



# Self-Management of Emotional Intelligence and Its Effect on the Innovativeness Component of Entrepreneurship Orientation

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**ABSTRACT:** The study examined self-management competence of emotional intelligence as it relates innovativeness variable of entrepreneurial orientation. The study used primary data that were generated via questionnaires that were administered on the selected respondents. Descriptive statistics, correlation and other diagnostics were used to analyze the data and to test the hypotheses. The study found a statistically significant relationship between self-management and innovativeness of the entrepreneur. Based on the findings of the study, it was recommended that the management of tertiary institutions in kogi state should encourage their staff to develop a natural tendency towards entrepreneurship. Also, management should allow staffs take actions without waiting for instructions. Staff of tertiary institutions should be further encouraged to identify opportunities and be creative in how they perform any work given to them. It is important for staff of tertiary institutions in kogi state to be aggressive in competing. In the office, there may be just one vacancy and lots of staff may be interested in taking the vacant post. Management of the tertiary institutions should strive to ascertain staff intelligence type before they train them to become autonomous. Also, management of the tertiary institutions in kogi state should ensure that professional seminar should always be organized on emotional intelligence for staff across tertiary institutions in order to enhance their level of entrepreneurial orientation.

## RESEARCH PAPER

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## 1. INTRODUCTION

Managing Emotion has to do with the ability to manage one's emotional response in the presence of others and in different situations. According to Goleman (1995) it is the second component of EI. This he describes as self-regulation dimension of EI, because it liberates us from being imprisoned by our feelings. DeWall *et al.* (2011) also explain that self-regulation includes overriding one's response to negative issues so as to make another possible. It is needed in order to manage feelings and emotions, time and impulses. Self-regulation is typically necessary when motivational conflicts occur, also self-regulation is mostly used to

resolve these intra personal conflicts in a specific direction, namely for long term, social responsibility and enlightened rationality as a replacement for short-term self-centeredness or indulging in tempting pleasures.

Innovativeness reflects a firm's tendency to engage in and support new ideas, novelty, experimentation, and creative processes that may result in new products, services, or technological processes," (Lumpkin & Dess, 1996). Innovativeness can be classified into two streams. Product market innovativeness concerns product and process

development, while technological innovativeness involves marketing strategies and product promotion. Innovation is said to be at the very core of entrepreneurship (Picaco, 2013 cited in Murat and Fannu (2018). It is a means by which entrepreneurs exploit and take advantage of economic opportunities on the market and come up with new products. Definitions of innovation abound with each focusing on a different aspect of the concept. Schumpeter (1934) focused on the novelty aspect of innovation seen in a new product, quality of a product, as well as new methods. This view was accepted by Miller and Friesen (1982), Lumpkin *et al* (1996), as well as, Cheraghi (2013). However, Hansen and Wakonen (1997) argued that it was practically impossible to do things identically; therefore, any change should be seen as innovation. Without adding value to economic goods, the entrepreneurship role of contribution to development will not be achieved. This study adopts the definition of innovation advanced by Lumpkin and Dess (1996) that innovation is managerial willingness and actions to support creativity and experimentation towards introducing new products/services, and novelty, technological leadership and research and development in developing new process innovation.

Emotional intelligence competencies such as; self-awareness, self-management, social awareness and relationship management have the potential to contribute to more positive attitudes, behaviours and outcomes of entrepreneurial orientation ranging from risk taking, innovativeness, proactiveness and competitive aggressiveness. However, in Kogi State, Alih (2019) found that poor working conditions among other factors such as irregularities of staff's remuneration had resulted to decline in the level of emotional intelligence ranging from self-awareness, self-management, social awareness and relationship management across most of the tertiary institutions.

In the past, considerable number of studies had been carried out in this area of research interest. However, little or no attention had been given to ascertain the nature of the relationship between emotional intelligence and entrepreneurial orientation among staff of tertiary institutions in Kogi State. This is because little attention had been given to emotional intelligence and entrepreneurial orientation in Nigeria, while most of the previous studies such as; Ngah, Wahyukaton, Zarina and Rahima (2015), Rohana, Wahyukaton, Zarina and Rahima (2016), Mukhtar and Naveed (2016) were carried out in other countries of the world. Thus, it is against this backdrop the study intends to examine whether there is a relationship between emotional intelligence and entrepreneurial orientation among staff of tertiary institutions in Kogi State.

## 2. LITERATURE REVIEW

### 2.1 Conceptual framework

Self- management deals with self-regulation including overriding one's response to negative issues so as to make another possible. It is needed in order to manage feelings and emotions, time and impulses. Self-regulation is typically necessary when motivational conflicts occur, also self-regulation is mostly used to resolve these intra personal conflicts in a specific direction, namely for long term, social responsibility and enlightened rationality as a replacement for short-term self-centeredness or indulging in tempting pleasures.

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Emotional intelligence is linked to the ability of comprehending oneself and others, communicating with other people and adapting oneself with his surrounding environment (Mahmood, Samaneh & Atefeh, 2012). Emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others. Similarly, emotional intelligence is the ability to perceive, appraise and express emotion. It is the ability to carry out accurate reasoning focused on emotions, and the ability to use emotions and emotional knowledge to enhance thought.

Salovey and Mayer (1990) conceptualized emotional Intelligence as a set of individual social abilities or skills to monitor, discriminate and use self and other's emotion in order to regulate ones thinking and action. It is a combination competence. Put differently, Emotional Intelligence is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately. More specifically, Emotional Intelligence is defined as an emotional ability that is based on a set of abilities to identify and utilize

emotions effectively, such as: (1) the ability to perceive emotion; (2) the ability to integrate emotion to facilitate thought; (3) the ability to understand emotions; and (4) the ability to manage emotions (Mishra & Mohapatra, 2009).

Salovey and Mayer (1990) also conceptualized emotional intelligence as a subset of social intelligence, that helps to scrutinize own and other's emotions and to regulate them for problem solving. The first model of emotional intelligence by Salovey and Mayer, (1990) was comprising of three components, appraisal and expressions of own and other's emotions; regulation of own and other's emotions; utilization of emotions. Mayer and Salovey (1997) revised the model of emotional intelligence they proposed in 1990. Potential for emotional growth or facilitating thoughts. According to Mayer and Salovey, individuals possessing emotional intelligence respond according to the importance of emotions they perceived.

Goleman (1995) wrote an influential book "Working with Emotional Intelligence" expanded the construct of emotional intelligence by analyzing the influence of expression and understanding of emotions on social and communication skills. He explored emotional intelligence as one of important factor to perform above average at each level of jobs. Goleman (1998) formulated an emotional intelligence model comprises five self-management and relationship skills, self-awareness; self-regulation; motivation; empathy; and social skills, and defined these abilities as the key to become leader. Petrides and Furnham (2001) classified the models of emotional intelligence on the basis of the functionality of model i.e., how the construct is being measured, called Trait versus ability approach. Before this the models were distinguished and classified on the basis of their elements, called ability versus mixed approach. Perez, Petrides, and Furnham (2005) classified the models in three types, Ability models; mixed models; and trait models. Ability based models explain emotional intelligence as the human ability to perceive and process information that may vary in individuals. Mixed models based on the concept that the emotional intelligence is learned capabilities rather than innate capability. In addition, the individuals can work out to develop these capabilities. In addition, the trait models are based on the self-assessment and self-perception of abilities.

