

Emotional Intelligence and Effective Job Performance among Lecturers of Educational Management in Rivers State Universities

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Abstract

This research examined Emotional Intelligence and Effective Job Performance among Lecturers of Educational Management in Rivers State Universities. The study was guided by three specific objectives, research questions, and hypotheses. A correlational design was employed for the research. The population of the study consisted of 104 lecturers of Educational Management in the 2023/2024 academic session, given the manageable size population, census sampling technique was adopted for the study. The instrument used for data collection was self-developed questionnaires, which were validated by three experts, two in the Department of Educational Management and one in Measurement and Evaluation all in Rivers State University. The reliability of the instrument was done with the aid of Pearson Product Moment Correlation (PPMC), resulting in coefficient index of 0.83 for the Educational Management Lecturers' Emotional Intelligence Questionnaire and 0.76 for the Effective Job Performance in Rivers State Questionnaire. The finding of the study showed that a positive relationship exists between self-awareness, self-motivation, social skills and Effective Job Performance among Educational Management lecturers in Rivers State. Based on the findings, the study recommended that institutions should recognize and reward self-motivated behavior, provide professional development opportunities and set achievable goals to enhance lecturers job performance. Additionally, institutions should also implement training programmes focused on communication, teamwork, and conflict resolution, fostering a supportive environment for constructive conflict management among students and staff for effective job performance.

Introduction

Emotional intelligence (EI) is the ability to recognize, understand, manage, and use emotions effectively in oneself and others. People with high emotional intelligence are typically good at navigating social complexities, managing stress and making decisions that consider both logic and emotion. Intelligence among lecturers refers to their ability to understand, manage and effectively express their own emotions, as well as understand and respond to the emotions of their students and colleagues. It involves skills such as empathy, self-awareness, self-regulation, motivation, and social skills, which are essential for creating a positive and supportive learning environment.

For lecturers, high emotional intelligence can enhance classroom management, improve relationships with students, and foster a learning atmosphere where students feel respected and motivated. When lecturers exhibit emotional intelligence, they will be better at handling conflicts, adapting to different personalities and learning styles and providing constructive feedback. This can lead to better student engagement, increased academic success, and a stronger overall connection between lecturers and students (Odunukwe, Mbah, & Ngige, 2024).

Giardini and Frese (2016) defined emotion as a felt tendency or a state of feeling that an individual experiences. Emotions can manifest in both negative and positive ways. Negative emotions, in particular, can significantly impact our daily lives and cloud our judgment, leading to unfair decisions that may also influence those around us. On the other hand, positive emotions could help to regulate one's emotions accurately, change one's behavior in the desired manner thereby enhance academic performance. It is from emotions that the concept of emotional intelligence (EI) is built. Mayer in Gázquez, Molero, Pérez-Fuentes, Martos and Simón (2023) defined emotional intelligence as one's ability to understand and regulate one's emotional responses as well as adapt and respond to others. This basic understanding affects the way people relate peacefully and effectively in their jobs and other spheres of life. The ability of people to live and relate harmoniously with one another, despite their emotional differences, is essentially what emotional intelligence is all about. Emotional intelligence has been identified as a crucial factor for organizational performance and success. Davis (2019) asserted that EI in the workplace can have positive impact on employee's performance, retention and occupational stress in which the organization that cultivates EI in the workplace experiences greater profitability. Following this line of thought, freshman and Rubino (2020) perceived EI as an important aspect in educating. Emotional intelligence is defined as the ability to perceive, appraise, and express emotions accurately; access and/or generate feelings when they facilitate thought; comprehend emotional knowledge; and facilitate intellectual growth. There are six dimensions of emotional intelligence. This includes self-awareness, self-regulation, self-motivation, empathy, relationship management and social skills (Odunukwe, Mbah, & Ngige, 2024).

Self-awareness is the ability to recognize and understand one's own emotions, thoughts, and values and how they influence behavior. It involves being conscious of your strengths, weaknesses, triggers, and the impact you have on others. Self-awareness is the foundation of emotional intelligence because it allows individuals to understand their emotional responses, which help in making better decisions, regulating emotions, and improving relationships. Self-awareness plays a crucial role in effective job performance among lecturers, when lecturers are self-aware, they are better equipped to manage their emotions, connect with students, and adapt to diverse teaching environments. self-awareness enhances a lecturer's ability to manage themselves and their

interactions with students effectively, directly contributing to a more engaging and productive educational experience (Gunasekara, Turner, Fung & Stough, 2022).

