INFLUENECE OF AGE, EMOTIONAL INTELLIGENCE AND PERSONALITY TRAIT ON COUNTER-PRODUCTIVE WORK BEHAVIOR AMONG NON-ACADEMIC STAFF OF FEDERAL UNIVERISITY OYE-EKITI

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CERTIFICATION

I hereby certify this research work was carried out by **KOLADE AFEEZ BAMIDELE (MATRIC NO PSY/14/2034)**in the department of psychology, Faculty of Social Science, Federal University Oye-Ekiti, under my supervision.

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DEDICATION

I DEDICATE THIS PROJECT TO GOD ALMIGHTY THE ONE WHO WAS, WHO IS AND WHO IS TO COME AND MY ENTIRE FAMILY. YOU MEAN THE WORLD TO ME.

ACKNOWLEDGEMENTS

Above and beyond all, I give all honour and glory to my Lord, God and Saviour for His divine guidance and wisdom to me during this journey. My hope and glory is in you alone my God. I would like to express my profound gratitude to entire family of Pastor & Prophetess Asaolu and Mr.& Mrs Adejumo for their love and kindness.

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ABSTRACT

The research aimed to determine the influence of dispositional factors and some demographic factors on counterproductive work behaviour among non-academic staff, the study examined age, emotional intelligence and personality traits as variables to know their influence on counterproductive behaviour. Federal University Oye-Ekiti non-academic staff was used as the population were 242 participants were used (127 male, 115 female) with mean age of 36.34 years (SD = 7.008). The participants responded to structured questionnaires consisting of Emotional intelligence, personality traits and counterproductive work behavior scales. Four hypotheses were tested using multiple regression and t-test for independent samples. Results showed that age, emotional intelligence and personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) jointly predict CWB($R = 0.40$, $F = 6.03$, $p < .01$) however, none of the predictors independently predict CWB, it also found out that personality trait (extraversion, agreeableness, conscientiousness, neuroticism and openness) independently influenced CWB ($R = 0.40$, $F = 9.09$, $p < .05$) but only agreeableness independently predicted CWB. Emotional intelligent significantly influenced CWB ($X = 72.3000$, t - -4.016; $df = 240$, $p<05$). Age did not significantly influence CWB ($X = 66.3167$, $t = 224$, $p > .05$) and gender did not significant influence CWB ($t = 0.490$; $df = 240$, $p < .05$). Based on the findings, it was recommended that during recruitment process organisation should also asses for emotional intelligence and personality traits. It was suggested that more research should be conducted by other researcher on this topic with larger population.

Keywords: Counterproductive work behaviour, age, emotional intelligence, personality trait

Word Count: 243

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Within organisations today counterproductive behaviour at work is a huge issue which can have severe consequences. At least 30% of all businesses are believed to fail due to counter-productive work behaviours. (Moretti, 1986).The issue of subprime loans, which involves lending to people with poor credit histories, led to the collapse of many finance institutions a few years ago. All it takes is one employee engaging in serious counter-productive work behaviour to have detrimental effects on an organisation. The actions of one person led to the collapse of ENRON. Up to 89% of employees have engaged in counter-productive at work (Boye and Wasserman, 1996). Studies have shown that between 35% and 75% of employees have admitted to stealing from their employer, which resulted in over $50 billion of losses to organisations in the USA each year. This figure is believed to be increasing every year (Boye and Wasserman, 1996; McGurn, 1988).

Counter-productive work behavior (CWB) is accepted as important subject to survival of an organization and individual goals and needs. The issue of counter-productive work behaviour cannot be over-emphasised in some Nigerian organizations. This is based on the premise that counter-productive work behaviour among workers is one of the factors that are suspected to be among the major causes of poor organizational performance. It is like an erosion menace, which if left uncontrolled in some of our organizations, has the potentials to eat deep into the organizational proficiencies and bring such organizations to a defunct state.

Counter-productive work behaviors (CWBs) are an expensive phenomenon for an organization, costing over four billion dollars in addition to human-related costs such as low morale and turnover (Frost, 2007; Greenberg, 1998). Even inoffensive, low-intensity CWBs

can influence targets, including decreased job satisfaction, job withdrawal, and increased psychological distress (Cortina, Magley, Williams, and Langhout, 2001). Both situational and individual differences can prelude counter-productive work behaviors, depending on the cognitive processing of the offender (Martinko, Gundlach, and Douglas, 2002). These behaviors can harm organizations or people in organizations including employees and clients, customers, or patients. It has been proposed that a person-by-environment interaction can be utilized to explain a variety of counter-productive behaviors. For instance, an employee who is high on trait anger (tendency to experience anger) is more likely to respond to a stressful incident at work (being treated rudely by a supervisor) with CWB.

There have been numerous explanations about Counter-productive work behavior (CWB); is employee behavior that goes against the legitimate interests of an organization.These behaviors can harm organizations or people in organizations including employees and clients, customers, or patients. It has been proposed that a person-by-environment interaction can be utilized to explain a variety of counter-productive behaviors. For instance, an employee who is high on trait anger (tendency to experience anger) is more likely to respond to a stressful incident at work (being treated rudely by a supervisor) with CWB.

Counter-productive work behavior, also known as workplace deviance, is a component of job performance that has been defined by (Fox and Spector, 2005) as the spectrum of actions that harm employees or organizations. This is not to be confused with workplace incivility, or actions that diverge from any organizational norm (Bunk and Magley, 2013); it is instead a voluntary action that the employee performs with the objective of harming the organization (Conlon, Meyer, and Nowakowski, 2005; Fox and Spector, 1999; Robinson and Bennett, 1995). The voluntary nature of CWBs comes from employees lacking the motivation to conform to normative expectations of the organizations, and/or becoming

motivated to violate these expectations (Kaplan, 1975). Fox and Spector (2005) note that this spectrum of deviant actions can range from severe, deliberate aggression to the ambiguous occurrences of intentional carelessness.

Another way to organize counter-productive work behaviors is active (e.g., theft, aggression, sabotage, etc.) versus passive (e.g., withdrawal) as described by Buss (1961) and Conlon et al. (2005). The targets of these actions vary as well; the actions may be organization-targeted (CWB-O) or interpersonal (CWB-I) where the behavior is targeted toward others in the organization including supervisors and/or peers (Hershcovis, Turner, Barling, Inness, LeBlanc, Arnold, Dupre, and Sivanathan, 2007). A test performed by Bennett and Robinson (2000) supported this separation of dimensions into CWB-I and CWB-O and a meta-analysis conducted by Dalal (2005) showed that CWB-I and CWB-O are related, $\rho = .70$.

While the CWB-I and CWB-O distinction is useful in describing the separate targets of counter-productive work behaviors, a more fine-grained distinction may allow us to gain a better understanding of why specific counter-productive behaviors are committed.Specifically, Spector, Penney, Bruursema, Goh, and Kessler (2006) proposed five primary categories of counter-productive work behaviors: abuse (i.e., making offensive comments, starting arguments or making rude gestures, threatening or harming others, disrespecting privacy); sabotage (i.e., wasting materials/supplies, damaging equipment/property, destroying the atmosphere of the office); production deviance (i.e., doing work incorrectly or slowly, failing to follow instructions); withdrawal (i.e., absenteeism, tardiness, leaving work early, taking excessive or long breaks); and theft (i.e., taking items from office or employees, incorrectly reporting hours worked).

While some researchers have broken down the CWB categories to more than five dimensions, other taxonomies of CWB can be collapsed into Spector et al.'s (2006) five CWB dimensions. For example, the eleven-factor model proposed by Gruys and Sackett (2003) includes theft and related behavior, which match the theft category of the five-factor model; destruction of property, misuse of information, and misuse of time and resources, which are analogous to sabotage behaviors; unsafe behaviors and poor quality work falling under production deviance; poor attendance, alcohol use, and drug use relating to withdrawal behaviors; and lastly inappropriate verbal actions and inappropriate physical actions comprising the fifth category of abuse. Therefore, this thesis employed the use of Spector et al.'s (2006) five CWB dimensions.

This meta-analysis evaluates emotional intelligence, age and personality trait as a predictor of the dimensions related to CWB targets (i.e., CWB-I and CWB-O) as well as the five dimensions of CWBs and overall counter-productive work behaviors (to accommodate the research that continues to combine all CWBs despite the support for dimensionalizing; Douglas and Martinko, 2001; Hepworth and Towler, 2004). Despite prior research on counter-productive work behaviors, meta-analytic work has ignore the five dimensional structure of CWBs and has tended to focus on broad CWB or the relationship between CWB-I and CWB-O. In this study will examine the extent to which emotional intelligence, age and personality trait predict overall CWB, CWB-I, CWB-O, and the five dimensions of CWB. This contributes to the literature in the following ways: by evaluating the five dimensions of CWB, CWB-I and CWB-O, as well as overall CWB, this thesis will offer a comparative assessment of how personality types, age, emotional intelligence and various CWB dimensions are related.

The concept of emotional intelligence actually began evolving from the research of Thorndike and Stein (1937), which proposed a new construct of "social intelligence"

(Freshman and Rubino, 2004). This term was intended to describe the differences that individuals displayed in their social interactions, with some individuals possessing greater ability than others to understand and influence others. Wechsler (1940) then developed a model of intelligence that considered the dimension of intellective intelligence, which involved cognitive skills, and non-intellective intelligence, which involved a social and emotional set of skills. This model gradually evolved, with an increasing amount of evidence suggesting the existence of emotional intelligence that was different from cognitive intelligence. Mayer and Salovey (1993) engaged in research that indicated emotional intelligence involved a set of hierarchical abilities. At the top of the hierarchy is the ability to accurately perceive, assess and express emotions. This is followed by ability to generate feelings when it is necessary to understand the self or others. The next level is the ability to understand emotions, which is followed by the ability to regulate emotions. More recent research into the ability construct of emotional intelligence suggests there are as many as 24 skills or abilities associated with emotional intelligence (Freshman and Rubino, 2004).

Emotional intelligence is one the factor that is likely to predispose federal university non-academic staffs to counterproductive work behaviour. Emotional intelligence has been defined as the ability to motivate oneself, to persist in the face of frustrations, to control impulse and delay gratification, to regulate one's moods, to keep distress from interfering with the ability to think, to empathize, to hope, to perform and to be creative (Erasmus, 2007). As early as in 1921, Professor Thorndike in his theory of social intelligence "defined it as the ability to understand and manage men and women, boys and girls, to act wisely in human relations. In 1940, under the theory of intelligence quotient found that there are two types of intelligence, "intellective" and "non-intellective". Maree and Ebersohn (2002) explained that emotional intelligence includes concepts like social deftness, emotional stability, compassion and integrity. Expressing the importance of emotional intelligence in

day to day living, Punia and Sangwan (2011) stressed that emotional intelligence is the driving force behind the factors that affect personal success and everyday interaction with others.

