

Influence of Emotional Intelligence on Lecturers' Research Productivity in State-Owned Polytechnics, Oyo State

¹Agbajeola R. O., ¹Garuba Q. A. & ²Olatunji, H. O.

¹Department of Educational Management, Tai Solarin University of Education, Ijagun, Ogun State, Nigeria.

²Department of Educational Management, Faculty of Education, University of Ibadan, Ibadan, Oyo-State

Corresponding Author: agbajeolero@tasued.edu.ng

ABSTRACT: Polytechnic education, which is not only a vehicle for change but also for economic growth and national development, appears to have received insufficient attention from the government. The study thus investigated the role of emotional intelligence in teachers' research output at state-owned polytechnics in Oyo State. The study used a descriptive research design of the survey type. The study's population consists of all one thousand and forty-four (1044) lecturers at all state-owned polytechnics in Oyo state. The study's sample consisted of 373 lecturers selected using a multi-stage selection process. Data was collected using two instruments devised by researchers, dubbed the "Emotional Intelligence Questionnaire (EIQ) and Lecturers' Research Productivity Questionnaire (LRPQ)". The instrument has reliability coefficients of 0.81 and 0.77, respectively. The acquired data was analysed using basic linear regression, and hypotheses were evaluated at the 0.05 level of significance. The study found that lecturers' research productivity was significantly influenced by social skills ($\beta = .605$, $P < .05$), self-motivation ($\beta = .429$, $P < .05$), self-awareness ($\beta = .576$, $P < .05$), and relationship management. The study concluded that emotional intelligence is important in improving research productivity, and that institutions should support the development of these skills through targeted initiatives and a conducive academic environment. It was also suggested that academic institutions create an enabling environment that inspires and sustains lecturers' intrinsic motivation. This can involve providing research money, establishing reward and recognition systems for great research accomplishments, and encouraging autonomy in research efforts.

KEYWORDS: Emotional intelligence, Research productivity, Social skill, Self motivation, Self awareness, Relationship management.

1. INTRODUCTION

Education is often regarded as a tool for advancing national development. It is critical to human accomplishment in all fields because it provides humans with a variety of knowledge and abilities that improve their performance, prepare them physically, and develop their minds. Different stakeholders in the education sector have expressed deep concern over the perceived erosion in the quality of polytechnic education in Nigeria. Polytechnic education, which is not only a vehicle for change but also for economic growth and national development, does not appear to have received adequate attention from the Oyo State government. Polytechnic education was designed to provide students with practical knowledge and skills that would allow them to be self-sufficient while also contributing to the country's economic progress.

The low productivity of teachers in certain polytechnics in Oyo State may have been caused by the lack of emphasis placed on polytechnic education. There are frequent grievances regarding the calibre of lecturers and their low output, which may be the cause of subpar research publications, community service, and material delivery, as well as a lack of dedication to one's job (Suleiman, 2015). Higher education institutions' increased production could be understood as producing more and better graduates and school dropouts who are physically, cognitively, and morally capable of integrating into society and the workforce. Given this requirement, Nigerians are becoming increasingly concerned about the poor level of labour productivity (Babalola, 2009).

An academic's performance is measured by the number or calibre of papers they have produced during a specific time period, which is known as research productivity. The creation of new, applicable knowledge is one of the main objectives of research. Therefore, it is crucial to emphasise that research productivity is a reliable indicator of both academic achievement and recognition as well as the sum of the research activities that lecturers have conducted during a specific time period (Basiru, 2018). The number of publications in globally recognised, learnt databases, patents, chapters in books, and books published both domestically and abroad that are thought to be accepted by prestigious, peer-reviewed, or learnt journals are all used to gauge how much research a lecturer produces. Other measures vary from one institution to another and include the quantity of publications in conference/workshop

proceedings, research-oriented books, staff bulletins, subject books, technical reports, articles in refereed journals, pamphlets, and monographs (Gunawan *et al.*, 2018).

Through the development of self-awareness, empathy, and effective interpersonal communication, emotional intelligence (EI) is essential for raising lecturers' research output. High EI lecturers are able to control their emotions and stress levels, which helps them maintain motivation and concentrate throughout the frequently taxing research process. Additionally, their capacity for empathy and productive teamwork fosters collaboration and the sharing of creative ideas, both of which are essential for ground-breaking research. Additionally, emotional intelligence improves flexibility, enabling instructors to sustain their research output while overcoming obstacles like scarce resources or changing academic agendas. In the end, the combination of emotional intelligence-driven interpersonal skills and emotional resilience acts as a stimulant for long-term research output and academic achievement.