Self-motivation is the ability to drive oneself to take initiative and achieve goals without needing external encouragement. It involves setting personal standards, having a strong sense of purpose, and maintaining a positive outlook, even when faced with challenges. In emotional intelligence, self-motivation is a core component because it reflects the inner drive that keeps individuals focused, resilient, and committed to growth and achievement. Self-motivation is crucial in achieving both personal and professional success because it enables individuals to stay on track, push through obstacles, and reach higher levels of performance.

Self-motivation is essential for effective job performance among lecturers. It fuels their drive to teach with passion, pursue professional growth, and positively impact their students' learning experiences. In essence, self-motivation empowers lecturers to consistently deliver high-quality education, create a positive and dynamic classroom environment, and inspire students to reach their own potential. It is a vital trait for personal satisfaction and professional excellence in the teaching field (Akiki, 2024).

Social skills are the abilities that enable individuals to interact effectively, build relationships, and communicate well with others. They are core part of emotional intelligence and are essential for creating positive and productive social interactions. Social skills include empathy, active listening, effective communication, conflict resolution, and teamwork. Social skills help individuals navigate social environments, foster strong relationships and positively impact others. These skills are crucial in both personal and professional settings, as they enhance communication, collaboration, and problem-solving abilities.

Social skills are fundamental to effective job performance among lecturers, as they help in creating a supportive and engaging classroom environment, fostering positive relationships, and facilitating meaningful communication. Social skills enable lecturers to build positive relationships, manage the classroom effectively, and create an inclusive, dynamic learning environment. These skills enhance both student satisfaction and learning outcomes, ultimately leading to higher job performance and professional fulfillment for the lecturer (Ebieme, Imagha, Robert & Atakpo, 2024).

Statement of the Problem

Emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. Emotional intelligence is a crucial characteristic for educational management lecturers who conduct their roles and tasks in a cooperative and collaborative manner. It aids in reducing conflict and can foster a more comfortable and cooperative learning environment. University lecturers, both in public and private institutions, are beginning to realize the importance of emotional intelligence in the achievement of their educational goals, as the benefits derived from lecturers' emotional intelligence can never be overemphasized.

Despite the advantages of being emotionally intelligent, lecturers in most universities still lack the ability to effectively coordinate students. This inability has been attributed to differences in belief, orientation, education, values, culture, and emotions among students, which significantly hinders the timely realization of educational objectives, many lecturers lack emotional intelligenc. Lecturers in this group do not always receive the best levels of cooperation and commitment from students; instead, students under such lecturers often display a resistant attitude, which typically results in conflicts among them and the lecturers.

Furthermore, a lack of emotional intelligence among lecturers in most universities has led to their inability to effectively monitor their own emotions, especially during stressful periods, often resulting in intrapersonal conflict within the lecturer. This negatively impacts effective working relationships between the lecturer and their students, leading to dissatisfaction, absenteeism, or even dropout.

Most of the existing researches were conducted in foreign contexts, which may not be applicable to the Nigerian educational environment. This has resulted in a lack of research evidence on the relationship between emotional intelligence and effective job performance among university lecturers in Nigeria, which is the gap this study intends to fill.

Purpose of the Study

The purpose of this study is to ascertain the relationship between Emotional Intelligence and Effective Job Performance among Lecturers of Educational Management in Rivers State Universities. In specific terms the following objectives sought to ascertain:

1. the relationship between self-awareness and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities.
2. the relationship between self-motivation and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities.
3. the relationship between social skills and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities.

Research Questions

The following research questions guided the study:

1. What is the relationship between self-awareness and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities?
2. What is the relationship between self-motivation and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities?
3. What is the relationship between social skills and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance

1. There is no significant relationship between self-awareness and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities.
2. There is no significant relationship between self-motivation and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities.
3. There is no significant relationship between social skills and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities.