According to Mayer and Solovey's model, emotional intelligence encompasses Perception (an ability to be self-aware of emotions and to express emotions and emotional needs accurately to others); Assimilation (an individual's ability to use emotions to prioritize thinking by focusing on important information that explains why feelings are being experienced); Understanding (ability to understand complex emotions like simultaneous feelings of loyalty and anger); and Emotional management (ability to connect or disconnect from an emotion depending on its usefulness in any given situations). Emotional Intelligence has been found to be a predictor of life satisfaction, healthy psychological adaptation, and positive interactions with peers, family and higher parental warmth (Punia and Sangwan, 2011). Goleman was exposed to Mayer's and Solovey's work and took the concept of emotional intelligence a step further. In 1995, he argued that existing definitions of intelligence needed to be reworked. IQ was still important, but intellect alone was no guarantee of adeptness in identifying one's own emotions or the emotional expressions of others.

It took a special kind of intelligence, Goleman said, to process emotional information and utilize it effectively- whether to facilitate good personal decisions, to resolve conflicts or to motivate one and others. Goleman's broadened Mayer's and Salovey's four branch system to incorporate five essential elements of emotional intelligence – or EQ, the shorthand he sometimes uses; emotional self- awareness (knowing what one is feeling at any given time and understanding the impact those moods have on others), self-regulation (controlling or redirecting one's emotions; anticipating consequences before acting on impulse, social skills (managing relationships, inspiring others and inducing desires responses from them),

Empathy (sensing the emotions of others), Motivation (Utilizing emotional factors to achieve goals, enjoy the learning process and preserve in the face of obstacles).

Typically, emotional intelligence is considered to involve emotional empathy, attention to and discrimination of one's emotions, accurate recognition of one's own and others' moods, respond with appropriate emotions and behaviours' in various life situations (especially to stress and difficult situations) among other factors (Chovwen, 2013). An employee with high emotional intelligence can manage his or her own impulses, communicate with others effectively, manage change, solve problems, and use humour to build rapport in tense situations. This clarity in thinking and composure in stressful and chaotic situations is what separates top performers from weak performers in the workplace.

Another variable that can contribute to exhibition of CWBs is personality traits; one of the first things that strike us is how different people are from one another. Some people are very talkative while others are very quiet. Some are active whereas others are crouch potatoes. Some worry a lot, others almost never seem anxious. Each time we use one of these words; "talkative," "quiet", 'active" or "anxious," it is usually being referred to a person's personality-the characteristic ways that people differ from one another. Personality traits reflect people characteristic patterns of thoughts, feelings and behaviours. Personality traits imply consistency and stability- someone who scores high on a specific trait like Extraversion is expected to be sociable in different situations and over time. The most widely used system of traits is called the five-factor model. This system includes five broad traits that can be remembered with the acronym OCEAN: Openness, Conscientiousness, Extraversion, Agreeableness, and neuroticism.

Extraversion means having an energetic approach toward the social and physical world. Extraverted people often feel positive emotion and tend to agree with statements like

"I see myself as someone who is outgoing, sociable," while people who are introverted (low in extraversion) tend to disagree with these statements (This and the following items are from the Big Five Inventory: John, Donahue,and Kentle,1991).Neuroticism means being prone to negative emotion, and its opposite is emotional stability. This dimension is assessed by finding out whether people agree with statements like "I see myself as someone who is depressed, blue." Agreeableness is a trusting and easy-going approach to others, as indicated by agreement with statements like "I see myself as someone who is generally trusting." Conscientiousness means having an organized, efficient, and disciplined approach to life, as measured via agreement with statements like "I see myself as someone who does things efficiently." Finally, openness to experience refers to unconventionality, intellectual curiosity, and interest in new ideas, foods, and activities. Openness is indicated by agreement with statements like "I see myself as someone who is curious about many different things." of the environment, their attributions for causes of events, their emotional responses, and their ability to inhibit aggressive and counter-productive impulses (Spector, 2010). Penney et al., (2011), also argued that personality is an important determinant of individual behavior in the workplace. The personality-CWB was supported by the attitude-behaviour theory (Fishbein and Ajzen, 1975).

Age is another vital variable that seem to have influence counter-productive work behavior. There have been mixed findings regarding the relationship between age and CWB. For instance, the result of a meta-analysis conducted by Lau and Sholihin (2005) found age to be one of the strongest demographic predictors of CWB. Similarly, Hershcovis, Turner, Barling, Arnold, Dupre, Inness, LeBlanc, and Sivanatha (2007), conducted a study and found that age significantly predicted employee oriented CWB. The finding suggests that younger individuals were more likely to display behaviors that affected the organization negatively. Lastly, in a critical assessment of the age – CWB relationship, Baucus and Near (1991),

reported negative correlation between both such that younger employees had a higher tendency to deviate from organizational norms by engaging in behaviors considered detrimental to the organization.

1.2 Statement of problem

Counter-productive work behavior and emotional intelligence have a way of affecting the progress of an organization. According to the study by Lopes, Salovey, Côté, and Beers (2005), when employees fail to control their emotions they are likely to fail in social interaction and thereby experiencing negative emotions which result in counterproductive work behavior (Anderson, Deuser, and DeNeve, 1995; Fox and Spector, 2001). Mayer, Caruso, and Salovey (2000) explained that, if employees' emotional intelligence improved, deviant behaviors related organizational tasks would be remarkably reduced, thereby revealing negative relationships between emotional intelligence and employees' deviating behaviors.

Very few research's has been carried out on non-academicsstaff in universities to determine the influence of counter-productive work behavior. Non-academic staff is meant to help in therunning of the institution, any form of behaviour against the legitimate goal either towards the organization or other co-worker could negatively affects the target of the organization which will in-turn affects the academic staff of the institution.

1.3 Research questions

This research set out to answer the following questions:

i. Will emotional intelligence, personality traits and age jointly influence counter-productive of behavior among non-academic staff of Federal University Oye-Ekiti?

ii. Will personality traits influence the counter-productive work behavior of non-academic staff of Federal University Oye-Ekiti?

iii. Will emotional intelligence influence the counter-productive work behavior of non-academic staff of Federal University Oye-Ekiti?

iv. Will emotional intelligence, personality and age jointly influence counter-productive of behavior among non-academic staff of Federal University Oye-Ekiti?

v. Will gender influence counter-productive work behavior among non-academic staff of Federal University Oye-Ekiti?

1.4 Objectives of the study

The following are the objective of the study;

i. To investigate the joint influence of emotional intelligence, personality traits and age on counter-productive work behavior of non-academic staff of Federal University Oye-Ekiti?

ii. To investigate whether personality traits will predict counter-productive work behavior of non-academic staff of Federal University Oye-Ekiti?

iii. To determine the influence of emotional intelligence on counter-productive work behavior (CWB) of non-academic staff of Federal University Oye-Ekiti?

iv. Examine the influence of age on counter-productive work behavior of non-academic staff of Federal University Oye-Ekiti?

v. To investigate the influence of gender on counter-productive work behavior of non-academic staff of non-academic staff of Federal University Oye-Ekiti?

1.5 The significance of the study

This study is of relevance to the field of industrial psychology; an area that focuses on human interaction within the organization and how it influences individual and group behavior and also organizational outcome. The outcome of this study will add to the existing body of knowledge which will also fill the theoretical gap in literature on determinants of counter-productive work behaviour (CWB), furthermore, the study will assist organization/employers in making a wise and informed decision in the selection and placement of employees in an organization. It will help to broaden the knowledge of psychologist, academicians, and the public in understanding the effectiveness of emotional intelligence, personality traits and age on counter-productive work behavior. It will also help organization (Federal University Oye Ekiti) understand the importance of relevant factors which could affect the development of the organization both positively and negatively depending on the decision made by the organization in selection and placement process.

CHAPTER TWO

2.0LITERATURE REVIEW

2.1 Theoretical framework

2.1.1 Personality theory

THE BIG FIVE PERSONALITY TRAIT THEORY, the theory was developed by Goldberg, (1993). This focus on the most common personality traits that dominates humans after using the factor analysis which is uses to identify and group clusters of behavior that are highly correlated, and this personality traits includes:

Extraversion can be categorized as a positive emotion of personality trait because individual that have a high extraversion tend to be self-confident, dominant, active and excitement seeking. Employees higher in extraversion are less likely to experience anger (Jensen-Campbell and Malcolm, 2006). As such, this study assumes that employees that high extraversion are more likely to demonstrate lower CWB-O as lower CWB-1.

Agreeableness is a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. Havill, Besevegis and Mouroussaki, (1998) define agreeableness as the ability to inhibit disagreeable tendencies. Agreeableness also has been linked with orienting sensitivity, which is related with associative sensitivity as well as sensitivity to internal, affective, and external perception (Rothbart and Sackett, 2001). Study made by (Bolton, 2010) shows a negative relationship between agreeableness and CWB. As such, this assumes that employees' high agreeableness is more likely to demonstrate lower CWB-O as well as lower CWB-I.

Conscientiousness is a tendency to show self-discipline and aim for achievement above expectations. It is composed of numerous characteristics associated with self-regulation

(Ahadi and Rothbart, 1994). Individuals with high conscientiousness tend to show self-discipline and aim for achievement above expectations. Previous study made by O'Neill et al, 2001, LePine *et al..*, 2004; witt et al.., 2004, showed a negative relationship conscientiousness and CWB. As such, this study assumes that employees high in conscientiousness are more likely to demonstrate lower CWB-o as well as lower CWB-I.

Neuroticism is the personality trait in which related to a person's emotional stability. Hochwarter, (2000), found that of the big five personality dimensions, only neuroticism significantly predicted emotional exhaustion in a study that uses a sample of nurses working in a large American metropolitan hospital. Study made by Bolton, 2010, and O'Neill et al., 2011, showed that there is a positive relationship between neuroticism and CWB. As such, this study assumes that employees with high neuroticism are likely to demonstrate lower CWB-O as well as lower CWB-I.