According to Salovey (2019), emotional intelligence is the capacity to recognise emotions, acquire information, control emotions introspectively, and foster both intellectual and emotional development. According to Mayer (2018), it is the capacity to comprehend and control one's own emotional reactions as well as to adjust and react to others. This fundamental knowledge influences how people interact amicably and productively at work and in other areas of their lives. Emotional intelligence is basically the ability of people to live and relate to each other in harmony despite their emotional variances. This skill, which has been found to be essential to the success and performance of organisations, is referred to as emotional intelligence. The emotional intelligence indices that will be examined in this study include relationship management, self-motivation, self-awareness, and social skills.

Because it promotes efficient networking, communication, and teamwork, social skill—a crucial aspect of emotional intelligence—is crucial for lecturers' research output. Strong social skills allow lecturers to establish and preserve professional connections, which opens up opportunities for interdisciplinary research, financing, and access to important resources. Their capacity to effectively convey intricate concepts encourages fruitful teamwork and improves the sharing of research results. A supportive and creative research culture is fostered by professors who possess social skills, which also enable them to handle conflicts, motivate teamwork, and navigate academic situations. Communication, empathy, cooperation, and conflict resolution are only a few of the abilities that make up social skills (Williams *et al.*, 2021). These abilities allow people to communicate with others in an efficient manner, which promotes teamwork and a productive workplace. According to recent research, social skills are crucial for negotiating the intricacies of contemporary workplaces and go beyond simple interpersonal talents (Bourne *et al.*, 2022).

Another crucial measure of emotional intelligence is self-motivation. Because it fosters tenacity, concentration, and fortitude in the face of academic obstacles, self-motivation—a fundamental component of emotional intelligence—is a key factor in lecturers' research productivity. High self-motivation lecturers are inherently curious and passionate about learning, which drives them to seek novel research and get beyond challenges like scarce resources or stringent peer review procedures. Even in the face of failures, their dedication to long-term objectives guarantees steady effort and advancement in their academic work. Self-motivation encourages goal-oriented behaviour, which helps lecturers achieve deadlines, produce high-quality work, and make significant contributions to their academic subjects (Mayer *et al.*, 2021). In the cutthroat and ever-changing world of academia, maintaining research output requires this personal motivation.

Self-awareness is another crucial component of emotional intelligence. Lecturers who are self-aware are better able to identify and control their feelings, strengths, and weaknesses. High self-awareness lecturers are able to pinpoint their ideal working environment, time-management techniques, and areas in need of development, which enables them to better their research procedures and results. Additionally, this awareness promotes emotional regulation, which helps lecturers stay calm and concentrated under pressure, including when submitting grant applications or receiving peer review comments. Additionally, self-aware lecturers are more inclined to look for professional development opportunities and constructive criticism, both of which are essential for academic advancement. According to Kara (2020), self-awareness helps people better grasp what they need or want, enhances their decision-making process, allows them to better control their emotions, and boosts their chances of success and productivity. Additionally, self-awareness improves connections within the workforce and boosts self-esteem.

Additionally, one of the key indicators of emotional intelligence is relationship management. Collaboration, mentoring, and professional networking are all facilitated by relationship management. Building and maintaining

fruitful relationships with coworkers, research partners, and funding agencies is made possible by effective relationship management, and these ties are crucial for transdisciplinary projects and resource acquisition. Additionally, it enables them to guide students and young researchers, fostering a positive atmosphere that encourages creative problem-solving and group research successes. Strong relationship management abilities also assist professors in resolving disputes, effectively communicating research findings, and building a respectable reputation in their academic community.

2. OBJECTIVES OF THE STUDY

Examining how emotional intelligence affects lecturers' research output at state-owned polytechnics in Oyo State was the primary goal of the study. In particular, the research:

1. Examined the contribution of social skills to lecturers' research productivity in state-owned polytechnics, Oyo State.
2. Found the contribution of self motivation to lecturers' research productivity in state-owned polytechnics, Oyo State.
3. Established the contribution of self awareness to lecturers' research productivity in state-owned polytechnics, Oyo State.
4. Investigated the contribution of relationship management to research lecturers' productivity in state-owned polytechnics, Oyo State

3. HYPOTHESES

The following hypotheses formulated were tested at 0.05 level of significance.

H₀₁: There is no significant contribution of social skill to lecturers' research productivity in state-owned polytechnics, Oyo State.

H₀₂: There is no significant contribution of self motivation to research lecturers' productivity in state-owned polytechnics, Oyo State.