Methodology

The research design adopted for this study was a correlational research design, which established the relationship between Emotional Intelligence and Effective Job Performance among Lecturers of Educational Management in Rivers State. The population of this study consisted of 104 respondents, made up of 45 Educational management lecturers in University of Port Harcourt, 41 Educational management lecturers in Rivers State University and 18 educational management lecturers in Ignatius Ajuru University of Education in 2023/2024 Academic year in University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education all in Rivers State. The choice of the population is based on the fact that the universities offer Educational Management programmes both in undergraduate and post-graduate, no sampling technique was adopted since the sample size is small and manageable for the study. The instruments used by the researchers is a self-developed questionnaire on Emotional Intelligence (EI) and Effective Job Performance among Lecturers of Educational Management (EPLM) for the data collection of the study. The instruments were subjected to face and content validation. The research instruments were validated by three experts two in Educational Management and one in measurement and evaluation, all in the Faculty of Education at Rivers State University, Port-Harcourt. The research instruments were reviewed and restructured by the validators for clarity, relevance, and appropriateness for the study. All the corrections and input from the experts were used to modify the research instruments. A total number of 104 sets of the research instruments were administered and 99 sets of the instrument were returned and used for data analysis which is 95% of the total population and is considered adequate for the study. The study adopted a 4-point rating scale for Strongly Agree (SA-4 points), Agree (A-3 points), Disagree (D-2 points), and Strongly Disagree (SD-1 point). The data collected, organised, and analysed revolved around the three research questions and the hypotheses formulated to guide the study. The research questions and hypotheses were answered and tested using the Pearson Product Moment Correlation Coefficient (PPMCC) statistical tool with the aid of Statistical Package for the Social Sciences (SPSS). The decision rule was that the null hypotheses were retained when the critical r value was greater than the calculated r value; otherwise, they were settled for the alternate. Using Salkind (2010) gave the following parameters as benchmark for interpreting correlation coefficient (r): $0.8 - 1.0 =$ very strong relationship, $0.6 - 0.79 =$ strong relationship, $0.4 - 0.59 =$ moderate relationship, $0.2 - 0.39 =$ weak relationship and $0.0 - 0.19 =$ very weak or no relationship

Data Presentation and Analysis

Research Question 1

What is the relationship between Self-Awareness and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities?

Table 1.1: Calculated r of the Relationship that exists between self-awareness and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities

			(N= 99)	
			Self- awareness	Effective Job Performance among Lecturers
Pearson Correlation	Self-awareness	Correlation Coefficient	1.000	.414
		Sign. (2-tailed)		.012
		N	99	99
	Effective Job Performance among Lecturers	Correlation Coefficient	.414	1.000
		Sign. (2-tailed)	.012	
		N	99	99

Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2024

Table 1.1 presents the calculated coefficient (r) value based on responses among Lecturers of the Department of Educational Management in Rivers State Universities, examining the relationship between Self-Awareness and Effective Job Performance among Lecturers of the Department of Educational Management. The table indicates a calculated r value of 0.414, which exceeds the table value of 0.179. This result signifies that there is a positive relationship between Self-Awareness and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities.

Research Question 2

What is the relationship between Self-Motivation and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities?

Table 1.2: Calculated r of the Relationship that exists between self-motivation and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities

(N= 99)

		Self-motivation	Effective Job Performance among Lecturers
Pearson Correlation	Correlation Coefficient	1.000	.411
	Self-motivation Sign. (2-tailed)	.	.001
	N	99	99
	Correlation Coefficient	.411	1.000
	Effective Job Performance among Lecturers Sign. (2-tailed)	.001	.
	N	99	99

Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2024

Table 1.2 presents the calculated coefficient (r) value based on responses among Lecturers of the Department of Educational Management in Rivers State Universities, examining the relationship between Self-Motivation and Effective Job Performance among Lecturers of the Department of Educational Management. The table indicates a calculated r value of 0.411, which exceeds the table value of 0.179. This result signifies that there is a positive relationship between Self-Motivation and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities.

Research Question 3

What is the relationship between Social Skills and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities?