Openness to experience shows that the individual is more creative, imaginative and have interest in experience new things due to the feeling of curiosity. Dear *et al.*, 2003, stated that employees with more open personalities were more likely to be emotionally exhausted and will lead to CWB. Bolton, 2010, stated that higher opened to experience has associated to more CWB event. As such, this study assumes that employees high in openness to experience are less likely to demonstrate lower CWB-O as well as lower CWB-I.

2.1.2 Theory of emotional intelligence

Goleman's (1998) model is very similar to that of Mayer and Salovey (1993), but focuses on competency rather than ability. Some of the more recent models postulate five domains that can be measured to determine the respective abilities of an individual. These

domains are: self-awareness, awareness of others, managing one's emotions, motivating oneself and skill in negotiating or resolving conflicts.

SELF AWARENESS – can be defined as the ability to accurately sense and identify feelings and to understand and appraise them (Casper 2001:65). It refers to the ability to recognise and identify internal states of feeling such as anger, disappointment, fear and exhilaration (Smith 2001:11). According to Maree (2002:267) this implies the ability to observe, recognise and understand one's own emotions, to react appropriately to these emotions and to be able to identify causes of certain emotions, to appropriately acknowledge feelings when they occur and to understand how one's feelings affect people around you. Simpkins (2003:5) further states that 'self-aware' is what separates us from animals. We have the ability to think and choose from a series of options.

AWARENESS OF OTHERS – Closely related, but at a higher developmental level, is awareness of others, which includes such skills as empathy or understanding others' feelings and role taking or understanding others' point of view. Both self-awareness and awareness of others are critical to positive interactions with others, resolving interpersonal conflicts and ultimately preventing and reducing the likelihood of violent, aggressive behaviour.

MANAGING ONE'S EMOTIONS – Casper (2001:79) defines self-management as the ability to use one's understanding of feelings to reason well and act intentionally. It refers to the ability to regulate and control potential troublesome emotions such as frustrations, resentment, guilt and despair. Anger management is an important skill in reducing violence potential at organisation. According to Maree & Eberhson (2002:267) and Smith (2001:11) self-regulation (or self-management) entails one's ability to control or handle (most of) one's emotions so that they are appropriate, the ability to understand and identify situations that can cause certain emotions to occur as well as to be aware of the factors behind emotions.

MOTIVATING ONESELF – Casper (2001) defines self-motivation as the ability to focus the power of one's emotions and to use them toward a purpose. According to Smith (2001) this has relevance to employee's performance in organisation. Employee who have the ability and skill to motivate themselves, both extrinsically and intrinsically, are likely to view organisation as a positive experience, are less likely to engage in problematic or antisocial behaviour and generally achieve at higher levels than their less motivated counterparts.

SKILL IN NEGOTIATING/RESOLVING CONFLICT is critical for reducing the probability of violent behaviour in organisation.

Cherniss and Goleman in Maree and Ebersöhn (2002:266) propose the following model of emotional intelligence that encompasses the five domains that were discussed in the previous paragraph.

A FRAMEWORK OF EMOTIONAL COMPETENCIES

	SELF	**OTHER**
RECOGNITION	**Self-Awareness** - Emotional self-awareness - Accurate self-awareness - Self-confidence	**Social Awareness** - Empathy - Service orientation - Organisational awareness
REGULATION	**Self-Management** - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative	**Social-skills/ Relationship skills Management** - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & collaboration

The diagram above shows how division of emotional competencies by Goleman is divided under recognition and regulation.

2.1.3 Continuity theory of aging

George and Robert are most likely associated with the continuity theory. George provided an empirical description of the continuity theory in 1968 in a chapter of the book Midddle Age and Aging. A reader in social psychology called "Persistence of lifestyle among the elderly; A longitudinal study of patterns of social activity in relation to life satisfaction." In 1971, Robert formally proposed the theory in his article "Retirement and leisure participation: continuity or Crisis?

The continuity theory of normal ageing states that older adults will usually maintain the same activities, behaviours, personality traits and relationships as they did in their earlier years of life. The theory considers the internal structures and external structures of continuity to describe how people adapt to their circumstances and set their goals. The internal structure of an individual lifetime. Other internal aspects such as beliefs can remain relatively constant throughout a person's lifetime. Other internal aspects such as beliefs can remain relatively constants as well, through are also subject of change. The internal structure facilitates future decision making by providing the individual with a strong internal foundation of the past. The external structure of an individual consists of relationship and social roles, and it supports the maintenance of a stable self-concept and lifestyle.

2.1.4 The social exchange model

The social exchange theory was developed from Thorndike's (1932, 1935) work on the development of reinforcement theory and Mill's (1923) marginal utility theory (Smale, 1990). Modern-day influences have been derived from the work of sociologists such as Homans (1961), Blau (1964) and Emerson (1972). Social exchange theory is a social psychological and sociological perspective that explains social change and stability as a process of negotiated exchanges between parties. Social exchange theory posits that

human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives. The model that emerges to explain social exchange theory is comprised of five central elements:

1. *Behaviour is predicated upon the notion of rationality.* That is, the more a behaviour results in a reward, the more individuals will behave that way. However, the more an individual receives a reward, the less valued it becomes, and the individual seeks alternative rewards through other behaviours or from other sources.

2. *The relationship is based on reciprocation.* That is, everyone in the relationship will provide benefits to the other so long as the exchange is equitable, and the units of exchange are important to the respective parties. An exchange between two individuals must be fair by both for the relation to continue, or at least to continue as strongly. This point out that it is not only important to respond fairly, but also with an item (not necessarily material) deemed to be important by the other person.

3. *Social exchange is based on a justice principle.* In each exchange, there should be a norm of fairness governing behaviour. That is, the exchange must be viewed as fair when compared in the context of a wider network or to third and fourth parties. This notion of distributive justice goes beyond the equity between the two principals' contribution. It involves each person comparing his or her reward to that of others who have dealt with this individual and what they received for the same or a similar contribution.

4. *Individuals will seek to maximize their gains and minimize their costs in the exchange relation.* It is important to understand that the notion of costs does not relate exclusively to financial issues; rather, costs can be incurred through the time and energy invested in a relationship.

5. *Individuals participate in a relationship out of a sense of mutual benefit rather than coercion*. Thus, coercion should be minimized.

This theory of social exchange theory is relevant to this study in it explanation of the causal factor of CWB. Here human relationships are described to be formed by the use of a subjective cost-benefit analysis and the comparison of alternatives. Therefore, the type Social exchange process brings satisfaction when people receive fair returns for their expenditures.

2.1.5 Theory of planned behavior

The understanding about counterproductive work behaviour can be explained through several theories such as Theory of Reasoned Action-TORA and Theory of Planned Behaviour Fishben and Ajzen (1980). These theories started with the assumption that attitude towards individual behaviour started with the belief system on the effect of certain behaviour. Therefore, attitude is decisive to a behaviour. A simplest way to predict a person's action or behaviour is through identifying their intention and desire. The relationship between the true behaviour and the intention of an individual depends on factors such as the importance of the intention and his/her capabilities to achieve what he/she wants (Eagly and Chaiken, 1993). The Theory of Planned Behavior (TPB) started as the Theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behavior at a specific time and place. The theory was intended to explain all behaviors over which people can exert self-control. The key component to this model is behavioral intent; behavioral intentions are influenced by the attitude about the likelihood that the behavior will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome.

The TPB has been used successfully to predict and explain a wide range of health behaviors and intentions including smoking, drinking, health services utilization, breastfeeding, and substance use, among others. The TPB states that behavioral achievement

depends on both motivation (intention) and ability (behavioral control). It distinguishes between three types of beliefs - behavioral, normative, and control. The TPB is comprised of six constructs that collectively represent a person's actual control over the behavior.

1. Attitudes - This refers to the degree to which a person has a favorable or unfavorable evaluation of the behavior of interest. It entails a consideration of the outcomes of performing the behavior.

2. Behavioral intention - This refers to the motivational factors that influence a given behavior where the stronger the intention to perform the behavior, the more likely the behavior will be performed.

3. Subjective norms - This refers to the belief about whether most people approve or disapprove of the behavior. It relates to a person's beliefs about whether peers and people of importance to the person think he or she should engage in the behavior.

4. Social norms - This refers to the customary codes of behavior in a group or people or larger cultural context. Social norms are considered normative, or standard, in a group of people.

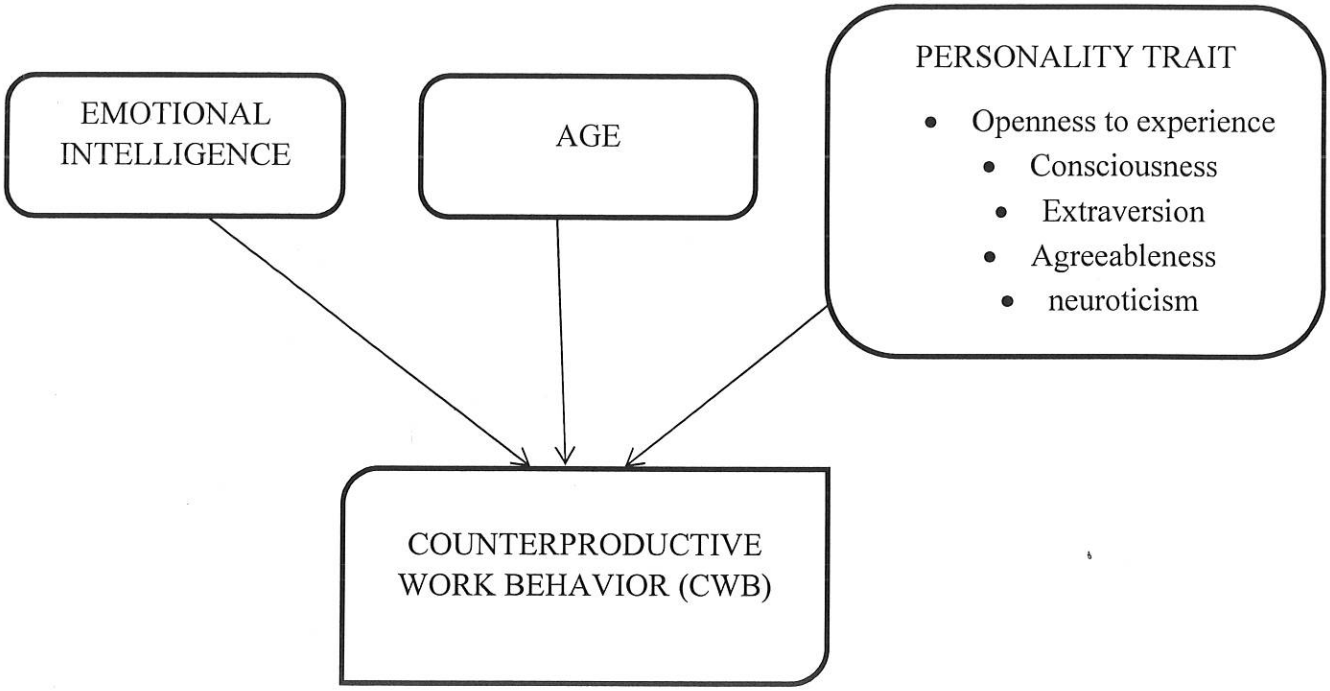
5. Perceived power - This refers to the perceived presence of factors that may facilitate or impede performance of a behavior. Perceived power contributes to a person's perceived behavioral control over each of those factors.