Wong and Law (2002) explained the model of emotional intelligence. According to them Emotional intelligence is a set of interrelated behavioral abilities to deal with emotions, and it has four dimensions, self-emotional appraisal (SEA); others' emotional appraisal (OEA); regulation of emotions (ROE); and use of emotions (UOE). These dimensions were firstly developed by Mayer and Salovey (1997). Wong and Law, (2002) developed the scale on the basis of same dimensions and called it WLEIS (Wong and Law

Emotional Intelligence Scale). Emotional intelligence the non-cognitive psychological aspects intervening in human behavior. Research along these lines has identified a significant correlation between the cognitive and emotional components of people's intelligence, and how that relationship matters in effectively accomplishing all sorts of goals in any area of human behavior. The concept of EI related to social and personal intelligence may have highly significant applications in the social and organizational environment.

In essence, EI is a psychological concept that seeks to describe the role and relevance of emotions for intellectual functions (Gabel *et al.*, 2005). Emotional intelligence is rooted in early works on emotions and social intelligence. The foundation of emotional intelligence can be traced back to Thorndike (1920) (note that others have raised doubts as to whether Thorndike could be said to propose or support the concept of emotional intelligence), Moss and Hunt (1927), Guilford (1956), Vernon (1933) and Gardner's (1983) works on social intelligence. Thorndike (1920) proposed a three-facet construct of intelligence: abstract intelligence – pertaining to the ability understand and manage ideas, mechanical intelligence – indicating the ability to understand and manage concrete objects, social intelligence – referring to "the ability to understand and manage men and women, boys and girls to act wisely in human relations" (Carmeli *et al.*, 2007). Intra-individual intelligence is the similar ability which exists in human beings.

Singh (2003) defines emotional intelligence as an ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli drawn from the inner self and immediate environment. Mohan (2003) opines that emotional intelligence is a positive combination of a deep insight into one's emotional and cognitive capacities and a charming flair of communication, empathy and motivation, leading to personal optimism, inter-personal confluence and organizational excellence. From the above discussion we can conclude that emotional intelligence is a measure of the degree to which a person makes use of his / her reasoning in the process of emotional responses (both positive and negative) in a given situation. Emotional intelligence can lead to a pervasive sense to excel in life irrespective of age, caste, gender, creed or profession. It is found that people who are emotionally adapted, who know and manage their own feelings well and who read and deals effectively with other people's feelings are at an advantage in any domain of life. People with well-developed emotional skills are also more likely to be content and effective in their lives, mastering that habits of mind that foster their own productivity whereas people who cannot marshal some control over their emotional life, fight inner battles that sabotage their ability for focused work and clear thought (Mayer,

Salovey, and Caruso 2000). But having a high emotional intelligence doesn't mean that the person never panics or loses his / her temper. Rather it means that he / she brings own feelings under control and channels them into productive behaviors. The ability to bring out-of-control emotions back into line results in what earlier generations called emotional maturity.

## 2.2 Model of Emotional Intelligence

1. **Table-1.2: Goleman's (1995), Model of Emotional Intelligence**

Emotional Intelligence Dimension	Emotional Competence
<b>Personal Competence</b>	
Self-awareness	Emotional Awareness, Accurate Self-Assessment and Self-Confidence
Self-regulation	Self-Control, Trustworthiness, Conscientiousness,
Motivation	Achievement Drive, Commitment, Initiative and Optimism
<b>Social Competence</b>	
1. Empathy	Understanding others, Developing others, Service Orientation, Leveraging Diversity and Political Awareness
2. Social Skills	Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration And Cooperation and TeamCapabilities

**Personal Competence:** It comprises of three dimension of emotional intelligence such as, self-awareness, self-regulation and motivation. Self-awareness is the ability of an individual to observe him / herself and to recognize 'a feeling as it happens' (Goleman, 1995). The hallmarks of this ability are self – confidence, self – assessment and openness to positive criticism. Self – regulation is the ability to control emotions and to redirect those emotions that can have negative impact. Trustworthiness, integrity, tolerance of ambiguity and attitude to accept change are some characteristics of this ability. Motivation is the ability to channelize emotions to achieve a goal through self – control and by moderating impulses as per the requirement of the situation. The people who have this ability are optimistic and committed towards organizational as well as individual goals.

**Social Competence:** It comprises of two dimensions namely, empathy and social skills. Empathy is the ability to feel and get concerned for others, take their perspective and treat people according to their emotional reactions. People with this ability are experts

The most popular and accepted mixed model of emotional intelligence is the one proposed by Goleman (1995) as shown in Table 1.2. He viewed emotional intelligence as a total of personal and social competencies. Personal Competence determines how we manage ourselves, whereas Social Competence determines how we handle our inter-personal relationships.

in generating and motivating others. Social skills are the ability to build rapport and to manage relationships with people. People having this skill are very effective in persuasiveness and team management. 'Social skill' is the culmination of all other components of emotional intelligence assuming that people can effectively manage social and work relationships only when they can understand and control their own emotion and can empathize with the feeling of others.

In the later version of the emotional intelligence model, Goleman (2001) proposed four components of emotional intelligence: Self-Awareness, Self-Management, Social Awareness and Relationship Management (Table 1.3). He collapsed the original twenty-five competencies into twenty, and the five domains into four. The first component is the ability to know what one feels; the second component involves the ability to regulate the distressing effect of negative emotions and to inhibit emotional impassivity; the third component deals with empathy; and the fourth component involves the skill to handle human relationships effectively.

**Table-1.3: Goleman's (2001) Emotional Intelligence Competencies**

<b>Self-Personal Competencies other social competencies</b>		
	<b>Self – Awareness</b>	<b>Social – Awareness</b>
	<i>Emotional Self-Awareness</i>	<i>Empathy</i>
<b>RECOGNITION</b>	<i>Accurate Self-Assessment</i>	<i>Service Orientation</i>
	<i>Self-Confidence</i>	<i>Organizational Awareness</i>
<b>B</b>	<b><i>Self – Management</i></b>	<b><i>Relationship – Management</i></b>
	<i>Self-Control</i>	<i>Developing Others</i>
	<i>Trustworthiness</i>	<i>Influence</i>
	<i>Conscientiousness</i>	<i>Communication</i>
<b>REGULATION</b>	<i>Adaptability</i>	<i>Conflict Management</i>
	<i>Achievement Drive</i>	<i>Leadership</i>
	<i>Initiative</i>	<i>Change Catalyst</i>

		<i>Building Bonds</i>
		<i>Teamwork and Collaboration</i>

All the above-mentioned models lay emphasis on the ability to recognize and regulate emotions despite certain variations. For instance, emotional intelligence was conceived, 'within a model of intelligence' and was 'cognitive' in focus in Mayer and Salovey's (1997) model while Bar-On (1997) explained emotional intelligence on the basis of personality theory. Goleman's (1995, 2001) model of emotional intelligence, on the other hand, was based on the theory of performance.

