

# EMOTIONAL INTELLIGENCE AND COUNTERPRODUCTIVE WORK BEHAVIOUR AMONG NON-TEACHING STAFF OF UNIVERSITIES IN BENUE STATE

**Irene TorkwaseTingir**

Department of Psychology, Benue State, Makurdi, Nigeria

[tingirtorkwase@gmail.com](mailto:tingirtorkwase@gmail.com)

## Abstract

This cross-sectional study examined the influence of emotional intelligence (self-emotional appraisal, others' emotional appraisal, use of emotions and regulation of emotions) on counterproductive work behaviour (abuse, production deviance, sabotage, theft and withdrawal) among non-teaching staff of universities in Benue state. Data was collected using the Emotional Intelligence Scale (EIS) and the Counterproductive Work Behaviours Check List. Multiple Linear Regression was performed and results revealed that emotional intelligence and its dimensions (self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions) had significant positive and independent influence on counterproductive work behaviour and its dimensions ((abuse, production deviance, sabotage, theft and withdrawal) among non-teaching staff of the universities in Benue state). Results further indicate that all the factors of emotional intelligence jointly influenced vigour, dedication, absorption and overall counterproductive work behaviour respectively. It was concluded that each dimension of emotional intelligence contributes to reducing counterproductive work behaviours, providing a comprehensive understanding of the relationship between emotional intelligence and counterproductive work behaviour among non-teaching staff of universities in Benue State. Based on the findings, it was recommended that there should be emotion regulation sessions for the staff. The implementation of these sessions will offer a practical approach to enhancing positive workplace interactions and reducing counterproductive behaviours. To achieve this, professional industrial/organisational psychologists should be involved to design sessions focused on emotional regulation. These sessions would give training to staff on expressing positive emotions towards University management, students, and colleagues, with the aim of reducing the likelihood of engaging in counterproductive work behaviours.

**Keywords:** Emotional Intelligence, Counterproductive work behaviour, non-teaching staff, Universities

## Introduction

Several reports have indicated that in various educational institutions, some workers

display behaviours that are contrary to how they should behave in a professional setting; their behaviours violate organisational norms

and are considered to be unethical. Some employees are known to engage in theft, fraud and other misdemeanors like absenteeism, verbal abuse and decrease in work time that detract from the actualisation of institutional aims and objectives. Due to these deviant behaviours exhibited by workers, educational institutions suffer a decrease in productivity, increase in cost, organisational ineffectiveness, inefficient work output, deteriorating status and bad reputation .Bennett (2016); The Independent Corrupt Practices and Other related offences Commission ICPC (2012) and Uchir (2023). These reports also listed some counterproductive work behaviours that are common among non-teaching staff of universities in Nigeria. They include, manipulation of admissions process, appointment and promotion of staff, manipulation and falsification of academic records such as transcripts; general harassment and victimization of applicants, syndicated plagiarism by students and staff, and non-adherence to bidding process in the award of contracts. These critical issues negatively affect the growth and ratings of Nigerian universities.

Yusufari and Bambale (2022) mentioned counterproductive work behaviours that are quite common among non-teaching staff of universities in Nigeria. They include; poor attendance, poor work attitudes, lateness to work, workers feigning sickness and staying at home to avoid work, workers deliberately

working slow when given a task needed to be performed quickly, workers refusing to assist their colleagues, breaking organisational rules, withholding information, stealing from the institution or co-workers, deliberately wasting the resources of the institution, hiding needed resources, verbal abuse, and so on. Other counterproductive work behaviours noticed among non-teaching staff of universities may include, strikes, admission racketeering, cyber-loafing, insulting colleagues or students at the slightest provocation, engaging in gossips and spreading rumours, closing from work before the expected closing time, taking excessive long breaks, showing favouritism, taking bribe before issuing transcripts and certificates, falsification of students' records, and so on. Counterproductive work behavioural practices in any form are unacceptable in any organisation including universities, because they negatively affect both staff and students of the institution and also militate against the attainment of institutional goals. Emotional intelligence could serve as a buffer in controlling some of these negative reactions to work environment.

Emotional intelligence can help minimise poor emotional competence. Self-confidence, flexibility, a growth mindset, empathy and patience are attributes needed to facilitate resilience, positive attitudes, personal wellbeing, and all these help employees to manage stress and avoid

getting involved in counterproductive work behaviours. An emotionally intelligent employee understands the situational clues and follows the behaviours aligned with the standard norms of the organisation (Jafri et al., 2016).