6. Perceived behavioral control - This refers to a person's perception of the ease or difficulty of performing the behavior of interest. Perceived behavioral control varies across situations and actions, which results in a person having varying perceptions of behavioral control depending on the situation. This construct of the theory was added later, and created the shift from the Theory of Reasoned Action to the Theory of Planned Behavior.

Ajzen and Fishbein (1980) agree that an individual attitude and behaviour consists of four elements mainly the specific behaviour, target behaviour, behaviour in context and the time of behaviour. This theory consists of several elements among which are determination behaviour, an intention to conduct a behaviour, attitude towards a behaviour, trust towards other people's perception on certain action and the encouragement to fulfil other's requirement. This behaviour may be a result of being utilitarian (an experience due to rewards or punishment) or normative (other people's assumption on whether certain behaviour is accepted). Both theories assume that behaviour is a result of a conscious decision on whether it could be conducted (Ajzen and Fishbein, 1980; Fishbein and Ajzen, 1975).

This theory emphasized that intention affects an individual's behaviour. Intention also provides motivation to an individual to behave. It acts as a guide to see how far an individual strive and plan further. In general, one's intention is the determinant to his/her behaviour. However, an intention will only be carried out based on one's confidence to control his/her behaviour. This perception is based on experience and any restraints that may arise if certain behaviour is conducted (Ajzen, 1991). Achievement of certain behaviour is also dependent on motivation or intention and capability and this is not a new idea. This can be proved with the theory relevant to behaviour such as the learning theory (Hull, 1943), psychomotor and cognitive (Fleishman, 1958; Locke, 1965; Vroom, 1964), and perception as well as individual attitude (Heider, 1944; Anderson, 1974). How far an individual behavioral control is, depends on the individual him/herself. Behavioural control plays an important role in the Planned Behaviour Theory. Any resources and opportunities can also influence behaviour achievement. Therefore, intention is important to ensure an individual counterproductive work behaviour.

2.2 THEORETICAL CONCEPTUALIZATION



The diagram above shows the conceptual framework of this research as its explains that emotional intelligence, age and personality traits will all have an influence on counterproductive work behavior.

2.3 Related Empirical Studies

2.3.1 Counterproductive work behavior and demographic factors

Hadi, Fatimah, Rohany, Maryam and Mehrdad (2012) conducted a research named "the role of demographic factors on workplace deviant behavior". The study investigated the role of demographic factors (age, gender, education level, and organizational tenure) on deviant behavior in organizations. The findings of the study show differences in engaging in deviant behavior between subjects with different age and organization tenure level, it was unable to find differences in deviant behavior between subjects with different gender, and education levels.

In another study on Counter-productive work behavior among employees in emotionally demanding jobs: the roles of perceived organizational support, job burnout, and age (Onuoha,

2013). The study was a cross-sectional survey, in which a sample of 328 employees in organizations that render highly personalized service participated. The results show that age did not influence employees' tendency to engage in CWB.Similar to the findings of Hadi et., al (2012) is the study of Uche, George and Abiola on "counterproductive work behaviors: A socio-demographic characteristic-based study among employees in Nigerian maritime sector" 1000 employees were selected through multistage sampling approach in three selected parastatals (Nigerian Ports Authority, Nigerian Maritime Administration and Safety Agency, and Nigerian Shippers Council). The result shows that there is a significant difference in age $F(5, 728) = 2.662$, $p < .022$ on counterproductive work behaviour.Also, CWB differs significantly with respects to the gender of the employees in the selected sample government parastatals ($df = 732$, $T = -2.453$, $p < 0.05$).

2.3.2 Counter-productive work behavior and emotional intelligence

"The effects of emotional intelligence on counter-productive work behaviors and organizational citizen behaviour among food and beverage employees in a deluxe hotel" a study by Hyo and Hye (2012), which consist of 319 food and beverage employees of a five-star hotel in korea; result showed that as elements of emotional intelligence, others emotion appraisal, use of emotion, and self-emotion appraisal significantly affected counter-productive work behaviours.

In another study on Counter-productive work behavior among employees in emotionally demanding jobs: the roles of perceived organizational support, job burnout, and age (Uchenna and Onuoha, 2013). The study was a cross-sectional survey, in which a sample of 328 employees in organizations that render highly personalized service participated. The results of the multiple regression analysis showed that employees with favourable perception of organizational support were less likely to exhibit CWB. Employees who reported job burnout

showed higher tendency of engaging in CWB than those who did not report job burnout. However, age did not influence employees' tendency to engage in CWB. Also, Cheah and Shirley (2013) study on "the effects of emotional intelligence on counter-productive work behaviours and organisational citizenship behaviour". The study took place among front-line employees from hotels in Klang valley area using a convenience sampling due to time and budget constraints. A total of 480 employees were invited to participate in the study, a self-administered written questionnaire was used to collect data of the study. The total number of useable questionnaire is 285 making a response rate of 59% for the study. Several hypotheses were tested, correlation analysis used to identify the relationship between emotional intelligence and counterproductive work behavior show that correlation between emotional intelligence and CWB is significant at -0.339.

Also, according to the study carried out by joe-Akunne, Oguegbe and Okonkwo (2015), they investigated emotional intelligence dimension and job Boredom proneness as predictors of counterproductive work behavior among local government area, using two hundred and thirty-seven (237) workers from Akwa South local government area participants. Participants were selected through accidental sampling technique. The result indicated that the first hypothesis which stated that emotional intelligence dimensions will predict counter-productive work behavior among workers was partially confirmed because only here dimension of emotional intelligence namely self-awareness, self-control and self -motivation predicated counter-productive work behavior while the remaining two empathy and social skills did not predict counter-productive work behavior. The second hypothesis which stated that job boredom proneness will predict counter-productive work behavior among workers was confirmed.

2.3.3 Counter-productive work behavior and personality trait.

Salgado (2012) conducted a meta-analysis study to verify whether the Big Five would be predictors of counter-productive behavior, absenteeism, accidents and turnover. On CWBs in general, the results showed that Conscientiousness and Agreeableness could be considered valid predictors of CWBs (validity coefficients -0.16 and -0.13, respectively). Neuroticism, openness to experience and extraversion showed weak validity coefficients (-0.04, 0.10 and 0.01, respectively).

*"Relationship of personality traits and counterproductive work behaviors: the mediating effects of job satisfaction"*a study by Mount, Ilies and Johnson (2006) used path analysis to test a model that posits the relevant personality traits will have both direct relationships with counterproductive work behavior and indirect relationships through the mediating effects of job satisfaction. Based on a sample (n=141) of customer service employees, results generally supported the hypothesized model both boss- and self-rated CPBs. CWB-O was more strongly associated with conscientiousness (r = -0.55), while CWB-I was more strongly associated with agreeableness (r = -0.48). Similar to the results of Salago (2002) were found in the meta-analysis conducted by Berry et al. (2007). Higher correlation was identified between CWBs and conscientiousness (ρ = -0.42), agreeableness (ρ = -0.46) and neuroticism (ρ = -0.27). Extraversion and openness to experience had low correlations with CWBs (ρ ranging from -0.09 to 0.02). The authors also found that agreeableness best predicts CWB-I, while conscientiousness predicts CWB-O.

The research focused on relationship of big five personality traits on counter-productive work behavior among hotel employees: an exploratory study Kozako, Safin and Rahim (2013).The study investigated the influence of big Five personality traits towards counter-productive work behavior (CWB), specifically focuses on organizational (CWB-O) and

individual (CWB-I). The results were analyzed from a sample of 178 hotel employees from various departments. For CWO-O, the result showed positive relationship between employees with high neuroticism($\beta = 0.32$, $p < 0{,}01$) and openness to experience($\beta = 0.13$, $p < 0.10$), agreeableness($\beta = -0.41$, $p < 0.01$). As for CWB-I, neuroticism ($\beta = 0.26$, $p < 0.01$), openness ($\beta = 0.21$, $p < 0.01$), extraversion ($\beta = -0.19$, $p < 0, 10$) and agreeableness ($\beta = 0.46$, $p < 0.01$) remained in the prediction model. Unlike the findings of previous studies, the conscientiousness factor was not associated with any of the dimensions of CWB.

Monica and Elizabeth (2016) on "relationship between personality traits and counter-productive work behaviour" using 381 workers from different socioeconomic and educational levels in public and private organisations, from two Brazilian region the result shows that Agreeableness, conscientiousness and neuroticism factors had statistical significant associations with three CWB dimensions. Linear regression analysis revealed that all five personality traits contributed to prediction of CWB.Sameeng (2018) study on the relationship between personality, integrity and counter-productive work behavior, data gathering was done through a sample of 227 participants, from five organisations in Namibia by completion of an online questionnaire. Structural equation modelling was used to analyse and ascertain the degree to which the conceptual model fitted the data in order to examine the proposed relationship between the various construct. Result confirmed that negative relationship exists between consciousness and counter-productive work behavior $t = -1.767$ (>1.645).

2.4 Statement of hypotheses

i. Emotional intelligence, personality traits and age will jointly and independently influence the counter productive work behavior of non-academic staffs of Federal university Oye –Ekiti.

ii. Personality traits will jointly and independently influence counter-productive work behavior of non-academic staff of Federal University Oye -Ekiti.

iii. Emotional intelligence will significantly influence counter-productive work behavior of non-academic staff of Federal University Oye - Ekiti.

iv. There will be a significant age difference on counter productive work behavior of non-academic staff of Federal University Oye – Ekiti.

v. There will be a significant gender difference on counter productive work behavior of non-academic staff of Federal University Oye-Ekiti.