### 2.3 Empirical Reviews

Wen, Chen, Pang and Gu (2020) explored the relationship between emotional intelligence and entrepreneurial self-efficacy. They opined that in recent years, with the global economic recession, especially the global pandemic of COVID-19, there has been difficulty of employment which has become an important challenge for vocational students therefore the need entrepreneurial orientation is vital. The study used a sample consisting of 529 students. The tools used to measure the relationship between emotional intelligence and entrepreneurial self-efficacy were the Emotional Intelligence Scale developed by Wong and Law and the Entrepreneurial Self-Efficacy Scale developed by Zhan. The results showed that there was a significant difference between male and female college students in entrepreneurial self-efficacy, but no significant difference between male and female college students in emotional intelligence. In entrepreneurial self-efficacy as well as emotional intelligence, there were significant differences between the third grade and the first and second grade, respectively. In addition, the results showed a significant positive correlation between entrepreneurial self-efficacy and emotional intelligence. With the improvement of the emotional intelligence level of vocational college students, the entrepreneurial self-efficacy will increase. The lower the emotional intelligence, the faster the improvement in entrepreneurial self-efficacy. The higher the emotional intelligence, the more stable the entrepreneurial self-efficacy. The university stage is considered an ideal entrepreneurial period, especially for vocational colleges' students, who pay more attention to entrepreneurship and innovation education. Encouraging the cultivation of the emotional intelligence of vocational college students in life will help to improve personal entrepreneurial self-efficacy. The research emphasized that improving the emotional intelligence of vocational college students can enhance their sense of self-efficacy in entrepreneurship and help students with entrepreneurship and career development. The study however, did not make use of any theory to support its findings.

Usman and Yennita (2019) researched to understand Emotional intelligence (EI) among

international students in Turkey. The study tried to advance the current literature which adopted the theory of planned behaviour in explaining the driving factors of EI among students. The research was categorized as a descriptive quantitative study. Respondents were determined by using simple random sampling. Self-administered online questionnaires were delivered to several social media platform groups such as Whatsapp, e-mail, message and Facebook groups of international students. Correlations, descriptive statistics and structural equation model were employed in the analysis results. The analysis indicated that there is high emotional intelligence among international students in Turkey.

Odia and Odia (2019) also surveyed entrepreneurship education and entrepreneurial orientation of students in Nigeria. Their paper examined how entrepreneurship education impacts on the entrepreneurial orientation of accounting and English and literature students of the University of Benin. They also examined the extent to which students possess the elements of the theory of planned behaviour which are required to become entrepreneurs. The population for their study was comprised of 800 students out of which 360 made up the sample size. Their study employed the logistic regression and the results from the logistic regression indicated that entrepreneurship education and subjective norm have a positive and significant impact on the students' entrepreneurial orientation whereas the interaction effects of attitude towards behaviour, subjective norm and perceived behavioural control were significantly negative in the entrepreneurship education-entrepreneurial orientation relationship. The study concluded that entrepreneurship education as being presently conceived in the University of Benin has not affected significantly the entrepreneurial orientation of accounting and English and literary students. The study recommends that educators and university management should strengthen entrepreneurship education curriculum for accounting and English and literary students to enable them to recognize and exploit entrepreneurial opportunities. The study was limited in scope to only accounting and English students at the University of Benin. Study of this nature will be more representative if extended to other students in the institution.

Charitomeni and Dimitra (2019) examined the role of theory of planned behaviour on entrepreneurial orientation of Greek business students. The main purpose of their study was twofold, (i) to measure and compare the entrepreneurial orientation of business students attending the first and the fourth year of business studies in a Greek university to determine the impact of curriculum and (ii) to explore the role of TPB in explaining student's entrepreneurial orientation. A

questionnaire was distributed on a sample of 186 students in their first and fourth year of studies at business management. Besides descriptive statistics T-test, correlations and multiple linear regression were estimated to test the hypotheses. The study discovered that the three-component of TPB seem to play a differentiated role in the formation of the entrepreneurial orientation of business students. Subjective norms proved insignificant in the process of intention formation. The study recommends that the department can be informed about its performance in creating a general interest in entrepreneurship to facilitate regional entrepreneurial activity. This study was limited to fourth-year business students. Study of this nature will have tangible policy implication when it has a broader scope.

Ayedun and Ajayi (2018) conducted a study on entrepreneurial orientation among students of selected tertiary institutions in Ondo State. The study assessed entrepreneurial orientation and their effects on emotional Intelligence of students. Survey research design was used and samples were drawn from three institutions in the State. The study adopted the survey research design as data were collected using structured questionnaire. From the study is revealed that emotional intelligence influences entrepreneurial orientation. It was recommended that entrepreneurial education should be made compulsory in all tertiary institutions in order to expose more youth's population to entrepreneurship. However, the study did not extend to Colleges of Education, Nursing schools and Polytechnic.

Farzana (2018) surveyed the impact of motivational factors on entrepreneurial orientation. The study made an effort to explicitly examine the relationship between several motivational factors entrepreneurial orientation of female students in Bangladesh. The sample comprised of 248 female students from the Liberal Arts University of Bangladesh. A web-based survey research design was adopted and data were collected online. The study recorded a negative and insignificant relationship between the desire to be independent and entrepreneurial orientation.

Cera and Nevila (2018) carried out a study on factors which influence students' entrepreneurship intention: the role of education programs, subjective norms and perceived behavioural control. The study was carried out to observe whether there is a positive relationship between entrepreneurial purpose and the three independent variables hypothesized as influential. The sample for the research was composed of students who were already exposed to entrepreneurial education programs. Multiple linear regressions were used in the test for hypotheses and it was discovered that education programs are unimportant for estimating entrepreneurial orientation. The study also revealed that perceived

behavioural control is important in predicting EI. Subjective norm was also reported to be insignificant in predicting EI. The study concludes that the decision to set up a business is dependent not only on feasibility and desire but on individual orientation.

Endranto (2018) investigated the effect of self-confidence and subjective norm on students' Emotional intelligence. The study aimed at analyzing the effect of self-confidence and subjective norms on students' entrepreneurial orientation. The research method applied in the research was a survey research design. The population was all undergraduate students of public and private university of Purwokerto with a sample size of 232. The study employed multiple linear regressions in analyzing the data. The study discovered that self-confidence and subjective norms have a significant effect on EI. The study suggested that academic policymaker should be encouraged to train and motivate students in improving their self-esteem as it related to business activities through the entrepreneurial subject. The gap not covered in the study is other antecedents of the theory of planned behaviour.

Abubakar (2017) examined entrepreneurship education and entrepreneurial orientations of Nigerian University students. The study examined the relationship between entrepreneurship education and entrepreneurial orientations among Nigerian undergraduate. The paper adopted the conventional content analysis approach as information was gathered from online journal articles, textbooks and publications. The study revealed that the most difficult socio-economic problem facing leaders particularly in Africa is the growing number of youths without jobs, thereby affecting their socioeconomic status. The study recommends the inclusion of entrepreneurial education in the school curriculum because it will be helpful in training, reorienting and motivating students towards entrepreneurial activities. Not clearly discussed in works of literature are the antecedents of entrepreneurial orientations as established by the theory of planned behaviour.

