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Emotional Intelligence, Academic Staff Job Performance and Student's Academic Performance in Tertiary Institutions

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Abstract

This paper examined the impact of emotional intelligence (EI) on academic staff job performance and students' academic performance in tertiary institutions in Nigeria. The paper is a review that depends on secondary data. The secondary data were collected from print and online publications. The paper established a strong relationship between emotional bits of intelligence, academic staff job performance and students' academic performance in tertiary institutions. Emotional intelligence aids academic staff job performance and students' academic performance in tertiary institutions. Based on thesefindings, the paper recommends that tertiary institutions should consider includingemotional intelligence test as part of recruitment testsduring recruitment because it is one of the factors contributing to high job performance in tertiary institutions. Tertiary institutions should organize training for their staff on strategies to improve emotional intelligencein academic environment. Tertiary institutions should develop curriculathat focus on emotional intelligence and to teach students about emotional management, empathy, and relationship building.

Key words: Academic staff job performance, Students academic performance, Emotional intelligence.

Introduction

Tertiary education is defined by National policy on Education (2013) as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized

institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). According to Edinoh & Wali-Essien (2023), tertiary education is a social agent of progress and development in the society and aids technological advancement. It is designed to help in the development of nations by providing the high as well as the middle level manpower needed for the social, economic and political advancement through the programme of teaching, learning, research and community services. This function places tertiary education at the apex in the ranking of educational institutions and it is designed to accommodate knowledge acquisition and production.

Tertiary institutions is an organized social institutions made up with stakeholders like the students, lecturers (academic staff), non-academic staff and researcher whose responsibilities are lecturing, organization of instructional resources, assessment of students, marking of students' scripts and projects supervision(Ogunode, & Adamu, 2021). Furthermore, Ogunode, Edinoh & Okolie (2023) conceptualized tertiary education as a planned and organized educational system designed for the total development of man/woman and for the total transformation of the society through the utilization of teaching, research and provision of community service. The cardinal programme of tertiary institutions includes; teaching, researching and provision of community services. "Tertiary education or higher education covers a wider range of higher learning institutions including the university. These higher learning institutions could be organized in different ways, commonly within a university and in a separate institution as university and other tertiary learning institutions (Alemu 2018)". Higher education is considered throughout the world to be key to both individual and societal aspirations. Education beyond the secondary level is assumed to be the way to social esteem, better paying jobs, expand life options, intellectual stimulation etc (Edinoh, Ogunronbi &Fulus 2023).

The goals of tertiary education according to the FGN National Policy on Education (2013), shall be to: contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to theneeds and interests of all Nigerians; provide high quality career counseling and lifelong learning program that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labor market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction.

The realization of the goals of tertiary institutions depends on a healthy, sound and psychological stable community which include academic staff and students. Emotion tends to play a central role in the implementation teaching, research and community services in the tertiaryinstitutions. Academic staff job performance is key to the realization of tertiary institutions' attainment of its goals and students' academic performance is also critical to the development of the tertiary institutions. Students'. academic performance and staff job performance are very critical determinant of tertiary institutions attainment of its goals, success and development.

Emotion is one important factor that was found to have contributed to the success of both academic staff and students in the tertiary institutions. .....remarked that for decades, academic success has been attributed to intelligence quotient (IQ), but recent research suggests that another type of intelligence, emotional intelligence (EI), is essential for success in higher education. It is based on this that this paper seek to assess the impact of emotional intelligence (EI) on academic staff job performance and students' academic performance in tertiary institutions in Nigeria.

Purpose of the paper

The purpose of this paper is toassess the impact of emotional intelligence on academic staff job performance and students' academic performance in tertiary institutions in Nigeria. The specific objectives includes;

1. To find out the impact of emotional intelligence on academic staff job performance in tertiary institutions in Nigeria.
2. To investigate the impact of emotional intelligence on students' academic performance in tertiary institutions in Nigeria.

Research Questions

The following questions were formulated;

1. What is the impact of emotional intelligence on academic staff job performance in tertiary institutions in Nigeria?
2. What is the impact of emotional intelligence on students' academic performance in tertiary institutions in Nigeria?

Concept of Emotional Intelligence

The term emotional intelligence was created by two researchers, Peter Salavoy and John Mayer in their article "Emotional Intelligence" in the journal Imagination, Cognition, and Personality in 1990. It was later popularized by Dan Goleman in his 1995 book Emotional Intelligence. Emotional Intelligence (or EI) is the ability to: Recognize, understand and manage our own emotions and recognize, understand and influence the emotions of others. In practical terms, EI means being aware that emotions can drive our behavior and impact people (positively and negatively), and learning how to manage those emotions –both our own and others (IHHP 2022). Emotional intelligence (aka EI or EQ for "emotional quotient") is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively. This ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Some experts suggest that emotional intelligence is more important than IQ for success in life (Cherry, 2024).