H₀₃: There is no significant contribution of self awareness to lecturers' research productivity in state-owned polytechnics, Oyo State.

H₀₄: There is no significant contribution of relationship management to lecturers' research productivity in state-owned polytechnics, Oyo State.

4. LITERATURE REVIEW

The effect of emotional intelligence on the performance of teachers in secondary schools in Makurdi, Benue State, Nigeria, was examined by Otor and Jato (2023). Daniel Goleman's 2002 notion of emotional intelligence served as the foundation for the investigation. A descriptive survey research design was used. 160 secondary school administrators and teachers from 15 different schools make up the sample. Relevant information was gathered using a standardised questionnaire. The analysis employed both regression and descriptive analysis. Goleman's publications (2002) serve as the foundation for the study's theoretical review. The study's goals and four emotional intelligence constructs—self-awareness, self-management, social awareness, and relationship management—were applied. The results showed a connection between secondary school teachers' performance and emotional intelligence. Among other things, it is advised that the idea of emotional intelligence be explicitly incorporated into the standards used for hiring and choosing secondary school teachers.

Nosike et al. (2022) investigated the relationship between a teacher's performance and emotional intelligence. Pahl's 2008 Emotional Intelligence Theory (Eq-Emotional Quotient) and Mayer, Salovey, and Caruso's 2008 Ability-Based Theory served as the foundation for the study. The study used a survey research design, with 650 people in the population and 242 people in the sample. A questionnaire was used to collect the data, and it underwent validity and reliability tests. Correlation analysis was used to analyse the data, and hypotheses were evaluated at the 5% significance level. The findings indicated that in secondary schools in Anambra State, employees' creativity and commitment are statistically significantly influenced by self-control and empathy, respectively. Therefore, the study came to the conclusion that emotional intelligence has an impact on teachers' performance in secondary schools in Anambra State, Nigeria. Among other things, it suggested that principals should demonstrate self-control, as this has been demonstrated to have a significant impact on employees' creativity and teacher output.

Nurhamizah and Leele (2021) investigated the relationships between self-efficacy and job performance and emotional intelligence and job performance among instructors at a Selangor public university's centre of foundation studies. The technique of complete population sampling was used because of the relatively modest size of the population. All 40 lecturers were given questionnaires, however only 86 of them filled them out (response rate = 6.4%). In addition to a statistically significant and positive relationship between self-efficacy and job performance, the results showed a statistically significant and positive relationship between emotional intelligence and job performance. All three aspects of self-efficacy—teaching, research, and other academic or service-related activities—as well as the four aspects of emotional intelligence—regulation of emotion, self-emotional appraisal, use of emotion, and others' emotional appraisal—were statistically significant and positively connected with job performance. Regarding the study's consequences, it adds to the body of research regarding lecturers' work performance, emotional intelligence, and self-efficacy in the Malaysian environment.

In Punjab province, Ahsaan et al. (2020) investigated the relationship between the emotional intelligence of secondary school teachers and their work output. The study's methodology was descriptive and correlational. A representative sample of 400 male and female secondary school teachers was chosen at random to provide the data. There were two research tools used. To guarantee validity and reliability, the study instruments underwent pilot testing. The data was analysed using both descriptive and inferential statistical methods, including one-way ANOVA, regression analysis, independent sample t-test, and Pearson r. The findings showed a robust and statistically significant beneficial relationship between teachers' job performance and their emotional intelligence. In Punjab province, teachers' emotional intelligence also demonstrated a respectable degree of predictability regarding their job performance at the secondary level.

Sanchika and Mukesh (2019) looked on how emotional intelligence affected Madhya Pradesh's teachers' performance on the job. 166 instructors from universities in the Madhya Pradesh region make up the sample size. The conceptual framework was based on theories of emotional intelligence put out by Salovey and Mayer (1989–1990), and the connection between these theories and teachers' job performance was investigated. The PLS-SEM measurement model was used to examine the validity and reliability of the variables. The findings showed that a teacher's job performance is significantly impacted by their emotional intelligence. Important research findings showed that teachers' job performance is positively and significantly correlated with emotional self-awareness, self-confidence, achievement, developing others, and conflict management.