Typically, emotional intelligence involves emotional empathy, attention to and discrimination of one's emotions, accurate recognition of one's own and others' moods, and responding with appropriate emotions and behaviours in various life situations, especially to stress and difficult situations, among other factors. An employee with high emotional intelligence can manage his or her own impulses, communicate with others effectively, manage change, solve problems and have minimal job stress. Clarity in thinking and composure in stressful and chaotic situations is what prevents an employee from getting involved in counterproductive work behaviours.

Mayer and Solovey (2000) explained that if employees' emotional intelligence is improved, deviant behaviours related to organisational tasks would be remarkably reduced, thereby revealing the negative relationship between emotional intelligence and counterproductive work behaviours. An employee's level of emotional intelligence plays a vital role in preventing them from engaging in deviant behaviours. Therefore, low emotional intelligence may be a key factor in a variety of deviant behaviours in the

workplace.

### **Statement of Problem**

The issue of counterproductive work behaviours is ever-present in the Nigerian work environment, universities inclusive. Counterproductive work behaviour is harmful to both the staff and students of universities in all forms, whether covert or overt. These deviant behaviours lead to institutional ineffectiveness, hinder the growth of the institution, affect mental health of students, delay the graduation of students and their subsequent enrolment for National Youth Service Corp (NYSC) scheme, lead to poor performance of graduates in the labour market and creates bad blood among coworkers while impairing institutional reputation. Therefore, such behaviours need to be controlled and abandoned. This paper is therefore designed to examine the influence of emotional intelligence on counterproductive work behaviour among non-teaching of universities in Benue State.

### **Literature Review**

#### **Emotional Intelligence and Counterproductive Work Behaviour**

This paper is anchored on Goleman (1998) model emotional intelligence which brought to light four branches system to incorporate five essential elements of emotional intelligence which include; Self- awareness, Self- regulation, social skill, empathy and motivation. The relationship of this theory to

employees' counterproductive work behaviours can be understood from the fact that employees who possess these emotional competences are able to motivate themselves and work hard to increase productivity, even in stressful and unfavourable work environments. They are able to foster understanding and good relationships with their colleagues, clients and customers, and this good inter-personal relationship helps to prevent counterproductive work behaviours, such as aggression, conflicts, bullying and hostility in the work environment. The good interpersonal relationship also helps them to deal more effectively with their supervisors and become better team players at work, helping to minimise jobs stress and consequently counterproductive work behaviours. Employees who are skilled in self-regulation are able to recognise the negative or disruptive emotions that could lead them to misbehave (indulge in counterproductive work behaviours) and to control or redirect them towards positive purposes. Employees with empathy skills are able to sense the emotions of others, understand their strengths, limitations and weaknesses and can find it easier to let go of the transgressions of others. This ability makes them less likely to exact revenge on their colleagues and the organization. Employees that lack this emotional competence are more likely to be vindictive and revengeful and to engage in counterproductive work behaviours in revenge against the organisation for any

unjust or unfair treatment they perceived the organisation to have meted to them.

Empirically, several studies have been conducted in the relationship between emotional intelligence and counterproductive work behaviour. For example, Ehigie and Hameed (2020) conducted a study aimed at examining the relationships between emotional intelligence, organisational constraints, and counterproductive work behaviour among teachers in Abeokuta, Ogun state. The researchers employed a cross-sectional survey research design and gathered data from 300 participants using purposive sampling. The study utilized standardized psychological scales and employed hierarchical multiple regression analysis to analyse the data. The research identified a positive relationship between organisational constraints and abusive behaviour, suggesting that higher levels of constraints were associated with increased abusive behaviour among teachers. Conversely, emotional intelligence displayed an inverse relationship with abusive behaviour, implying that higher emotional intelligence was linked to decreased abusive behaviour. Similarly, organisational constraints were positively correlated with production deviance, while emotional intelligence exhibited a negative correlation with production deviance.

Samanta and Kallou (2020) studied the role

of emotional intelligence on counterproductive work behaviours of employees of local government organizations in the municipality of Chalkida, Greece. The aim was to investigate the role of emotional intelligence on counterproductive work behaviour. The research findings showed that counterproductive work behaviour had positive correlation with emotional intelligence. Emotional intelligence influenced the engagement of the employees in counterproductive work behaviours. However, the generalisation of the findings is potential limited by the fact that the sample consisted only employees within a particular Local Government. The current study will consider such surveys in more organizations (different universities) and in different locations using more participants to be able to generalize its findings.

