



The Impact of Emotional Intelligence and Self-Efficacy on the Malleability of Job Performance and Job Involvement of Prison Personnel in Nigeria

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ABSTRACT

Human beings generally exhibit their emotions and emotional intelligence and self-efficacy differently. These differ in one person to another and even among the genders. In a study, we investigated the effects of emotional intelligence and self-efficacy on in-role job performance and job involvement of the Nigerian Prison Service personnel at three locations in one of the State Commands of the Nigerian Prison Service. Participants for the study consisted of 67 males and 37 females with varying educational qualifications, training and working experience. Age ranges of the participants were 26- 55 years with a mean of 38.06 years and standard deviation of 8.34. Four scales of measurement were utilized to measure the variables of the study. These are the Swinburne University Emotional Intelligence Test (SUEIT), the General Self-efficacy scale, the Job Performance Scale and the Job Involvement Scale. Results revealed significant main effects of work emotional intelligence and self efficacy on in-role job performance $F(1, 1002) = 15.860, P < 0.05$; and job involvement $F(1,102) = 7.129, P < 0.05$. The result showed significant gender differences in the exhibition of the two independent variables between males and females. Females generally scored higher on both emotional intelligence and self-efficacy than males. The result further indicated no significant differences between age of the participants and their emotional intelligence and self-efficacy ($r = 0.122, df = 103, P < 0.05$). It is recommended that emotional intelligence and self-efficacy tests are administered to prospective personnel in all organizations during interview for job selection and placement; training, promotion and transfers in the work place.

Key words: Emotional intelligence, self- efficacy, job performance, job involvement.

INTRODUCTION

Over the years, there has been a lot of controversy on which of these traits influences human work behaviour and job performance more than the other- Intelligence Quotient (IQ) and Emotional Intelligence (EI)/ self- efficacy (SE) (Salovey & Mayer, 1990; Goleman, 1995; Aremu & Tejumola, 2008; Cobb, Cassay, John & Mayer, 2000; Caruso, 2001). Many of these investigators have argued that it takes more than traditional intelligence and technical skills to succeed at work.

This group of investigators posit that it isn't technical skills, neither is it intelligence as measured by intelligence quotient levels; rather it is a person's social skills referred to as "emotional intelligence" (EI) and self- efficacy (SE) (Goleman, 1995; Karuri & Tanko, 2007; Ejikeme, 2010). This submission has indeed, recently attracted the attention and interest of human resource professionals, corporate trainers, personnel selection managers, administrators and students of Occupational and Organizational behaviour and others to begin to imagine what sets apart the average performers from the stars (Krietner & Kinicki, 2001; Karuri & Tanko, 2007).

Coinage of the term "emotional intelligence" is generally credited to the works of Salovey and Mayer (1990) who first simply described emotional intelligence as "the intelligence of emotions". Goleman (1995) however presented a more elaborate definition of the term to refer to a form of social intelligence that involves the ability to monitor one's own and others feelings, emotions, to discriminate among them and the use of information to guide one's thinking and actions. It is the ability to refrain negative feelings such as fear and self- doubt (low self- efficacy) and instead focus on positive ones such as confidence and congeniality, claims an emerging school of thought (Bandura, 1982; Bantam, 1995; Ejikeme, 2010).

The theory of emotional intelligence first captured public attention and interest years ago with the publication of a book titled "Emotional Intelligence: Why it can Matter More than IQ" (Goleman, 1995). In the book, Goleman stirred controversy with his claim that people endowed with emotional skill excel in life perhaps much more than those with high intelligence quotient (IQ). Goleman drew his propositions from behavioural brain and personality research by such psychologists as Salovey and Mayer, and Albert Bandura who first proposed the models of emotional intelligence and self- efficacy, respectively (Salovey & Mayer, 1990; Bandura, 1982).