Emotional intelligence (EI) was investigated by Latif et al. (2017) as a predictor of job success among female high school teachers. The association between emotional intelligence (EI) and job performance was also found to be influenced by work-related attitudes, job satisfaction, turnover intention, and organisational commitment. The sample consisted of 210 female teachers who had been working with grade 10 pupils in 35 randomly chosen government high schools for two to ten years. The study variables were measured using the Continuance Commitment Subscale (Allen & Meyer, 1990), Job Satisfaction Scale (Warr, Cook, & Wall, 1979), Organisational Commitment Questionnaire (Mowday, Steers, & Porter, 1979), and Emotional Intelligence Test (Schutte et al., 1998). Student grades and self-assessment forms were used to gauge the teachers' performance on the job. According to a theoretical model that was established, emotional intelligence (EI) predicts job performance through job attitudes, such as organisational commitment, job satisfaction, and turnover intentions. Path analysis and regression analysis revealed that EI was a poor predictor of work performance. Nonetheless, pupils received higher grades from teachers with higher EI, and teachers with higher EI reported more job satisfaction.

5. METHODOLOGY

The study used a survey-style descriptive research design. The study's population consists of all 1,444 lecturers at all Oyo State's state-owned polytechnics. 373 professors made up the study's sample, which was chosen using a multi-stage sampling procedure. The "Emotional Intelligence Questionnaire (EIQ) and Lecturers' Research Productivity Questionnaire (LRPQ)" were two tools created by the researchers and utilised to gather data. The instrument's reliability coefficients were 0.81 and 0.77, respectively. Simple linear regression was used to evaluate the data, and the hypotheses were tested at the significance level of 0.05.

6. RESULT AND DISCUSSION OF FINDINGS

H₀₁: There is no significant contribution of social skill to lecturers' research productivity in State-owned polytechnics, Oyo State.

Table 1: Contribution of Social Skill to Lecturers' Research Productivity in State-owned Polytechnics

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	Beta	Std.Error	Beta		
(Constant)	.214	.112		1.911	.017
Social Skill	.730	.221	.605	3.303	.00

a. Dependent Variable: lecturers' research productivity

The contribution of social skills to the research output of lecturers at state-owned polytechnics was displayed in Table 1 above as beta weights, specifically: ($\beta = .605$, $P < .05$). Therefore, it was discovered that social skills have an impact on the research output of academics at Oyo State's state-owned polytechnics.

H02: There is no significant contribution of self motivation to lecturers' research productivity in State-owned polytechnics, Oyo State.

Table 2: Contribution of Self Motivation to Lecturers' Research Productivity in State-owned Polytechnics

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	Beta	Std.Error	Beta		
(Constant)	.532	.268		1.985	.029
Self Motivation	.821	.376	.429	2.184	.00

a. Dependent Variable: lecturers' research productivity

The contribution of self-motivation to the research output of lecturers at state-owned polytechnics was displayed in Table 2 above as beta weights, specifically: ($\beta = .429$, $P < .05$). Thus, it was discovered that the research output of instructors at state-owned polytechnics in Oyo State is influenced by their own motivation.

H03: There is no significant contribution of self awareness to lecturers' research productivity in State-owned polytechnics, Oyo State.

Table 3: Contribution of Self Awareness to Lecturers' Research Productivity in State-owned Polytechnics

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	Beta	Std.Error	Beta		
(Constant)	.363	.162		2.241	.022
Self Awareness	.634	.196	.576	3.235	.00

a. Dependent Variable: lecturers' research productivity

The contribution of self-awareness to the research output of lecturers at state-owned polytechnics was displayed in Table 3 above as beta weights, specifically: ($\beta = .429$, $P < .05$). As a result, it was discovered that self-awareness affects the research output of instructors at Oyo State's state-owned polytechnics.

H04: There is no significant contribution of relationship management to lecturers' research productivity in State-owned polytechnics, Oyo State.

Table 4: Contribution of Relationship Management to Lecturers' Research Productivity in State-owned Polytechnics

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	Beta	Std. Error	Beta		
(Constant)	.294	.145		2.028	.018
Relationship Management	.701	.226	.594	3.101	.00

a. Dependent Variable: lecturers' research productivity

The contribution of relationship management to the research productivity of lecturers at state-owned polytechnics was displayed in Table 4 above as beta weights, specifically: ($\beta = .594$, $P < .05$). Thus, it was discovered that relationship management affects the research output of instructors at Oyo State's state-owned polytechnics.