Adhikari (2020) studied the relationship between emotional intelligence and counterproductive work behaviours among teachers in Kathmandu, Nepal. Convenient sample of one thousand and twenty (1020) teachers was used. Assessing emotional scale (AES) and briefer version of counterproductive work behaviours checklist (CWB-C 10) were used to measure emotional intelligence and counterproductive work behaviours. Data were analysed in MS excel 2016 and imported to IBM SPSS statistics 25 to analyze the correlated,  $r = (1017) = -.234$ ,

$p < .05$ . Four factors of emotional intelligence also showed negative correlation with counterproductive work behaviours. It means teachers with more emotional intelligence avoided workplace deviant behaviours. However, this study made use of a briefer version of counterproductive work behaviour checklist (CWB-C 10) which has only ten (10) items, the current study will make use of broader scale, the counterproductive work behaviour checklist (CWB-32) which has 32 items to measure the counterproductive work behaviours of universities staff in Benue state.

Susanti and Alwansyah (2020) studied the relationship between counterproductive work behaviour and emotional intelligence among pest control industry employees in Indonesia. Five hundred and eighty-five (585) pest control employees participated in the research. The data were analyzed using structural equation modelling (SEM). The results indicated that emotional intelligence has a positive relationship with counterproductive work behaviour and that emotionally intelligent employees are less likely to act counterproductively at work. However, this study only considered the relationship between emotional intelligence and counterproductive work behaviour, the current study will consider both the relationship and also the mediating role of emotional intelligence.

Sarmad et al. (2022) studied the moderating

role of emotional intelligence on counterproductive work behaviours, work interference and negative emotions in the development sector of Pakistan. Two hundred and fifty-eight (258) participants were given copies of questionnaire and data were collected and analyzed using SPSS. The results emphasised that negative emotions and work interference predicted counterproductive work behaviours and emotional intelligence acts as moderator in this relationship. Employees having low emotional intelligence engaged more in counterproductive work behaviours thus confirming the predictive relationship. It is recommended that management needs to underline the significance of emotional intelligence at all levels of the organisation for desirable behaviours at work place. However, this study made use of few participants, the current study will make use of more participants for a broader knowledge.

### **Research Questions**

What is the influence of emotional intelligence (self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions) on counterproductive work behaviour (abuse, production deviance, sabotage, theft and withdrawal) among non-teaching staff of the universities in Benue state?

### **Hypothesis**

There will be a significant influence of

emotional intelligence (self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions) on counterproductive work behaviour (abuse, production deviance, sabotage, theft and withdrawal) among non-teaching staff of the universities in Benue state.

## **Method**

### **Design**

This study adopted a cross- sectional survey design to investigate the influence of job stress on employees' counterproductive work behaviour and the role of emotional intelligence among staff of universities in Benue State. In cross- sectional survey, data collected are to make inferences about a population of interest (universe) at one point in time.

### **Sampling and sample size**

To determine the sample size in this study the sample size figure from Krejcie and Morgan's (1970) sample size table was used. Multi-stage Sampling procedures were used for the study. Purposive sampling technique was used at the first stage. The researcher used purposive sampling technique in identifying individuals who were considered to be typical of the population (only non-teaching staff of universities from Federal, State and Private universities in Benue State) and selected them as study population (Akinsola, 2005). Finally, Proportional Sampling Technique was used at the third stage to



ensure that, non-teaching staff of different universities and departments, units, cadre and sex who volunteered within the study area were all represented. Three hundred and forty-eight (348) non-teaching staff of universities in Benue State was sampled.

### **Participants**

The participants for this study were three hundred and forty-eight (348) non-teaching staff of universities in Benue State sampled through a multi-stage process. They comprised of 218 (62.6%) males and 130 (37.4%) females within the age range of 27 – 54 years. Distribution of respondents according to universities Benue state shows that 115(33.0%) were working in Benue State University Makurdi, 204 (58.6%) participated from Joseph Sarwuan Tarka University, Makurdi and 29(8.4%) non-teaching staff participated from University of Mkar, Mkar. With respect to the marital status of the respondents, the result indicates that 219(62.9%) staff were married, 67 (45(19.3%) were single staff, 32(9'2%) were separated, 10 (2.9%) were widowed and 20 (5.7%) of the respondents were divorced. Results further shows that the respondents of the study have stayed on their current job between 2- 8 years, while their job position shows that 108(31.0%) of the 348 participants were senior staff and 248(59.0%) were junior staff members of their respective universities in Benue State.