Mohammed, Fethi and Djaoued (2017) also conducted a study on the Influence of Attitude, Subjective Norms and Perceived Behavior Control on EI: Case of Algerian Students. The paper examined the main predictors of students' behavioural intentions on entrepreneurship. Theoretically, the research was based on the theory of planned behaviour (TPB). According to the model of this theory, entrepreneurial orientations are affected by three main factors: Attitudes toward Behavior; Social Norms, and Perceived Behavioral Control. The empirical analysis was carried out on a sample of 175 students from the University of Tlemcen (in western Algeria). Structural equation modelling was used to test the hypotheses. The findings of their study showed that student' attitudes towards entrepreneurship and subjective norms have a significant effect on

behavioural intentions to entrepreneurship. On the other hand, perceived behavioural control had no significant effect. The study recommends that all favourable conditions must be provided to facilitate the transition from the intention to the conduct of entrepreneurship among university students through structural support (access to financing) and university (course, training and sensitization) in the field of entrepreneurship. The study, however, failed to highlight the effect of environmental factors on the entrepreneurial orientations of students.

Idris (2017) conducted a study on Emotional intelligence (EI) among postgraduate students in Nigerian Universities: Conceptual review. The study adopted the qualitative design. The study pointed out those students still lack the intention to become entrepreneurs even though the government has introduced various programs and policies aimed at reducing poverty through self-employment among youths. The study calls upon researchers and the ministry of education to examine these propositions on how to design a more comprehensive and beneficent entrepreneurship courses and curriculum to Nigerian Universities. The study, however, failed to empirically review previous studies conducted in this field. Study of this nature should draw its conclusion from empirical and quantitative analysis.

Bako & Ajibade (2017) explored a study on the entrepreneurial orientation of Polytechnic Students in Nigeria. Six states were considered for their study. By implication, the population of their study was 15000 since they claimed 20% of the population gave them the sample size of 3000. The respondent was selected by using simple random sampling.

They adopted the Logistic regression model for analysis. Their study found that 'parental entrepreneurship skill directly influence students' entrepreneurial orientation and that opportunities'. The implication of this is that entrepreneurship has made little or no significant contribution to the entrepreneurial engagement of students in the six states. They recommended that schools should involve the services of a psychologist and motivational speakers in Nigeria entrepreneurship curriculum in order to work on the students' reasoning mentality about entrepreneurship. Their study appears to have no direction or focus. This study seems to have been conducted based on intuition rather than an identified gap. The study has no sound methodology because the authors have jungles of loose ideas; making this study not properly researched.

Mawoli (2017) carried out a study primarily to examine undergraduates' entrepreneurial orientations using TPB, which includes perceived desirability, perceived social norm, and perceived feasibility factors. In so doing, a survey questionnaire research method

was adopted in which 219 copies of questionnaire were distributed to final year undergraduates of Ibrahim Badamosi Babangida University, Lapai belonging to five departments with a total population of 487 students. A combination of relative frequency, mean, standard deviation and multiple regression statistical tools were employed for data analysis. The study found that TPB components exert a significant composite effect on undergraduates' entrepreneurial orientations. Based on the individual contribution of the independent variables, Perceived Desirability is the strongest predictor of the undergraduates' entrepreneurial orientations, while Perceived Social Norm is a strong predictor of the undergraduates' entrepreneurial orientations. However, it was discovered that Perceived Feasibility is not a strong predictor of students' entrepreneurial orientations. The study, therefore, recommends that Perceived desirability, which is formed and shaped by one's level of education and skills acquisition, should be improved upon to create the expected positive impact on graduates entrepreneurial orientations and possible venture creation. The gap that was not covered in the study is other factors that influence EI such as motivation, demographic characteristics, personality and situational factors.

Utami (2017) conducted a study on attitude, subjective norm, Perceived behavioral control, entrepreneurship education and Self-efficacy among University students in Indonesia. The study examined the influence of the factors in the Theory of planned behaviour on entrepreneurial orientation of students in East Java. The population used for the study was students at the University between 2012-2015 academic years. The proportional stratified sampling technique was adopted and a sample of 1237 was obtained. The questionnaire was used for data collection while the multiple linear regressions were used for analysis. Findings from the study revealed that the three antecedents of the theory of planned behaviour have positive and significant influence of the intention of entrepreneurship. The study pointed out the need to develop programs that can improve the competence of facilitators in growing and developing students' interest in business opportunities. The study was only centered on the antecedents of the theory of planned behaviour. Not covered in the study are other antecedents such as self-confidence and need for independence.

Shah and Soomro (2017) investigated entrepreneurial orientation among public sector university students of Pakistan. The purpose of their paper was to identify factors that may influence students' entrepreneurial orientation. The study proposed a descriptive methodology in which cross-sectional data were collected randomly from different public universities in Pakistan. A survey questionnaire was used as a means of data collection. Descriptive statistics, exploratory factor analysis were calculated

using SPSS. Pearson's correlation coefficient was used to test the hypotheses. The result from the analysis indicated that there was a significant positive relationship between subjective norm, attitude towards behaviour and entrepreneurial orientation. On the contrary, a negative relationship exists between perceived behavioural control and entrepreneurial orientation. Their study concluded that Pakistan graduates are more willing to work and start their own business after completion of their degree but they need to support the support of their families, friends, teachers and experts for selecting the career choice perceptions. This study was limited to public Universities in Pakistan. Other tertiary institutions were not included in the study sample.

Potishuk and Kratzer (2017) conducted a longitudinal study on factors affecting entrepreneurial orientation and entrepreneurial attitudes in higher education. The study focused on the effect of the opinion of a leader's subjective norm, behavioural control and course characteristics on the entrepreneurial attitudes and entrepreneurial orientation over the course of educational programs. Data were collected through the use of the questionnaire. Means, standard deviation, and bivariate correlations were used for analyzing while the hierarchical multiple regressions employed in predicting the levels of entrepreneurial orientation at two different points. Results from the finding indicated that the three control variables (attitude towards behaviour, subjective norm and perceived behavioural control) were statistically significant.

Ramoni (2016) carried out a study on the determinants of entrepreneurial orientations among Nigerian Universities graduates, joint effects of entrepreneurship education and two selected entrepreneurship traits: Innovation and risk-taking propensity on entrepreneurial orientations among first-degree graduates of Bayero University, Kano was evaluated. A self-administered questionnaire was administered to 229 students. Both descriptive and inferential statistics were employed in the analysis of data. The findings indicate that entrepreneurial education and personality traits could significantly predict entrepreneurial orientations among Nigerian graduates. The study recommended that entrepreneurship educators should device better means of imparting specific entrepreneurship training unto undergraduates in Nigerian universities. The study was limited as the determinant of entrepreneurial orientations was only centred on Gender. The paper failed to study other determinants of entrepreneurial orientations.