2.5. Operational definition of terms

COUNTER-PRODUCTIVE WORK BEHAVIOR (CWB): reflects the behavior that goes against the legitimate interests of an organization. These behaviors can be in any form such as, theft of property, poor quality of work, absenteeism, lateness, bullying and so on but, the end result of this is low productivity of the organization. This was measured using Spector (2016) 45 items of Counterproductive work behavior.

EMOTIONAL INTELLIGENCE: means the ability of the employees to perceive accurately, appraise, and express emotion or generate feelings when they facilitate thought. This was measured using Schutte emotional intelligence scale (1998).

PERSONALITY TRAITS: Personality traits refer to individual differences in characteristic patterns of thinking, feeling and behaving. In other words, personality trait is usually defined as a set of habitual behavior, conscientious and emotional patterns that evolve from biological and environmental factors. As measures by Goldberg (1993) using the big five scale, which measures;

Openness – people who tend to acquire new things and enjoy new experiences usually score high in openness. Openness includes traits like being insightful and imaginative and having a wide variety of interests.

Conscientiousness – people that have a high degree of conscientiousness are reliable and prompt. Traits include being organized, methodical, and thorough.

Extraversion – extraverts get their energy from interacting with other people, while introverts get their energy from within themselves. Extraversion includes the traits of energetic, talkative and assertive.

Agreeableness – these are individuals are friendly, cooperative, and compassionate. People with low agreeableness may be more distant. Traits include being kind, affectionate and sympathetic.

Neuroticism – neuroticism is also sometimes called Emotional stability. This dimension relates to one's emotionally stability and degree of negative emotions. People that score high on neuroticism often experience emotional instability and negative emotions. Traits includes being moody and tense.

2.6.4. AGE: A period of human life, measure by years from birth, usually marked by a certain stage or degree of mental or physical development and involving legal responsibility and capacity, staffs within the age range of 19-30 is consider as young employees while 31-65 are old employees.

CHAPTER THREE

3.0 METHOD

3.1 Research Design

The researcher adopted the use of ex-post facto research design to examine the influence of emotional intelligence, personality traits and age on counter productive work behavior among non-academic staff of Federal University Oye – Ekiti. None of the variables of study was subjected to active manipulation; rather they were measured as occurred. The independent variables are emotional intelligence, personality traits and age. The dependent variable is Counterproductive work behavior.

3.2 Research setting and participants

The study was carried out among non-academic staff of Federal University Oye-Ekiti of both Oye and Ikole campus, FUOYE is one of the new Federal University created by Former president Ebele Goodluck Jonathan. The participants were 242 (127 male, 115 female) non-academic staff with age range 20 to 57 years and mean age of 36.34 years (SD = 7.008). Sixty-three (26.0%) of the participants were singles, 165 (68.2%) were married and only 14(5.8%) were divorced. Regarding religious affiliation, 192 (79.3%) were Christian 45 (18.6%) were Muslims and 5 (2.1%) was Traditional.

In terms of education, 113 (46.7%) had Bachelor of Science/Bachelor of Education/Bachelor of Arts, 20 (8.3%) had masters, 18 (7.4%) had Senior Secondary School Certificate/General certificate of education, 38 (15.7%) had Higher National Diploma 27 (11.2%) had Ordinary National Diploma, 19 (7.9%) had National Certificate of Education and 7 (2.9%) had PhD. Regarding ethnicity, 183 (75.6%) were Yoruba's 49 (20.2%) were

Igbo's and 10 (4.1%) were Hausa/Fulani. Analysis of years of service showed that the participants had years of service experience ranging from 1 to 28 years.

3.3 RESEARCH INSTRUMENT

Questionnaire was used to gather relevant information from the participant of the study. The questionnaire was divided into four different sections each of the section was measuring variable of concern. The following validated and standardized instrument was used to gather data from the participants.

Section A: This section consists of items measuring socio-demographic information of the non-academic staffs, such as sex, age, religion, marital status, ethnic group, educational qualification and length in service.

Section B: measures emotional intelligence using a 33 – items emotional intelligence scale by Schuttle et.al (1998). The scale has a 5 – point Likert response format ranging from strongly disagree (1) to strongly agree (5). Higher score indicates a high emotional intelligence. The author reported a reliability coefficient of.90 while in this present study, the researcher reported a reliability coefficient alpha of .92.

Section C: The Big 5 Personality Scale

The big five personality scale by Goldberg (1993). The idea is that the staff will have their personality assessed based upon five main characteristics, which are individually scored, resulting in a better understanding of the individual's personality. Using a Nigerian Sample, Alpha reliabilities were .87 for Extraversion, .79 for Agreeableness, .81 for Conscientiousness, .82 for Neuroticism, and .79 for Openness to Experience was obtain in research by Akomolafe (2013). The five traits assessed by the big five personality test are Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism, which are easily remembered by using the acronym "OCEAN".

The scoring format and the interpretation of the scale are as follows;

BFI scale scoring ("R" denotes reverse-scored items):

Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36

Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42

Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R

Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39

Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

Those with lower score were classified to be close minded, disorganized, introvert, disagreeable, and calm/relaxed. Those with high score are classified to be openness, consciousness, extrovert, agreeable and neurotic.

Section D measures counterproductive work behavior using a 45 –item counter-productive work behavior scale developed by Spector (2016). The scale has 5-point frequency scale,where 1 = the least frequent response (*Never*), 2 = 0nce or twice, 3 = once or twice per month, 4 = once or twice per week and 5 = the most frequent response (*Every day*). Higher scored indicated higher level of counter productive work behavior. The author reported a reliability coefficient of 0.86, while in this study, the researcher reported a reliably coefficient alpha of 0.973.

3.4 Procedure

The researcher used convenient sampling techniques to administer the questionnaire to the 260 participants; the questionnaire was administered to the available staffs in both Oye and Ikole campus to get data from them and was collected after responding to the tests items. Out of the 260 questionnaire that was administer only 250 was returned, but only 242 was found properly filled and taken for data analyses in this study.

3.5 Statistical techniques

The demographic data collected were analysed using descriptive statistics such as means, range, standard deviation, frequency distribution and percentages. Hypothesis one and two were tested using multiple regression analyses to determine independent and joint contributions of predictor variables on criterion variable. Hypothesis three, four and five were tested using t-test for independent groups to compare and establish age, group and gender differences.

CHAPTER FOUR

4.0 RESULTS

Hypothesis one stated that age, emotional intelligence and personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) would independently and jointly predict counterproductive work behaviour among non-academic staff of Federal University Oye-Ekiti. The hypothesis was tested using multiple regression. The result is presented in Table 4.1

Table 4.1 Multiple Regression test of CWB by age, emotional intelligence and personality traits

Predictor Variables	ß	t	p	R	R^2	F	P
Age	-.08	-1.27	>.05	.40	.16	6.03	<.01
Extraversion	-.05	-0.70	>.05				
Agreeableness	-.13	-1.50	>.05				
Conscientiousness	-.12	-1.30	>.05				
Neuroticism	.05	0.68	>.05				
Openness	-.10	-1.21	>.05				
Emotional Intelligence	-.09	-1.11	>.05				

From Table 4.1, it can be observed in the multiple regression results that age, emotional intelligence and personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) jointly predicted counterproductive work behaviour $F(7, 218) = 6.03$; $p<.01$ with $R = 0.40$; $R^2 = 0.16$. This suggests that all the predictor variables jointly accounted for 16% variation in CWB among non-academic staff of FUOYE. However, none of predictor variables independently predicted counterproductive work behaviour among non-academic staff of FUOYE. Therefore, hypothesis one was partially confirmed.

Hypothesis two stated that personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) would independently and jointly predict counterproductive work behaviour among non-academic staff of Federal University Oye-

Ekiti. The hypothesis was tested using multiple regression. The result is presented in Table 4.2

Table 4.2 Multiple Regression test of CWB by personality traits

Predictor Variables	ß	t	p	R	R^2	F	P
Extraversion	-.04	-0.61	>.05	.40	.16	9.09	<.01
Agreeableness	-.17	-2.01	<.05				
Conscientiousness	-.17	-1.89	>.05				
Neuroticism	.02	0.24	>.05				
Openness	-.12	-1.68	>.05				

From Table 4.2, it can be observed in the multiple regression results that extraversion, agreeableness, conscientiousness, neuroticism and openness jointly predicted counterproductive work behaviour $F(5, 236) = 9.09$; $p < .01$ with $R = 0.40$; $R^2 = 0.16$. This suggests that all the personality traits jointly accounted for 16% variation in CWB among non-academic staff of FUOYE. However, only agreeableness ($\beta = -.17$; $t = -2.01$, $p < .05$) independently predicted counterproductive work behaviour among non-academic staff of FUOYE. Therefore, hypothesis two was partially confirmed.

Hypothesis three stated that non-academic staff with high emotional intelligence would significantly score low in counterproductive work behavior than those with low emotional intelligence. The hypothesis was tested using t-test for independent. The result is presented in table 4.3.

Table 4.3: Summary table for t-test for independent group showing differences in High and low emotional intelligence on counterproductive work behavior

Emotional Intelligence		N	Mean	SD	Df	t	p
CWB	High	142	59.5704	23.21970	240	-4.016	<.01
	Low	100	72.3000	25.72170			

From Table 4.3, the result of the t-test shows that non-academic staff with high emotional intelligence ($\overline{X} = 59.5704$) significantly scored lower in counterproductive work

behavior than those with low emotional intelligence ($\bar{X}$ = 72.3000), t =-4.016; df = 240, p >.05. The results imply that emotional intelligence significantly influenced counterproductive work behavior among non-academic staffs. Therefore, hypothesis three was confirmed.

Hypothesis four stated that older non-academic staff would score low in counterproductive work behaviour than younger non-academic staffs. The hypothesis was tested using t-test for independent group. The result is presented in Table 4.4.

Table 4.4: Summary table of t-test for independent group showing difference in older and younger on counterproductive work behaviour

Age		N	Mean	SD	df	t	p
CWB	Older	106	64.5483	24.03854	224	-0.524	>.05
	Younger	120	66.3167	26.87724			

From Table 4.4, the result of the t-test shows that older non-academic staffs ($\bar{X}$ = 64.5283) were not significantly different in counterproductive work behavior from younger non- academic staffs ($\bar{X}$ = 66.3167), t = -0.524; df = 224, p >.05. The result implies that age did not significantly influence counterproductive work behavior among non-academic staffs. Therefore, hypothesis four was not confirmed.

Hypothesis five stated that female non-academic staff would significantly score low in counterproductive work behaviour than male non-academic staffs. The hypothesis was tested using t-test independent. The result is presented in Table 4.5.