### **Instruments**

A set of questionnaire was used for data collection in this study. The questionnaire consists of the following:

**Emotional intelligence scale:** Emotional intelligence scale (EIS) developed by Wong and Law (2002) was used to measure emotional intelligence of respondents. The Wong & Law emotional intelligence scale was developed to provide a short measure of emotional intelligence suitable for research in work places. The Wong and Law Emotional Intelligence Scale (EIS) has 16 items, measuring four (4) dimensions of emotional intelligence. EIS used an ordinal response format (7- point Likert) and participants answered “agree” or “disagree”, with affirmation presented in each item from 1 (strongly disagree) to 7 (strongly agree). The four (4) sub-scales or factors are:

1. Self-emotions appraisal (SEA) measured by 4 items (1, 2, 3, 4).
2. Others emotions appraisal (OEA) measured by 4 items (5, 6, 7, 8).
3. Use of emotion (UOE), measured by 4 items (9, 10, 11, 12).
4. Regulation of emotion (ROE) measured by 4 items (13, 14, 15, 16).

### **ii. Counterproductive Work Behaviours**

**Check List:** The counterproductive work behaviours check list (CWB- C) (32-Items) version was developed by Spector and Fox (2006). It is used to determine the magnitude of counterproductive work behaviours. The

responses are made on a five-point frequency scale ranging from 1 – 5, where 1,2,3,4,5 stands for Never, Once or twice, Once or twice per month, Once or twice per week and every day, respectively. This scale is divided into five sub-scales:

- (1) Abuse, measured by 17- items ( 8 , 9 , 1 4 , 1 5 , 1 9 , 2 0 , 2 1 , 2 3 , 24,25,26,27,28,29,30,31 and 32).
- (2) Production Deviance, measured by three (3) items, item number 2, 10, and 12.
- (3) Sabotage, measured by three (3) items, item number 1,5, and 6.
- (4) Theft, measured by five (5) items, items number 7,16,17,18 and 22 and
- (5) Withdrawal, measured by four (4) items, items 3,4,11 and 13 on the counterproductive work behaviours check list.

**Psychometric properties of the instrument:** Anjum and Parvez (2013) reported the statistic reliability of the five dimensions of the counterproductive work behaviours checklist as follows: Abuse ( $\alpha = 0.771$ ), Sabotage ( $\alpha = 0.812$ ), Production deviance ( $\alpha = 0.836$ ), Theft ( $\alpha = 0.831$ ), and Withdrawal ( $\alpha = 0.883$ ). The overall reliability (Cronbach's alpha) of the scale (all the 32 items) was reported as .84. which shows that the internal consistency is high and the scale is reliable. Among Nigerian samples, Lawal, Babalola, and Ordu (2019) reported internal consistency of 0.97, while Alpha coefficient of .90 was obtained.

## Procedure

The researcher obtained a letter of introduction from the Department of Psychology, Benue State University, Makurdi, and presented same to the Registry of the three Universities. Ethical clearance was sought and obtained, including information on the total number of non-teaching staff, which was given to the researcher.

A total number of 348 copies of questionnaires were proportionally issued to non-teaching staff of the three (3) universities in Benue State. J.S Tarka University Makurdi 204, Benue State University 116 and University of Mkar 28 non-teaching staff respectively. Informed consent, briefing and debriefing was done for ethical considerations. The researcher entertained questions by those who needed clarification on how to answer the questionnaires. After administering the questionnaires and the participants having responded to them, the instruments were retrieved, screened and imputed into the SPSS for analysis.

## Data Analysis

Data collected in the study were analyzed using computer software called Statistical Package for Social Science (SPSS), version 26. SPSS is a computer package used for rigorous statistical analyses mostly in the social sciences. During the pilot study, Cronbach's alpha, interitem-total correlation and factor analyses were performed on the



four scales to determine the scale reliability, item-total correlation coefficient and component extraction respectively.

For the main study, the data collected were analyzed using both descriptive and inferential statistics. First of all, a preliminary analysis using frequencies, mean and standard deviations were performed to

summarize the demographic characteristics of the respondents. Also, inter- correlations among the study variables were examined.

The second statistical test that was used in this study was Multiple Linear Regression Analysis, to examine the influence of emotional intelligence and its dimensions on counterproductive work behaviours and its dimensions.

