to respect and accept ourselves as basically good. Respecting ourselves is the way we

like ourselves and self-acceptance is the ability to accept our positive and negative aspects as well as our limitations and possibilities. A person with good self-regard feels fulfilled and satisfied.

- Emotional Self-Awareness:

This intrapersonal sub-factor is defined as *the ability to be aware of and understand our emotions.* Emotional self-awareness is the ability to recognize our emotions.

- Assertiveness:

This intrapersonal sub-factor is defined as *the ability to constructively express our feelings and ourselves in general.* Assertiveness is thus composed of three basic components: (i) the ability to express our feelings; (ii) the ability to express beliefs and opinions; and (iii) the ability to stand up for our rights and not to allow others to bother or take advantage of us.

ADAPTABILITY:

This meta-factor of emotional-social intelligence comprises Reality Testing, Flexibility and
Problem solving as defined below. This meta-factor relates primarily to change management i.e., how we cope up with and adapt to personal and interpersonal change as well as change in our immediate environment.

Reality Testing: This adaptability sub-factor governs *the ability to objectively validate our feelings and thinking with external reality.* Reality testing, essentially, involves tuning in' to the immediate situation, attempting to keep things in correct perspective and experiencing things as they really are without excessive fantasizing or daydreaming.

Flexibility:

This adaptability sub-factor represents *the ability to adapt and adjust our feelings, thinking and behaviour to new situations.* This entails adjusting our feelings, thoughts and behaviour to changing situations and conditions.

Problem Solving:

This adaptability sub-factor governs *the ability to effectively solve problems of a personal and interpersonal nature.* Problem solving entails *the ability to identify and define problems as well as to generate and implement potentially effective solutions.*

GENERAL MOOD:

This meta-factor of emotional-social intelligence comprises Optimism and Happiness as defined below. This meta-factor is closely associated with self- motivation. It *determines our ability to enjoy ourselves, others and life in general, as well as influences our general outlook on life and overall feeling of contentment.*

Optimism:

This general mood sub-factor is defined as the ability to maintain a positive and hopeful attitude towards life even in the face of adversity. It represents a positive approach to daily living and a very important motivating factor in whatever we do.

2.2.2.1 Goleman: A Mixed Model of Emotional Intelligence

Daniel Goleman, a psychologist and science writer who has previously written on brain and behaviour research for the New York Times, discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote Emotional Intelligence (1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. (Goleman, 1998).

Goleman's (1998) first model of emotional intelligence identified five domains, or dimensions, of emotional intelligence encompassing twenty-five competencies. Three dimensions, self-awareness, self-regulation, and motivation, described personal competencies related to knowing and managing emotions in one's self. The remaining two dimensions, empathy and social skills, described social competencies related to knowing and

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managing emotions in others. As Goleman refined his model, the self vs. Others distinction would remain an important dimension of his emotional intelligence typology.

A statistical analysis by Richard Boyatzis (2000) supported collapsing the twenty five competencies into twenty, and the five domains into the four: Self- Awareness, Self-Management, Social Awareness, and Relationship Management (Boyatzis, Goleman, & Rhee, 2000). While the analysis verified that the competencies nest within each El domain, it also suggests that the distinction between the social awareness cluster and the relationship management cluster may be more theoretical than empirical. Fig. 2.4 shows Goleman's new model of emotional intelligence.

Theoretical model of this study

Fig 1. Graphical theoretical framework illustrating the relationship between employee's emotion and performance in the Educational subsector

2.4 Applicability of El on Jobs (Polytechnics) 1. Motivation and Creativity

It is not a matter of surprise that moods and emotions affect our mind. When we feel good about ourselves, we find the world around us a great motivator. This motivation helps us to express our personality better, creative and optimistic. This stage can be achieved by social awareness and proper emotional responses in a given situation. Thus, emotionally intelligent person can motivate his attitude for himself and for others which produces better results at work and in personal life. Moreover the sense of El creates positive work environment and brings healthy job attitudes also.

