

## Psychological Implication of Emotional Intelligence on Job Satisfaction and Performance of Electrical/Electronics Lecturers in Polytechnics in Southwest Nigeria

**Olatunji Oriola Fadairo, Olusiji Olaseni Lemo, Mukaila Abiodun Yisa, Isaac Adeleye Aiyemoboye, Idowu Dare Aderinto**

*Department of Industrial Technical Education  
Tai Solarin University of Education, Nigeria  
fadairooo@tasued.edu.ng*

### Article history

Received

19 April 2025

Received in revised form

5 June 2025

Accepted

8 June 2025

Published online

30 June 2025

### Abstract

One of the most essential characteristics of any worker to cope with job stress and relate effectively with colleagues for optimal productivity is how well they can control their emotion. Hence, this study examined the psychological implication of emotional intelligence on job satisfaction and performance of electrical/electronic lecturers in Polytechnics in Southwest Nigeria. Descriptive survey design was employed for the study. Population for the study comprised of all the 73 lecturers in electrical/electronic department across the five Federal and State Polytechnics in Southwest Nigeria. Adapted instrument was used for data collection. Data were analyzed using mean and standard deviation, correlation and regression. The findings revealed that there is a significant relationship among electrical/electronic lecturers job satisfaction, job performance and emotional intelligence. Findings also revealed that emotional intelligence has a significant influence on job satisfaction ( $\beta = .864$ ;  $p < 0.05$ ) and performance ( $\beta = .685$ ;  $p < 0.05$ ) of electrical/electronic lecturers in polytechnics in Southwest Nigeria. It was concluded and recommended that lecturers with high emotional intelligence will rarely exhibit negative behaviors in a challenging situation. Therefore, institution authority should incorporate emotional intelligence-based training into professional development programs of lecturers to enhance their work experience and to improved educational outcomes.

**Keywords:** Emotional Intelligence, Job Satisfaction, Job Performance, Electrical/Electronics Lecturer.

### Introduction

In Nigeria and all other countries across the globe, job satisfaction and performance are part of the major factors that determines the effectiveness of an organization and level of productivity. One of the most valuable things to any employee is their job since it allows them to make a livelihood through the contributions they make to their organization and their respective community. Besides, the role some employees plays on their job and how it impacts others constitute the core of their existence. This is the same with lecturers in higher institution whose job is directed towards molding the life of the young ones to become useful member of the society. This suggest that lecturing job is not to be handle anyhow either by any agency or Government parastatal but should be well taken care of so that lecturers can put their best to the job. Hence, satisfaction of lecturers on their job is very essential since it plays a significant role in man-power development of a nation.

The issue of job satisfaction is an area of great concern for several school personnel and school management since it determines how different

employees perceived their job. Job satisfaction is a favorable feeling a person gets from his/her job. When someone feels satisfied enough to carry out their duties as required, they are said to be satisfied with their job. Sumedho (2015), defined job satisfaction as an employee's positive emotions which comes as a result of satisfaction they gain from or associate with their work. Ahmad & Abdurahman, (2015) stated that job satisfaction is important for lecturers since it contribute to their wellbeing and help them to be more effective in their job. Aziri (2011) stated that job satisfaction is a combination of an individual employee's likeable and unlikable moods or behaviors on their work schedule. He further states that satisfaction on a job represents the extent to which optimism is in line with actual advantages and rewards. This point to the fact that upon employment of lecturers to their job they have their own job desires, expectations, wants, and anticipations that define their purpose of working in that organization.

(Mohammed 2015) was of the opinion that workers' expressive link with their work is their job satisfaction regardless of whether they enjoy it or not. A good emotional reaction an employee has while

performing their duties or while they are physically present at work can also be interpreted as job satisfaction. According to Pan et al (2015), the level of job satisfaction differs among employees and the elements that contribute to one employee's job satisfaction may not be applicable to another in the same workplace and under the same circumstances. In view of this, employers of labour should always endeavour to promote a high degree of job satisfaction in their respective organizations or academic institutions. This would help lecturers to be more committed to their job thereby increase their level of job performance.