**Table1:Multiple Linear Regression Analysis showing influence of emotional intelligence (self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions) on counterproductive work behaviour (abuse, production deviance, sabotage, theft and withdrawal) among non-teaching staff of the universities in Benue state**

| DV         | Predictors   | R    | R <sup>2</sup> | Df    | F       | P     | T       | p     |
|------------|--------------|------|----------------|-------|---------|-------|---------|-------|
| Abuse      | Constant     | .933 | .871           | 4,343 | 577.876 |       | .626    | .NS   |
|            | Self E A     |      |                |       |         | -.118 | -2.956  | <.05  |
|            | Others EA    |      |                |       |         | .357  | 9.425   | <.001 |
|            | Use of E     |      |                |       |         | .221  | 5.212   | <.001 |
|            | Regulating E |      |                |       |         | .576  | 14.016  | <.001 |
| Prod.Dev   | Constant     | .951 | .905           | 4,343 | 819.272 |       | .074    | NS    |
|            | Self E A     |      |                |       |         | -.048 | -1.392  | <.05  |
|            | Others EA    |      |                |       |         | .418  | 12.864  | <.001 |
|            | Use of E     |      |                |       |         | .075  | 2.057   | <.05  |
|            | Regulating E |      |                |       |         | .622  | 17.694  | <.001 |
| Sabotage   | Constant     | .791 | .626           | 4,343 | 142.264 |       | .380    | NS    |
|            | Self E A     |      |                |       |         | -.599 | -8.811  | <.001 |
|            | Other E A    |      |                |       |         | .282  | 4.373   | <.001 |
|            | Use of E     |      |                |       |         | .478  | 6.620   | <.001 |
|            | Regulating E |      |                |       |         | .586  | 8.386   | <.001 |
| Theft      | Constant     | .819 | .671           | 4,343 | 175.084 |       | -2.147  | <.05  |
|            | Self E A     |      |                |       |         | -.378 | -5.929  | <.001 |
|            | Others E A   |      |                |       |         | .339  | 5.613   | <.001 |
|            | Use of E     |      |                |       |         | .194  | 2.866   | <.001 |
|            | Regulating E |      |                |       |         | .712  | 10.861  | <.001 |
| Withdrawal | Constant     | .893 | .792           | 4,343 | 336.288 |       | 2.254   | <.001 |
|            | Self E A     |      |                |       |         | .504  | 10.069  | <.001 |
|            | Others E A   |      |                |       |         | .178  | 3.751   | <.001 |
|            | Use of E     |      |                |       |         | .114  | 2.150   | <.05  |
|            | Regulating E |      |                |       |         | .183  | 3.547   | <.001 |
| CWB        | Constant     | .892 | .796           | 4,343 | 333.616 |       | .521    | NS    |
|            | Self E A     |      |                |       |         | -.506 | -10.075 | <.001 |
|            | Others E A   |      |                |       |         | .178  | 3.724   | <.001 |
|            | Use of E     |      |                |       |         | .259  | 4.843   | <.001 |
|            | Regulating E |      |                |       |         | .941  | 18.214  | <.001 |

**Key: A=Appraisal, EA=Emotional Appraisal, E=Emotion**

The result of multiple linear regression a significant influence of emotional presented in Table 4.3 showed that, there was intelligence (self-emotional appraisal, others

emotional appraisal, use of emotions and regulation of emotions) on counterproductive work behaviour (abuse, production deviance, sabotage, theft and withdrawal) among non-teaching staff of universities in Benue state [ $R=.933$ ,  $R^2=.871$ ,  $F(4,347)=577.876$ ,  $p<.01$ ]. The result implies that emotional intelligence strongly predicted counterproductive work behaviour, with emotional intelligence accounting for 87.1% of the observed variations in CWB among non-teaching staff of Universities in Benue State. This means that staff with high emotional intelligence will likely exhibit less tendency for counterproductive work behaviour while those staff with low emotional intelligence will likely engage in counterproductive work behaviour. Based on this finding, hypothesis two was confirmed.