Emotional Intelligence is the capacity for intelligent emotion management. It is a set of learned skills and abilities that can predict positive outcomes at home, in school, and at work. People who have these are healthier, less depressed, more productive at work, and have better

relationships. The modern world necessitates enhanced interpersonal relationships, mutual understanding, and workplace productivity (Abebe and Singh 2023). Emotional intelligence refers to how well a person can identify, control, and evaluate emotions, both in themselves and in others. Some researchers think these skills are genetic, but most believe they can be learned or at least strengthened. Virtually all agree it takes both a high emotional quotient (EQ) as well as a high IQ to be successful in life (JWU 2022). According to Margaret Andrews, a former associate dean at Harvard University's Division of Continuing Education and a current instructor in Harvard's Emotional Intelligence in Leadership Program, 'emotional intelligence is critical in building and maintaining relationships and influencing others—key skills that help people throughout their career and wherever theysit in an organizational structure (JWU 2022). From the above, emotional intelligence in the paper is the ability and capacity to effectively manage your emotion against hurting yourself and recognize how to manage other people' motion well.

Emotional intelligence is the ability to effectively manage, conceptualize, recognize, understand, and coordinate emotions, both one's own and others in an institutions to aid realization of institutional goals. Emotional intelligence can be broken down into four keycomponents according to JWU 2022): Self-awareness; Self-management; Social awareness and Relationship management.

Materials and Methods

Self-awareness refers to how well a person understands their own emotions. Self-awareness is the cornerstone of EI, and the other three components all depend on how well a person masters self-awareness. This trait involves being cognizant of how your emotions affect others. Many believe that self-aware individuals are more creative and confident, and that they make better decisions.

Self-Management

Self-management builds on self-awareness. Good self-management means that, since you are aware of your emotions, you can control and manage them and the behaviors that result from it. One good example of this is stepping back and taking a deep breath when something angers you rather than immediately lashing out verbally or physically. Angry decisions and interpersonal communications are rarely compatible.

Social Awareness

The key component in social awareness is empathy. Someone with good social awareness canrelate to what others are feeling and act accordingly. This differs from putting yourself in someone else's shoes. Social awareness is about what the other person is feeling, not what you would feel in their place. People with strong social awareness skills tend to be kind and well-respected.

Relationship Management

Relationship management, also referred to as social skills, is often what differentiates a good manager from a mediocre one. These skills include influence, conflict management, teamwork, and the ability to inspire others. They are not only beneficial for creating strong working relationships, but they can help with every relationship in a person's life, including family dynamics, romantic relationships, and project teams at school (JWU 2022).

- Some key signs and examples of emotional intelligence as cited by Cherry, (2024)include:
- An ability to identify and describe what people are feeling
- An awareness of personal strengths and limitations
- Self-confidence and self-acceptance
- The ability to let go of mistakes
- An ability to accept and embrace change
- A strong sense of curiosity, particularly about other people
- Feelings of empathy and concern for others
- Showing sensitivity to the feelings of other people
- Accepting responsibility for mistakes

The ability to manage emotions in difficult situations

Concept of Academic staff job performanceJob performance is a function of the individual's performance of specific tasks that comprise standard job descriptions and declares that it is also affected by variables such as maintaining good interpersonal relations, absenteeism, withdrawal behaviours, substance abuse and other behaviours that increase hazards at the workplace ("Murphy 1989)". Academic staff job performance is the total performance of teaching, researching and community serviceresponsibilities an academic staff has carried out and still carrying out in the institutions where he or she worksat a particular time (Geoffrey, 2010; Ogunode, Salman, & Ayoko, 2023). Academic staff job performance is the general record of tasks carried out by an academic staff to be comparedto the assigned responsibilities and functions given to them (Ogunode & Galadima 2023).

Academic staff job performance is the total performance of teaching, researching and community services responsibilities an academic staff has carried out and still carrying in the institutions that are employed at a particular time. Academic staff job performance is the general record of tasks carried out by academic staff to be compared to the assigned responsibilities and functions given to them (Ogunode, & Eimuhi, 2023). Academic staff

performance is a performance result that can be achieved by a person or group in an organization quantitatively (Robbins and Judge 2017; Ogunode & Ayeni 2023).

Concept of Students Academic Performance

Student academic performance refers to the standard which students should be able to know and be able to do (Ijaiya 2004)'. Academic performance as the students' level of attainment in the grade point average of courses offered in their yearly examination. In other words, it is the outcome of students' assessment through comprehensive, systematic, diagnostic, progressive, formative, summative and cumulative evaluation of what they had gone through in a school setting. It is the main focus in the overall educational performance (Abdul 2002). Academic performance of students as the total learning outcome of the students in the educational institutions which includes the knowledge, social and communication skills and ideas acquired and retained through their course of study (Ogunode & Josiah, 2023).

There are many factors responsible for poor academic performance of students in educational institutions across Nigeria. Some of the factors includes; unqualified teacher, inadequate teachers, poor motivation, inadequate infrastructural facilities, poor supervision, leadership styles, student's health status, socio-economic status of parents, poor usage of instructional resources and large class size, poor classroom management practices and emotional intelligence (Ogunode & Edet 2023).