Job performance can be described as how well an employee performs their allocated tasks and obligations. It is an evaluation of the behaviour and accomplishments of the employee throughout their period of employment. Job performance can also refer to achieving or establishing goals within a profession, role, or organization. According to Kannat (2021), job performance is the culmination of an employee's ability to do tasks as assigned. This points to the fact that capacity of a lecturer in their respective place of work is essential to their job effectiveness and determines how fast they can quickly complete any given task using available resources within a specified period of time. According to Gambill (2021) there are five essential components for job performance this include emotional commitment, the capacity to capitalize on strengths, a strong work ethic, the ability to forge strong bonds with others, and advanced self-leadership activities. Additionally, it illustrates how productive and efficient a lecturer is in their respective educational institutions. Lecturers in their various institutions are also graded and assessed based on how successfully they do their jobs. As a result, it is critical that lecturers in polytechnics perform well in order to keep their jobs and maintain a high degree of stability and thoughtfulness even in the face of adversity, which can be determined by their level of emotional intelligence.

Emotional intelligence involves perceiving, comprehending, and controlling one's emotions. According to Yusoff, Rahim, and Esa (2010), emotional intelligence at work place is the ability to manage our own emotions as well as those of people around us in order to provide a more positive and productive work environment. According to Frothingham (2022), emotional intelligence is the ability to recognize, regulate, and assess emotions. Lecturers with emotional intelligence are able to control both their own and other people's emotions. Employees with high emotional intelligence are able to efficiently manage their stress as claimed by (Mohamed & Nagy 2017). This keeps lecturers to perform at a level that is suitable and improves their capacity to handle both the physical and mental strain of their work. Davis (2019) in his study stated that workplace emotional intelligence can improve employee performance, retention, and occupational stress while increasing an organization's

profitability. This points to the fact that success of social relationships in organizations, which ultimately result in great job performance, job satisfaction, and even success in life, may likely be determined by emotional intelligence.

Additionally, emotionally unstable lecturers may struggle to manage coworkers, students, and work-related stress, which could affect their productivity. Invariably, if such lecturers exhibit job unhappiness, it may result in absenteeism, frustration, and other health issues. Based on this, this study examines the psychological implication of emotional intelligence on the job satisfaction and performance of electrical and electronics lecturers in polytechnics in Southwest Nigeria.

### Statement of Problem

Teaching at tertiary institution level requires tutors that are exceptionally intelligent and are emotionally stable due to type of students under their tutelage. Besides, emotional intelligence is a pivotal attribute needed by lecturers to deliver effectively in their teaching, researches and community services. Alongside with this is the need for them to experience satisfaction on their job with a view to progress academically and getting to the pinnacle of their chosen career. This feeling of satisfaction would help in enhancing their level of commitment and performance.

Sadly, most polytechnics lecturers in southwest Nigeria are experiencing dissatisfaction coupled with emotional related issues on their job. This is due to unconducive environment to perform their job, low remuneration, lack of support from colleagues, too much of workload among others which is reflecting in how many of them are interacting with students, colleagues and their superior at times. Since a lack of emotional intelligence can result in attrition, brain drain, irritation, discontent, an emotional imbalance, sadness, annoyance, suicide, and a lack of devotion to one's job or absenteeism its consequences cannot be understated. This tendency could bode disaster for the educational institutions, particularly for electrical and electronic lecturers. Invariably the polytechnics will continue to produce unskilled, half-baked, unqualified and unemployable electrical electronic graduates, because they are trained by emotionally unstable lecturers who are dissatisfied on their job. Hence, the study examined the psychological implication of emotional intelligence on job satisfaction and performance of electrical/electronics lecturers in polytechnics in Southwest Nigeria.

### Purpose of the study

The research work was carried out to determine the;

1. Level of Job Satisfaction among Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria?

2. Level of job performance among Electrical Electronics Lecturers in Polytechnics in Southwest Nigeria?
3. Level of Emotional Intelligence among Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria?

### Research Questions

The following research questions were raised for the study:

1. What is the level of Job Satisfaction among Electrical/ Electronic Lecturers in Polytechnics in Southwest Nigeria?
2. What is the level of job performance among Electrical Electronics Lecturers in Polytechnics in Southwest Nigeria?
3. What is the level of Emotional Intelligence among Electrical/ Electronic Lecturers in Polytechnics in Southwest Nigeria?