2. Decision Making

Many researchers agree that the key to good decision making is the combination of both thinking and feeling in one's decisions. Positive moods and emotions help for better decision making. With positive emotions people can develop problem-solving skills and take good decisions quickly.

3. Negotiation

Everybody knows that negotiation is an emotional process. By proper use of emotions and understanding moods of oneself and others, one can manage their conflict and stressful situations. A person can be successful in negotiations, if he has an active listening techniques and skill of reading non-verbal cues.

4. Leadership

Effective leaders use their emotions to convey their messages. ^When leaders feel excited, enthusiastic and active, they may be more likely to energize their subordinates and convey a sense of efficacy, competence, optimism, and enjoyment (Robbins, Judge, 2009). Therefore, successful leaders are emotionally intelligent.

5. Personal Growth

Research shows that emotionally intelligent people achieve better results at work, school, and personal life. They are flexible enough to accept positive changes in their life for personal growth which can be achieved by developing El competences.

6. Education

EQ will affect educational approaches which is based on IQ that include logic, data, concrete thinking, and memory power. To be successful in school life El competencies can be introduced through educational programs. Thus students in adolescents' age acquired social, emotional and personal identity by the emotional intelligence.

2.5 Empirical Review

Sanchez-Ruiz, Jose, Carlos. Prez-Gonzlez and Petride (2010) 'Trait emotional intelligence profiles of students from different university faculties' had examined that the trait emotional intelligence (trait El or trait emotional self-efficacy) profiles of 512 students from five university faculties: technical studies, natural sciences, social sciences, arts, and humanities. Using the Trait Emotional Intelligence Questionnaire, researchers hypothesised that (a) social sciences would score higher than technical studies in Emotionality,

(b) arts would score higher than technical studies in Emotionality, (c) arts would score lower than technical studies in Self-control, and (d) there would be an interaction between gender and faculty, whereby female students would score higher than male students within the social sciences only. Several other exploratory comparisons were also performed. Results supported hypotheses (a), (b), and (d), but not hypothesis (c), although the differences were in the predicted direction. Nelis, Quoidbach, Mikolajczak and Hansenne (2009) "Emotional Intelligence Interventions to Increase Student success" focused on the construct of emotional intelligence (El) which refers to the individual differences in the perception, processing, regulation, and utilization of emotional information. As these differences have been shown to have a significant impact on important life outcomes. This study investigated, using a controlled experimental design, whether it is possible to increase EL Participants of the experimental group received a brief empirically derived El training while control participants continued to live normally. The researchers found a significant increase in emotion identification and emotion management abilities in the training group. Follow-up measures after 6 months revealed that these changes were persistent. No significant change was observed in the control group. These findings suggest that El can be improved and open new treatment avenues. Hopkins & Bilimoria (2008) in his study "Social and Emotional Competencies Predicting Success for Male and Female Executives" explored the relationship between emotional and social intelligence competencies and organizational success. The study illustrates not much of differences between male and female leaders in their demonstration of emotional and social intelligence competencies and also found that when it comes to competency demonstration most successful men and women were more the same than different. However gender did play a reasonable role in the relationship between the demonstration of these competencies and success. 65 Further male leaders were considered to be more successful, even though male and female leaders demonstrated the same level of competencies. The four competencies that divided the most successful male and female leaders from their typical counterparts were Self Confidence, Achievement Orientation, Inspirational Leadership and Change Catalyst.

Koman, E. S., & Wolff, S. B. (2008) "Emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on team performance". This study examines the relationships among team leader El competencies and team performance. The study was conducted on 349 aircrew and maintenance military team members participated representing 81 aircrew and maintenance teams. Results shows that team leader El is significantly related to the presence of emotionally competent group norms.

3.0 Research Methodology

This study is to analyse the impact of emotional intelligence and employees' job performance in the Educational sector. To this end, this chapter will be examining data collection method and its validation, questionnaire administration and data analysis techniques. This study applies a qualitative and quantitative method of analysis. A simple statistical tools captured job performance and emotional intelligence.

