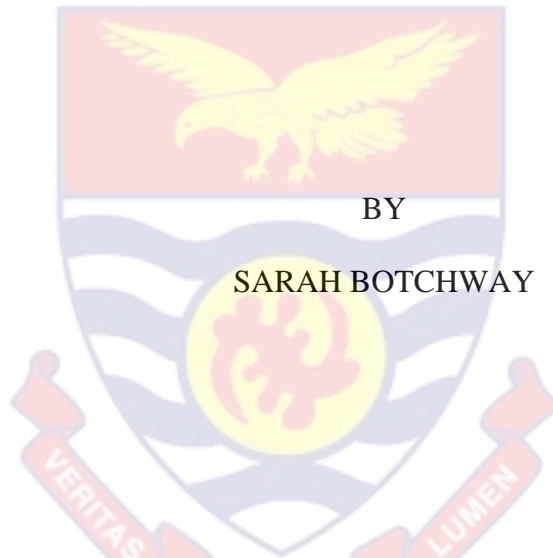UNIVERSITY OF CAPE COAST

EMOTIONAL INTELLIGENCE AND EMPLOYEE PERFORMANCE AT THE

UNIVERSITY OF CAPE COAST

BY

SARAH BOTCHWAY

Dissertation submitted to the Department of Human Resource Management of School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfilment of the requirement for the award of Master of Business Administration degree in Human Resource Management

JANUARY 2025

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own work and that no part

of it has been presented for another degree of this university or elsewhere.
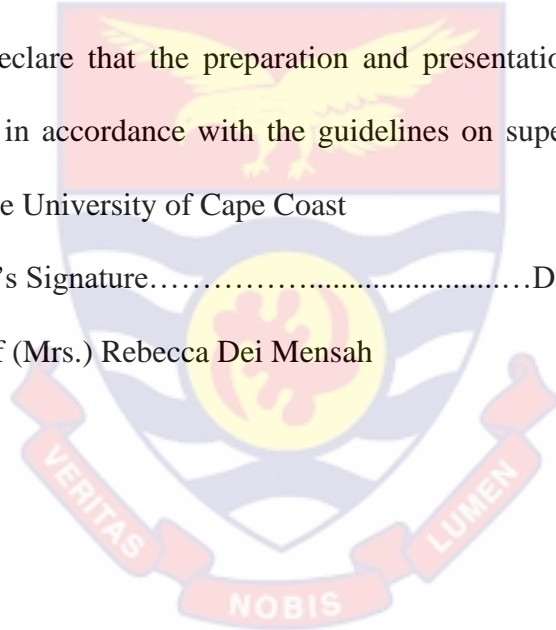
Candidate's Signature………………. Date…………………………

Name: Sarah Botchway

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were

supervised in accordance with the guidelines on supervision of dissertation laid

down by the University of Cape Coast

Supervisor's Signature……………......................…Date.……..………

Name: Prof (Mrs.) Rebecca Dei Mensah

ABSTRACT

The aim of the research was to investigate the relationship between emotional intelligence and University of Cape Coast staff performance. The following study goals were established in order to fulfil the primary goal: to evaluate senior staff members' emotional intelligence, their performance, and the impact of emotional intelligence on senior staff members' performance at the University of Cape Coast. This study used an explanatory research design and a quantitative methodology. 313 staff members were chosen at random to make up the sample. A questionnaire was used to collect primary data. The analysis was conducted using descriptive statistics, including regression analysis, mean, and standard deviation. According to the study, staff members show self-awareness by being able to identify and comprehend their own feelings as well as those of others, and by learning how to communicate them appropriately. Once more, it was discovered that staff members exhibit both excellent service delivery and a readiness to pick up new abilities. Lastly, the study discovered a favourable correlation between senior staff performance at the University of Cape Coast and emotional intelligence. It can be concluded once more that these indicators can forecast positive changes in employees' performance. Since emotional intelligence becomes more crucial the more one interacts with academics and non-academicians at the university, the study focuses on employees. Also, though staff showed empathy it was found they take less interest in others' concerns. It is therefore recommended that management educate staff on helping others to show citizenship behaviour.

ACKNOWLEDGEMENTS

I owe a debt of gratitude to my supervisor, Prof. (Mrs.) Rebecca Dei Mensah for her tolerance, motivation and invaluable suggestions and finally devoting her time in supervising this work.

I owe a debt of gratitude to my friends for their various forms of assistance. Ultimately, I would like to express my gratitude to everyone who has contributed in any way to the success of this research, especially the respondents whose responses have made it possible.

DEDICATION

To my Mum and Dad

TABLE OF CONTENTS

Contents	**Page**

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Background to the Study

Researchers are focussing more and more on the idea of emotional intelligence to learn more about how it impacts various social interactions. The concepts that preceded emotional intelligence were originally expressed in the early 1920s, despite the fact that emotional intelligence has garnered a lot of attention recently. Emotional intelligence gained prominence after Salovey and Mayer (1990) proposed their idea (Goleman, 1998). Public awareness of this concept and the emotional intelligence phenomena increased with the 1995 publication of Goleman's book on the subject (Hassan, 2019).

The most recent revolution in understanding the relationship between emotions and thoughts is emotional intelligence (Jones, 2020). It has expanded human intelligence to include additional facets and levels and given it the ability to assess workers' general intelligence (Mishra, 2021). Additionally, emotional intelligence helps people recognize distinct emotions and make the right decisions (Farooqui, 2021; Kanwal et al., 2020). Mayer et al. (2001) assert that emotional intelligence is a capacity that can be learnt, developed, and enhanced. Emotional intelligence is defined as the capacity to observe and differentiate one's own and others' emotions, and to use this information to guide thinking and behaviour (p. 167) (Aniemeka et al., 2020). The ability to understand and recognise both personal and others' emotions signifies emotional intelligence. Enhanced employee collaboration contributes to the maintenance of a healthy work environment (Alheet

1

& Hamdan, 2021). The contemporary workforce is anticipated to exhibit greater indulgence in their roles, encompassing both physical and emotional dimensions (Farooqui, 2021).

The capability model and mixed models are the two main categories used to categorize emotional intelligence today (Hughes, et al., 2015). Mayer and Salovey provide a capability model, while Goleman and Bar-On suggest a mixed model (Dani & Sharma, 2016). According to Kanesan and Fauzan (2019), emotional intelligence refers to the ability to identify and manage one's own emotions and those of others, utilising these emotions effectively. Holland (2021) defined emotional intelligence as the ability to recognise, manage, and utilise both personal and others' emotions to guide decision-making and behaviour. Emotional intelligence is crucial for achieving professional success and optimising performance in the workplace. Holland (2021) identified five components of emotional intelligence: self-awareness, self-regulation, motivation, emotional recognition (empathy), and social skills.

According to Lubbadeh (2020), emotional intelligence is another approach to assessing a person's efficiency and is characterized as a group of fifteen abilities necessary for surviving and coping in daily life. Self-worth, emotional awareness, assertiveness, independence, self-actualization, truthfulness, adaptability, problem-solving, stress tolerance, impulse control, empathy, social responsibility, interpersonal connections, optimism, and happiness are among the set of skills. This study's definition of emotional intelligence is based on the ideas of and emphasizes

the features of the emotional intelligence construct developed by O'Connor, Hill, Kaya and Martin (2019).

According to Kanesan and Fauzan (2019), emotional intelligence refers to the ability to identify and manage one's own emotions and the emotions of others, utilising these emotions effectively. Holland (2021) defined emotional intelligence as the ability to recognise, manage, and utilise one's own emotions and those of others to guide decision-making and behaviour. Emotional intelligence is crucial for achieving professional success and optimising performance in the workplace. Holland (2021) identified five components of emotional intelligence: self-awareness, self-regulation, motivation, emotional recognition (empathy), and social skills.

The suggestion that individuals vary in their ability to utilise emotions and emotional information has contributed to the increasing prominence of emotional intelligence among both practitioners and scholars (Chandra, 2020). The premise that emotional intelligence is foundational to various performance and success metrics, which remain unexplained by alternative psychological constructs such as personality, is where the concept of emotional intelligence initially garnered support (Khosravi et al., 2020).