When Salovey and Mayer first coined the term, they were indeed aware of the works of previous researchers on the non- cognitive aspects of intelligence. To test their proposition, Salovey and his co- workers initiated a research program intended to develop valid measures of emotional intelligence and to explore its significance. For example, they found in one study that a group of people watched an up-setting film and those who scored high on emotional clarity (i e ability to identify and give a name to a mood that is being experienced) recovered more quickly (Salovey, Mayer, Goleman,

Turvey & Palfia, 1995). In another study, individuals who scored higher on the ability to perceive accurately, understand and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive social networks (Salovey & Mayer, 1999).

Based on the works of these researchers, Chermis (2000) concluded that emotional intelligence encompasses four specific abilities namely perceiving, appraising and expressing emotions accurately, using emotions to facilitate thought, understanding and employing knowledge about emotions to promote work performance and growth of the individual worker. Goleman (1995) further posit that individuals high in emotional intelligence are adaptive. Such people understand how their behaviours contribute to life's outcomes, and based on that, they actively engage in goal- setting and planning. They are willing to accept challenging tasks, persist in the face of adversity or frustration and reward themselves for their accomplishments (Goleman, 1995; Krietner & Kinicki, 2001).

Understanding, predicting and improving employee behaviours are major aspects of a manager's job responsibility. Managers therefore, often try to influence the work- related attitudes of their employees in order to create behavioural changes by relying on moderating attitudinal variables of great importance such as emotional intelligence and self- efficacy; its specificity, its accessibility, whether differences exist between people in the experience of such attitudinal traits, and whether employees have direct experience of such attitudes to impact what they behaviourally do? This attitude- behaviour relationship asserts that attitudes significantly predict future behaviour by taking all moderating attitudinal variables into consideration (Ajzen, 2001; Kraus, 1995; Sutton, 1998).

To practically implement their decisions to influence employee attitudes, managers often enact various organizational and personal influence tactics. Most, if not all of the decisions are made under uncertainty and the effectiveness of some of these decisions remains questionable even after implementation. An alternative to the active engagement process usually utilized by most managers is the use of sensitivity analysis in which the employee is allowed to play simulated games with a model to better understand the employee's relationships and inherent trade- offs such as his or her own emotional intelligence and self- efficacy and other behavioural traits that aid in his or her functional in- role job performance (Fischeff, Slovic & Lichtenstein, 1979; Aremu, 2005). In- role job performance refers to the activities that are related to the employee's formal role requirements (Ang, Dyne & Begley, 2003). Job involvement, affective commitment and employee efficient job performance have each received attention as work- related attitudes and predictors of work- related outcomes such as intention to leave the organization. These are to a greater extent all influenced by the individual's emotional intelligence and self- efficacy (Allen & Meyer, 1994; Carneli, 2003; Freund, 2005; Sutton, 1998; Karuri & Tanko, 2007).

Previous studies (Allen & Meyer, 1994; Aremu, 2005; Aremu & Tejumola, 2008) have found that employees with high levels of job

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involvement identify with care about their jobs whereas employees with high levels of affective commitment feel positive about their organization and would wish to remain its members. Consequently, employees with high levels of both attitudes should be most behaviourally motivated because they are both attracted by their jobs and their organization. Such employees may be said to possess high sense of emotional intelligence and self- efficacy (Bandura, 1982; Furnham, Petrides, Tsaosis, Pappas & Gerrod, 2005; Aremu, 2005; Karuri & Tanko, 2007).

Recently in Nigeria, research attention on emotional intelligence and self- efficacy has proliferated across different disciplines and among researchers (Akinboye, 1999; Okurume, 2000; Aremu, 2005; 2007; Karuri & Tanko, 2007; Ejikeme, 2010; Bankole, 2010). Karuri and Tanko (2007) and Ejikeme (2010) for example, further corroborated this by asserting that social scientists are just beginning to uncover the relationships of emotional intelligence and self- efficacy to other phenomena. The general contention of these researchers is that emotional intelligence and self- efficacy as constructs of interest are germane to the well- being of man, his organization and the society in general.