As it regards the dimensions of emotional intelligence the results in table 4.3 indicated that, others emotional appraisal significantly and positively predicted CWB among non-teaching staff of universities in Benue State ( $\beta=.357$ ,  $t=9.425$ ,  $p<.01$ ). The result in Table 4.3 equally indicates that use of emotions significantly and positively predicted CWB among non-teaching Staff of universities in Benue State ( $\beta=.221$ ,  $t=5.212$ ,  $p<.01$ ). Similarly, regulation of emotions significantly and positively predicted CWB among non-teaching staff of universities in Benue State ( $\beta=.576$ ,  $t=14.016$ ,  $p<.01$ ). The results however indicate that self-emotional appraisals significantly but negatively

predicted CWB among staff of Universities in Benue State ( $\beta=-.118$ ,  $t=-2.956$ ,  $p<.01$ ). This result depicts the fact that lower scores in self-emotional appraisal are associated with higher levels of counterproductive work behaviour, suggesting that individuals who struggle to accurately assess their own emotions may be more prone to engaging in counterproductive behaviours at work. Conversely, higher scores in other emotional appraisal, use of emotions, and regulation of emotions are linked to lower levels of counterproductive work behaviour, indicating that individuals with better abilities in understanding others' emotions, utilizing emotions effectively, and regulating their own emotions are less likely to exhibit counterproductive work behaviours.

The result further showed that, there was a significant influence of emotional intelligence (self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions) on abuse a dimension of CWB among non-teaching staff of universities in Benue state [ $R=.951$ ,  $R^2=.905$ ,  $F(4,343)=819.272$ ,  $p<.01$ ]. The result implies that emotional intelligence strongly influences abuse, with emotional intelligence accounting for 90.5% of the observed variations in such behaviour among non-teaching staff of Universities in Benue state. This underscores the critical role emotional intelligence plays in shaping workplace conduct, implying that enhancing emotional intelligence may be a key to mitigating abuse

in the workplace.

Regarding the dimensions of emotional intelligence, the result indicated that, others emotional appraisal significantly and positively predicted abuse among non-teaching staff in Benue State ( $\beta=.418$ ,  $t=12.864$ ,  $p<.01$ ). The results also indicate that use of emotions significantly and positively predicted abuse among non-teaching staff of the universities in Benue State ( $\beta=.075$ ,  $t=2.057$ ,  $p<.01$ ). Similarly, the results in Table 4.3 show that regulation of emotions significantly and positively predicted abuse among non-teaching staff of the universities in Benue State ( $\beta=.622$ ,  $t=17.694$ ,  $p<.01$ ). However, self-emotional appraisal ( $\beta=-.048$ ,  $t=-1.392$ ,  $p>.05$ ) did not predict abuse. This result reveals that higher scores in other emotional appraisal, use of emotions, and regulation of emotions are linked to lower level of abuse.

Similarly, the results of Linear Multiple Regression presented in Table 4.3 show that, there was a significant influence of emotional intelligence (self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions) on production deviance a dimension of CWB among non-teaching staff of universities in Benue state [ $R=.792$ ,  $R^2=.626$ ,  $F(4,343)=142.264$ ,  $p<.01$ ]. The result implies that emotional intelligence strongly influences production deviance, with emotional intelligence accounting for 62.6% of the observed

variations in production deviance among non-teaching staff of Universities in Benue State. The findings suggest that staff with higher emotional intelligence will be less likely to exhibit production deviance behaviour compare to those with lower level of emotional intelligence.

For the prediction of the dimensions of emotional intelligence on production deviance, the results in table 4.3 indicated that, self-emotional appraisal negatively predicted deviance among non-teaching staff of the universities in Benue State ( $\beta=-.599$ ,  $t=-8.811$ ,  $p<.01$ ). However, others emotional appraisal positively predicted deviance among non-teaching staff of the universities in Benue State ( $\beta=.282$ ,  $t=4.373$ ,  $p<.01$ ). The results also show that use of emotions positively predicted deviance among non-teaching staff in Benue State ( $\beta=.478$ ,  $t=6.620$ ,  $p<.01$ ). Similarly, the results indicate that regulation of emotions positively predicted deviance among non-teaching staff of the universities in Benue State ( $\beta=.586$ ,  $t=8.386$ ,  $p<.01$ ). The results suggest that lower levels of self-emotional appraisal are significantly associated with increased production deviance. Additionally, higher levels of others' emotional appraisal, use of emotions, and regulation of emotions are all linked to decreased production deviance, highlighting the potential protective role of enhanced emotional intelligence in mitigating counterproductive work behaviour.

The result further showed that, there was a significant influence of emotional intelligence (self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions) on sabotage a dimension of CWB among non-teaching staff of the universities in Benue state [ $R=.819$ ,  $R^2=.671$ ,  $F(4,343)=175.084$ ,  $p<.01$ ]. The result implies that emotional intelligence significantly and positively influenced sabotage, with emotional intelligence accounting for 67.1% of the observed variations in sabotage behaviour among non-teaching staff of Universities in Benue State. This implies that higher level of emotional intelligence among non-teaching staff of Universities in Benue State will reduce counterproductive work behaviour of sabotage while lower level of emotional intelligence will increase the sabotage behaviour of the staff.