Theoretically, people with high levels of emotional intelligence typically have higher success in both work-related and non-work-related spheres of life, as seen by this expanding interest (MacCann et al., 2020). Since emotional intelligence is known to be a crucial factor in the workplace, any successful and competitive organization should put a strong emphasis on it (Bar-On, 2007). Recent

3

studies show that in order to be effective and efficient at work, employees need a higher level of intelligence beyond cognitive and conceptual intelligence (Zhang et al., 2015).

The term performance, as utilised in this text, refers to the execution, accomplishment, and attainment of a task. Performance is defined as the achievement of organisational goals, the accomplishment of organisational capability, or the attainment of standards. Borman and Motowidlo demonstrated task performance (TP) and contextual performance (CP) as two elements of job performance in 1997. TP comprises explicitly defined job behaviours that integrate core responsibilities assigned in the job description. Cognitive ability is essential for completing assigned tasks, and task performance is typically supported by task knowledge, task abilities, and task habits. Psychologists have identified a non-job component of performance, termed CP, which refers to employees' voluntary actions or behaviours at work that can enable employers to obtain intangible rewards (Bateman et al., 2017).

Emotional intelligence serves as a significant predictor of performance, as evidenced by the findings of Rangarajan and Jayamala (2014) and Vratskikh et al. (2015). Noermijati et al. (2018) argue that emotional intelligence can enhance employee performance, thereby supporting this claim. Employee performance can be improved through emotional intelligence, which includes the awareness of one's own emotions and those of others, the regulation of emotions, and the utilisation of emotions to boost performance. The research conducted by Nasir et al. (2022)

supports the notion that individuals with elevated emotional intelligence exhibit superior performance.

Employee performance has been affected by rapid changes and reforms in the global educational system (Chong et al., 2020). The faculty's role as an active change agent in promoting educational excellence has significantly expanded within this system (Chong et al., 2020). Globalisation and competitiveness pose challenges to higher education institutions, necessitating that their staff demonstrate high competence and performance, particularly through emotional intelligence (Al Kahtani, 2013). Emotional intelligence serves as a significant indicator of improvement in the context of global competitiveness, necessitating research into its impact on the job performance of educational members (Gong et al., 2019).

The theoretical framework of the mixed model or competency model, developed by Bar-On (1997), underpins the study. Bar-On defined emotional intelligence pursuant to this model, describing it as "a set of non-cognitive abilities, competencies, and capabilities that influence an individual's capacity to succeed in managing demands and pressures." Emotional-Social Intelligence (ESI) represents an additional aspect of emotional intelligence, as proposed by Bar-on in 2006. His definition on page 3 describes it as "a cross-sectional interrelated set of emotional and social abilities, skills, and competencies that influence the effectiveness with which individuals understand and express their emotions, empathise with others, form relationships, and effectively handle daily demands and pressures."

Statement of the Problem

One does not have the same emotional connections at work that encourage them to get along with others as they have at home (Collins, Hislop & Cartwright, 2016). Again, one does not profit from a common past that would enable them to comprehend the motivations of individuals around them (Reeve, 2018). Because of this, it is even more crucial to be able to listen to individuals with whom you interact (Cui, 2021). That ability already exists in people; it is called active awareness, and it results in empathy. These aspects of emotional intelligence can be used to succeed and resolve issues at work. However, according to the current researcher's observations, office politics, morale issues, and a lack of cooperation have severely harmed many staff members' work lives. The inability of staff members to comprehend and draw a connection between evaluating and controlling their emotions and even going above and beyond the allocated tasks and assisting others with their job while they are away from the office may be one of the possible causes. People spending more time protecting themselves from actual and perceived threats than working is therefore crippling the institution.

There have been numerous researches done on emotional intelligence. However, conflicting outcomes have been attained. According to various experts' research, emotional intelligence significantly affects employee performance (e.g., Shamsuddin & Rahman, 2014; Rangarajan & Jayamala, 2014; Dokhtar et al., 2014; Vratskikh, et al., 2015; Mohamad & Jais, 2016). However, according to Hayward (2008) and Gryn (2010), emotional intelligence has no significant impact on worker performance. Once more, the majority of these studies were carried out in fields

unrelated to education. For instance, Dokhtar et al. (2014) studied the health sector, Shamsuddin and Rahman (2014) studied the manufacturing sector, and Vratskikh et al. (2015) studied the telecommunications industry. From the results of these different studies and on contextual basis, this research tries to re-analyse the influence of emotional intelligence on employee performance at the University of Cape Coast.

Purpose of the study

Examining the association between emotional intelligence and performance level of University of Cape Coast staff is the aim of the study.

Research Objectives

To achieve the main aim the following specific objectives were set:

1. To assess the emotional intelligence of senior staff of the University of Cape Coast

2. To assess the performance of senior staff of the University of Cape Coast.

3. To examine the effect of emotional intelligence on senior staff performance at the University of Cape Coast

Research Questions

The following questions were therefore set to guide the study:

1. What is the emotional intelligence of senior staff of the University of Cape Coast?

2. What is the performance of senior staff of the University of Cape Coast?

3. What is the effect of emotional intelligence on senior staff performance at the University of Cape Coast?

7

Significance of the Study

The management of the institution will benefit from the managerial implications of this study. Employees must possess emotional intelligence abilities to do their jobs as educators efficiently since emotional intelligence is strongly connected with a greater quality of life (Chong et al., 2020). Faculty members can benefit from increased emotional self-awareness and expressiveness according to this study's findings. Along with enhancing their work performance, they will also make it easier for individuals to think, understand, and control their emotions, both inside and outside of the organisation. The literature on emotional intelligence and its relationship to academic and professional success will also benefit from this study.

Delimitation

Though there are several definitions and measurements of emotional intelligence, this current study covered how individuals can appraise their emotions and of others. It also involved the regulation of emotions to achieve a higher performance (task and contextual). The respondents to be covered are administrators both junior and senior members of the University of Cape Coast. As such all other staff categories from the university or any other organization are excluded from this study.

Definition of Terms

Emotional intelligence: This current study adapted Davies, et al. (1998) definition in terms of understanding the emotions of oneself, understanding the emotions of others and regulating emotions.

8

Employee Performance: Employee performance as used in the study relates to both task and contextual performance.

Organization of the Study

This research is organised into five chapters. Chapter one addresses the background of the study, the problem statement, research questions, objectives, significance, delimitation, and the organisation of the study. Chapter two examines theories of emotional intelligence, provides a definition of emotional intelligence, and analyses literature regarding employees' job performance. Chapter three discusses the specifics of the research techniques and methods employed. Chapter four presents the findings and discusses them, whereas chapter five addresses the review, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section of the study addresses the perspectives of other scholars regarding the research topic. The themes addressed include emotional intelligence and its components, such as self-awareness, self-regulation, motivation, empathy, and social skills, as well as their relationship to employee performance. This section examines emotional intelligence and its correlation with employee performance. The chapter presents the theoretical framework for analysis, empirical research, and a conceptual framework.

The Attitude Theory

The theory of attitude is one of the most well-known theories in psychology. Recent studies have extensively examined the components of behaviours (Ajzen, 2002; Glassman & Abarracin, 2006). McGuire (1986) posits that attitudes can respond positively or negatively to various stimuli, including concepts, objects, events, individuals, and situations, and are intricately connected to our thoughts, beliefs, and experiences. This pertains to the evolution and modification of attitudes. This theory posits that following the evaluation of an object, attitudes are established, which subsequently guide and influence actions towards that object (Ajzen, 2002).

Employee beliefs and emotions significantly impact their behaviours, with direct interaction with the object or acquired knowledge about it shaping these beliefs and emotions (Eagly & Chaiken, 1993). The multi-component view of

10

attitudes conceptualises beliefs as cognitive elements and emotions as affective elements, which together influence the formation of an attitude towards an object (Ajzen, 2002; Crano & Prislin, 2006). When an employee is initially informed about the impending change program at the onset of the change process, he begins to form an attitude influenced by both cognitive and affective responses to the information received (Lines, 2005). The debate regarding the relative influence of cognitive versus affective responses in attitude development remains intense (Haddock & Zanna 1999). However, a majority of researchers contend that cognitive processes are predominant in attitude formation (Ajzen 2002).