The Nigerian Prison Service personnel have been severally accused of work laxity, incompetence and high- handedness in handling prison inmates across the country. The understanding is that something is possibly wrong with the personnel of the Service or the organizational structure itself. In line with this observation, this study further observes that in spite of the employees' high intelligence quotient, in spite of their high educational qualifications, training, and on the job experience, they still face the above stated inadequacies. The study therefore, hypothesized that the employees' emotional intelligence and self- efficacy be investigated as possible conditions that can explain the Prison employees' levels of job involvement and job performance.

Various models have however recently been proposed to explain the concepts of emotional intelligence and self- efficacy as they relate to an individual's in- role- job performance (Bandura, 1982; Salovey & Mayer, 1990; Goleman, 1995; Bar-on, 1999; Furnham, et al, 2005; Karuri & Tanko, 2007). Each of these models has however attempted to explain this construct from its own perspective. This has led to some kind of ambiguity and confusion in its meaning. Three main models of the construct are however popular in the literature, these are the ability- based emotional intelligence model (Salovey and Mayer, 1990), the mixed models (Goleman, 1995; Bar-on, 1999) and the trait theory of emotional intelligence (Furnham, et al, 2005).

The ability- based emotional intelligence model as earlier stated above was developed by Salovey and Mayer (1990) who in the first instance, strived to describe emotional intelligence within the confines of the standard criteria for a new intelligence. Following their continuous research efforts on the topic, their initial definition of the construct was revised, reviewed and changed to one's ability to perceive emotions, integrate emotions to facilitate

thought, and the ability to understand emotions to promote growth. The ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This kind of ability is seen to manifest itself in certain adaptive behaviours. Proponents of the model therefore, conclude that emotional intelligence includes four types of ability namely the ability to perceive emotions, the ability to use emotions, to understand emotions and the ability to manage emotions (Salovey & Mayer, 1990).

Proponents of the mixed model of emotional intelligence are in two groups namely the emotional competencies model (Goleman, 1995) and the Bar-on model of emotional social intelligence (ESI) (Bar-on, 2006). The emotional competencies model proposed by Goleman mainly focuses on emotional intelligence as a wide array of competencies and skills that drive leadership performance (Bellamy & Bellamy, 2003). This model outlines the four main EI constructs which include self-awareness, self management, social awareness and relationship management. These emotional competencies according to Goleman are innate talents but rather learned capacities that must be worked on and developed to achieve outstanding performance (Goleman, 1995).

The Bar-on model of emotional social intelligence (ESI) was developed by Reuven Bar-on between 1999 and 2006 (Bar-on, 2006). His work was one of the first measures of emotional intelligence that made use of the term “Emotional Quotient”. He defined emotional intelligence as being concerned with affectivity, understanding ones self and others, relating well with others and adapting to and coping with the immediate surrounding to be more successful in dealing with environmental demands. Bar-on further argues that emotional intelligence develops over time and that it can be improved through training programs and emotional therapy (Bar-on, 2006). 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.

Furnham, et al (2005) proposed a third model of EI referred to as the Trait Emotional Intelligence (TEI) which is conceptually different from the ability- based model earlier developed by Salovey and his co- workers. The TEI is a constellation of emotion- related self perceptions of an individual of himself located at the lower levels of the human personality. In lay terms, TEI refers to an individual’s self perceptions and his or her emotional abilities. This definition of emotional intelligence encompasses behavioural dispositions and self- perceived abilities usually measured through self-reports; as opposed to the ability- based model that refers to a person’s actual abilities which has proven highly difficult and indeed, resistant to scientific measurement (AJzen, 2001; Freund, 2005; Bar-on,2006).

Empirical literature on this topic is indeed, enormous. For example, Carneli (2003) while investigating the influence of EI on managerial skills

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among managers of organizations found that managerial skills in general and emotional intelligence in particular play significant roles in the success of senior managers in the workplace. In his findings, he discovered that EI arguments positive work attitudes, altruistic behaviour and work outcomes; and moderates the effect of work- family conflicts on career commitment but has no significant effect on job satisfaction.