Result

Impact of Emotional Intelligence (EI) on Academic Staff Job Performance and Significance of EQ in Higher Education

There are many investigations that has shown that emotional intelligence enhances academic job performance in the tertiary institutions. For instance, Abebe and Singh (2023) carried out an investigation on the connection between emotional intelligence, jobsatisfaction, and job performance, in higher education settings. The academic staff of Ethiopian higher education institutions made up the population from which our sample was drawn. Employees' emotional intelligence was found to be positively and significantly correlated with job satisfaction and performance, but the relationship between job satisfaction and job performance was found to be insignificant. In a similar vein, the connection between emotional intelligence and job performance at work is unmediated by job satisfaction. The findings highlight the significance of emotional intelligence and its influence on workplace situations. Latif, Majoka, and Khan, (2017) discovered that Emotional Intelligence can improve job satisfaction. The estimation parameter for determining whether Emotional intelligence has a direct impact on job performance has a probability of 0.000 and a CR value of 5.18. These values indicated that Emotional intelligence has a positive and significant impact on job performance. To put it another way, academic staff members' job performance in higher education institutions is influenced by their level of emotional intelligence.

Sony and Mekoth, 2016) revealed there is a positive relationship between front-line employees' adaptabilityand their job performance. Emotional intelligence is a better predictor of life success (economic well-being, satisfaction with life, friendship, family life), including occupational attainments, than intelligencequotient. Hiring employees based on their emotional intelligence capability is crucial since it determines individuals' job performance (Luthans, Avey, Avolio, & Peterson, 2010). Emotional intelligence has the potential to improve performance by assistingwith group tasks, even in environments that are typically formal, such as classrooms and colleges. Emotional intelligence may be particularly important in the service industry and other occupations where employees interact with customers. Emotional labourhas a greater impact on job performance than physical labor (the service sector of the economy has grown while manufacturing has declined since 2007 (Abebe & Singh 2023).

Emotional intelligence which is commonly characterized as the ability to perceive emotions in oneself and others, to comprehend their origins and effects, and to successfully regulate emotions to achieve a goal or scenario. Leaders whohave a high level of emotional intelligence are more self-aware: They take frequent breaks throughout the school day to reflect on their feelings and their significance, among other things. Emotionally Intelligent leaders, on the other hand, learn to detect the habits, triggers, and events that lead to harmful stress (Gonder 2020). "Emotional intelligence and leadership potential of teachers proves that the teacher–leaderswho have a strong sense of opportunity shape the brains of future generations, the expressive relationship between the teacher and the student has become crucial and will continue indefinitely. Teachers have the obligation of instilling in pupils of the future a positive and constructive outlook on life. Teachers develop a sense of self-awareness as a result of emotional intelligence, allowing them to categorize their own and others' emotions. This also makes it easier for teachers to recognize their own emotions and thoughts, to understand their own strengths and shortcomings, and to build self-confidence (Datuin, 2023)".

Impact Emotional Intelligence (EI) on Students Academic Performancein Tertiary Institutions.

The academic performance of students in tertiary institutions is linked to emotional intelligence. In 2021, KPMG found that EQ competencies such as empathy, relationship management, and self-awareness were critical for effective leadership in higher education institutions (KPMG, 2021). American Association of Psychology supports the importance of emotional intelligence in higher education, indicating that "higher levels of emotional intelligence may be associated with better academic performance, leadership, and overall well-being" (American Psychological Association2021). McKinsey & Company, (2016) concluded that emotional intelligence is a critical skill for leaders and organizations to succeed. In higher education, where leadership skills are essential for success, EQ can make a significant difference.

Zeidner, Matthews, and Roberts, (2012) revealed that students with higher EQ were more likely to have positive social relationships and higher levels of well-being. Brackett, Rivers, Shiffman, Lerner, and Salovey, (2010), in their study found out that students with high levels of emotional intelligence tend to participate more in academic activities, such as attending classes, studying, and interacting with faculty.

Findings

This paper revealed that emotional intelligences influences academic staff job performance and students' academic performance in tertiary institutions. This implies that emotional intelligence is very important in the realization of tertiary institutions goals. Both academic staff and students needs to have emotional intelligence skills to excel well in the tertiary institution environment. Developing emotional intelligence competencies in academic staff and students such as empathy, self-awareness, and relationship management can help them improve the job performance and academic work in the tertiary institutions.

Conclusion

This paper assessed the impact of emotional intelligence on academic staff job performance and students' academic performance in tertiary institutions in Nigeria. The paper concluded that emotional intelligences influence academic staff job performance and students' academic performance in tertiary institutions. Emotional intelligence is essential for good interpersonal communication in learning environment like the tertiary institutions. Emotional intelligence is very importance for both staff and students success in the tertiary institutions.

Based on this findings, the paper recommends that tertiary institutions should consider the inclusion of emotional intelligence test as part of the recruitment processes during recruitment because it is one of the factors contributing to high job performance in the tertiary institutions. Tertiary institutions should organize training for their staff on strategies to improve emotional intelligences in academic environment. Tertiary institutions should develop curriculum that focus on emotional intelligence and to teach students about emotional management, empathy, and relationship building.and weakinstitutions.

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