Kim-Soon, Ahmad, and Ibrahim (2016) carried out a study to assess the level of undergraduates' entrepreneurial motivation and entrepreneurship career intention at a public University using the theory of planned behaviour. A total of 450 self-administered

questionnaires were distributed to the students, of the various faculties, and races at University of Tun Hussein Onn Malaysia. The study employed correlation and regression analytical tools in the data analysis. Statistically, students' strength of entrepreneurial motivation and intention was found to be significantly and positively related. It was also discovered that the entrepreneurial motivation factors affecting career intention to be an entrepreneur are made up of social norms (individual perception of the significance of how others value and support the establishment of a new business), subjective norm (individual perceptions of their abilities and tolerance to perform entrepreneurial tasks), and attitude towards behaviour (individual awareness of the importance and value of entrepreneurship) entrepreneurial motivations. Subjective norm (tolerance for risk) and attitude (desirability) of self-employment were also seen to be significantly related to the student's immediate and future intention to be an entrepreneur. However, behavioural control entrepreneurial motivation was found to be significantly related to the student's immediate career intention but not significantly related to the student's future entrepreneurship career intention. Their study recommends that the antecedents of entrepreneurship intention should be embedded into the entrepreneurship curriculum and pedagogical strategy. This implies that entrepreneurship is central to future career, economy and social development. Creating opportunity for practice of key entrepreneurial behaviours is seen as being crucial in cultivating entrepreneurial behaviours.

Mukhtarand Naveed (2016) examined the influence of Emotional Intelligence on Entrepreneurial Orientation, observed within graduating students in Pakistan; studied Emotional Intelligence and entrepreneurial orientation devised a line of research that deals with the concept that Emotional Intelligence can be used to predict the entrepreneurial orientation. The study primarily aimed to expand understanding the influence of Emotional Intelligence on entrepreneurial orientation. The mix of four tools comprising Emotional Intelligence (self-emotional appraisal; others' emotional appraisal; use of emotions and regulation of emotions) has been expected to influence the entrepreneurial orientation. To test the proposed model data was collected from 300 graduating students of business studies departments from HEC recognized public sector universities of Lahore, and the data analyzed through SPSS. Regression analysis between variables suggested positive and significant relationship of Emotional Intelligence with entrepreneurial orientation. They suggested that the Emotional Intelligence among individuals shape the behavior of individuals, while making them persistent toward task accomplishment, internal peace of mind, socially and internally strong and innovative to solve problems. The study consisted of only one independent variable; therefore it cannot be used to generalize the relationship between Emotional



Intelligence and entrepreneurial orientation. Mediating relationship of different variables is not examined.

Rohana, Wahyukaton, Zarina and Rahima (2016) carried out a comparative study of Emotional Intelligence and Entrepreneurial Orientation between students of two universities from Malaysia and Indonesia; investigates the extent to which Emotional Intelligence and Entrepreneurial Orientation test scores vary among the students. Emotional Intelligence showed different scores between students of the two universities. The importance of Emotional Intelligence also differs between two universities. Emotional Intelligence and EO collectively have an impact on Entrepreneurial Inclination of Indonesian students, but only EO was significant for Malaysian students.

Ameh and Udu (2016) examined Social Networks and Entrepreneurial Orientation among students in Nigerian Universities, A correlation survey of 402 respondents was conducted. Descriptive statistics, correlation and Anova were used to analyze their data. It was discovered that a significant relationship was found to be existing between social networks size and risk disposition among entrepreneurs. They found a positive but not significant relationship between Networking Ability and Competitive aggressiveness. They went further to warn that if students in Nigeria Universities fail to key into the revolution epitomized by the Network of African Students Entrepreneurs, they run the risk of being benefit of entrepreneurial ideas.

Dlofan (2016) investigated the relationship between emotional intelligence and entrepreneurial behaviour" focused on evaluating the effect of selected dimensions of emotional intelligence, based on Goleman's (1998) model, as predictors of entrepreneurial behavior namely; self-awareness, self-regulations, internal motivation, empathy and social-skills among small-sized firms' managers working in Kurdistan Region Iraq. He also examined the degree of managers' emotionally intelligent and entrepreneurial behaviour. Sixty six (66) managers from Kurdistan region -Iraq participated in the study. The participants were given a pre-structured questionnaire of two parts including; "entrepreneurial behaviour" questionnaire by (Pearce *et al.*, 1997) "emotional intelligence" questionnaire by (Goleman, 1998) five dimensions model. Three measuring tools were used to analyze data including; descriptive statistics; mean and standard deviation, Spearman moment correlation and multiple linier regressions. The finding showed a moderate level of emotional intelligence and entrepreneurial behaviour among managers. In addition, emotional intelligence and all its dimensions showed statistically significant positive correlation with entrepreneurial behaviour. Concerning the impact of emotional intelligence, out of five dimension four were found to have a significant impact on managers' entrepreneurial behaviour namely;

self-awareness, internal motivation, empathy and social-skills. However, dimensions of emotional intelligence, collectively explained a significant variance in entrepreneurial behaviour which means that managers' entrepreneurial behaviour is significantly affected by their level of emotional intelligence.

Saira and Alvir (2016) primarily aimed to expand understanding the influence of emotional intelligence on entrepreneurial orientation. The mix of four tools comprising emotional intelligence (self-emotional appraisal; others' emotional appraisal; use of emotions and regulation of emotions) has been expected to influence the entrepreneurial orientation. To test the proposed model data was collected from 300 graduating students of business studies departments from HEC recognized public sector universities of Lahore, and the data analyzed through SPSS. Regression analysis between variables suggested significant relationship of emotional intelligence with entrepreneurial orientation.

Ngah and Salleh (2015) in their study on Emotional Intelligence and Entrepreneurs' innovativeness towards Entrepreneurial Success: A Preliminary Study; posits that Entrepreneurs' ability to be successful is dependent on their resilience and ability to be innovative. The role of Emotional Intelligence in activating entrepreneurs' innovativeness is yet to be explored in the entrepreneurial research. This preliminary study investigates the Emotional Intelligence, innovativeness and entrepreneurial success of entrepreneurs in Malaysia. The pilot study was carried out on 51 young entrepreneurs. The results indicate positive Emotional Intelligence can increase innovativeness that may lead to entrepreneurial success. Only "regulation of emotion in others" seems to be the most important dimension whereas other Emotional Intelligence elements seem to be less relevant to innovativeness and entrepreneurial success. Furthermore, there is no difference between male and female entrepreneurs in Emotional Intelligence and innovativeness but entrepreneurial success. This preliminary finding highlighted the importance of Emotional Intelligence especially on other elements of Emotional Intelligence in promoting innovativeness among entrepreneurs.

Ngah, Wahyukaton, Zarina and Rahima (2015) conducted a comparative study of Emotional Intelligence and Entrepreneurial Orientation between Malaysian and Indonesian University Students using convenience sampling technique which is non probability sampling technique, presented a comparative study of Emotional Intelligence (EI) and Entrepreneurial Orientation (EO) between students of two universities from Malaysia and Indonesia. The study investigated the extent to which EI and EO test scores vary among the students. EI showed different scores between students of the two universities. The importance of EI also differs between two universities. EI and EO collectively have an impact on

Entrepreneurial Inclination of Indonesian students, but only EO was significant for Malaysian students. There were no recommendations in their work.