Researchers conclude that both cognitive and affective reactions contribute to the formation of attitudes; however, the more open reaction tends to dominate an individual's memory over time (Haddock & Zanna, 1999). Subsequently, they serve as the focal point for influencing an individual's responses to anticipated changes, including resistance or encouragement to the change (Holland, Meertens & Van Vugt, 2002; Petty, Tormala & Rucker, 2004). Lewin's (1947) three-stage model of organisational change outlines the processes of implementation, management, and institutionalisation of change. Cummings and Worley (2001) emphasise that this model considers the attitudes of employees regarding organisational change efforts.

Critical attention should be directed towards attitude formation during the initial stage of the change process to effectively implement the attitude principle in organisational change. Once attitudes become entrenched, as illustrated by Lewin's (1947) metaphor of organisational change, they can be challenging to modify subsequently. Companies must actively influence employee attitudes, behaviours,

11

and expectations during the initial stages of change initiatives and implementation. They must also aim to obtain a high degree of dedication of workers to the transition because failure to do so may prove disastrous at the initial stage as further investment would be needed to resolve negative attitudes in the change process at a later date.

Emotional Intelligence

In the 1800s, scholars began to recognise the concept of emotional intelligence. This ideology has evolved significantly over the years, originating as "social intelligence" in the 1930s and later being referred to as "emotional power" in the mid-20th century (Sparrow et al., 1995). The topic's popularity has resulted in several prominent books and articles examining its applications and growth within the operational frameworks of both individuals and businesses. Corporations seek to explore this concept to identify methods for achieving a sustainable competitive advantage through the resolution of societal issues (Higgs, 1997; Senge, 1990; Ulrich & Lake, 1990).

Extensive scientific and research evidence (Goleman, 1995; Cooper, 1997; Cooper & Sawaf, 1997) illustrates the principle of emotional intelligence. In a corporate sense, however, little research has been done and current research has mainly been derived from advances in physiological research, educational research and therapy developments (Goleman, 1998; Mayer & Salovey, 1997; Jordan, P. J., Ashkanasy & Härtel, 2003). Derivative claims and a mostly anecdotal summary of instances are used as organizational emotional intelligence applications. The accepted point of view therefore seems to be that it is impossible to quantify

12

emotional intelligence and that, as Goleman puts it, no genuinely accurate test has been found (Petrides & Furnham, 2001; Goleman, 1996, 1997; Steiner, 1997).

The literature in this emerging field presents different ideas that may appear perplexing including emotional literacy (Steiner, 1997), emotional quotient (Goleman, 1996, 1997; Cooper, 1997), and personal intelligence. Goleman offers a clear definition of emotional intelligence, which includes: comprehending an individual's emotions and managing them effectively; motivating individuals to accomplish tasks, think creatively, and achieve optimal performance; and perceiving and regulating the emotions of others. Martinez (1997) succinctly characterises emotional intelligence as a collection of non-cognitive skills, capabilities, and competencies that influence an individual's capacity to manage changing circumstances and pressures. A succinct description of emotional intelligence can guide one's understanding and appreciation of the concept; however, a more detailed analysis is necessary to explore its scope and meaning.

Salovey and Mayer (1990) defined emotional intelligence as the ability to monitor one's own and others' feelings and emotions, to differentiate between them, and to utilise this information to guide thoughts and actions. This definition is supported by empirical evidence demonstrating how a component of emotional intelligence can be assessed as a cognitive capacity (Brackett, Rivers & Salovey, 2011). In their two papers, emotional intelligence was identified as a framework for understanding the relationship between cognition and affect. Prior to that, 'emotion' and 'intelligence' were regarded as separate entities (Lloyd, 1979).

13

Emotional intelligence is the psychological ability associated with a person's emotional experiences, according to Mayer, Caruso and Salovey (1999). It is a psychological component that can improve employee capacity and efficiency (Akhtar, Ghufran, Husnain & Shahid, 2017). According to previous studies (Wong & Law, 2002; George, 2000; Goleman & Cherniss, 2001; Lam & Kirby, 2002), high emotional intelligence employees can establish a conductive working environment and work performance as well as productivity at the same time. Goleman (1998), a leading emotional intelligence researcher, divided the emotional intelligence into five components:

Self-Awareness

Self-awareness is defined as the ability of an individual to recognise their own emotions and those of others, along with being capable of express these emotions accordingly. Individuals possessing this skill exhibit heightened sensitivity to both their own emotions and those of others, enabling them to accurately discern the emotional responses of others (Guillen & Florent-Treacy, 2011). Most researchers assert that self-awareness is fundamental to emotional intelligence (Canavan, 2019). According to Goleman (1995), it provides the foundation for the emotional and psychological development necessary for success. Emotional self-awareness refers to the ability to recognise and evaluate our own emotions and their impact on our performance. We believe that certain matters or individuals inform our feelings and that our actions can either assist or hinder our objectives. Individuals possess a clear comprehension of their strengths and weaknesses, which fosters realistic self-confidence. It provides guidance on

14

principles and intent, enabling stronger decisions when a course is set (Goleman & Boyatzis, 2017).

Self-Regulation

Self-regulation, self-management, or self-control reflects the ability to minimise detrimental thoughts and emotions. This includes demonstrating integrity, dignity, and trustworthiness, as well as flexibility in responding to changing situations and striving to overcome barriers (Pandita, 2012). Intrinsic motivation drives the enhancement of performance excellence and the capacity to act upon and capitalise on opportunities. An emotionally intelligent individual demonstrates self-regulation by maintaining optimism and refraining from emotional impulsivity. This person effectively manages sensitivity to emotions in the workplace, employing sound judgement and self-awareness when necessary. Sy, Tram, and O'hara (2006) define the management of emotions as an individual's capacity to regulate their emotions and create a holding space to channel them into productive activities. One should be encouraged to engage in thoughtful consideration prior to action, guided by reason rather than impulse, to cultivate self-integrity, to embrace doubt and uncertainty, and ultimately, to remain receptive to change.

Motivation

Self-motivation refers to the intrinsic willingness to pursue objectives that extend beyond financial gain or social standing. It encompasses a commitment to achieving goals with vigour and resolve, an internal impetus to succeed, a positive outlook despite setbacks, and a profound loyalty to the organisation in which one

15

is engaged (Goleman, 1998). Individuals who are self-motivated demonstrate a high level of consistency in achieving their goals and sustaining the quality of their work life. A highly self-motivated individual frequently perceives opportunities where others may interpret a situation as a loss. He is entitled to the same treatment as others. The individual remains confident in a succinct expression. Motivation encompasses concepts including happiness, self-regard, self-esteem, and self-influence (Bar-On, 1997; Petrides & Furnham, 2000).

Empathy

For reasons unrelated to monetary gain or social status, empathy is a strong work ethic and a tendency to pursue goals with vigour and focus. Building and maintaining relationships with clients and employees is an art (Goleman, 1998). According to Pandita (2012), empathy is the emotional capacity that enables one to understand and share another person's feelings, thoughts, and experiences. Having empathy is crucial for team or organisation managers. To better themselves, their teammates, and those they work with, empaths may put themselves in another person's shoes, listen to those who are struggling, and offer constructive criticism when necessary (Batool, 2013).

Social Skill

The perception of the currents, decision networks, and politics at the organizational level is social skill or social knowledge. Social skill is the ability to maintain relationships and create networks, according to Goleman (1998), and the ability to find a common basis and build relationships. Individuals with good social skills are also good at handling transition and diplomatically resolving disputes.

They are content with keeping things as they are, but they are not prepared to make anyone else do the same with their own actions as they set the example (Batool, 2013).

Employee performance

Employee performance is described by Ferguson (2017) as the evaluation results that indicate whether performance goals have been met, surpassed, or not. Similar to this, Moore (2017) goes on to define performance as the degree to which employees' work outputs and tasks meet predetermined standards or organizational performance requirements. Performance refers to how much a team member contributes to the achievement of the overall organizational goals. Performance is defined by Deadrick and Gardner (1997) as a distribution of results attained.