In another study, the effect of EI on job performance among researchers and development scientists working for a large computer company was investigated (McClelland, 1973; Mannen & Kunda, 1989). The argument was that EI is a significant predictor of the General Mental Ability (GMA) Battery on performance. The predictor effect was significantly supported in the study. The result showed that a self- reported EI scale developed for Chinese respondents-: the Wong Low Emotional Intelligence Scale (WLEIS), is a better predictor of job performance than the same scale developed in the United States of America-: the MSCEIT) (Bantam,1995; Bar-on, 2006).

In a related study, Aremu and Tejumola (2008) investigated the influence of emotional intelligence and self- efficacy on the work attitudes of secondary school teachers in South- Western Nigeria. The sample consisted of 475 secondary school teachers randomly selected from south Western Nigerian schools and Colleges. The study specifically measured demographic data for career commitment, organizational commitment, emotional intelligence, self- efficacy and work – family conflicts Data collected were analyzed using the hierarchical multiple regression analysis. The results indicated that emotional intelligence and self- efficacy had significant relationships with work attitudes of the respondents. However, the demographic variables of age, sex and work experience had no significant effects on the teachers' work attitudes.

Similarly, Lambs and Kirbi (2000) conducted a study to examine the extent to which positive and negative affects at work mediate personality affects (e g emotional intelligence and self- efficacy) on the job performance and job satisfaction of educators. A total of 523 educators were asked to complete the Wong Low Emotional Intelligence Scale, a version of the Job Affect Scale and General Index of Job Performance and Job Satisfaction Scale. Results using the structural equation modeling indicated that positive and negative affects at work substantially mediate the relationship between EI and job satisfaction with positive affect exerting stronger influence on male much more than female respondents. Affect at work was found to have fully mediated the EI affect on job performance and job satisfaction. Among these factors, EI dimensions – use of emotion and emotion regulation were found to be significant independent predictors of work affect.

In another study, Karuri and Tanko (2007) investigated the influence of emotional intelligence and self- efficacy on job performance of a sample of police officers in one of the Police Commands in the Middle Belt Region of Nigeria. They found that female police officers performed better on scores of emotional intelligence and self- efficacy than their male counterparts. Older

police officers were also found in that study to score higher on both measures than their younger counterparts.

On the influence of EI on worker job involvement, Brown and Leigh (1996) found that job involvement has both direct and indirect effects via effort on job performance of workers. More specifically, they found that the most statistically significant relationship between job involvement and performance became non- significant when effort was incorporated into the model, indicating the mediating effect of effort on such a relationship.

Aremu (2007) in a related study examined the relationship between EI and job involvement of the Nigerian Police personnel. They hypothesized that the Nigerian Police would fare better in interpersonal relationship if their College and Academy curricular included psycho- behavioural and management courses. According to them, this would make the police to be more humane, more tolerant and receptive when on duty and when dealing with the public. These researchers however, did not mention the psycho-behavioural and management courses that needed to be included in such curricular.

In another study, Druskat and Wolf (2010) examined the impact of job involvement on employee performance. They found out that employee self-report on job involvement significantly predicted certain supervisor job performance ratings above and beyond work centrality (Druskat & Wolf, 2010; Hirschfeld & Field, 2000). Further more, Aremu and Tejumola (2008) conducted a similar study to assess the influence of EI on job performance and job involvement of a sample of the Nigerian Police using the following demographic variables: gender, age, job status, mental status and years of experience of the respondents. 285 participants were drawn from two State Commands of the Nigerian Police Force in Western Nigeria to participate in the study. The results indicated that the Nigerian Police are not emotionally intelligent when tested on all the variables.

In relation to the extensive literature reviewed above on the influence of EI and self- efficacy on job performance and job involvement of employees in some sectors of the private and public services, this study particularly investigated the influence of work EI and self- efficacy on the job performance and job involvement of the Nigerian Prison Service personnel. The specific purposes of the study were:-

- (i) To find out if employees' work emotional intelligence and self- efficacy have any significant and predictive influence on job performance and job involvement of the Nigerian Prison Personnel.
- (ii) To find out if gender and age have any significant predictive relationship with the employee's emotional intelligence and self- efficacy.