Table 1.3: Calculated r of the Relationship that exists between social skills and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities

(N= 99)

			Social Skills	Effective Job Performance among Lecturers
Pearson Correlation	Social Skills	Correlation Coefficient	1.000	.418
		Sig. (2-tailed)		.011
		N	99	99
	Effective Job Performance among Lecturers	Correlation Coefficient	.418	1.000
		Sig. (2-tailed)	.011	
		N	99	99

Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2024

Table 1.3 presents the calculated coefficient (r) value based on responses among Lecturers of the Department of Educational Management in Rivers State Universities, examining the relationship between Social Skills and Effective Job Performance among Lecturers of the Department of Educational Management. The table indicates a calculated r value of 0.418, which exceeds the table value of 0.179. This result signifies that there is a positive relationship between Social Skills and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities.

Hypotheses Testing

The hypotheses for this study were tested as follows:

Hypothesis 1: There is no significant relationship between Self-Awareness and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities

Two variables were identified in this hypothesis as follows:

1. Self-Awareness; and
2. Effective Job Performance among Lecturers of the Department of Educational Management

Table 1.4: Relationship between Self-Awareness and Effective Job Performance among Lecturers of the Department of Educational Management

(N= 99)

			Self-awareness	Effective Job Performance among Lecturers
Pearson Correlation	Self-awareness	Correlation Coefficient	1.000	.414
		Sign. (2-tailed)		.012
		N	99	99
	Effective Job Performance among Lecturers	Correlation Coefficient	.414	1.000
Sign. (2-tailed)		.012		
		N	99	99

Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS 21.0 Data Output, 2024

From the result in table 1.4, it is shown that a positive, moderate and significant relationship exists between self-awareness and effective job performance among Lecturers of the Department of Educational Management. The calculated coefficient (r) value 0.414 indicates a positive, moderate and significant relationship, it is also significant at $p.0.012 < 0.05$. Therefore, based on empirical findings, the null hypothesis earlier stated (i.e. H_{01}) is hereby rejected. Thus, there is a positive, moderate and significant relationship between self-awareness and effective job performance among Lecturers of the Department of Educational Management.

Hypothesis 2: What is There is no significant relationship between Self-Motivation and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities

Two variables were identified in this hypothesis as follows:

1. Self-Motivation; and
2. Effective Job Performance among Lecturers of the Department of Educational Management

Table 1.4: Relationship between Self-Motivation and Effective Job Performance among Lecturers of the Department of Educational Management

		(N= 99)		
			Self-motivation	Effective Job Performance among Lecturers
Pearson Correlation		Correlation Coefficient	1.000	.411
	Self-motivation	Sign. (2-tailed)		.001
		N	99	99
		Correlation Coefficient	.411	1.000
	Effective Job Performance among Lecturers	Sig. (2-tailed)	.001	
		N	99	99

Source: SPSS 21.0 Data Output, 2024

The results shown in table 1.5 above, with the calculated coefficient (r) value of 0.411, means that there is positive and significant relationship between self-motivation and effective job performance. The association is also significant at $p = 0.001 < 0.05$ significance level. This means that the previously stated null hypothesis (i.e. H_{02}) is hereby rejected and this implies that there is a positive and significant relationship between self-motivation and effective job performance among Lecturers of the Department of Educational Management in Rivers State Universities.

Hypothesis 3: There is no significant relationship between Social Skills and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities

Two variables were identified in this hypothesis as follows:

1. Social Skills; and
2. Effective Job Performance among Lecturers of the Department of Educational Management

Table 1.6: Relationship between Social Skills and Effective Job Performance among Lecturers of the Department of Educational Management

(N= 99)

			Social Skills	Effective Job Performance among Lecturers
Pearson Correlation	Social Skills	Correlation Coefficient	1.000	.418
		Sig. (2-tailed)		.011
		N	99	99
	Effective Job Performance among Lecturers	Correlation Coefficient	.418	1.000
		Sig. (2-tailed)	.011	
		N	99	99

Source: SPSS 21.0 Data Output, 2024

The results shown in table 1.6 above, with a calculated coefficient (r) value of 0.418, means that a positive, moderate and significant relationship exist between social skills and Effective Job Performance among Lecturers of the Department of Educational Management. The association is significant at $p = 0.011 < 0.05$ significance level. This means that the stated null hypothesis (i.e. H_0) is rejected. This implies that there is a positive, moderate and significant association between Social Skills and Effective Job Performance among Lecturers of the Department of Educational Management in Rivers State Universities.