Employee performance, according to scholars like Darden and Babin (2019), is about rating a person's actual results and talents. Following Okoth and Oluoch (2019), good performance is correlated with high service delivery or offering quality, whereas bad performance is correlated with low service offering quality. Employee performance, then, can be summed up as the relevant expectations for employee actions and how well those activities are carried out. As a result, managers regularly evaluate each employee to pinpoint areas that require development. Effectively, an employee's performance might be good or bad depending on what they do or do not do.

Objective-subjective and financial-nonfinancial viewpoints such as sales and profit, return on profit, quantity and quality of production, efficiency, and effectiveness can be used to evaluate an employee's performance (Güngör, 2021).

17

According to Anyanwu et al. (2016), a customer visit can be utilized as a foundation to objectively assess service performance. Productivity was proposed as a performance metric encompassing both efficiency and effectiveness by Bhatti (2017) and Qureshi (2017). Other research has identified work satisfaction, organizational commitment, and intention to stay as performance indicators (Price & Mueller, 2018). Additionally cited by Bayo-Moriones et al. (2019) were employee productivity, job satisfaction, and safety. In essence, performance evaluation metrics must be precise, simply stated, pertinent to the tasks performed by employees, attainable, and adhere to the SMART criteria for defining targets. Employee performance in this study is therefore defined as the caliber of job output, intention to stay, work efficiency, and work effectiveness.

Scholars like Darden and Babin (2019) argue that employee performance is about rating the actual outcome and abilities of a person. Okoth and Oluoch (2019) attribute good performance to high quality of service delivery or offering while poor performance is associated with low quality of service offering. In conclusion, employee performance is simply the related expectations in terms of employee activities and how well those activities are performed. As a result, supervisors make assessments of all staff periodically to identify areas that need improvement. In effect, the performance can be positive or negative and it's basically what an employee does or does not.

Employee's performance can be seen through objective-subjective and financial-non-financial perspectives such as sales and profit, return on profit, quantity and quality of output, efficiency and effectiveness (Güngör, 2021)

Anyanwu et al. (2016) cited that for standard authority, customer visit can be used a basis to determine objectively determine service performance. Bhatti (2017) and Qureshi's (2017) also mentioned productivity as a performance measure encompassing both efficiency and effectiveness. Other studies have found organisational commitment, intention to stay and job satisfaction as a measure of performance (Price & Mueller, 2018).

Relationship Between Emotional Intelligence and Employee Performance

Numerous studies have examined the relationship between job performance and emotional intelligence. While the results may not consistently align, each study contributes valuable new data to the overall body of research. Some studies indicate a correlation between emotional intelligence (EQ) and job performance (Lam & Kirby, 2002; McClelland, 1998; Wong, Law & Wong, 2004), while others report no significant relationship or a weak association between these variables (Austin, 2004; Petrides, Frederickson & Furnham, 2004; Sosik & Megerian, 1999). Goleman (1998) and Mayer and Salovey (1997) both assert that variations in job performance can be linked to differences in emotional intelligence. A two-year study at Johnson & Johnson clearly illustrates the relationship between effective leadership and emotional intelligence (Gowing, O'Leary, Brienza, Cavallo & Crain, 2006).

The research conducted by Kelley and Caplan (1993) at Bell Laboratories demonstrates the predictive validity of emotional intelligence in distinguishing between high and average performers in the workplace. Kelley and Caplan (1993), alongside other professionals, developed a checklist identifying ineffective

19

cognitive behaviours, for which participants received training. Upon completion of the study, participants served as facilitators, training others in non-cognitive skills (Crawford, 1994). Two significant studies demonstrate the substantial relationship between Emotional Intelligence and job success, as noted by Bar-On et al. (2006). Nel (2001) and Sala (2006) assert that emotional intelligence serves as a predictor of leadership potential and job performance.

The study's focus is on employees since emotional intelligence becomes increasingly important as one interacts with a lot of members of the university both academicians and non-academicians. This study also used a 360-degree evaluation, which gave us insight into the discrepancies between our own evaluations and those of others, as well as how they affected our performance as a whole. While many studies show a connection between emotional intelligence and professional performance, cognitive intelligence should not be disregarded. The current study is another step in determining how emotional intelligence and job performance are related.

Empirical studies on Emotional Intelligence and Job Performance

Extensive research has been conducted to establish the relationship between emotional intelligence and job performance. The studies indicate a causal connection between emotional intelligence and job performance. Nasir, Bamber, and Mahmood (2023) conducted a study examining the relationship between emotional intelligence and job performance among employees in the higher education sector in Saudi Arabia. The study utilised an exploratory research design and adopted a quantitative approach to gather data from 277 faculty members

20

across various institutions of higher learning in Saudi Arabia. This study examines the dimensions of emotional intelligence, which include self-appraisal, appraisal of others' emotions, use of emotion, and regulation of emotions. Additionally, it considers job performance dimensions, specifically task performance and contextual performance.

The study demonstrated a positive correlation between others' emotional appraisal and the use of emotions with Contextual Performance. Additionally, all dimensions of emotional intelligence—self-emotions appraisal (SEA), others' emotions appraisal (OEA), use of emotions (UOE), and regulation of emotions (ROE)—exhibited a significant positive relationship with Task Performance. The research indicates a correlation between emotional intelligence and job performance. Emotional intelligence is regarded as a critical factor influencing faculty members' performance at work.

A study by Alheet and Hamdan (2021) examines the relationship between emotional intelligence and job performance within Jordan's retail industry. The research indicates a significant correlation between emotional intelligence and job performance among employees in the Jordan retail sector. The research utilises a descriptive and correlational design within a quantitative framework, analysing data from 120 employees varying in age, work experience, and gender. Emotional intelligence varies among employees based on experience, but not on gender or age. The study suggests that Jordanian organisations assess the emotional intelligence levels of prospective employees prior to hiring. Additionally, it advocates for the

21

implementation of emotional intelligence development programs for current employees to enhance their performance.

Chong, Falahat, and Lee (2020) confirm a significant relationship between emotional intelligence and job performance. This study conducted in Malaysia examines the relationship between emotional intelligence and job performance among academicians. It aims to determine how the emotional intelligence scores of academic staff in selected private higher educational institutions influence their job performance. The research utilised a quantitative approach to gather data from chosen higher education institutions. The findings indicate that emotional intelligence is a significant predictor of job performance.

Mahdinezhad, Shahhosseini, Kotamjani, Bing, and Hashim (2017) conducted a study to examine the relationship between emotional intelligence and job performance among academic administrators in Malaysia. Data were collected from 196 academic administrators using questionnaires, and descriptive statistics were employed to examine the relationship between emotional intelligence and job performance. The research posited that elevated emotional intelligence is a predictor of educational institutions' effectiveness. The study indicates that enhancing emotional intelligence among academic administrators will also influence other social factors, leading to the development of a new cohort of highly competent administrators skilled in managing dynamic situations in higher education. The study concluded that emotional intelligence has a positive correlation with job performance among administrators.

The study conducted by Dhani, Sehrawat, and Sharma (2016) in India examines the relationship between emotional intelligence and job performance. The research was carried out among middle-level management in Indian organisations. The research involved a sample of 685 managers across various sectors in India, including banking, healthcare, information technology, power, and advertising. Correlation and regression analyses were employed to examine the relationship between emotional intelligence and job performance. The study's findings demonstrate that employees with elevated emotional intelligence scores display superior teamwork, punctuality, accuracy, and overall competence relative to their counterparts with lower emotional intelligence scores (Dhani & Sharma, 2016). The findings indicate a correlation between emotional intelligence and job performance, suggesting that emotional intelligence serves as a significant predictor of job performance. The findings of the study are not applicable to all sectors due to the limited sample of only five sectors analysed.