With the above stated objectives in mind, the following hypotheses were further formulated and tested.

1. Work emotional intelligence and self-efficacy may likely have significant influence on job performance of the Nigerian Prison Service personnel.

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2. Work emotional intelligence and self-efficacy may likely have significant influence on the job involvement of employees in that organization.
3. There may be significant relationships between work emotional intelligence and employee self- efficacy with gender and age of the participants.

METHODOLOGY

Design

This study made use of a 2x2 factorial design with two independent variables and two dependent variables; all evaluated at two levels each. The independent variables were work emotional intelligence (low and high) and self- efficacy (low and high). The dependent variables on the other hand, were employee job performance (low and high) and job involvement (low and high), respectively.

Participants

Participants for this particular study were made up of 104 Prison Service personnel drawn from one of the State Commands of the Prison Service and two Prison Camps located also in that state, in North Central Nigeria. Participants were made up of 67 males and 37 females all serving in that State Command of the Nigerian Prison Service. Age range of participants were 26- 55 years with a mean of 38.06; SD= 8.34.

Instruments

Four scales of measurement developed by various researchers were reviewed and adopted for the study. These are the Swinburne University Emotional Intelligence Test (SUEIT) (Palmer & Stough, 2000), the General Self-efficacy Scale (Jerusalem & Schwartz, 2002), the Job Performance Scale (Williams & Anderson, 1991), and the Job Involvement Scale (Lodahi & Kejner, 1965).

Procedure

The participants were selected from one of the State Prison Service Headquarters in Central Nigeria and two other Prison camps also located in that state. The researchers first obtained consent to carry out the study within the Command from the State Comptroller of Prisons and the Commandants in charge of the two Prison camps covered. Before the administration of the questionnaires, the researchers first introduced themselves to the prospective

respondents, stating the intention of the study. The researchers then proceeded to purposefully select the respondents using the non probability sampling technique. A total of 112 questionnaires were then given to the participants at various points of interaction within the three Prison premises covered in the investigation. The filled questionnaires were subsequently retrieved in the space of a few days after their administration due to the tied schedules of the respondents. Out of the number, 109 questionnaires were collected back, three were misplaced by the respondents and five others were discarded due to improper filling or inadequate supply of information; leaving 104 questionnaires that were eventually analyzed

RESULTS

In order to test the hypotheses, we carried out an analysis of variance (ANOVA) on the work emotional intelligence and self efficacy variables of the respondents.

Table 1: Summary of percentage, mean and standard deviation of respondents on the variables.

Variable	Frequency	%	Mean	SD
Age	104	100	38.0673	8.343
Gender				
Male	67	64.4	-	-
Female	37	35.6	-	-
WEI/SE	104	100	23.282	20.988
Job involment /commitment.	104	100	56.663	6.086
Job performance	104	100	145.952	19.223

Table 1 above presents the basic descriptive statistics of the variables and the inter-correlations among them. The table shows that the combined mean age of all participants was 38.07 years. Standard deviation of the sampled population was 8.34.64.4% of the participants were males while 35.6% were females. Mean score of participants on work emotional intelligence and self-efficacy was 232.82 (SD=209.88). Mean score of participants on job performance was 145.952 (SD=19.223) and their mean score on job involvement was 56.66 (SD=6.09), respectively.

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Table 2: Mean score of work emotional intelligence and self-efficacy on respondents' job performance.

Variable	Mean
Low WEI/SE	138.788
High WEI/SE	153.115
Total	145.952

The table above indicates that participants with low EI/SE had a mean score of 138.788 on job performance while those with high emotional intelligence and high self-efficacy had a job performance mean score of 153.115. The total EI and SE mean score of the respondents on job performance was 145.952. The mean difference between low and high EI/SE indicates that respondents with high EI/SE had better job performance than respondents with low EI/SE.

Table 3: Showing ANOVA Source Table for EI/SE on Job Performance of Respondents.