Table 4.5: Summary table of t-test for independent group showing the difference in male and female on counterproductive work behavior

Sex		N	Mean	SD	df	t	p
CWB	Male	127	65.5827	26.73071	240	0.490	>.05
	Female	115	64.0000	23.10275			

From Table 4.5, the result of the t-tests shows that female non-academic staffs ($\overline{X}$ = 64.0000) were significantly different in counterproductive work behavior than male non-academic staff ($\overline{X}$ = 65.5827), t = 0.490; df = 240, p <.05. The result implies that gender of the non-academic staffs has no significant influence on counterproductive work behavior. Therefore, the hypothesis was not confirmed.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION, IMPLICATION AND RECOMMENDATIONS

5.1 Discussion

The study examines different hypotheses with the objective of knowing the influence of personality traits, age and emotional intelligence on counter-productive work behavior though not all hypotheses were accepted.

The first hypothesis of the study stated that Age, emotional intelligence and personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) will independently and jointly predict counter-productive work behavior among non-academic staff of Federal University Oye-Ekiti, regression analysis statistical techniques was used to test the hypothesis and analysis shows that Age, emotional intelligence and personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) influence CWB, the joint influence is accounted for 16% ($R = 0.40$, $F = 6.03$, $p < .01$). However, none of the predictor variable independently predicted counter-productive work behavior among non-academic staff of FUOYE. Therefore, the hypothesis was partially confirmed. Similar to the findings ofSameeng (2018), study result on the relationship between personality, integrity and counter-productive work behavior. Result confirmed that negative relationship exists betweenconsciousness and counter-productive work behavior $t = -1.767$ (>1.645). This result contradict to the finding Cheah and Shirley (2013) study on "the effects of emotional intelligence on counter-productive work behaviours and organisational citizenship behaviour" correlation analysis used to identify the relationship between emotional intelligence and counter-productive work behavior show that correlation between emotional intelligence and CWB is significant at -0.339. The result also contradict the study by Uche et., al on "A socio-demographic characteristic-based study among employees in

Nigerian maritime sector" using 1000 employee's participant, which shows that there is a significant difference in age $F(5, 728) = 2.662$, $p < .022$ on counter-productive work behavior.

The second hypothesis stated that personality trait (extraversion, agreeableness, conscientiousness, neuroticism and openness) will independently and jointly predict counter-productive work behavior among non-academic staffs of Federal University Oye-Ekiti. Multiple Regression analysis statistical techniques was used to test the hypothesis and analysis show that extraversion, agreeableness, conscientiousness, neuroticism and openness jointly predicted counter-productive work behavior $F(5, 236) = 9.09$; $p < .01$ with $R = 0.40$; $R^2 = 0.16$. However, only agreeableness ($\beta = -.17$; $t = -2.01$, $p < .05$) independently predicted counter-productive work behaviour among non-academic staff of FUOYE. Therefore, hypothesis two was partially confirmed. Similar result to this study were found by difference researchers:Salgado (2002) result on the meta-analysis study to verify whether the big five would be predictors of counter-productive behavior, the study results shows that that Conscientiousness and Agreeableness could be considered valid predictors of CWBs (validity coefficients -0.16 and -0.13, respectively). Neuroticism, openness to experience and extraversion showed weak validity coefficients(-0.04, 0.10 and 0.01, respectively). Also, Mount, Ilies and Johnson (2006) study on relationship of personality traits and counter-productive work behaviors: the mediating effects of job satisfaction, result shows that CWB-O was more strongly associated with conscientiousness ($r = -0.55$), while CWB-I was more strongly associated with agreeableness ($r = -0.48$).

Berry et., al meta-analysisalso identified higher correlation between CWBs and conscientiousness ($\rho = -0.42$), agreeableness ($\rho = -0.46$) and neuroticism ($\rho = -0.27$). Extraversion and openness to experience had low correlations with CWBs (ρ ranging from -0.09 to 0.02). Likewise, Monica and Elizabeth (2016) study on "relationship between

personality traits and counter-productive work behaviour" result shows that all five personality traits contributed to prediction of CWB. Contradicting to other research is the result show by Sameeng (2018) study result on the relationship between personality, integrity and counter-productive work behavior. Result confirmed that negative relationship exists betweenconsciousness and counter-productive work behavior t =-1.767 (>1.645).

The third hypothesis stated that non-academic staff with high emotional intelligence will significantly score low in counter-productive behavior than those with low emotional intelligence. The hypothesis was accepted <.05. This result implies that emotional intelligence significantly influenced counter-productive work behavior among non-academic staffs, which means those high emotional intelligence will score low on counter-productive behavior than those low on emotional intelligence. This result is almost in line with the result on the study conducted by joe-Akunne, Oguegbe and Okonkwo on impart of Emotional intelligence and job boredom proneness on counter-productive work behavior, which stated that emotional intelligence dimensions will predict counter-productive work behavior among workers was partially confirmed because only namely self-awareness, self-control and self-motivation predicted counter-productive work behavior while the remaining two empathy and social skills did not predict counter-productive work behavior. This also parallels the findings of Siu (2009) that emotional intelligence is inversely related to counter-productive work behaviors. Jung and Yoon (2011) also reported similar results in which their study was conducted in the hospitality industry in korea.

This finding is also similar to the result found by Cheah and Shirley (2013) study on *"the effects of emotional intelligence on counterproductive work behaviours and organisational citizenship behaviour"* correlation analysis used to identify the relationship between emotional intelligence and counter-productive work behavior show that correlation between emotional intelligence and CWB is significant at -0.339. Which simple implies that

emotional intelligence influence CWB. Result from study carried out by Joe and Okonkwo on "emotional intelligence dimension and job Boredom proneness as predictors of counter-productive work behavior" is partially similar to the finding of this study. Result from their study show that emotional intelligence partially predicted CWBs because only three dimensions of emotional intelligence namely self-awareness, self-control and self -motivation predicated counter-productive work behavior while the remaining two empathy and social skills did not predict counter-productive work behavior.

The fourth hypothesis stated that older non-academic staff would score low in counter-productive work behavior that younger non-academic staff. The hypothesis was rejected (.>5). This result implies that older non-academic staffs were not significantly different from younger non-academic staffs. This is in line with Uchenna and Onuoha (2013), they conducted a study on counter-productive work behavior among employees in emotionally demanding jobs: the role of perceived organizational support, job burnout, and age. The result shows that age did not influence employees' tendency to engage in CWB. On the other hand, this finding also contradicts with some other studies result such as; Hadi, Fatimah, Rohany, Maryam and Mehrdad (2012) study named "the role of demographic factors on workplace deviant behavior". The study findings show differences in engaging in deviant behavior between subjects with different age. Also, Uche et., al result on "A socio-demographic characteristic-based study among employees in Nigerian maritime sector" using 1000 employee's participant, which shows that there is a significant difference in age $F(5, 728) = 2.662$, $p < .022$ on counter-productive work behavior. This simple implies that age have influence on counter-productive work behavior, older employees are expected to score low than younger employees on counter-productive work behavior.

The fifth hypothesis stated that female non-academic staff would significantly score low in counter-productive work behavior than male non-academic staffs. The hypothesis was

rejected (>.05). This result implied that gender of the non-academic staffs has no significant influence on counter-productive work behavior. This is in line with the study conducted by Hadi, Fatimah, Rohany, Maryam and Mehrdad (2012) study named "the role of demographic factors on workplace deviant behavior". The findings result shows no gender difference in engaging in deviant behavior. This finding is contradicted by the research result conducted by Uche et., all result on "A socio-demographic characteristic-based study among employees in Nigerian maritime sector" using 1000 employee's participants which shows that CWB differs significantly with respects to the gender of the employees in the selected sample government parastatals: ($df = 732$, $t = -2.453$, $p < 0.05$).This simply implies that gender of the employees has influence on CWB, Female are expected to score low on CWBs than Male because of their aggressive nature.

5.2 Conclusions

The results of the study revealed the following;

1. Age, emotional intelligence and personality traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) jointly predicted counter-productive work behavior but none of the predictor variables independently predicted counter-productive work behavior among non-academic staff.
2. Personality traits jointly influence counter-productive work behavior however, only agreeableness independently predicted counter-productive work behavior among non-academic staff.
3. Emotional intelligence significantly influenced counter-productive work behavior among non-academic staff.

4. There is no significant difference in engaging in counter-productive work behavior between older and younger non-academic staff.
5. There is no significant difference in engaging in counter-productive work behavior between male and female non-academic staff.

As organisations are evolving and advancing thus the use of emotional intelligence and personality traits test will mostly likely continue because the need to recruit the right person that blends in with the organisational culture is paramount. It is therefore important that practitioners always be mindful of why emotional intelligence and personality assessments are needed. These assessments can only be beneficial for an organisation, as it is better to spend more time and energy in ensuring the right selection decision is made rather than making the wrong decision and having to deal with the consequences after selection and on boarding has been done. As bad selection decisions have a negative and unfavorable impact on the bottom-line of the organisation. The benefits and value of using emotional intelligence and personality traits test to form an integral part of the selection process of an organisation or institution whether public or private, especially with the current local and global business climate where fraud, corruption and unethical behaviour is so pervasive and prevalent, outweighs the option of not testing a person level of emotional intelligence and personality traits.

5.3 Implication of findings

As discussed in the former part of this research, age, emotional intelligence and personality traits are becoming a more fundamental and imperative construct to measure before recruiting, selecting and promoting employees. Failure to do so can become very costly for organisations as employees can engage in counter-productive work behavior that

can ultimately lead to the development of a destructive organization culture and this in turn affecting the overall functioning of an organisation. The assessment of age, emotional intelligence and personality traits becomes paramount in predicting counter-productive work behavior in potential employees before even entering the organisation, as well as predicting future work behavior or prospective employees.

This study focuses on importance of age, emotional intelligent and personality traits in the workplace, and how lack of it can be destructive to overall functioning of an organisation. Emotional intelligence is required at every level of the organisation, but it must be driven, modelled and enforced. Hopefully through the result obtained from this study and other studies, organisation will gain more knowledge on the important of emotionally intelligence and personality during recruitment process. Selecting the wrong set of people to fill the right gap could affect the organisation custom and goals.