### Hypothesis

The following hypothesis were formulated to be tested at 0.05 level of significance:

1. There is no significant relationship among Electrical/Electronic Lecturers job satisfaction, job performance and emotional intelligence in Polytechnics in Southwest Nigeria.
2. Emotional intelligence does not significantly influence job satisfaction of Electrical/ Electronics lecturers in Polytechnics in Southwest Nigeria.
3. Emotional intelligence does not significantly influence job performance of Electrical/ Electronics lecturers in Polytechnics in Southwest Nigeria.

### Theoretical Framework

#### *Emotional Intelligence Model*

Emotional Intelligence model was postulated by Salovey and Mayer (1990). The theory defined emotional intelligence as the ability to perceive, access, generate, and regulate emotions to assist thought and promote emotional and intellectual growth. The four-branches of the model includes: Perceiving emotions, using emotions to facilitate thinking, understanding emotions, managing emotions. In the context of electrical/electronics polytechnic lecturers, this model implies that lecturers who effectively manage their emotions or have high emotional intelligence can cope better with work pressures, interact constructively with students, and remain motivated leading to greater job satisfaction and performance.

### Research Methods

In this study, a descriptive survey design was used. The study was conducted in Nigeria's southwest. Ekiti State, Lagos, Ogun, Oyo, and Osun Ondo are among the states that make up the region. The 73 lecturers in the Electrical and Electronics departments at the five Federal and State Polytechnics in Southwest Nigeria made up the study's population. Data was collected using an adapted instrument from Wong and Law Emotional Intelligence Scale (WLEIS 2002), Maria and Efstathios Job Satisfaction Scale (2018), and Goodman and Syvante Job Performance Survey Scale (JPSS) (2002). Three experts validated the questionnaire. Two from Department of Industrial Technical Education, Tai Solarin University of Education's Ogun State and one from the Federal College of Education (Technical) in Akoka, Lagos State. The instrument's internal consistency was determined using the Cronbach Alpha reliability technique, yielding a reliability coefficient of 0.97. With the support of two research assistants, the researcher administered and collected the data for the study. Data was analysed with mean and standard deviation for answering research questions, while the hypothesis was tested correlation matrix and regression. In taking decision, the mean responses of the respondents were interpreted with the modified 4-point Likert Scale. 1 being the lowest and 4 being the highest. Any item with a mean score of 2.50 and above was accepted, while any item which the mean score is below 2.50 were rejected. For the Hypotheses, p-values which are less than or equal to 0.05 were rejected, while p-values greater than 0.05 were accepted. The decisions for correlations were based on both the strength and direction of the relationship.

### Data Analysis and Results

**Research Question 1:** *What is the level of job Satisfaction among Electrical Electronics Lecturers in Polytechnics in Southwest Nigeria?*

Table 1 presents mean responses on the level of job satisfaction among Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria. lecturer's salary is fair for the work they do, their promotion comes as and when due, their benefits paid are commensurate with my job, their work condition is good for them, their process of work is well organized in my school, their job provides them the opportunity for challenging work among others. However, with an average mean of 3.00 which is greater than 2.50 the minimum level of agreement in the study. The table therefore revealed that Electrical/Electronics Lecturers in Polytechnics in Southwest Nigeria exhibit moderate level of job satisfaction.

**Table 1. Mean responses on the level of job Satisfaction among Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria**

S/N	ITEMS	MEAN	SD
1	My salary is fair for the work I do as an Electrical electronics lecturer.	2.85	.86
2	My promotion comes as and when due.	2.73	.69
3	My benefits paid are commensurate with my job.	3.07	1.00
4	My work condition is good for me.	3.07	.94
5	The process of work is well organized in my school.	2.87	.85
6	My job provides me the opportunity for challenging work.	2.93	1.00
7	There is great opportunity of me to advance in my career on his job	3.04	.89
8	I stand a fair chance for being promoted for hard work.	2.93	.93
9	There are benefits which are not given to me as and at when due.	2.88	1.07
10	I don't feel my efforts are rewarded the way it should be	3.16	.75
11	There is too much rivalry and bickering at work.	2.79	.79
12	I feel unappreciated by my organization, when I think of the payment.	3.31	.80
13	People get ahead as fast here as they do in other places.	2.85	1.12
14	I feel satisfied with my chances for salary increase.	2.91	.87
15	My workload is too much.	3.09	.97
16	I enjoy my coworkers support.	2.78	1.01
17	I receive regular training as a lecturer and do my work effectively	3.16	.95
18	There are few rewards for those who work here.	2.91	1.04
19	I am satisfied with my chances of promotion.	2.94	.98
20	My work makes me more fulfilled.	3.00	.94
<b>Average mean</b>		<b>3.00</b>	