Independently, the results in table 4.3 indicated that, self-emotional appraisal significantly but negatively predicted sabotage among non-teaching staff in Benue State ( $\beta=-.378$ ,  $t=-5.929$ ,  $p<.01$ ). The results also show that others emotional appraisal significantly predicted sabotage among non-teaching staff of the universities in Benue State ( $\beta=.339$ ,  $t=5.613$ ,  $p<.01$ ). Furthermore, the results in Table 4.3 reveal that use of emotions significantly predicted sabotage among non-teaching staff in Benue State ( $\beta=.194$ ,  $t=2.866$ ,  $p<.01$ ). The results equally show that regulation of emotions

significantly predicted sabotage among non-teaching staff of the universities in Benue State ( $\beta=.712$ ,  $t=10.861$ ,  $p<.01$ ). The result implies that non-teaching staff with higher self-emotional appraisal and better regulation of emotions are less likely to engage in sabotage, while those with enhanced skills in perceiving others' emotions and utilizing emotions are more prone to engage in sabotage.

The result also showed that, there was a significant influence of emotional intelligence (self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions) on theft, a dimension of CWB among non-teaching staff of the universities in Benue State [ $R=.893$ ,  $R^2=.794$ ,  $F(4,343)=336.288$ ,  $p<.01$ ]. The results further showed that emotional intelligence significantly and positively contributed 79.4% in the total variance observed in theft among non-teaching staff of universities in Benue State.

Regarding the influence of the dimensions of emotional intelligence on theft, the result presented in table 4.3 indicated that self-emotional appraisal predicted theft among non-teaching staff of the universities in Benue State ( $\beta=.504$ ,  $t=10.069$ ,  $p<.01$ ). results also show that emotional appraisal predicted theft significantly among non-teaching staff in Benue State ( $\beta=.178$ ,  $t=3.751$ ,  $p<.01$ ). Furthermore, results in Table 4.3 reveal that use of emotions

significantly and positively predicted theft among non-teaching staff of the universities in Benue State ( $\beta=.114$ ,  $t=2.150$ ,  $p<.01$ ). Similarly, regulation of emotions significantly predicted theft among non-teaching staff in Benue State ( $\beta=.183$ ,  $t=3.547$ ,  $p<.01$ ). The results imply that non-teaching staff with higher self-emotional appraisal and better regulation of emotions will have enhanced skills in perceiving others' emotions and utilizing emotions are less likely to be prone to CWB of theft while those staff with lower level of those factors are more likely to engage in CWB of theft.

Finally, results presented in table 4.3 showed that, there was a significant influence of emotional intelligence (self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions) on withdrawal, a dimension of CWB among non-teaching staff of Universities in Benue State [ $R=.892$ ,  $R^2=.796$ ,  $F(4,343)=333.616$ ,  $p<.01$ ]. The results further show that emotional intelligence positively contributed 79.6% in the total variation observed in withdrawal dimension of CWB among non-teaching staff of Universities in Benue State. Independently, the results indicate that the dimensions of emotional intelligence, others emotional appraisal significantly predicted withdrawal among non-teaching staff in Benue State ( $\beta=.178$ ,  $t=3.724$ ,  $p<.01$ ). Results also indicate that use of emotions significantly predicted withdrawal among non-teaching staff in Benue State ( $\beta=.259$ ,

$t=4.843$ ,  $p<.01$ ). Furthermore, regulation of emotions significantly predicted withdrawal among non-teaching staff in Benue State ( $\beta=.941$ ,  $t=18.214$ ,  $p<.01$ ). Finally, results from Table 4.3 however reveal that self-emotional appraisal negatively predicted withdrawal among non-teaching staff in Benue State ( $\beta=-.506$ ,  $t=-10.075$ ,  $p<.01$ ). The results imply that emotional intelligence factor significantly and independently impacted behaviour of withdrawal among non-teaching staff of Universities in Benue State

### Discussion

The current study examined the influence of emotional intelligence (self-emotional appraisal, others emotional appraisal, use of emotions and regulation of emotions) on counterproductive work behaviour (abuse, production deviance, sabotage, theft and withdrawal) among non-teaching staff of the universities in Benue State. It was found that emotional intelligence significantly influences counterproductive work behaviour. Furthermore, it was found that, independently, emotional intelligence factors predicted counterproductive work behaviour dimensions significantly. Result indicates that all the dimensions of emotional intelligence significantly influenced all the dimensions of counterproductive work behaviour among non-teaching staff of universities in Benue State. This result suggests that emotional intelligence plays important role in mitigating

counterproductive work behaviour.