Discussion of Findings

Significant Relationship between Self-Awareness and Effective Job Performance

The finding of the research question one revealed that there is a high positive relationship between self-awareness and effective job performance among lecturers of Educational Management in Rivers State Universities. The corresponding hypothesis one also revealed that there is a positive relationship between self-awareness and effective job performance among lecturers of Educational Management in Rivers State Universities. In support of the above, Jensen, (2018) opined that self-awareness requires individual to be able to identify his senses and determines how his sense of things about him tends to affect things around him or her, which in turn helps in boosting the Lecturers of the Department of Educational Management ability effective job performance etc.

Significant Relationship between Self-Motivation and Effective Job Performance

The finding of the research question two revealed that there is a high positive relationship between self-motivation and effective job performance among lecturers of Educational Management in Rivers State Universities. The corresponding hypothesis two also revealed that there is a positive relationship between self-motivation and effective job performance among lecturers of

Educational Management in Rivers State Universities. Corroborating the above finding Farah and Zulaikha (2022) opined that self-motivation is a state in which an individual understands his or her insight and character; and comes in the form of faintness, opinions, principles, inspiration and feelings. Being self-aware ensures that one has the fortitudes to comprehend other persons with regards to how they see me, their assertiveness and your reactions to them in the situation at a moment. Self-motivation is advanced from side to side performs in concentrating your thoughtfulness on the details of your personality and behavior. Self-motivation is mostly gotten from reading books and by paying attentions on theoretical view, this according to Farah and Zulaikha (2022) enhances the effective job performance.

Significant Relationship between Social Skills and Effective Job Performance (Ho₃):

The finding of the research question three revealed that there is a high positive relationship between social skills and effective job performance among lecturers of Educational Management in Rivers State Universities. The corresponding hypothesis three also revealed that there is a positive relationship between social skills and effective job performance among lecturers of Educational Management in Rivers State Universities. In support of this finding, Al-Qadri and Zhao (2021) refers to social skills as the extent to which an individual is able to coordinate his or her own feelings. According to them, social skills as a notion has some components, these components include: emotional self-control competence, which largely takes the form of or an absence of pain and unruly feelings.

Conclusion

Emotional intelligence (EI) significantly enhances job performance among lecturers in Educational Management by fostering a positive, supportive, and productive learning environment. The components of emotional intelligence like self-awareness, self-motivation and social skills are crucial for managing classroom dynamics, building meaningful relationships with students, and collaborating effectively with colleagues. Lecturers with high EI are more adept at handling challenges, communicating effectively, and adapting to diverse student needs, The adoption of EI components leads to corresponding increase in effectiveness among lecturers Educational Management in Rivers State Universities. Moreover, emotional intelligence enables lecturers to reflect on and refine their teaching practices continually, increasing their job satisfaction and professional growth. This project underscores the importance of integrating EI training into faculty development programs, as emotionally intelligent lecturers not only enhance their own performance but also positively impact their students' educational experiences and outcomes. In the field of Educational Management, where lecturers are often role models for future leaders and administrators, the value of emotional intelligence extends beyond the classroom, equipping both lecturers and students with essential skills for successful, emotionally aware leadership in education.

Ultimately, fostering emotional intelligence among lecturers is an investment in the quality and effectiveness of education, promoting a holistic approach to teaching that benefits both educators and learners.

Recommendations

Based on the findings

1. it was recommended that lecturers undergo regular self-assessment and reflection exercises. Workshops and training sessions focusing on enhancing self-awareness should be organized to help lecturers better understand their strengths and weaknesses, ultimately leading to improved job performance.
2. Given the moderate relationship between self-motivation and effective job performance, it is essential to foster an environment that encourages intrinsic motivation among lecturers. Institutions should recognize and reward self-motivated behavior and set clear, achievable goals to maintain and enhance lecturers' motivation levels.
3. With social skills showing a moderate impact on job performance, it is advisable to offer professional development programs that focus on communication, teamwork, and interpersonal relationships. Encouraging collaborative projects and providing platforms for social interaction among lecturers can enhance their social skills, thus contributing to more effective job performance.

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