5.4 Recommendations

Based on the findings of this study, there are several avenues for continued research on counter-productive work behavior (CWB) in general. Additional data need to be gathered from other University staffs or other employees in a work setting, with more consistent samples. The University should also test for personality and emotional intelligence when conducting assessment for employees, if there are more staffs that are low on emotional intelligence than those high of emotional intelligence it could be bring about a setback in the goals and objective of the university which will also affect the growth and other important functions.

5.5 Limitations

A few limitations in this study have been identified. Firstly, it would have been beneficial if the sample size was bigger, as only Non-academic staffs FUOYE was used, however the response was not very satisfactory, and a bigger and diversified sample could have resulted in a very rich study. The selection of one organisation was done on a non-probabilty and convenience basis. It cannot be claimed that the selected sample is representative of the target population because of the non-probability sampling procedure that was used to choose the sample. The study analyses attitudes and does not try to verify that these self-reported attitudes are consistent with the behavior of subjects.

The second limitation is with regard to the topic itself personality trait, emotional intelligence, personality traits and counterproductive work behavior. These could have influenced the respondents' perception on the confidentiality of the study. This presumably had an impact in possible respondents not wanting to take part in the study, because of not wanting to disclose their real personality, emotional intelligence and counterproductive work behavior as some can viewed these constructs as sensitive. The research was identified as a medium risk study, meaning that the answering of certain questions or statements could have made some respondents feel a sense of discomfort and thus the medium risk was depicted. It has been clearly highlighted in the consent section of the survey that all the responses of each candidate will be dealt with highest confidential or anonymous manner. This uncertainty can cause respondents to be concerned about the potential negative consequences of answering certain questions or the survey on their behaviours regarding age, emotional intelligence and personality traits and counterproductive work behaviour.

Another limitation is the use of self-reports to gather research data, as one greatly relies on the availability and willingness of possible respondents to complete theresearch survey.

Babbie and Mouton (2001) highlighted that the use of self-report assessments or inventories are a very common method of gathering data in the world of social sciences. Self-reports can be advantageous in that it depicts a respondent's personal perspective, but the down side is issues regarding possible validity problems that are likely to arise as people are bound to deceive others or themselves. Another downside of self-reports is that the data is personal and idiosyncratic and could likely bear little relationship to reality, as seen by the respondent, others or the researcher. Moreover, people are not always honest and truthful when answering questionnaires (Patton, 2002). Thus, the possibility does exist that common method bias could be a limitation in this research study, as self-reporting was the only method used to collect the information through the use of self-report questionnaires.

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APPENDIX

Dear respondent,

This study is being conducted by KOLADE, AFEEZ B. An undergraduate student of Federal University Oye-Ekiti State. I am conductinga research which non-academic staff in FUOYE is the population. Your honest answer will be highly appreciated.

INFORMED CONSENT

I understand what the researchis all about and I agree...../. Disagree..... to fill the questionnaire.

SECTION A

Sex Male ( ) Female ( )Age..... (As at last birthday)

Religion..... Christianity ( ) Islam ( ) Others/Traditional ( )

Marital status.... Single ( ) Married ( ) divorced ( )

Ethic Group..... Yoruba ( ) Igbo ( ) Hausa/Fulani ( )

Educational qualification.....

Length in Service..... ( )

SECTION B

Instructions: Indicate the extent to which each item applies to you using the following scale:Disagree strongly (SD) Disagree a little (D) Neither agree nor disagree (U) Agree a little (A) Agree Strongly (SA)

S/N		SD	D	U	A	SA
1.	I know when to speak about my personal problems to others.					
2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.					
3.	I expect that I will do well on most things I try.					
4.	Other people find it easy to confide in me.					
5.	I find it hard to understand the nonverbal messages of other people.					
6.	Some of the major events of my life have led me to re-evaluate what is important and not important.					

7.	When my mood changes, I see new possibilities.					
8.	Emotions are some of the things that make my life worth living.					
9.	I am aware of my emotions as I experience them.					
10.	I expect good things to happen.					
11.	I like to share my emotions with others.					
12.	When I experience a positive emotion, I know how to make it last.					
13.	I arrange events others enjoy.					
14.	I seek out activities that make me happy.					
15.	I am aware of the nonverbal messages I send to others.					
16.	I present myself in a way that makes a good impression on others.					
17.	When I am in a positive mood, solving problems is easy for me.					
18.	By looking at their facial expressions, I recognize the emotions people are experiencing.					
19.	I know why my emotions change.					
20.	When I am in a positive mood, I am able to come up with new ideas.					
21.	I have control over my emotions.					
22.	I easily recognize my emotions as I experience them.					
23.	I motivate myself by imagining a good outcome to tasks I take on.					
24.	I compliment others when they have done something well.					
25.	I am aware of the nonverbal messages other people send.					

26.	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.					
27.	When I feel a change in emotions, I tend to come up with new ideas.					
28.	When I am faced with a challenge, I give up because I believe I will fail.					
29.	I know what other people are feeling just by looking at them.					
30.	I help other people feel better when they are down.					
31.	I use good moods to help myself keep trying in the face of obstacles.					
32.	I can tell how people are feeling by listening to the tone of their voice.					
33.	It is difficult for me to understand why people feel the way they do.					

SECTION C

Here are a number of characteristics that may or may not apply to you. Please tick to indicate the extent to which you agree or disagree with that statement. Disagree strongly (SD) Disagree a little (D) Neither agree nor disagree (U) Agree a little (A) Agree Strongly (SA)

I see myself as someone who.....

S/N	ITEMS	SD	D	U	A	SA
1.	___ Is talkative					
2.	____ Tends to find fault with others					

3.	____ Does a thorough job					
4.	____ Is depressed, blue					
5.	____ Is original, comes up with new ideas					
6.	____ Is reserved					
7.	____ Is helpful and unselfish with others					
8.	____ Can be somewhat careless					
9.	____ Is relaxed, handles stress well					
10.	____Is curious about many different things					
11.	____ Is full of energy					
12.	____Starts quarrels with others					
13.	____ Is a reliable worker					
14.	____ Can be tense					
15.	____ Is ingenious, a deep thinker					
16.	____ Generates a lot of enthusiasm					
17.	____ Has a forgiving nature					
18.	____ Tends to be disorganized					
19.	____ Worries a lot					
20.	____ Has an active imagination					
21.	____ Tends to be quiet					
22.	____ Is generally trusting					
23.	____ Tends to be lazy					
24.	____ Is emotionally stable, not easily upset					

25.	____ Is inventive					
26.	____ Has an assertive personality					
27.	____ Can be cold and aloof					
28.	____Perseveres until the task is finished					
29.	____ Can be moody					
30.	____ Values artistic, aesthetic experiences					
31.	____ Is sometimes shy, inhibited					
32.	____Is considerate and kind to almost everyone					
33.	____ Does things efficiently					
34.	____ Remains calm in tense situations					
35.	____ Prefers work that is routine					
36.	____ Is outgoing, sociable					
37.	____ Is sometimes rude to others					
38.	___Makes plans and follows through with them					
39.	____ Gets nervous easily					
40.	____ Likes to reflect, play with ideas					
41.	____ Has few artistic interests					
42.	____ Likes to cooperate with others					
43.	____ Is easily distracted					
44.	____ Is sophisticated in art, music, or literature					

SECTION D

Here are a number of characteristics that may or may not apply to you. Please tick/circle indicate the extent to which you agree or disagree with that statement. Never (1) Once or twice (2) Once or twice per month (3)Once or twice per week(4) Everyday(5)

How often have you done each of the following things on your present job?	
1. Purposely wasted your employer's materials/supplies	1 2 3 4 5
2. Daydreamed rather than did your work	1 2 3 4 5
3. Complained about insignificant things at work	1 2 3 4 5
4. Told people outside the job what a lousy place you work for	1 2 3 4 5
5. Purposely did your work incorrectly	1 2 3 4 5
6. Came to work late without permission	1 2 3 4 5
7. Stayed home from work and said you were sick when you weren't	1 2 3 4 5
8. Purposely damaged a piece of equipment or property	1 2 3 4 5
9. Purposely dirtied or littered your place of work	1 2 3 4 5
10. Stolen something belonging to your employer	1 2 3 4 5
11. Started or continued a damaging or harmful rumor at work	1 2 3 4 5
12. Been nasty or rude to a client or customer	1 2 3 4 5
13. Purposely worked slowly when things needed to get done	1 2 3 4 5
14. Refused to take on an assignment when asked	1 2 3 4 5
15. Purposely came late to an appointment or meeting	1 2 3 4 5
16. Failed to report a problem so it would get worse	1 2 3 4 5
17. Taken a longer break than you were allowed to take	1 2 3 4 5
18. Purposely failed to follow instructions	1 2 3 4 5
19. Left work earlier than you were allowed to	1 2 3 4 5

20. Insulted someone about their job performance	1 2 3 4 5
21. Made fun of someone's personal life	1 2 3 4 5
22. Took supplies or tools home without permission	1 2 3 4 5
23. Tried to look busy while doing nothing	1 2 3 4 5
24. Put in to be paid for more hours than you worked	1 2 3 4 5
25. Took money from your employer without permission	1 2 3 4 5
26. Ignored someone at work	1 2 3 4 5
27. Refused to help someone at work	1 2 3 4 5
28. Withheld needed information from someone at work	1 2 3 4 5
29. Purposely interfered with someone at work doing his/her job	1 2 3 4 5
30. Blamed someone at work for error you made	1 2 3 4 5
31. Started an argument with someone at work	1 2 3 4 5
32. Stole something belonging to someone at work	1 2 3 4 5
33. Verbally abused someone at work	1 2 3 4 5
34. Made an obscene gesture (the finger) to someone at work	1 2 3 4 5
35. Threatened someone at work with violence	1 2 3 4 5
36. Threatened someone at work, but not physically	1 2 3 4 5
37. Said something obscene to someone at work to make them feel bad	1 2 3 4 5
38. Hid something so someone at work couldn't find it	1 2 3 4 5
39. Did something to make someone at work look bad	1 2 3 4 5
40. Played a mean prank to embarrass someone at work	1 2 3 4 5
41. Destroyed property belonging to someone at work	1 2 3 4 5
42. Looked at someone at work's private mail/property without permission	1 2 3 4 5
43. Hit or pushed someone at work	1 2 3 4 5

44. Insulted or made fun of someone at work	1 2 3 4 5
45. Avoided returning a phone call to someone you should at work	1 2 3 4 5

DATA OUTPUT

Frequencies

Statistics

		SEX	RELIGION	MARITAL	ETHIC	EDUCATION
N	Valid	242	242	242	242	242
	Missing	0	0	0	0	0