Conceptual Framework

A conceptual framework encapsulates the researcher's integration of existing literature to elucidate an occurrence (Eldridge et al., 2016). The document delineates the necessary actions for the study, informed by prior insights and observations from other researchers in the field. Emotional intelligence refers to the ability to manage and differentiate one's own feelings and those of others, utilising this understanding to guide thoughts and behaviours. This concept is supported by empirical evidence demonstrating a method for assessing emotional intelligence as a cognitive skill. Employee performance typically reflects the overall

23

responsibilities of the employee. The literature review indicates a positive relationship between these two variables, as illustrated in Figure 1.
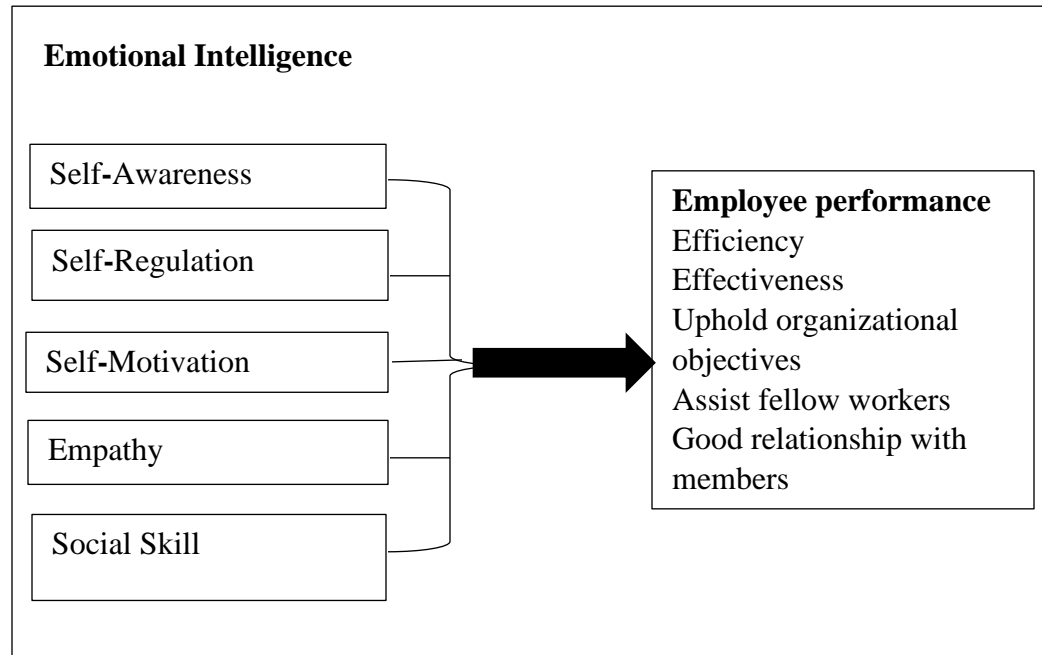
Figure 1: Conceptual Framework

Source: Author's construct (2023)

In the conceptual framework, emotional intelligence serves as the independent variable, whereas employee performance is identified as the dependent variable. The independent variable was assessed through employees' self-awareness of their actions, regulation of those actions, self-motivation, compassion towards others, and social skills in interpersonal relations. The dependent variable was also measured in terms of employees' efficiency, effectiveness, upholding and advancing organizational objectives, and among others. Per the extant review, the researcher derived that there is a positive relationship between emotional intelligence and employee performance. Emotional intelligence and job

24

performance are analysed to know how emotional intelligence affects job performance among administrators at the University of Cape Coast.

Chapter Summary

In the conceptual framework, emotional intelligence serves as the independent variable, whereas employee performance is identified as the dependent variable. The independent variable was assessed through employees' self-awareness of their actions, regulation of their behaviours, self-motivation, empathy towards others, and social skills in interpersonal relationships.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter discusses the research methodologies employed in the study. This includes the research strategy and techniques that direct the investigation. The data collection process encompassed data sources and sampling methods, including sample size and sampling techniques. The methods for data collection were comprehensively examined. This chapter also addresses the analysis of the collected data. This study also addresses the methods employed to answer the research questions and achieve the objectives.

Research Approach

This research employs a quantitative approach that is specific, well-organised, and validated for its reliability, allowing for precise description and recognition (Gefen, Rigdon & Straub, 2011). Human behaviour, akin to physical phenomena, can be quantified through attributes in the natural social sciences (Kangai, 2012), a process facilitated by quantitative analysis methodology. This approach is deemed suitable as it enables the researcher to produce data that clearly describes study variables through standardised collection methods. The research's objectives encompass quantitative analysis, making the use of a quantitative method essential.

Research Design

According to Kihn and Ihantola (2015), research design is a thorough master plan that is made to ensure that the study or research at hand is carried out

26

appropriately. A broad statement about the methodologies that will be employed during the study process is provided by the research design. Making sure that the data is gathered and collected in a way that is consistent with the topics under study and that the data does not stray from the focus of the research questions is one of the roles of research design (Bryman, 2015). This study employed an explanatory research design. An explanatory research design involves a researcher investigating the relationships, specifically the causal connection between naturally generated variables (Soriano, 2023). Montano and Utida 2023) have noted that an explanatory analysis tries to find out if two or more variables are related and if so, what the relationship between cause and effect is.

Study Unit

The study unit for this research is the University of Cape Coast. The University of Cape Coast has established itself as one of the best universities in Africa. The University runs programmes in Humanities, Business, Education, and the Sciences. The University has five Colleges, eighteen Faculties and Schools which run various programmes. These Colleges are, the College of Agriculture and Natural Sciences, College of Humanities and Legal Studies, College of Education Studies, College of Health and Allied Sciences and the College of Distance Education.

Population of the Study

A research population typically consists of a large number of individuals or items that are the primary focus of the study (Creswell & Creswell, 2018). Research often centres on populations; however, due to their size, it is generally impractical for researchers to assess every individual. This approach would be prohibitively costly and time-intensive (Creswell & Creswell, 2018). A study population refers to a distinct group of individuals or items that share common characteristics. The population comprises all senior staff at the University of Cape Coast. The total staff count is 1,620.

Sample and Sampling Procedure

Sampling in research refers to the method by which a researcher determines the size and composition of the sample population (Dawson, 2019). One of the fundamental characteristics of sampling is the capacity to select samples from a broad population or group (Creswell & Creswell, 2018). The extensive volume of data necessitates examination, indicating that research would require considerable time without sampling (Bryman, 2015). Hossan, Dato'Mansor and Jaharuddin (2023) defined sampling as the intentional selection of individuals from whom data is collected to draw conclusions about the larger population they represent. A total of 313 senior staff members were selected for participation in the study, using the sample size determination table established by Bartlett, Kotrlik, and Higgins (2001). The simple random sampling technique was utilised to pick participants from the population by assigning numbers to a list of the population and making selections accordingly.

28

Data Collection Instruments

Conducting quantitative research requires gathering data that is relevant, thus the researcher needs to understand the tools for collecting data and how to utilize them (Bryman, 2015). This section explains the instrument the researcher employed to guarantee high-quality data collection for the study. The researcher considered some characteristics of the procedure before deciding on the instruments for collecting the data. The researcher made certain that the tools chosen and put to use in gathering data were devoid of prejudice and had inherent indicators, meaning they were not deliberately skewed in favour of one viewpoint over another (Bryman, 2015). Questionnaires offer a cost-effective approach for collecting data from large populations in a short timeframe. The questionnaire comprised three sections: A, B, and C. Section A will examine demographic issues, whereas Section B will analyse the emotional intelligence levels of staff. Section 'C' comprised items evaluating performance concerning emotional intelligence levels. The questionnaires comprised closed-ended questions.

Reliability and Validity

According to Milosevic et al. (2018), a researcher exhibited reliability in research when they assure other researchers could duplicate the study and provide consistent results. In this study, the researcher demonstrated reliability by ensuring that the procedures for gathering data and interpreting that data were accurately recorded (Anney, 2015). Every strategy used for this study was made clear. Additionally, the researcher provided a detailed explanation of the process used to choose study participants as well as the purpose of the research (Annansingh &

29

Howell, 2016). Cronbach's Alpha is a metric used for evaluating internal uniformity by measuring the degree to which all items on a scale represent a common underlying construct (Pallant, 2013). Individual consistency reliability must be 0.7 or higher. Table 1 presents the α values for the constructs.

Table 1: Reliability Test Scores

Construct /Item	Cronbach's alpha
Emotional intelligence	0.829
Employee performance	0.862
All items	0.897

Source: Field survey (2024)

Table 1 shows that all constructs have α values greater than 0.70, confirming their significance and reliability for further analysis. The emotional intelligence showed a Cronbach's alpha of 0.829, whereas employee performance exhibited a Cronbach's alpha of 0.862. The aggregated items produced an α value of 0.897. The constructs met the reliability criteria, demonstrating their validity as appropriate measures for subsequent analysis.