**Research Question 2:** *What is the level of job performance among Electrical Electronics Lecturers in Polytechnics in Southwest Nigeria?*

Table 2 shows mean responses on the level of job performance among Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria. All the 19 items have the mean value ranged from 2.58 to 3.39. The result shown in the table indicate that the lecturers actively participate in group discussions and meeting at work, they derive a lot of satisfaction, helping their colleagues with their job, they feel they can do with more challenging assignment, their superiors have confidence in their task delivery in Electrical Electronics, they demonstrate in-depth knowledge of subject matter while teaching/lecturing among others. However, with an average mean of 3.04 which is greater than 2.50 the minimum level of agreement in the study. The table therefore revealed that Electrical/Electronics Lecturers in Polytechnics in Southwest Nigeria exhibit moderate level of job performance.

**Research Question 3:** *What is the level of Emotional Intelligence among Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria?*

Table 3 outlines mean responses on the level of Emotional Intelligence among Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria. All the 22 items have the mean value ranged from 2.51 to 3.36. c the lecturers that they realize immediately when they lose their temper, they can reframe bad situations quickly, they are able to motivate themselves to do difficult tasks, they are always able to see things from other people's point of view, they are excellent listener among others. However, with an average mean of 2.95 which is greater than 2.50 the minimum level of agreement in the study., the table therefore revealed that there is moderate level of Emotional Intelligence among Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria.

**Table 2. Mean responses on the level of job performance among Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria**

S/N	ITEMS	MEAN	SD
1	I actively Participate in group discussions and meeting at work	2.94	.57
2	I derive a lot of satisfaction, helping my colleagues with their job	3.01	.66
3	I feel i can do with more challenging assignment	3.31	.78
4	My superiors have confidence in my task delivery in Electrical Electronics	2.81	.84
5	I demonstrate in-depth knowledge of subject matter while teaching/lecturing	3.43	.80
6	I make sure I always fulfill all the requirements of my job schedule.	2.88	.79
7	I complete my assignments, setting questions and marking scripts on time.	3.13	.90
8	I always adapt to my institution's organizational change from time to time.	2.90	.72
9	I have great passion for my work as an electrical/electronics lecturer.	2.90	1.03
10	I share professional knowledge and ideas among my colleagues.	3.12	.90
11	I do not spend time on unnecessary conversation at work.	3.39	.89
12	I am always punctual to work.	3.15	.66
13	I communicate effectively with my colleagues to ensure problem solving and good decision making.	2.84	.85
14	I am comfortable with my job flexibility.	2.94	.92
15	I inform my supervisor whenever I am unable to come to work.	2.58	.99
16	I always do more than is expected of me as an electrical/electronics lecturer.	3.13	.78
17	I complain about minor work related issues at times.	3.18	.80
18	I promptly come up with new solutions to solving problems.	3.25	.96
19	I fulfill specific job responsibilities.	3.09	.87
<b>Average mean</b>		<b>3.04</b>	

**Table 3. Mean Responses on the level of Emotional Intelligence among Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria.**