Pulka, Aminu & Rikwentishe (2015) conducted a study titled "An Evaluation of Students' Attitude towards Entrepreneurship Education in some Selected Universities in North East Nigeria". The study examined the cognitive, affective, and behavioural components of students' attitude and the overall attitude of students towards entrepreneurship education in Nigerian universities. Their study adopted a descriptive survey research method on some universities in North-East Nigeria. Purposive sampling was used in the selection of the universities, while simple random sampling was employed in the selection of the respondents. They claimed that the study falls within the domain of descriptive study. Meanwhile, they found that students' cognitive component of attitude, affective and behavioural component are very high factors. They recommended that Nigerian universities should strive to inculcate sound and qualitative entrepreneurship education to their students. This study appears to be incoherent. The study looks almost empty; as crucial factors' influences were not investigated against entrepreneurial orientations scientifically. The methodology of the study has fallen short of skill. The purposive sampling used by the author cannot be randomly selected. The reality being that purposive sampling is a non-probabilistic method. Therefore, the assumption or generalization of the study appears fruitless.

Muhammed, Aliyu and Selim (2015) carried out a study on EI among Nigerian Students. The study evaluates university students' attitude, subjective norms and perceived behavioural control about EI. Data were gathered from the survey questionnaire distributed randomly among students on campus on the Abubakar Tafawa Balewa University, Bauchi. The study revealed that entrepreneurial attitude, subjective norm and power of behavioural control are all significant predictors of EI. The study recommended that the determining factor such as attitude and subjective norm should receive attention since they affect EI of the respondents directly. However, the scope of the study was limited to one university and results from the study cannot represent the view of the entire Nigerian Students.

Ikeije and Onuba (2015) carried out a sociological analysis of the contributions and challenges of entrepreneurship in Nigeria. Their work sought to understand the contributions of sociological analysis of entrepreneurial inclination while looking at the possible contributions and challenges of entrepreneurship towards socio-economic development of Nigeria. The study adopted the qualitative research design and it was discovered that entrepreneurship is the engine of socio-economic development both in advanced economies and in developing economies. It was recommended that

policies that would address environmental deficit militating against entrepreneurial development should be formulated and implemented by the government. The study, however, failed to empirically validate the contributions of sociological factors to an entrepreneurial inclination which made the findings not valid.

Garba, Kabir and Nalado (2014) in a study titled an assessment of students' entrepreneurial orientations in tertiary institutions: A case of Kano state polytechnic, Nigeria which examines students' entrepreneurial orientations while survey research design was conducted at School of Management Studies, Kano State Polytechnic. The population of the study composed of final year HND students in various managerial or administrative programmes. The study selected 312 samples using purposive sampling techniques. The study used the theory of planned behaviour and Shapero's model to explain entrepreneurial orientations of the students as used in other studies. Regression method was used to examine factors influencing the entrepreneurial orientation of the students. More so, to determine how students differ on their entrepreneurial orientation, analysis of variance (ANOVA) was employed. The results show that perceived desirability has a statistically significant relationship with entrepreneurial orientation, while the perceived feasibility has no significant relationship with entrepreneurial orientation. The result also indicates that both perceived desirability and perceived feasibility are not determinants of students' entrepreneurial orientations. The study focused on the antecedents of entrepreneurial orientation as put forward by Shapero and failed to assess the effects of the antecedents of Ajzen's theory of planned behaviour on entrepreneurial orientation.

Ekundayo and Durowaiye (2014) on the Impact of Entrepreneurship Education on Entrepreneurial orientations among Nigerian Undergraduates, the research provides an understanding of the entrepreneurial orientations of small sampled Nigerian undergraduates. It reports findings from quantitative data retrieved from the questionnaire administered to 120 undergraduates that were selected through stratified and simple random sampling. Analytical techniques used include frequency count, percentages, and inferential statistics in the form of chi-square and degree of significance to know the impact of entrepreneurship education on the rate of students' self-employment intention. The study found that exposure to entrepreneurship education influences students' intentions of becoming self-employed. It was however discovered that most students were not very confident about their intentions due to fear of capital, failure, and lack of experience in business management. The study concludes that despite knowledge of entrepreneurship education as a contributing factor in the reduction of unemployment, Nigerian youth requires additional

supports to overcome the foreseen challenges. The paper was centred on entrepreneurial education and entrepreneurial orientation. However, other sociological and psychological determinants of entrepreneurial orientation were not studied.

Oriarewo, Agbim and Zeven (2014) investigated the mediating effect of managerial competence on the relationship between the dimensions of emotional intelligence (i.e., self-emotional appraisal, others' emotional appraisal, regulation of emotions and use of emotions) and entrepreneurial performance. The study adopted ex-post-facto, multi-stage sampling technique and questionnaire to generate data from selected respondents in the hospitality industry in Benue State, Nigeria. The data were analysed using multiple regression statistical method. It was found that managerial competence mediates the relationship between the dimensions of emotional intelligence and entrepreneurial performance. In view of this, enterprises' owners should ensure that their managers and employees are emotionally intelligent and managerially competent through a well-planned recruitment and selection process.

Nuzhath (2013) examined the impact of emotional intelligence on the growth of entrepreneurship. The objectives of the study was, to find out the level of emotional intelligence of the entrepreneurs and the difference between the group, gender and age and to find out the percentage of growth of the entrepreneurs and how emotional intelligence has an impact on its growth. The sample for the study consisted of 50 entrepreneurs which are selected randomly from different locations of Hyderabad. These samples again sorted out based on the monthly turnover above Rs. 100,000. The study states that there is no significant difference between the scores of emotional intelligence regarding gender and age. It also states that there is a significant difference between the scores of emotional intelligence and growth percentage of the entrepreneurs. So, emotional intelligence has a greater impact on the growth of enterprises.

Rabindra and Papri (2012) examined the Perception of Entrepreneurial Orientation and Emotional Intelligence: A Study on India's Future Techno-Managers examined the relationship between Emotional Intelligence and entrepreneurial orientation on a sample of 301 students (future techno-managers) randomly selected from different departments of engineering and management of Indian Institute of Technology (IIT) Kharagpur, India. All the respondents were administered on the scales of Emotional Intelligence and entrepreneurial orientation. The findings of the study showed positively significant correlation among the variables of Emotional Intelligence and entrepreneurial orientation. Regression analysis revealed significant contribution of Emotional Intelligence in predicting entrepreneurial orientation. The future implications of the study have been

discussed in the light of empirical findings and in the context of effective entrepreneurship and entrepreneurial management.

Pradhan and Nath (2012) examined the relationship between Emotional Intelligence and entrepreneurial orientation on a sample of 301 students (future techno-managers) randomly selected from different departments of engineering and management of Indian Institute of Technology (IIT) Kharagpur, India. All the respondents were administered on the scales of Emotional Intelligence and entrepreneurial orientation. The findings of the study showed positively significant correlation among the variables of Emotional Intelligence and entrepreneurial orientation. Regression analysis revealed significant contribution of Emotional Intelligence in predicting entrepreneurial orientation. The future implications of the study have been discussed in the light of empirical findings and in the context of effective entrepreneurship and entrepreneurial management.

Neqabi and Bahadori, (2012) examined the relationship between emotional intelligence and entrepreneurial behavior, examined the interrelations between entrepreneurs' emotional intelligence (EI), transformational leadership behaviors and growth. Based on data collected from 99 entrepreneurial firms, the findings showed that entrepreneurs' EI has an indirect impact on growth. Entrepreneurs' EI is positively related to entrepreneurs' intellectual stimulation and individualized consideration and entrepreneurs' charismatic inspirational behaviors. However, only entrepreneurs' charismatic-inspirational behaviors impact growth. The findings extend the literature by suggesting that entrepreneurs' EI is a "latent" emotional capability that impacts their transformational leadership orientation. It also suggested that by employing charismatic-inspirational behaviors, entrepreneurs' demonstrate their ability to enlist and manage followers' emotions and hence influence growth.