4.1 The System of Questionnaires Administration

The questionnaire of this project was drafted on an instruction and administered at various Polytechnic employees in Abia State. The questionnaires are divided into two sections: section A and B. Section A has information on respondent of Polytechnic employees. The section B is based on the question concerning the topic of the dissertation; it has twenty (20) questions. All the questions deal on emotional intelligence and employees' jobs performance. The perception whether he strongly agree, agree, undecided, disagree and strongly disagree which one is right. There are 100 questionnaires that were administered but only 85 were able to be collected. The questionnaires were randomly distributed among Polytechnic staff. The staff include both confirmed and non-confirmed staff.

4.2 Data Analysis

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Table 1: Employee Sex:

Class	Code	Frequency	Percentage
Male	1	39	46.00
Female	2	46	54.00
Total		85	100

The table 1 shows that 39 were male respondent and 46 were female respondent.

Table 2: Employee position

Class	Code	Frequency	Percentage
Senior staff	1	50	58.54
Junior staff	2	35	41.46
Total		85	100

This shows that 50 respondents were senior staff and 35 were junior staff respectively.

Table 3: Age.

Years	Code	Frequency	Percentage
18-30yrs	1	27	31.15
31-50yrs	2	50	59.01
51-70yrs	3	08	9.84
TOTAL		85	100

The table 1 shows that the highest respondent were from 31 and 50 yrs old.

4.4 Summary of Questions Analysis

S/N	VARIABLES	X	SD	% FAVOURABLE	% UNFAVOURABLE
1.	The level of self-awareness of an employee affect its job performance	3.48	1.26	55.74	44.28
2.	Employees emotional intelligence are sometimes affected by the environment	2.60	1.40	37.70	62.30
3.	Adaptability to the job is a determinant factor to the emotional intelligence	4.25	1.00	86.89	13.12
4.	The level of social awareness on employees' affect job performance in the Educational sector	3.07	1.23	42.63	57.37
5.	Prioritization of work activities is a function of emotional intelligence	3.2	1.4	55.74	44.26
6.	Most Polytechnic staff have good knowledge of emotional intelligence	2.41	1.05	19.67	80.33

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7.	Employee self-management aid job performance in the Educational sector	2.52	1.13	22.95	77.05
8.	Relationship in work place is a Function of emotional intelligence	2.48	1.11	24.59	75.41
9.	Employees that enjoys technological support and trainings on job will increase emotional intelligence and increase performance	2.16	1.30	22.95	77.05
10.	Employees experience in the job is a function of his performance and emotional intelligence	3.34	1.32	60.65	39.35
11.	Employees relationship management is a cure factor that affect job performance in the Educational sector	2.69	1.22	34.43	65.57
12.	A firm with high emotional intelligence employees perform better	2.60	1.40	55.74	44.26
13.	For an employee in the Educational sector to perform very well, there should be a good knowledge of all level of emotional intelligence	2.07	1.53	52.63	47.37
14.	There are support systems for emotional intelligence for bank employees to aid job performance in the Educational sector.	1.2	1.5	75.74	24.26
15	Managing obstacles and set backs on job is a function of emotional intelligence	2.71	1.06	29.67	79.33
16.	The state of mind of an employee can affect quality service delivery in the Educational sector.	2.12	1.17	26.95	73.05
17.	It is important for supervisor to check the mood of employees before assigning daily job description.	2.41	1.13	44.59	55.41
18.	Some employee educational qualification affect their emotional intelligence and the job performance.	2.13	1.40	21.95	78.05
19.	Employee age affect emotional intelligence and service delivery in the Educational sector	2.07	1.73	49.63	52.37

20.	Employee experience on the job may affect his/her emotional intelligence in service delivery	1.2	2.4	45.74	54.26

Source: computed

4.5 Test of Hypothesis

Restatement of Hypothesis I

H_0: Self-awareness does not affect employees' job performance

H_1: Self-awareness affect employees' job performance

Question 1

To what extent will self-awareness affect employees' job performance?