S/N	ITEMS	MEAN	SD
1	I realize immediately when I lose my temper.	3.09	1.04
2	I can reframe bad situations quickly.	3.36	.73
3	I am able to motivate myself to do difficult tasks.	3.21	1.02
4	I am always able to see things from other people's point of view.	3.06	.85
5	I am an excellent listener.	3.19	.86
6	I know when I am happy.	2.84	.96
7	I am able to prioritize important activities at work and get on with them.	2.69	.92
8	I am excellent at empathizing with someone else's problem.	2.84	.91
9	I never interrupt other people's conversations.	2.93	.72
10	I usually recognize when I am stressed.	2.94	.98
11	Others can rarely tell what kind of mood I am.	2.99	1.07
12	I always meet deadlines at my place of work.	3.11	.81
13	I can tell if someone is not happy with me.	3.00	.87
14	I am good at adapting and mixing with variety of people.	3.06	.95
15	When I am 'emotional', I am aware of this.	2.51	.94
16	People are the most interesting thing in life for me.	3.03	.85
17	I believe in doing the difficult things first.	2.66	.88
18	I do not prevaricate or procrastinate.	2.90	1.13
19	Difficult people do not annoy me.	2.69	.84
20	I always know when I am unreasonable.	2.55	.99
21	Other colleagues are not difficult, just different.	3.12	.86
22	I can understand why my actions at times offend others.	3.22	.78
<b>Average mean</b>		<b>2.95</b>	

**Testing of Hypotheses**

**Hypothesis 1:** *There is no significant relationship among Electrical/Electronic Lecturers job satisfaction, job performance and emotional intelligence in Polytechnics in Southwest Nigeria.*

Table 4 shows the relationship among Electrical/Electronic Lecturers job satisfaction, job performance and emotional intelligence in Polytechnics in Southwest Nigeria. Two of the three correlations are statistically significant at the 0.05 level. Two of the correlations are positive ( $r = 0.01$  and  $0.76$ ) while the last correlation is negative ( $r = -0.68$ ). The results from the table revealed a high and positive correlation between job satisfaction and performance ( $r = 0.76$ ;  $p > .05$ ) of Electrical/Electronic Lecturers. Also, a significant but negative ( $r = -.68$ ;  $p < .05$ ) relationship was established between job performance and emotional intelligence of Electrical/Electronic Lecturers in Polytechnics in Southwest Nigeria. Based on the results, the null hypothesis 3 was rejected. Hence, there is a significant relationship among Electrical/Electronic Lecturers job satisfaction, job performance and emotional intelligence in Polytechnics in Southwest Nigeria

**Hypothesis 2:** *Emotional intelligence does not significantly influence job satisfaction of Electrical Electronics lecturers in Polytechnics in Southwest Nigeria.*

Data presented in Table 5 revealed that emotional intelligence of Electrical Electronics lecturers in Polytechnics in Southwest Nigeria significantly

influences their job satisfaction ( $F = 190.552$ ,  $p = .000$ ). Similarly, data in table revealed that the predictive/influential index (beta) of emotional intelligence is significant ( $\beta = .864$ ,  $p = .000$ ). The emotional intelligence has the influential power on job satisfaction. Thus, null hypothesis which stated that emotional intelligence does not significantly influence job satisfaction of electrical/electronic technology lecturers in tertiary institutions is hereby rejected. This implies that emotional intelligence has a significant influence on job satisfaction of electrical electronics lecturers in polytechnics in southwest Nigeria.

**Hypothesis 3:** *Emotional intelligence does not significantly influence job performance of Electrical Electronics lecturers in Polytechnics in Southwest Nigeria.*

Data presented in Table 6 revealed that emotional intelligence of Electrical Electronics lecturers in Polytechnics in Southwest Nigeria is significantly influence their job performance ( $F = 57.546$ ,  $p = .000$ ). Similarly, data in table 6 showed that the predictive/influential index (beta) of emotional intelligence is significant ( $\beta = .685$ ,  $p = .000$ ). The emotional intelligence has the influential power on job performance. Thus, null hypothesis which stated that emotional intelligence does not significantly influence job performance of electrical/electronic technology lecturers in tertiary institutions is hereby rejected. This implies that emotional intelligence has a significant influence on job performance of electrical/electronics lecturers in polytechnics in southwest Nigeria.