Source	Type III sum of Square	d.f	Mean Square	f	Sig
Corrected model	5336.779	1	5336.779	15.860	.000
Interception	2215404.240	1	2215404	6583.8	.000
EI/SE	5336.779	1	5336.490	15.860	.000
Error	34321.9961	102	336.490		
Total	2255063.760	104			

Corrected total 39658.760

A R squared = 135 (Adjusted R squared = 126).

Results on the table above showed a significant main effect of emotional intelligence/self-efficacy on job performance. $F(1,102)=15860, p \leq 0.05$. This implies that emotional intelligence/self-efficacy had significant influence on the participants' job performance (see table2).

The mean score of respondents, with low EI/SE on job involvement was 45.1154 while the mean score of respondents with high EI/SE on the same variable (Job Involvement) was 56.6635, respectively.

Table 4: ANOVA Summary of EI/SE on participants' job involvement.

Source	Sum of squares	df	Mean square	f	Sig.
Corrected model	249.240	1	249.240	7.129	.009
Intercept	333917.779	1	33391	7.779	9559.261
EI/SE	249.240	1	249.240	7.129	.009
Error	3565.981	102	43.961		
Total	337733.00	104			
Corrected total	3815.221	103			

Results from the table above showed a significant main effect of EI/SE on respondents' levels of job involvement and commitment. $F(1,102)=7.129, P \leq 0.05$. This implies that EI/SE had significant influences on the respondents' levels of job involvement and commitment. The main difference between low EI/SE and high EI/SE is indicative of the fact that respondents with higher EI/SE had better job involvement and commitment than those with low EI/SE.

Table 5: The influence of EI/SE on gender of respondents.

Gender	N	Mean	SD
Male	67	122.8138	24.72
Female	37	228.3812	29.85
Total	104	175.5975	27.285

The table above revealed that female Prison officers scored higher on emotional intelligence and self-efficacy than their male counterparts ($M=228.3812, SD, 29.85 > 122.8138, SD, 29.85 > 24.72$), respectively. This implies that female prison officers generally exhibit higher emotional intelligence and self-efficacy on their jobs than do males.

Table 6: Influence of emotional intelligence and self-efficacy on the age of respondents.

variables	Age (years)	N	Mean	SD
EI/SE	26-30	27	285.6081	27.0609
	31-40	49	338.6109	30.0829
	41-50	24	297.7872	26.2011
	15 and above	4	2000000	3.2228
		104	205.5715	26.1419

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Table 6 revealed no significant relationships between age of the respondents and their emotional intelligence and self-efficacy scores. The result indicates that no matter the age of a respondent his or her emotional intelligence and self-efficacy can be higher or even lower. The table revealed that ages of the respondents did not have any significant influence on their ability to exhibit high emotional intelligence and self-efficacy in their work place.

DISCUSSION

In this study we investigated whether emotional intelligence and self-efficacy simultaneously influence the degree of employee in-role job performance and job involvement. To test our hypotheses, the analysis of variance (ANOVA) statistical tool was utilized. Results showed in the first instance, a significant main effect of work emotional intelligence and self-efficacy on job performance of the respondents. This indicates that an employee's in-role job performance is significantly influenced by his or her work emotional intelligence and self-efficacy. This result leads us to accept hypothesis one of the study.

This finding is indeed; in line with previous studies who all variously concluded that work emotional intelligence and self-efficacy have significantly predictive relationships with employee in-role job performance, job involvement and job satisfaction (Coyle, 2001; Daiala, Watson & Goshom, 2002; Osmann, 2007; Karuri & Tanko, 2007, Gonzalez, 2008; Cohen, 2009). More so, Ballamy and Ballamy (2003); Cohen (2009); and Cohen and Liu (2011) all found significant relationships between work emotional intelligence and self-efficacy and employee job performance and satisfaction. Other studies have examined the relationships between these independent variables and employee job performance and job commitment (Cohen & Shamai, 2010; Cohen & Liu, 2011).