According to Saunders et al. (2019), the validity of quantitative research is determined by the right technique used for both data collection and analysis to provide results that can be trusted. Validity is another term for the study's credibility in qualitative research (Grossoehme, 2016). According to Cypress (2017), validity is the degree to which the research may be trusted. Additionally, El Hussein et al. (2015) proposed that trustworthiness in qualitative research refers to the degree of confidence and trust in the data and also addresses the level of quality or legitimacy

of the study. Ensuring validity in this research requires several essential steps. Key considerations involved the selection of an appropriate research design, the use of reliable and valid measures, the control of extraneous variables, and the assurance that the sample is representative of the population under study.

Data Collection Procedure

The researcher obtained an introduction letter from the department head and sent it to the management of the college to request permission to distribute questionnaire to staff members. The letter contained a guarantee of respondent anonymity and confidentiality along with a clear statement of the study's aims and the reason for gathering data. Furthermore, the researcher showcased the standards for choosing participants for the study. Finished questionnaires were retrieved upon notification of the respondents. All questionnaires were collected, achieving a return rate of 100%.

Data Processing and Analysis

Proper management of collected questionnaires is essential for effective decision-making. Therefore, proper handling of raw data is essential for its transformation into information that facilitates decision-making. The retrieved questionnaires were initially sorted to identify unanswered items and to assess consistency, clarity, and accuracy of the recorded responses. Each questionnaire was assigned an identification number to prevent duplicate entries and data loss. The questionnaires were encoded and analysed using descriptive statistics, including mean and standard deviation for objectives one and two. The third objective was examined through regression analysis.

Ethical Issues

The ethical considerations represent a critical aspect of the research. Adhering to institutional policy prior to the data collection exercise is a significant ethical consideration in the study. The department of human resource management issued an introductory letter to introduce the researcher to the management of the college. The management received the initial letter detailing the research objective. This was conducted to obtain employees' consent for data collection. The research aim and its intended objectives were communicated to the respondents. The respondents will be encouraged to maintain objectivity when answering the survey questions. Furthermore, they obtained assurances regarding the confidentiality and security of the data they provided to management. According to Malhotra and Birks (2007), research must be impartial, scientifically rigorous, and communicated with honesty, completeness, and thoroughness.

Chapter Summary

Chapter three primarily addressed the suitability of the research method and research design. The discussion included the study population, sample size, sampling method, research approach, and data collection procedures. The discussion focused on the reliability and validity of the collected data, as well as the methods of data analysis employed.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter outlines the findings derived from the processing of primary data using SPSS (Version 25.0) configured with SPSS Process Macro, employing suitable statistical techniques. This study aimed to investigate the relationship between emotional intelligence and employee performance at the University. The findings were presented in chronological order to align with the specific objectives addressed in this study. The findings were summarised in tables, facilitating comprehension and interpretation. This section examines the findings in relation to prior empirical studies and results.

Demographic Information of Respondents

Table 2 displays the demographic characteristics of the respondents through the use of descriptive statistics, particularly percentages and frequencies. Full comparisons can be made with the help of the demographic data. Among those who took the survey, 69.7 percent were men and 30.3 percent were female. The staff composition at the University of Cape Coast is predominantly male. This analysis indicates that individuals with the highest frequency do not demonstrate greater importance or validity in conclusions compared to those with lower frequency. The sample indicates a higher number of males compared to females. It may offer a pathway for conducting further comparative analyses based on sexual orientations within the study.

33

Table 2: Demographic Information of Respondents

No	Variables	Options	Frequency	Percentage
1	Sex	Male	218	69.7%
		Female	95	30.3%
		Total	*313*	*100%*
2	Age range	Below 30 years	14	4.5%
		30-40 years	111	35.6%
		41-50 years	108	34.1%
		51-60 years	59	18.9%
		61years and above	21	6.8%
		Total	*313*	*100%*
3	Work experience	less than 5years	351	80.3%
		5-10years	62	19.7%
		Total	*313*	*100%*
4	Highest level of education	Professional	54	17.4%
		1st Degree	114	36.4%
		Post Graduate	102	32.6%
		HND	43	13.6%
		Total	*313*	*100%*

Source: Field survey (2024)

The study indicated that the predominant age group among participants was 30-40 years, comprising 35.6% of the respondents. Subsequently, 34.1% of respondents fell within the 41-50 years age category. 18.9% were aged 51 to 60 years, while 6.8% were 61 years and older. Additionally, it was found that individuals under 30 years constituted 4.5%. An analysis of the age range revealed that the institution possessed a relatively younger workforce structure. Table 2 indicates that among the respondents, 17.4% possess professional certification,

36.4% hold a first degree, 32.6% have a postgraduate degree, and 13.6% have an HND.

Emotional Intelligence of Senior Staff of the University of Cape Coast

Emotional intelligence levels among senior staff at the University of Cape Coast were evaluated as the study's first objective. Integral to emotional intelligence are the following five components: self-awareness, self-regulation, self-motivation, empathy, and social skill. Six items measured self-regulation, seven items measured self-motivation, four items measured empathy, and four things measured social skills. There was a total of four questions used to evaluate self-awareness. The items were evaluated using a numerical scale of five points, where one represents the lowest level and five the maximum.

The researcher used descriptive statistics, such as mean and standard deviation, to evaluate the items. Data from five-point Likert scale items were used to examine the mean values presented in Table 3. Midway through the item's evaluation, the scale registered 2.9 (Song & Cheng, 2024). Item levels are defined as follows: a mean score below 2.90 means a low level and a score above 2.90 means a high level. It is vital to compute the measure of variation whenever measures of central tendency are derived (Macdonald, Adeloye, Sheikh & Rudan, 2023). According to this research, the standard deviation is a measure of dispersion and the mean is a measure of central tendency. Although no hard limit has been set for allowed variation, it is possible to compare one variation to another within the same construct. If the standard deviation is close to zero, then the replies to each item are highly concentrated; if it is farther from zero, then the responses to each

item are more widely distributed. In Table 3, we can see how people felt about the emotional intelligence of the senior members and staff at the University.

Based on the average responses presented in Table 3, the respondents indicated a self-awareness of their emotions, demonstrating an ability to understand, express, and recognise the impact of their emotions on others (M = 3.99; SD = .82). The respondents indicated their ability to regulate moods, suspend judgement, think prior to acting, and exhibit honesty and integrity (M = 3.84; SD = .88). The average responses from participants suggest that they exhibit self-motivation, with their passion for work extending beyond financial incentives. They demonstrate persistence and an intrinsic drive to achieve, alongside a strong commitment to the organisation (M = 3.52; SD = 1.22). Research indicates that individuals exhibit empathy towards others and demonstrate concern for their issues as a component of their emotional intelligence (M = 3.43; SD = 1.20). Finally, the respondents indicated that they possess skills in relationship management, network building, and rapport establishment (M = 3.50; SD = 1.05). The respondents exhibited strong agreement with these indicators/items, as noted by Dess, Lumpkin, and McFarlin (2005), who stated that on a scale of 1 to 5, a midpoint mean of 2.9 indicates that any mean score exceeding 2.9 is classified as high, while scores below 2.9 are deemed low.