Aminreza, Nour-mohammad and Mahem (2011) examined relations between employees emotional intelligence with the route of their entrepreneurial orientation. The society to be studied in this research will be Aghghala districts bank employees in Golestan province- Iran. 70 people were selected from this society as sample. For gathering data related to emotional intelligence, Geleman questionnaire was used. Also, after the study, this questionnaire was adapted to collect the data related to entrepreneurial orientation. Results show that the five emotional intelligence's dimensions, empathy and motivation have the most positive effect on entrepreneurial orientation than other. So, motivation and self-awareness are most effective factors on innovation, and self-regulation has the most effect on risk-taking and then empathy has the most effect on proactiveness.

Akanbi and Onyema (2011) conducted a study on 'an examination of the influence of some selected situational factors on entrepreneurial orientations in Nigeria'. They examined the 'influence of some selected situational factors on entrepreneurial orientations among undergraduate students in a private university in Oyo, Oyo State, Nigeria'. The study used a survey research design. They survey three hundred and ninety-two respondents. The empirical analysis was carried out using multiple regression, t-test, correlation analysis and analysis of variance. Their study discovered that situational factors (perceived feasibility, perceived desirability, future unemployment, future family commitments and subjective norms) have a significant effect on an individual's entrepreneurial orientations. They recommended that people should take cognizance of the situational factors before aspiring to go into business since these factors can determine the entrepreneurial orientations and in the long run entrepreneurial success. The paper focused on the influence of some selected situational factors and entrepreneurial orientation. However, other sociological and psychological determinants of entrepreneurial orientation were not included in the study.

Inegbenebor and Ogunrin (2010) focused on 'Entrepreneurial Attitudes and Intentions among Nigerian Undergraduates'. Their study investigated the attitude and intention phases of entrepreneurial behaviour among Nigerian management undergraduates. The three assumptions that undergird the study's design are that these undergraduates will only pick up jobs after their graduation; they are likely to have tentative ideas or intentions of what those jobs would be; and their career choices would fall into two broad option-categories: self-employment (entrepreneurial career) or paid employment. They examined the prevalence of entrepreneurial attitudes and intentions among Nigerian undergraduates; and investigated the roles of gender, locus of control, parents' occupation and social support as possible predictor variables. They used a survey research design. They used descriptive statistics and multiple regression statistical technique to analyse data. They found that male students were more internal on the LOC trait than the females. This internality, as well as the entrepreneurial occupations and approval of respondents' mothers significantly predicted a positive attitude toward entrepreneurship. It appears that there was a deviation from the study's objectives. Also, the study lacks consistent recommendations.

Fantaye (2010) carried out a study to assess the factors affecting entrepreneurial orientation among graduating students at Debre Berhan University, Ethiopia. The theory of planned behaviour is adopted to specifically look at the effect of attitude towards entrepreneurship, perceived social norms and perceived behavioural control on entrepreneurial orientation.

Also, entrepreneurship education and external environment are incorporated into the model as a moderator factor. The population used in this study was graduating students at Debreberhan University 2018/19 academic year. The Sampling techniques were multi-stage sampling and purposive sampling with a total sample of 240 respondents. The data collection used questionnaires methods with likert scale, while the multiple linear regression analysis was used as an analytical. The findings show that the main effects, namely attitude towards entrepreneurship, perceived subjective norm and perceived behavioural control have a positive relationship and significant effect on entrepreneurial orientation among graduating students. It is also found that entrepreneurship education has a positive moderating effect on entrepreneurial orientation among graduating students. The study recommends that the policymakers should improve on the policy of developing entrepreneurial development programs by considering facilitating how to access the resource and by removing unnecessary conditions that hinder the development of entrepreneurs. Universities should contribute beyond offering entrepreneurship courses rather the introduction of targeted entrepreneurship programs, internships, creation of business incubators, creation of industry and university partnerships can be very productive in nurturing the entrepreneurial orientation among students.

Pachulia and Henderson (2009) examined the relationship between Emotional Intelligence and Entrepreneurial Orientation Observed within owner-managers, who lead small, high-tech firms in Sweden in this question; Is there a statistically significant relationship between the EI of an owner manager and the EO within a small firm? The primary purpose of this study was to perform an exploratory study of the research problem by addressing the first hypothesis. The secondary purpose of this study was to characterize the nature of this relationship by exploring micro-connections between EI and EO factors, by addressing the second hypothesis. Hypotheses: 1) An owner-manager's EI can be used to predict EO within small firms. 2) An owner-managers' EI dimensions are positively correlated to the EO dimensions in small firms. Method: A questionnaire including the EISDI (Emotional Intelligence) instrument and the Covin&Slevin (1989). Entrepreneurial Orientation (entrepreneurial/strategic posture) instrument were sent by email to respondents. Responses were collected from a sample of 35 respondents, who were identified as owner-managers of small, young firms with the Swedish high-tech industry. An empirical analysis examined correlations between global EI and global EO, as well as EI and EO factors. The main findings revealed that both hypotheses were rejected. It was concluded that an owner-manager's EI cannot be used to predict EO within small firms. Moreover, it was found that no part of an owner-manager's EI is

significantly nor strongly correlated to EO dimensions within small firms.

There is no research without limitations and the essence of any research is to add to existing body of knowledge. Looking at the available previous studies reviewed in this area of research interest, little attention had been given to the relationship between emotional intelligence and entrepreneurial orientation in tertiary institutions in Nigeria by Ayedun and Ajayi (2018) while most of the previous studies such as; Ngah, Wahyukaton, Zarina and Rahima (2015), Rohana, Wahyukaton, Zarina and Rahima (2016), Mukhtar and Naveed (2016) are foreign in nature. It is the bid to fill this gap that motivated this research to study domestically and examine the relationship between emotional intelligence and entrepreneurial orientation among staff in tertiary institutions in Kogi State.