Observed Frequencies

Action	Self-awareness	Job performance	
Self-awareness	13	21	34
Job Performance	33	18	51
	46	39	85

Question 1 shall be used for test, a = 0.05

Df = degree of freedom = (r-1 t(c-l)
(2-1)(2-l)
= 1

Expected Frequencies

$$E = \frac{RtXCt}{Gt}$$

Where Rt= Numbers of rows
Ct= Numbers of columns
Gt= grand total.

EX1 = $\frac{34X46}{85}$ =18.4

= $\frac{34X39}{85}$ =15.6

= $\frac{51X46}{85}$ = 27.6

= $\frac{51X39}{85}$ =23.4

Expected Frequencies

Action	Self-awareness	Job Performance
Self-awareness	18.4	15.6
Job Performance	27.6	23.4

	46	39

O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$
13	18.4	-5.4	29.16	1.58
21	15.6	5.4	.29.16	1.87
33	27.6	5.4	29.16	1.07
18	23.4	-5.4	29.16	1.25
				5.77

Decision Rule

X^2CAL 5.77> 0.05 X^2 CAL IS greater than X^2 tab value 3.84 significance and Idf (0.05), we reject the NULL hypothesis ho that Self-awareness does not affect employees' job performance. Once Ho is rejected we accept the alternative hypothesis hi.

Restatement of Hypothesis II

Hypothesis II

H_0: Social-awareness does not affect employees' job performance

H_1: Social-awareness affect employees' job performance

Question 4

What are the factors that determine social awareness on employees' job performance in the Educational sector? **Observed Frequencies**

Action	Social awareness	Job performance	
Social awareness	8	5	13
Job Performance	33	39	72
	41	44	85

Question 4 shall be used for test

□ = 0.05

DF = degree of freedom =(r-l)(c-l)

= (2-1)(2-1)

= 1

Expected Frequencies

E Rt ×CtGt

Where Rt = Number of rows

Ct = Number of column Gt= Grand total

EX1 = $\frac{13X41}{85}$ = 6.27

EX2 = $\frac{13X44}{85}$ = 6.73

EX3 = $\frac{72X41}{85}$ = 34.73

Expected Frequencies

Action	Social awareness	Job Performance
Social awareness	6.27	6.73
Job Performance	34.73	37.27
Total	41	44

$X^2 = \sum(0\text{-}EE2$

O	E	O-E	$(O-E)^2$	(0-EE2
8	6.27	1.73	2.9929	0.4773
5	6.73	-1.73	2.9929	0.4447
33	34.74	-1.74	2.9929	0.0862
39	37.27	1.73	2.9929	0.0803
				1.0885

Decision Rule

X^2Cal 1.0885< X^2cal is less than X^2 tab value of 3.84 at 0.05 level of significance, we therefore accept the NULL hypothesis Ho that Social-awareness does not affect employees' job performance. Once Ho is accepted, we reject the alternative hypothesis (Hi).

Restatement of Hypothesis III

H_0: Self-management does not affect employees' job performance

H_1: Self-management affect employees' job performance

Question 7

To what extent is self-management relevance on employees' job performance in the Educational sector?

Observed Frequencies

Action	Self-management	Job-performance	
Self-management	13	49	62
Job Performance	11	12	23
	24	61	85

Question 7 shall be use for test.

□ = 0.05

Df = degree of freedom = (r-l)(c-l)
(2-1)(2-1)
= 1

Expected Frequencies

E Rt ×CtGt

Where

Rt = Numbers of rows

Ct= Numbers of columns

Gt= grand total.