The finding of this study supports the work of Ehigie and Hameed (2020) whose result indicated that emotional intelligence displayed an inverse relationship with abusive behaviour, implying that higher emotional intelligence was linked to decreased abusive behaviour. Similarly, organisational constraints were positively correlated with production deviance, while emotional intelligence exhibited a negative correlation with production deviance implying that the higher level of emotional intelligence corresponds with lower level of counterproductive work behaviour of production deviance.

This finding is also in line with the work of Samanta and Kallou (2020) who studied the role of emotional intelligence in counterproductive work behaviours. They reported that emotional intelligence was a significant factor influencing counterproductive work behaviour.

Furthermore, this finding corroborated the findings by Adhikari (2020) who studied the relationship between emotional intelligence and counterproductive work behaviours among teachers in Kathmandu, Nepal. The results of the study showed that four factors of emotional intelligence significantly but negatively correlated with counterproductive work behaviours. Which means that teachers with high emotional intelligence are

low on counterproductive work behaviours.

The implication of this finding and those of other researchers is that given the same situation and same level of negative emotion experienced, the staff with high emotional intelligence engaged less in counterproductive work behaviour compared to those with low emotional intelligence, confirming the significant influence of emotional intelligence on counterproductive work behaviour.

### **Conclusion**

Based on the above finding it was concluded that each dimension of emotional intelligence contributes to reducing counterproductive work behaviours, providing a comprehensive understanding of the relationship between emotional intelligence and counterproductive work behaviour.

### **Recommendations**

Based on the findings of this study it was recommended that:

- I. There should be emotion regulation sessions for the staff. The implementation of these sessions will offer a practical approach to enhancing positive workplace interactions and reducing counterproductive behaviours. To achieve this, professional industrial/organisational psychologists should be involved to design sessions focused on emotional



regulation. These sessions would give training to staff on expressing positive emotions towards University management, students, and colleagues, with the aim of reducing the likelihood of engaging in counterproductive work behaviours.

- ii. Emotional intelligence training should be incorporated into existing training programmes, like leadership development or conflict resolution training. It could help to provide employees with the skills they need to manage their emotional intelligence in the workplace. This emotional intelligence training should be tailored to each individual's needs. Everyone has different strengths and weaknesses when it comes to emotional intelligence, so a one-size-fits-all approach will not be as effective.

### References

- Adhikari, P. (2020). *Industrial and organisational psychology: Text books of psychology in Nepal*: Taleju B Prakashan publishers and distributors.
- Alwansyah, A.A., Susanti, E., & Syah, T.Y.R. (2020). The effect of cyberbullying victimisation on counterproductive work behaviours: *International Journal of Global Operations Research*, 1(3), 109–213.
- Ehigie, B.O., & Hameed, S.A. (2020). Emotional Intelligence and Organisational Constraints as Predictors of Counter Productive Work Behaviour Among Teachers in Abeokuta metropolis Ogun State. *International Journal of Scientific and Research Publications*; 10 (6) (1), 90-101.
- ICPC (2012). ICPC to conduct system Review of Nigerian Universities. Retrieved [http://logbabycom/news/icpc-beam-search\\_13553ht\\_ml#wage6w2mo2w](http://logbabycom/news/icpc-beam-search_13553ht_ml#wage6w2mo2w), 02/09/2017.
- Jafri, M.H., Dem, C., & Choden, S. (2016) Emotional Intelligence and employee creativity: Moderating role of proactive personality and organisational climate. *Business Perspective and Research*, 4(1) 54-66.
- Mayer, J.D, Roberts R.D., Bars Ade, S.G (2008) Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507-536.
- Samanta, I. & Kallou, S (2020) The role of Emotional intelligence in counterproductive work behaviours. *European Business & Management*. 6(2), 20-27.
- Uchir, J.T., Ucho. A., & Gwambe, C. D. (2023). Counterproductive work behaviour among non-teaching staff of state owned university: Job characteristics and organisational support in perspective. *Journal of psychology and Allied Disciplines*, 2 (1).
- Yusufari, M.Y., & Bambale, A.J. (2022). The effect of job stress on counterproductive work behaviour among non-academic staff of universities in Yobe State Nigeria. *Industrial and organisational science journal*, 1 (1), 25-40.