### 3. METHODOLOGY

#### 3.1 Model Specification

Emotional intelligence and Entrepreneurial orientation

$ENO = f(EMI, SEA, SEM, SOA, REM, EMP)$ .....eqn 1

Self management and innovativeness,  
 $INN = f(SEM)$ .....eqn 2

Where

ENO=entrepreneurial orientation, EMI= emotional intelligence, SEA= self-awareness, REM=relationship management, EMP= empathy, INN= Innovativeness, COA=competitive aggressiveness, PRA= proactiveness, AUT= autonomy

### 4. RESULTS AND DISCUSSIONS

**Table-4.32: Correlation Matrix on Components of Emotional Intelligence and Entrepreneurial Orientation**

Variables	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	X <sub>7</sub>	X <sub>8</sub>
X <sub>1</sub>	1.000000	0.055348	0.252481	0.026210	0.101992	0.893867	0.147099	0.769419
X <sub>2</sub>	0.055348	1.000000	0.519803	0.406015	0.460959	0.252136	0.608660	0.571451
X <sub>3</sub>	0.252481	0.519803	1.000000	0.716670	0.850159	0.009652	0.703174	0.216336
X <sub>4</sub>	0.026210	0.406015	0.716670	1.000000	0.940781	0.071148	0.673815	0.083255
X <sub>5</sub>	0.101992	0.460959	0.850159	0.940781	1.000000	0.052114	0.693933	0.151511
X <sub>6</sub>	0.893867	0.252136	0.009652	0.071148	0.052114	1.000000	0.142670	0.053212
X <sub>7</sub>	0.147099	0.608660	0.703174	0.673815	0.693933	0.142670	1.000000	0.234567
X <sub>8</sub>	0.769419	0.571451	0.216336	0.083255	0.151511	0.053212	0.234567	1.000000

**Source:** Researcher's Computation using SPSS version 21.0, 2020

**Keys:** Risk taking (X<sub>1</sub>), innovativeness (X<sub>2</sub>), proactiveness (X<sub>3</sub>), competitiveness aggressiveness (X<sub>4</sub>), autonomy (X<sub>5</sub>), self-awareness (X<sub>6</sub>), Self-management, (X<sub>7</sub>) and relationship management (X<sub>8</sub>).

The correlation matrix in table 29 showed there is existence of positive correlation between the components of emotional intelligence (self-awareness, self-management, social awareness and relationship management) and components of entrepreneurial orientation (Risk taking, innovativeness, proactiveness and competitiveness aggressiveness).

After principal component analysis, the remaining scales for each of the variables were subjected to a reliability test. This was necessary in order to determine the reliability of the remaining scales for each of the variables that were used for further analysis. Table 29 shows the results of the reliability test.

**Table-4.33: Reliability Test Results for the Variables**

Construct	No. of items	Cronbach Alpha
Risk taking	4	0.811
Innovativeness	4	0.792
Proactiveness	4	0.837
Competitive aggressiveness	4	0.751
Autonomy	4	0.825
Self-awareness	4	0.743
Self-management	4	0.732
Social awareness	4	0.987
Relationship management	4	0.865

According to Hair *et al.* (2010), a Cronbach's Alpha value of 0.70 or 0.60 (for exploratory research) is acceptable. From the reliability test conducted, the Cronbach's Alpha values for all the variables were above the recommended Cronbach's Alpha value of 0.70 as shown in Table 29. This means all the variables passed the reliability test.

#### 4. Testing of Hypotheses

**H<sub>02</sub>:** There is no significant positive relationship between self- management of emotional intelligence and innovativeness among staff of tertiary institutions in Kogi State.

Correlations				
			Emotional intelligence	Innovativeness
Kendall's tau_b	Emotional intelligence	Correlation Coefficient	1.000	.876
		Sig. (2-tailed)	.	.035
		N	4	4
	Innovativeness	Correlation Coefficient	.876	1.000
		Sig. (2-tailed)	.035	.
		N	4	4

Source: Author's Computation using SPSS version 21.0, 2020

From the result obtained above, the Kendall's tau correlation coefficient (0.876) showed that there is a positive relationship between emotional intelligence and innovativeness among staff of tertiary institutions in Kogi State. Hence, a rise in emotional intelligence led to rise in innovativeness. Based on the hypothesis to be tested, sig.(2-tailed) value which is 0.035 is less than the 0.05 level of significance. Therefore, we reject the null hypothesis and accept the alternative hypothesis and conclude that there is a significant relationship between emotional intelligence and innovativeness among staff of tertiary institutions in Kogi State.

From the result obtained above, the Kendall's tau correlation coefficient (0.825) showed that emotional intelligence is significantly related to autonomy among staff of tertiary institutions in Kogi State. Hence, a rise in emotional intelligence led to rise in autonomy. Based on the hypothesis to be tested, sig.(2-tailed) value which is 0.031 is less than the 0.05 level of significance. Therefore, we reject the null hypothesis and accept the alternative hypothesis and conclude that emotional intelligence is significantly related to autonomy among staff of tertiary institutions in Kogi State.

	Dimensions	Model using MSCEIT	
		Estimate	P
Hypothesis V-MSCEIT	Identifying emotions	0.264	0.084
	Facilitating emotions	0.412	0.064
	Understanding emotions	0.271	0.051
	Regulating emotions	0.337	0.079

Source: Research's Computation using SPSS version 21.0, 2020

The result shows that MSCEIT is divided into four dimensions or components such as; identifying emotions, facilitating emotions, understanding emotions and regulating emotions. Based on the estimated results, the estimates of all the dimensions (0.264, 0.412, 0.271 and 0.337) are less than 0.5 based on rule of thumb with their probability values respectively (0.084, 0.064, 0.051 and 0.0719) are greater than 0.05 also based on the rule of thumb. Hence, the study concluded that there is low level of emotional intelligence among staff of the selected tertiary institutions in Kogi State.

The study focused to examine the relationship between emotional intelligence and entrepreneurship orientation among staff of tertiary institutions in Kogi State. The study utilized five research questions, objectives and hypotheses. The study employed principal component analysis to extract basic factors of

entrepreneurial orientation that relate to emotional intelligence. Based on the results, variables such as; risk taking, innovativeness, proactiveness competitive aggressiveness and autonomy were extracted using the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test.

The result also revealed that there is a positive relationship between emotional intelligence and innovativeness among staff of tertiary institutions in Kogi State. Hence, a rise in emotional intelligence led to rise in innovativeness. Based on the hypothesis, it was concluded that there is a significant relationship between emotional intelligence and innovativeness among staff of tertiary institutions in Kogi State. This finding is also in line with the works of Aminreza, Nour-mohammad and Mahem (2011), Dlofan (2016), Mukhtar and Naveed (2016) that found a positive

relationship between the dimension of emotional intelligence and entrepreneurial orientation.

Finally, the study revealed that there is low level of emotional intelligence among staff of the selected tertiary institutions in Kogi State based on ability test model results (MSCEIT). This finding is contrary to that of Usman and Yennita (2019) who submitted that there is high emotional intelligence among international students in Turkey.

## 5. CONCLUSION AND RECOMMENDATIONS

The study examined the relationship between emotional intelligence and entrepreneurial orientation among staff of tertiary institutions in Kogi State. The result of the findings based on correlation results showed that there is a positive relationship between the five components of emotional intelligence and four components of entrepreneurial orientation while the results based on the MSCEIT revealed that there is low level of emotional intelligence among staff of the selected tertiary institutions in Kogi State.

### Conclusion

This focused on relationship between emotional Intelligence and entrepreneurial Orientation among Staff of Tertiary Institutions in Kogi State. The results based on the analysis of research questions and test of hypotheses revealed that there is positive relationship between emotional intelligence and entrepreneurial orientation. Specifically, the study found that: there is a significant relationship between emotional intelligence and innovativeness among staff of tertiary institutions in Kogi State.

In line with the findings of this study, the following recommendations are presented. Management should allow staffs takes actions without waiting for instructions, this will encourage staff's innovativeness and be more responsible to their work. They should be allowed to introduce improvements in the work place and also seek new ways of doing old things. Sometimes work may demand an urgent action but since instruction has not been given for staff to act on it, it is delayed until instruction is received. This will help the institutions grow and achieve new results.

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