Explaining possible reasons for the significant main effects of work emotional intelligence and self-efficacy on job performance, job involvement, and indeed, job satisfaction of employees, one can submit that employees who experience these conditions in their work place will have higher job satisfaction and higher self-esteem which in turn reduce the impact of organizational stressors such as employee job stress and burnout and negative organizational behaviours such as employee turn over and absenteeism. (Cohen 1993; 2003; Karuri & Tanko, 2007). More so, it is very likely that job satisfaction is positively correlated with feelings of psychological attachment/commitment towards the organization (Cohen & Liu, 2011).

The positive impact of these feelings is further described in the social identity theory. This theory has recently been adopted in organizational behaviour studies indicating that employee s' organizational identification is

positively related to work place attitudes and behaviours such as job performance, job involvement, job commitment and satisfaction or extra-role behaviours (Kirkman & Shapiro, 2001; Glazer, Daniel & Short, 2004; Cohen & Shammai, 2010). Cohen (2007; 2009) for example, further demonstrated in two samples of school teachers that variables of work motivation, job satisfaction and self-reported extra-role behaviours were predicted positively by identification with the professional group. More so, Cohen and his co-workers (Cohen & Shammai, 2010; Cohen and Liu 2011) recently showed that the positive effects of organizational identification on decision to remain with the organization (continuance commitment) are largely mediated by job satisfaction in four samples from a range of industries.

Concerning the influence of emotional intelligence and self-efficacy on employee job involvement, the result indicated that there was a main effect of work emotional intelligence and self- efficacy on job involvement. This finding is indeed, in line with those of Aremu (2005); Aremu and Tejumola (2008) who all found emotional intelligence to be related to job involvement and career commitment of young police officers and Bellamy and Bellamy (2003); Mathieu and Farr (1991) also found organizational commitment, job involvement and job satisfaction to be statistically correlated with the employee's emotional intelligence and self-efficacy. In contrast, these findings are however, not related to that of Donnas (2003) who in his own investigation found an inverse correlation between emotional intelligence and burnout and job involvement of police officers.

This result could be explained from the fact that there is a link between a variety of factors in understanding .employee job attitudes and behaviours. Porter and steers (1973) however, concluded that there are mismatches between such employee attitudes and behaviours and some organizational variables such as employee and employer expectations. They defined the mismatches between employee and .employer expectations as "unmet expectations". These unmet expectations or mismatches lead to decreased employee job performance, lack of job involvement, reduced commitment and absenteeism (Krietner & Kinicki, 2001; Wanous, Poland, Premack & Davis, 1992; Cohen 2009; Cohen & Shamai, 2010; Cohen & Liu, 2011).

Further studies with employees who have experienced violation in their work place also revealed negative outcomes such as decreased feelings of obligation to employers, reduced organizational involvement/commitment and absenteeism (Guest & Conway, 2002; Turnley & Feldman, 2000). These researchers further concluded that those who experience contract violation are more likely to be less involved and less committed to their work. On the influence of these two independent variables (emotional intelligence and self-efficacy) on age of the respondents, it was discovered that there is no significant correlation between their ages and their emotional intelligence and self-efficacy. The out come of this investigation could be argued based on the differences in the respondents' training and work experience. Another possible explanation to the differences could be due to differences in the

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meanings attached to their mental age and chronological age which could have resulted to the out come of this study.

Finally, the study concluded that there are significant main effects of work emotional intelligence and self-efficacy on employee's gender. For example, females were discovered in this particular study like in Karuri and Tanko (2007) to exhibit higher levels of work emotional intelligence and self-efficacy than their male counterparts.

In conclusion, this study has contributed significantly in demonstrating the effects of work emotional intelligence and self-efficacy on employee performance and job involvement, and indeed, employee job satisfaction. Its specific contribution was the simultaneous examination of the influence of emotional intelligence and self-efficacy on employee's in-role and extra-role performance and job involvement. Such an examination has rarely been performed in previous empirical investigations which had hitherto concentrated on examining the impact of only one variable on performance and job involvement or commitment of employees in the workplace. The findings of this study showed that both emotional intelligence and self-efficacy are concepts that can increase our understanding of employees' behaviour in the workplace, particularly their performance. The findings suggest a number of interesting and important insights that provide ideas and directions for future research.

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