**Table 4. There is no significant relationship among Electrical/Electronic Lecturers job satisfaction, job performance and emotional intelligence in Polytechnics in Southwest Nigeria**

Variables	Mean	Std.	1	2	3
1 Job satisfaction	3.00	.92	1		
2 Job performance	3.04	.83	.76	1	
3 Emotional intelligence	2.95	.91	-.68**	.01**	1

\*\* Correlation is significant at the 0.01 level (2-tailed)

**Table 5. Significant level of influence of Emotional intelligence on job satisfaction of Electrical Electronics lecturers in Polytechnics in Southwest Nigeria**

Model	Sum of Squares	Df	Mean Square	F	Beta Sig.	T	Sig	95.0% CI (UB-LB)	
Regression	24.181	1	24.181	190.552	.000 <sub>b</sub>	.864	13.80	.000	1.300-.972
Residual	8.248	65	.127						
Total	32.429	66							

a. Predictors: (Constant), emotional intelligence b. Dependent Variable: job satisfaction

**Table 6. Significant level of influence of emotional intelligence on job performance of Electrical/Electronics lecturers in Polytechnics in Southwest Nigeria**

Model	Sum of Squares	Df	Mean Square	F	Beta	T	Sig	95.0% C I (UB-LB)
Regression	5.470	1	5.470	57.546	.685	7.586	.000	.682-398
Residual	6.178	65	.095					
Total	11.648	66						

a. Predictors: (Constant), emotional intelligence b. Dependent Variable: job performance

### Discussion of findings

This study found that there is a significant relationship among Electrical/Electronic Lecturers job satisfaction, job performance and emotional intelligence in Polytechnics in Southwest Nigeria. This support the study of Ouyang et al. (2015), who found that emotional intelligence is an individual attributes that is closely linked to job satisfaction and aids in controlling and lowering stress levels at work. This point to the that there is a link among these variables, since they assist one another in determining stability, wellbeing and productivity of a lecturer.

This study also found that emotional intelligence has a significant influence on job satisfaction of electrical electronics lecturers in polytechnics in southwest Nigeria. This is consistent with the findings of Akomolafe and Ogunmakin's (2014) study, which indicated that employee work satisfaction is significantly influenced by their level of emotional intelligence. Additionally, it also contradicts a previous study of Ismail et al, (2010) which found that academic staff' emotional intelligence is a partial moderator on their job satisfaction.

Additionally, this study also found that emotional intelligence has a significant influence on job performance of electrical/electronics lecturers in polytechnics in southwest Nigeria. This is consistent with research by Smith et al. (2022) that found that work attitude and emotional intelligence were important predictors of job performance. It also supports the findings of a study by Rohana et al. (2009) which found that people with higher emotional intelligence typically exhibit more creativity, better planning, and more motivation, all of which are likely to improve teachers' work performance. This indicate that emotional intelligence has is pivotal in determining the level of lecturer's productivity and how well they will handle stress related task assigned to them in their place of work.

### Conclusion

The study concluded that being intelligent is one of the main qualities of good lecturer. However, having high intelligent quotient does not necessarily translate

to being highly emotional intelligent. Because they are different characteristics which are important for lecturers to remain relevant and sustain their job. This is more essential for electrical/electronics lecturers due to the nature of their specialization and job demand which most times require brainstorming on some practical laboratory activities that can be stressful at times. Besides, a highly emotional intelligence lecturers are better able to recognize the needs and emotions of their students and peers, as well as being more motivating and encouraging. Furthermore, lecturers who possesses strong emotional intelligence are less likely to use destructive and defensive coping and decision-making strategies in any challenging situations. Additionally, incorporating emotional intelligence into hiring criteria, training programs, and appraisal systems by institutions can foster a more supportive and productive academic environment. In the same vein, policies that promote emotionally intelligent leadership, workplace well-being, and constructive conflict resolution can further improve lecturers' overall job experience and institutional outcomes.

### Recommendation

Based on the findings of the study, it was therefore recommended that:

1. Polytechnics management should make sure that sufficient supervisory assistance is available to build good relationships and encourage collaboration among academic staff for the purpose of improving their job satisfaction.
2. Institution authority should incorporate emotional intelligence-based training into professional development programs of lecturers to enhance their work experience and contribute to improved educational outcomes.
3. Promotions and other forms of compensation or incentive should be provided by school management to motivate lecturers level of commitment and performance on their job.
4. An enabling and positive work environment should be put in place to enhance lecturers job satisfaction and performance.