7. DISCUSSION OF FINDINGS

According to the first hypothesis, lecturers' research productivity was significantly influenced by their social skills. Social skills include interpersonal competencies including networking, communication, and teamwork, all of which are critical for academic achievement in today's higher education settings. Strong social skills enable lecturers to collaborate on research projects, build multidisciplinary relationships, and express themselves clearly. These abilities make it easier to acquire materials, opportunities for mentoring, and intellectual discussions—all of which are essential for conducting high-caliber research. To increase research productivity, for example, lecturers can use networking to establish professional relationships that result in joint research projects, grant opportunities, and invitations to scholarly conferences. Liu et al. (2023) observed that individuals with great communication skills are better able to articulate their ideas, which leads to enhanced collaboration and improved team performance. This finding is consistent with their findings.

According to the second hypothesis, lecturers' research productivity was significantly influenced by their own motivation. High self-motivation lecturers are more likely to create challenging research objectives, look for chances for professional development, and persevere in the face of obstacles such as a lack of money, heavy administrative workloads, or journal rejection. Their research output is directly increased by this inner drive, which also helps them to fulfil deadlines, develop creative ideas, and manage time and resources efficiently. This result is consistent with that of Bobbio et al. (2022), who investigated the connection between performance and motivation in a variety of industries. According to the study's findings, motivation is a powerful predictor of performance, and opportunities for professional growth, feedback, and acknowledgement all raise motivation levels, which in turn improve performance results. Additionally, performance can be enhanced via motivational techniques customised to each employee's needs.

According to the third hypothesis, lecturers' research productivity was significantly influenced by their level of self-awareness. The results showed that self-awareness entails being conscious of one's own emotions, behaviours, strengths, and shortcomings. It makes it possible for people to understand how these elements affect their behaviour and how they make decisions. High self-awareness lecturers are better able to assess their research strengths and opportunities for development. They are able to successfully utilise their abilities, set reasonable goals, and look for resources or help to improve their weaknesses. To improve the calibre and effectiveness of their research, a self-aware professor who identifies a methodological skill deficit, for example, could actively look for training or work with a colleague who is proficient in that field. The results corroborated the findings of Kappagoda (2018), who found that self-awareness and research self-efficacy were correlated, and that this was one of the primary performances of the university's academic staff.

According to the fourth hypothesis, relationship management significantly increased the productivity of lecturers' research. The results showed that relationship management makes it easier to communicate effectively with students, research partners, and peers, which fosters creative thinking and information exchange. Relationship management also improves one's capacity to resolve disputes and preserve constructive working relationships. For example, instructors who are able to settle disputes amicably are more likely to continue long-term research collaborations, which are essential for producing reliable results and keeping up academic momentum. This outcome is consistent

with research by Akhtar and Iqbal (2017), who proposed that encouraging interactive relationships with coworkers results in a stress-free workplace as well as higher levels of dedication and productivity. Building academic relationships and incorporating everyone in a group are also excellent ways to increase productivity, according to Nasereddin and Sharabati (2016).

8. CONCLUSION

The study came to the conclusion that developing emotional intelligence is critical to increasing research productivity and that educational institutions should encourage the growth of these abilities through focused programmes and a supportive academic environment. The results of this study demonstrate that relationship management, self-awareness, self-motivation, and social skills all have a major impact on lecturers' research output. Social skills facilitate teamwork and clear communication, which empowers instructors to participate in fruitful collaborations and multidisciplinary studies. Teachers who are self-aware are better able to identify their own advantages and disadvantages, make reasonable goals, and successfully manage their time and emotions, all of which contribute to consistent output. Despite obstacles, self-motivation propels professors to continue their study, encouraging adaptability and creativity. Relationship management makes it easier to establish and maintain professional networks, settle disputes, and take advantage of opportunities—all of which are essential for academic achievement.

9. RECOMMENDATIONS

The study recommended that;

1. Workshops, seminars, and training programmes aimed at enhancing lecturers' social skills should be held by academic institutions. For instructors to participate in fruitful research collaborations and multidisciplinary projects, these programmes must incorporate modules on networking, collaboration, and effective communication.
2. Institutions should establish a supportive atmosphere that encourages and maintains instructors' natural drive. Offering research funds, establishing reward and recognition programmes for exceptional research accomplishments, and encouraging independence in research endeavours are a few examples of how to do this.
3. Institutions ought to offer chances for introspection and feedback systems like peer evaluations, performance reviews, and mentorship programmes. To increase their research output, these programmes can assist professors in recognising their areas of strength and weakness, establishing realistic targets, and addressing areas that require development.
4. By establishing networking opportunities like research clusters, multidisciplinary projects, and academic conferences, academic institutions can promote cooperation and teamwork. To help academics efficiently manage professional relationships and ensure long-lasting and productive collaborations, training in relationship-building and conflict resolution should also be offered.

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