Table 3: Level of Emotional Intelligence of Senior Staff of the University of Cape Coast

Statements	Mean	Std Dev
Self-Awareness		
Knowing how you're feeling and what's making you happy	4.47	.84
Knowing how you're feeling emotionally and mentally	3.58	.72
Being in tune with one's feelings and being aware of how those feelings impact those around you	4.46	.82
Having the words to convey those feelings appropriately	3.43	.88
Average Mean/ Std Dev	*3.99*	*.82*
Self-Regulation		
The skill of managing one's emotions and impulses	4.33	.85
The inclination to delay making a decision	4.17	.85
Choosing to deliberate before taking action	3.76	.94
The capacity to exhibit sincerity	4.39	.78
Flexibility in adapting circumstances	3.33	.82
The ability to display integrity	3.07	1.04
Average Mean/ Std Dev	*3.84*	*.88*
Self-Motivation		
Having a strong desire to labour for causes other than financial gain	3.68	1.37

An enthusiasm for work that is unrelated to one's social standing	3.57	1.26
An eagerness to achieve one's objectives	3.46	0.92
A propensity to keep going until one achieves their objectives	3.48	1.25
A powerful internal motivation to succeed	3.44	1.37
Keep a positive outlook no matter how bad things get.	3.14	1.26
Dedicate yourself wholeheartedly to the cause	3.87	1.14
Average Mean/ Std Dev	*3.52*	*1.22*
Empathy		
The ability to understand the emotional makeup of other people	3.86	1.05
Skill in treating people according to their emotional reactions	3.68	1.37
Quality of sensing others' emotions	3.68	1.37
Taking active interest in their concerns	2.50	1.02
Average Mean/ Std Dev	*3.43*	*1.20*
Social Skill		
Proficiency in managing relationships	3.99	1.09
Proficiency in building networks	3.94	1.04
An ability to find common ground	2.98	1.07
An ability to build rapport	3.11	.98
Average Mean/ Std Dev	*3.50*	1.05

Source: Field survey (2024)

The results have implications that either corroborate or refute empirical studies. For example, staff who are self-aware of their emotions are likely to be sensitive to both their own and others' emotions, enabling them to accurately predict the emotional responses of others (Guillen & Treacy, 2011). They would possess the key to emotional intelligence, as indicated by Shipper and Devy (2002). Being self-aware of one's emotions serves as a foundation for the emotional and psychological growth necessary for achieving success (Goleman, 1995). Self-regulation among senior staff indicates their capacity to manage destructive emotions and impulses, exhibit honesty, dignity, and trustworthiness, adapt to varying situations, and strive to overcome obstacles (Pandita, 2012).

Moreover, staff self-motivation contributes to their self-pleasure, self-regard, self-esteem, and self-influence (Bar-On, 1997; Petrides & Furnham, 2000). The presence of empathy among senior staff at the University of Cape Coast may enable them to understand others' perspectives, enhance the development of team members, and provide constructive criticism to those exhibiting unfair behaviour, while also offering support and attentive listening to individuals in need (Batool, 2013). Individuals possessing strong social skills are likely to effectively manage transitions and resolve disputes diplomatically (Batool, 2013).

Performance of Senior Staff of the University of Cape Coast

Evaluation of senior staff performance at the University of Cape Coast in relation to emotional intelligence was the second research objective. Ten items were used to evaluate the performance variable. On a scale from "strongly disagree" (SD), "disagree" (D), "neutral" (N), "agree" (A), and "strongly agree" (SA),

39

respondents were asked to rate their level of agreement with the given statements. We used descriptive statistics like means, standard deviations, percentages, and frequencies to evaluate the main variable. In Table 4 you can see the results. Data from five-point Likert scale items were used to examine the mean values presented in Table 4. On this item, the average score on the agreement scale was 2.90. According to Lee et al. (2023), if the mean score is less than 2.90, it means that people disagree with the item, whereas a score of 2.90 or higher means that people agree (2017). According to Garai, Dalapati, Garg and Roy (2020), one must also compute an equivalent measure of variation when calculating measures of central tendency. Values closer to zero (0) are more dependable than those farthest from zero, indicating the variability in the answers through the standard deviation. The comments of the respondents regarding their performance levels as a result of incentives given to the administrative staff at the University are presented in Table 3.

Table 4: Performance of Senior Staff of the University of Cape Coast

Statement	Mean	Std. Dev.
Displays strong client and student service skills	3.32	1.31
Always on time for work	3.56	1.37
Displays a desire to acquire new knowledge and abilities.	3.4	1.46
Information exchanges	3.08	1.28
Collaborates with colleagues to build strong professional ties	3.36	1.45
Strives to keep interactions with coworker's professional at all times	3.48	1.49
Completes all tasks and obligations related to the position	3.6	1.32
Always completes tasks by the due date.	3.58	1.46
A good steward of available materials	3.48	1.4
Average Mean/ Std Dev	*3.44*	*1.36*

Source: Field survey (2024)

Table 4 indicates that the items utilised to assess their performance levels were influenced by the incentives provided. This shows that they consistently show up to work (M=3.56; SD=1.37) and provide good, effective customer service (M=3.32; SD=1.31). Very similarly, people are willing to learn new things in order to do better (M=3.40; SD=1.46). Establishing and maintaining professional working connections with coworkers was noted by the majority of respondents (M=3.36; SD=1.45). Furthermore, with a mean score of 3.60 and a standard deviation of 1.32, respondents showed that they fully executed all of the tasks associated with the job. The majority of respondents (M=3.58; SD=1.462) said they are efficient and prompt with meeting deadlines, and a majority (M=3.48; SD=1.40) said they make good use of institutional resources.

Finally, the respondents indicated that they formulate and execute effective solutions as necessary (M=3.44; SD=1.36). This result aligns with the assertion by Hill, Jones, and Schilling (2014) that the effectiveness of administrators is contingent upon their ability to utilise resources efficiently to satisfy client needs and achieve organisational goals. Similarly, it corroborates the assertion by Elnaga and Imran (2013) that multiple metrics are considered in performance evaluation, encompassing efficient, effective, excellent, profitable, and productive.. The findings corroborated Aswathappa's (2008) claim that employee performance remains stable across various roles, including aspects such as punctuality, consistent attendance, and the quantity and quality of service provided.

The findings align with the assertions of Salanova, Agut, and Peiró (2005), who posited that an employee's comprehensive set of tasks and responsibilities

serves as a measure of their success. The findings align with the claims of Allen, Whittaker, Kontopantelis, and Sutton (2018) that an administrator's capacity to develop and maintain professional relationships with colleagues is a crucial factor in employee performance evaluations.

Effect of Emotional Intelligence on Senior Staff Performance at the University of Cape Coast

The University of Cape Coast's senior staff's emotional intelligence and its effect on performance was the subject of the third objective. The R-squared value, which stands for the coefficient of determination, was used to evaluate the results of a regression study. What this means is that the other variable explains a certain fraction of the variance in the first variable (Cohen, 1992). Results are shown in Tables 5, 6, and 7. The output summary from the model is shown in Table 5, where emotional intelligence is the independent variable and staff performance is the dependent variable. The standard error, adjusted R squared, R, and R squared are all displayed in this table. The degree and direction of the linear relationship between the dependent variable and the independent variable are measured by the Pearson product-moment correlation coefficient, or R.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.455[a]	.207	.173	11.35405

a. Predictors: (Constant), Emotional intelligence

Source: Field survey (2024)

43

Table 5 indicates a positive correlation between emotional intelligence and staff performance, with a moderate strength of relationship at (.455). The R squared, or coefficient of determination, represents the proportion of variance in the dependent variable that is accounted for by the regression model. Approximately 20.7% of the variance in staff performance can be attributed to their emotional intelligence. Table 6 presents the ANOVA results, indicating the significance of R and R2 through the F-statistic. The F statistic is calculated by dividing the regression mean square (MSR) by the residual mean square (MSE). A small significance value of the F statistic (e.g., less than 0.05) indicates that the independent variables effectively explain the variation in the dependent variable. The ρ-value in this analysis is significantly lower than .05 (ρ = .02).

Table 6: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1154.170	1	1154.170	5.817	.020[b]
	Residual	9523.450	312	198.405		
	Total	10677.620	313			

a. Dependent Variable: Staff Performance

b. Predictors: (Constant), Emotional intelligence

Source: Field survey (2024)

In conclusion, the R and R2 values indicate a statistically significant relationship between emotional intelligence and staff performance, suggesting that emotional intelligence has a substantial impact on senior staff at the University of Cape Coast. For a better understanding of the regression equation, refer to the information contained in Table 7. As seen in the regression equation, the intercept (a) is the numerical value found in the first row beneath the (constant) marked

unstandardised coefficient column. The slope (b) of the regression equation is represented by the numerical value in the second row, which is labelled emotional intelligence and represents the independent variables.

Table 7: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	27.402	3.886		7.052	.000
	Emotional intelligence	.774	.225	.455	3.441	.001

Source: Field survey (2024)

The researcher can present the subsequent regression equation, which predicts the performance of senior staff based on their current emotional intelligence.