Frequency Table

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	127	52.5	52.5	52.5
	Female	115	47.5	47.5	100.0
	Total	242	100.0	100.0	

RELIGION

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Christianity	192	79.3	79.3	79.3
	Islam	45	18.6	18.6	97.9
	Traditional	5	2.1	2.1	100.0
	Total	242	100.0	100.0	

MARITAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	63	26.0	26.0	26.0
	Married	165	68.2	68.2	94.2
	Divorced	14	5.8	5.8	100.0
	Total	242	100.0	100.0	

ETHIC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yoruba	183	75.6	75.6	75.6
	Igbo	49	20.2	20.2	95.9
	Hausa/Fulani	10	4.1	4.1	100.0
	Total	242	100.0	100.0	

EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	degree	113	46.7	46.7	46.7
	master	20	8.3	8.3	55.0
	ssce	18	7.4	7.4	62.4
	hnd	38	15.7	15.7	78.1
	nd	27	11.2	11.2	89.3
	nce	19	7.9	7.9	97.1
	phd	7	2.9	2.9	100.0
	Total	242	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AGE	226	20	57	36.34	7.008
LENGTH	231	1	28	5.58	4.075
Valid N (listwise)	218				

Reliability for Emotional Intelligence Scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	242	100.0
	Excluded[a]	0	.0
	Total	242	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.917	33

Item Statistics

	Mean	Std. Deviation	N
EMO1	3.71	1.364	242
EMO2	3.81	1.179	242
EMO3	4.00	1.112	242
EMO4	3.74	1.257	242
EMO5	2.73	1.347	242
EMO6	3.85	1.197	242
EMO7	3.58	1.179	242
EMO8	3.51	1.220	242
EMO9	3.67	1.229	242

EMO10	4.17	1.097	242
EMO11	3.43	1.221	242
EMO12	3.79	1.085	242
EMO13	3.64	1.122	242
EMO14	4.07	1.074	242
EMO15	3.35	1.309	242
EMO16	3.92	1.133	242
EMO17	4.02	1.123	242
EMO18	3.49	1.213	242
EMO19	3.67	1.204	242
EMO20	4.03	1.052	242
EMO21	3.75	1.114	242
EMO22	3.84	1.048	242
EMO23	3.86	1.103	242
EMO24	4.09	1.134	242
EMO25	3.40	1.314	242
EMO26	3.46	1.170	242
EMO27	3.71	1.058	242
EMO28	2.17	1.384	242
EMO29	3.17	1.183	242
EMO30	3.86	1.108	242
EMO31	3.93	1.091	242
EMO32	3.56	1.222	242
EMO33	3.16	1.242	242

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EMO1	116.40	388.259	.488	.915
EMO2	116.30	389.133	.555	.914
EMO3	116.11	388.465	.608	.913
EMO4	116.37	395.380	.388	.916
EMO5	117.38	412.394	.039	.921
EMO6	116.26	389.980	.527	.914
EMO7	116.53	389.860	.539	.914
EMO8	116.60	392.540	.462	.915
EMO9	116.45	387.211	.571	.913

EMO10	115.94	387.557	.639	.913
EMO11	116.69	397.519	.356	.916
EMO12	116.32	388.948	.613	.913
EMO13	116.47	394.964	.451	.915
EMO14	116.04	389.434	.608	.913
EMO15	116.76	386.513	.546	.914
EMO16	116.19	383.789	.704	.912
EMO17	116.10	383.398	.721	.912
EMO18	116.62	389.472	.531	.914
EMO19	116.44	392.878	.461	.915
EMO20	116.08	388.964	.633	.913
EMO21	116.36	393.459	.490	.915
EMO22	116.27	390.905	.587	.913
EMO23	116.25	387.351	.640	.913
EMO24	116.02	384.817	.680	.912
EMO25	116.71	391.624	.442	.915
EMO26	116.65	395.796	.412	.916
EMO27	116.40	393.046	.529	.914
EMO28	117.95	417.130	-.048	.923
EMO29	116.95	401.719	.279	.917
EMO30	116.26	388.498	.609	.913
EMO31	116.18	389.707	.591	.913
EMO32	116.55	391.958	.473	.915
EMO33	116.95	410.234	.091	.920

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
120.11	416.348	20.405	33

Reliability Big Five Personality Traits Scale

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	238	98.3
	Excluded[a]	4	1.7
	Total	242	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.899	44

Item Statistics

	Mean	Std. Deviation	N
PER1	2.24	1.328	238
PER2	2.23	1.233	238
PER3	3.35	1.338	238
PER4	2.44	1.250	238
PER5	3.72	1.187	238
PER6	3.72	1.222	238
PER7	3.84	1.189	238
PER8	2.73	1.371	238
PER9	3.34	1.299	238
PER10	3.49	1.228	238
PER11	3.81	1.181	238
PER12	1.99	1.304	238
PER13	3.91	1.283	238
PER14	3.17	1.136	238
PER15	3.76	1.154	238
PER16	3.85	1.002	238
PER17	3.94	1.120	238
PER18	2.46	1.358	238
PER19	2.93	1.376	238
PER20	3.82	1.114	238
PER21	3.46	1.271	238
PER22	3.90	1.100	238
PER23	2.16	1.219	238
PER24	3.62	1.195	238

PER25	3.51	1.200	238
PER26	3.47	1.175	238
PER27	3.01	1.260	238
PER28	3.57	1.188	238
PER29	3.11	1.266	238
PER30	3.38	1.246	238
PER31	3.29	1.272	238
PER32	3.93	1.106	238
PER33	4.05	1.064	238
PER34	3.77	1.169	238
PER35	3.36	1.281	238
PER36	3.47	1.224	238
PER37	2.43	1.369	238
PER38	3.72	1.136	238
PER39	3.03	1.315	238
PER40	3.55	1.149	238
PER41	3.45	1.213	238
PER42	3.86	1.115	238
PER43	2.54	1.336	238
PER44	3.21	1.383	238

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PER1	143.37	531.507	.239	.899
PER2	143.38	539.392	.122	.901
PER3	142.26	520.445	.420	.897
PER4	143.17	533.502	.222	.899
PER5	141.89	519.628	.496	.896
PER6	141.89	516.680	.535	.895
PER7	141.76	518.949	.508	.896
PER8	142.88	531.218	.234	.899
PER9	142.26	519.579	.450	.896
PER10	142.12	519.306	.484	.896
PER11	141.80	518.077	.529	.895
PER12	143.62	541.899	.071	.901
PER13	141.70	516.354	.513	.895
PER14	142.44	523.437	.445	.896
PER15	141.85	515.020	.602	.894
PER16	141.76	525.240	.471	.896

PER17	141.67	523.353	.454	.896
PER18	143.15	543.004	.048	.902
PER19	142.68	527.308	.296	.898
PER20	141.79	519.514	.534	.895
PER21	142.15	522.025	.417	.897
PER22	141.71	521.196	.507	.896
PER23	143.45	541.151	.093	.901
PER24	141.99	520.118	.483	.896
PER25	142.10	526.332	.365	.897
PER26	142.14	524.221	.414	.897
PER27	142.60	525.178	.366	.897
PER28	142.04	518.458	.518	.895
PER29	142.50	527.331	.326	.898
PER30	142.23	524.229	.387	.897
PER31	142.32	526.048	.347	.898
PER32	141.68	519.222	.545	.895
PER33	141.56	518.669	.579	.895
PER34	141.84	517.749	.541	.895
PER35	142.25	521.461	.424	.897
PER36	142.13	521.054	.453	.896
PER37	143.18	529.760	.258	.899
PER38	141.89	520.236	.509	.896
PER39	142.58	529.594	.274	.899
PER40	142.06	522.832	.452	.896
PER41	142.16	520.624	.466	.896
PER42	141.75	522.029	.483	.896
PER43	143.07	531.662	.234	.899
PER44	142.40	523.009	.363	.897

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
145.61	547.885	23.407	44

Case Processing Summary

		N	%
Cases	Valid	240	99.2

	Excluded[a]	2	.8
	Total	242	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.973	45

Item Statistics

	Mean	Std. Deviation	N
CWB1	1.29	.671	240
CWB2	1.46	.807	240
CWB3	1.61	.899	240
CWB4	1.44	.831	240
CWB5	1.38	.825	240
CWB6	1.62	.840	240
CWB7	1.48	.818	240
CWB8	1.33	.739	240
CWB9	1.42	.864	240
CWB10	1.32	.777	240
CWB11	1.38	.835	240
CWB12	1.43	.879	240
CWB13	1.43	.805	240
CWB14	1.42	.755	240
CWB15	1.42	.794	240
CWB16	1.38	.784	240
CWB17	1.65	.961	240
CWB18	1.48	.872	240
CWB19	1.66	.868	240
CWB20	1.44	.841	240
CWB21	1.41	.749	240
CWB22	1.44	.899	240
CWB23	1.64	.945	240
CWB24	1.55	.909	240
CWB25	1.42	.878	240
CWB26	1.57	.860	240
CWB27	1.45	.796	240
CWB28	1.48	.877	240

CWB29	1.46	.832	240
CWB30	1.37	.759	240
CWB31	1.47	.807	240
CWB32	1.31	.746	240
CWB33	1.42	.782	240
CWB34	1.41	.823	240
CWB35	1.32	.814	240
CWB36	1.40	.842	240
CWB37	1.35	.750	240
CWB38	1.39	.757	240
CWB39	1.38	.829	240
CWB40	1.45	.909	240
CWB41	1.31	.763	240
CWB42	1.38	.728	240
CWB43	1.32	.755	240
CWB44	1.41	.854	240
CW45	1.61	.948	240

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CWB1	63.43	606.388	.641	.972
CWB2	63.26	605.768	.544	.972
CWB3	63.11	607.461	.446	.973
CWB4	63.28	607.660	.480	.973
CWB5	63.34	599.973	.677	.972
CWB6	63.10	600.827	.644	.972
CWB7	63.25	599.676	.691	.972
CWB8	63.40	602.173	.698	.972
CWB9	63.30	594.731	.773	.972
CWB10	63.40	600.274	.713	.972
CWB11	63.34	596.676	.751	.972
CWB12	63.29	598.475	.669	.972
CWB13	63.29	599.923	.697	.972
CWB14	63.30	603.259	.652	.972
CWB15	63.30	602.018	.652	.972
CWB16	63.34	600.911	.690	.972
CWB17	63.07	597.681	.627	.972
CWB18	63.24	598.335	.678	.972