## Acknowledgement

The authors extend gratitude to the ASEAN Journal of Engineering Education editorial team for their timely feedback and support that facilitated the successful review and publication of this article.

## Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this paper.

## References

- Ahmad, W. I. W., & Abdurahman, S. M. (2015). Job satisfaction among academic staff of Universiti Utara Malaysia: A work environment perspective. *Mediterranean Journal of Social Sciences*, 6(3), 251-256.
- Akomolafe, M. J., & Ogunmakin, A. O. (2014). Job satisfaction among secondary school teachers: Emotional intelligence, occupational stress and self-efficacy as predictors. *Journal of Educational and Social Research*, 4(3), 487-498.
- Aziri, B. (2011). Job satisfaction: A literature review. *Management Research and Practice*, 3(4), 77-86.
- Davis, L. (2019). *The Need for Emotional Intelligence in Humanitarian Work*. Grand Valley State University, 22.
- Frothingham, S. (2022). Job Satisfaction and Employee Performance: A Theoretical Review of the Relationship Between the Two Variables. *International Journal of Advanced Research Management and Social Science*, 6(1), 1-20.
- Gambill (2021). 5 Key Factors for High Job Performance. <https://www.forbes.com/sites/tonygambill/2021/07/13>.
- Ismail, A., Yao, A., Yeo, E., Lai-Kuan, K., & Soon. (2010). Occupational stress features, emotional intelligence and job satisfaction: An empirical study in private institutions of higher learning. *Revista Negotium*, 16(5), 5-33.
- Kannat (2021). *The Organizational Culture Affecting Job Performance of Hired Employees. A Case Study of Customs Bureau at Bangkok, Thailand*. I G I publishers.
- Maria, D., & Efstathios, D., (2018) The Effect of Job Satisfaction on Employee Commitment. *International Journal of Business and Economic Sciences Applied Research*, 33, 16-23.
- Maria, D., & Efstathios, D. (2018) The Effect of Job Satisfaction on Employee Commitment. *International Journal of Business and Economic Sciences Applied Research*, 33, 16-23.
- Mohamed, S. M., & Nagy, F. (2017). Emotional intelligence and job stress among academic members at faculty of nursing - Cairo University. *Journal of Nursing and Health Science*, 6(1), 10-19.
- Mohammed, I. (2015). Impact of Job Satisfaction, Job Attitude and Equity on the Performance of Non-academic Staff of Bauchi State University Nigeria: The Moderating Role of Physical Working Environment. A Dissertation Submitted to School of Business Management, Universiti Utara Malaysia.
- Ouyang, Z., Sang, J., Li, P., & Peng, J. (2015). Organizational justice and job insecurity as mediators of the effect of emotional intelligence on job satisfaction: A study from China. *Personality and Individual Differences*, 76, 147-152.
- Pan, B., Shen, X., Liu, L., Yang, Y., & Wang, L. (2015). Factors associated with job satisfaction among university teachers in northeastern region of China: A cross-sectional study. *International Journal of Environmental Research and Public Health*, 12(10), 12761- 12775.
- Rohana, N., Kamaruzaman, J., & Zanariah, A. R. (2009). Emotional Intelligence of Malaysian Academic towards work performance. *International Education Studies*. 2(2)
- Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>.
- Smith, W., Wadley, G., Webber, S., Tag, B., Kostakos, V., Koval, P., & Gross, J.J. (2022). Digital emotion regulation in everyday life. *CHI Conference on Human Factors in Computing Systems*, 1-15.
- Sumedho, S. (2015). The Effect of Nine Facets of Job Satisfaction for Creative Employees in Creative Agency. *iBuss Management*, 3(1), 21-27.
- Uzoagalu, A. E. (2011). *Practical guide to writing research project reports in tertiary institutions*. Cheston Publishers.
- Wong, C. S., & Law, K. S. (2002). The effects of Leader and Follower Emotional Intelligence on Performance and Attitude. An Exploratory Study. *The Leadership Quarterly* 13, 243-274.
- Yusoff, M. S. B., Rahim, A. F. A., & Esa, A. E. (2010). *The USM emotional quotient inventory (USMEQ-i) manual*. Universiti Sains Malaysia.