Y (Staff performance) = 27.407+ 0.774X$_2$ (Emotional intelligence).

Using the values for the slope and intercept from the regression equation, the researcher can draw the following conclusions: According to the intercept, in the absence of incentives for administrative staff, performance is measured at 27.407. The slope indicates that any additional financial or non-financial incentives will result in a 77.4% increase in staff performance. The emotional intelligence of senior staff significantly influences their work performance.

Research by Goleman (1998), Fianko et al. (2020), Ali, Saleem and Rahman (2021), Varvatsoulias (2023), Singh, Prabhakar and Kiran (2022) and Mir (2018)

45

supports the established positive correlation between emotional intelligence and employee performance. This supports Wong and Law's (2002) assertion that employee performance is positively correlated with the level of emotion involved in a task. The outcome indicates that employees who desire to succeed are likely to invest time in developing their emotional intelligence (Yun, Hwang & Lynch, 2015).

Emotionally intelligent individuals who frequently express feelings of happiness and positivity tend to exhibit greater levels of satisfaction compared to those experiencing despair, annoyance, or discontent (Carmeli, 2003). Employees possessing emotional intelligence demonstrate heightened awareness of negative emotions, enabling them to regulate these feelings and implement strategies to mitigate anger (Carmeli, 2003). Mohammad, Chai, Aun, and Migin's (2014) regression analysis indicated a positive causal relationship between the two variables. Kportufe (2014) demonstrates that enhanced employee emotional intelligence positively influences customer service, irrespective of the bank's viewpoint. The outcome aligns with the findings of Jeswani and Dave (2012), which demonstrated that emotional intelligence significantly influences faculty members' performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The results, conclusions, and suggestions from the research are so summarised in this chapter. The findings and discussion presented in Chapter 4 formed the basis for the summary and conclusions. The chapter also included the study's suggestions that were derived from the study's findings. At the end of the chapter, the researcher provided some recommendations for further studies.

Summary

The purpose of the study was to examine the nexus between emotional intelligence and the performance level of employees at the University of Cape Coast. This research employed a quantitative approach, utilising both descriptive and explanatory research designs. A random sample of 313 staff was selected. Primary data was collected using questionnaires that were administered in a one-on-one format. Descriptive statistics, including mean, standard deviation, and regression analysis, were employed in the analysis.

Summary of Key Findings

The study on the emotional intelligence of senior staff performance at the University of Cape Coast revealed that staff demonstrate self-awareness by recognising and understanding their own moods and emotions, as well as those of others, and learning to express these emotions appropriately. It was observed that the staff exhibit self-regulation through honesty and a relaxed approach to

47

judgement. Additionally, it was observed that senior staff performance at the University of Cape Coast is characterised by self-motivation and social skills, enabling them to respond to individuals based on their emotional reactions.

The second objective aimed to evaluate the performance level of senior staff at the University of Cape Coast. In alignment with this objective, the study conducted a descriptive statistical analysis, revealing that staff exhibit effective service delivery and a readiness to acquire new skills. Additionally, it was determined that administrative staff cultivate and sustain professional relationships with colleagues while executing the complete spectrum of job-related duties and responsibilities.

The study concluded that emotional intelligence positively correlates with the performance of senior staff at the University of Cape Coast. A higher level of emotional intelligence correlates with improved staff performance. The change in performance was moderate, suggesting that emotional intelligence alone is insufficient to significantly impact staff performance. The slope indicates that the prediction of performance changes due to emotional intelligence is moderate.

Conclusions

This study provides an overview and relevant discussion regarding the relationship between staff performance and emotional intelligence. The study's findings indicate that an individual's emotional intelligence is predicted by their self-awareness, social skills, empathy, self-regulation, and self-motivation. These indicators can effectively forecast improvements in employee performance. The

study emphasises the importance of emotional intelligence in interactions between academic and non-academic personnel at the university, focussing specifically on employees.

Recommendations

In light of the study's conclusions, the following recommendations are presented.

Given the moderate change in performance, it is advisable for university management to educate staff on emotional intelligence to enhance interpersonal relationships among colleagues, thereby improving overall performance through increased team spirit.

While staff demonstrated empathy, it was observed that they exhibited a diminished interest in the concerns of others. Management should educate staff on promoting citizenship behaviour among colleagues.

Suggestion for Further Studies

This study presents several limitations that should be considered in future research endeavours. The study was restricted to the senior staff of the University of Cape Coast, and data collection was confined to this group alone. Future studies should investigate multiple universities to enhance the understanding of emotional intelligence within the sector. The study utilised a quantitative approach, and future research may benefit from employing both qualitative and quantitative methods.

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Appendix 1

QUESTIONNAIRE

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

SCHOOL OF BUSINESS

COLLEGE OF HUMANITIES AND LEGAL STUDIES

UNIVERSITY OF CAPE COAST

"Emotional intelligence and employee performance at the University of Cape Coast" is the topic of my graduate research as a human resource management student. If you could kindly respond to the following enquiries, I would greatly appreciate it. The researcher will ensure that the information you supply is handled with the utmost confidentiality.

Section A: Background Information:

1. Gender: …………………………………

2. Kindly provide your age……………………..

3. What is your highest level of education: ………………………..

4. How many years have you spent in this institution? ………………………

Section B: Emotional Intelligence

        Please rate your emotional intelligence using the following statements. Using a scale from 1 (the lowest level) to 5 (the greatest level), please rate your answers.

Components	1	2	3	4	5
Self-Awareness					

66

The ability to recognize your moods and emotions					
The ability to understand your moods and emotions					
The ability to recognize and understand your emotions and their effects on others					
The ability to express such emotions accordingly					
Self-Regulation					
The ability to control your impulses and moods					
The tendency to suspend judgment					
The tendency to think before acting					
The ability to display honesty					
Flexibility in adapting circumstances					
The ability to display integrity					
Self-Motivation					
A passion to work for reasons that go beyond money					
A passion to work for reasons that go beyond status					
A tendency to pursue goals with energy					
A tendency to pursue goals with persistence					
A strong inner drive to achieve					
Have an optimistic even in the face of failure					
Have a strong commitment towards to organization					
Empathy					
The ability to understand the emotional makeup of other people					

67

	1	2	3	4	5
Skill in treating people according to their emotional reactions					
Quality of sensing others' emotions					
Taking active interest in their concerns					
Social Skill					
Proficiency in managing relationships					
Proficiency in building networks					
An ability to find common ground					
An ability to build rapport					

Section C: Employee performance

How well your emotional intelligence helps you do your job is dependent on how you answer these questions. The replies will be scored numerically, with one being the lowest level of agreement and five the highest level of agreement with the topics.

Performance Indicators	1	2	3	4	5
Displays strong client and student service skills					
Always on time for work					
Displays a desire to acquire new knowledge and abilities.					
Information exchanges					
Collaborates with colleagues to build strong professional ties					

68

Strives to keep interactions with coworkers professional at all times					
Completes all tasks and obligations related to the position					
Always completes tasks by the due date.					
A good steward of available materials					

APPENDIX B: Sample Size Determination Table

Table 1: Table for Determining Minimum Returned Sample Size for a Given Population Size for Continuous and Categorical Data

Population size	Sample size					
	Continuous data (margin of error = .03)			Categorical data (margin of error = .05)		
	alpha = .10 $t = 1.65$	alpha = .05 $t = 1.96$	alpha = .01 $t = 2.58$	$p = .50$ $t = 1.65$	$p = .50$ $t = 1.96$	$p = .50$ $t = 2.58$
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1,000	77	106	173	213	278	399
1,500	79	110	183	230	306	461
2,000	83	112	189	239	323	499
4,000	83	119	198	254	351	570
6,000	83	119	209	259	362	598
8,000	83	119	209	262	367	613
10,000	83	119	209	264	370	623

NOTE: The margins of error used in the table were .03 for continuous data and .05 for categorical data. Researchers may use this table if the margin of error shown is appropriate for their study; however, the appropriate sample size must be calculated if these error rates are not appropriate. Table developed by Bartlett, Kotrlik, & Higgins.