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EX1 = 62X24
85 = 17.51
EX2 = 62X61
85 = 44.49
EX3 = 23X24
85 = 6.49
EX4 = 23X61
85 = 16.51

Expected Frequencies

Action	Self-management	Job Performance
Self-management	17.51	44.49
Job Performance	6.49	16.51
	24	61

O	E	0-E	(0-E)-	(0-EE2
13	17.51	-4.51	20.34	1.16
49	44.49	4.51	20.34	0.4572
11	6.49	4.51	20.34	3.13
12	16.51	-4.51	20.34	1.23
				5.9772

Decision Rule

X^2CAL 5.9772> 3.84 table value at 0.05 level of significance, we reject the NULL hypothesis ho that Self-management does not affect employees' job performance. Once Ho is rejected we accept the alternative hypothesis H_1.

Restatement of Hypothesis IV

H_0 Relationship management does not affect employees' job performance

H_1: Relationship management affect employees' job performance

Question 11

Does relationship management affect employees' job performance in the Educational sector? **Observed Frequencies**

Action	Relationship Management	Job Performance	
Relationship Management	18	25	43
Job Performance	23	19	42
	41	44	85

Question 11 shall be used for test a = 0.05

DF = degree of freedom =(r-l)(c-l)
= (2-1)(2-1)
= 1

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Expected Frequencies

E Rt ×CtGt

Where Rt = Number of rows

Ct = Number of column

Gt= Grand total

EX 1 = 43X41

85 = 20.74

EX2 = 43X44

85 = 22.26

EX3 =42X41

85 = 20.26

EX4 = 42X44

85 = 21.74

Expected Frequencies

Action	Relationship Management	Job Performance
Relationship Management	20.74	22.26
Job Performance	20.26	21.74
Total	41	44

X^2 = ∑(0-EE2

O	E	0-E	$(0-E)^2$	(0-EE2
18	20.74	-2.74	7.51	0.3620
25	22.26	2.74	7.51	0.3373
23	20.26	2.74	7.51	0.3707
19	21.74	-2.74	7.51	0.3453
				1.4153

Decision Rule

X^2Cal 1.4153< X^2cal is less than X^2 tab of 3.84 at 0.05 level of significance, we accept the NULL hypothesis Ho that relationship management does not affect employees' job performance. Once Ho is accepted, we reject the alternative hypothesis (H_1).

5.1 Summary, Conclusion and Recommendations

The research findings are stated below:

1. The introduction of emotional intelligence aids employee job performance.
2. Most respondents of Polytechnic attest that employee self-awareness aid job performance. This corroborate with other studies that self-awareness is a function of emotional intelligence that aid employee performance.

3. Most Polytechnic employees believed that social awareness can affect employees' job performance. This finding corroborate with the objective which tries to find out the nature and impact of social awareness on employee job performance.
4. Respondents also believed that the negative impact of job commitment can be traced to inadequate self and time management. Therefore, one of the findings here is that employee self-management affect job performance.
5. Respondents were of the view that relationship management is a motivating factor that affect employee job performance in Polytechnics in Abia State.
6. Most of the respondents were also motivated and committed to their work through the congratulatory messages they received from their employer as means of appreciation for job well done.
7. Respondents were of the opinion that they were highly motivated through the reward and recognition schemes such as long service rewards, excellent performance of employee initiated by the employer as way of appreciating employee with good emotional intelligence.
8. From the analysis, some respondents were of the view that job with physical effort do not need emotional intelligence.
9. The result shows that majority of the respondents believed that emotional intelligence in any form aid bank performance.

5.2 Conclusion

Given the importance of emotional intelligence in any organization and the objective of firms maximizing profit through employee job performance, it becomes expedient to examine how some determinants of emotional intelligence such as self-awareness, social awareness, and relationship management can aid employee job performance.

5.3 Recommendation.

The following recommendations are made:

i. Organisations should adopt emotional intelligence in their management system.
ii. Both managers and employees should be trained on self-awareness competency.
iii. . Managers and employees should be trained on self-management competencies
iv. Organisations should engage their leaders on emotional intelligence competencies

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