

Chapter One

Introduction

1.1 Background to the Study

It is accepted generally that career advancement and promotion decisions of academic staff are influenced largely by their research productivity. It is also obvious that research productivity is germane to the prestige and career progression of academic staff in any tertiary institution. An axiom, "publish or you perish" in the academic circle captured the very essence of research productivity among academic staff in any tertiary institution¹. It is a norm that all academic staff in tertiary institutions all over the world should engage in research that would aid them in their teaching, enhance their knowledge in their area of interest and publish what they have researched to earn promotion from time to time. Research can be defined as a systematic scientific investigation conducted to discover new facts or get additional information needed to elucidate a particular problem².

This simply means that research involves a prospective plan that accommodates the collection and analysis of data to answer the specific question. It includes scientific investigations conducted to explore new facts, and its activities are significant in propelling the developmental process of any nation. The primary function of research is to explore answers to meaningful questions aimed at improving societal challenges. The element showing the prestige of any institution of higher learning and countries is publication productivity as meaningful research of academic staff of any institution enhances the visibility of such institution globally. This in turn helps in the ranking of such institution in a global ranking³.

Research productivity has been defined in so many ways such as, the relationship between the outputs generated by a system and the inputs provided to create those outputs. It may also include the term "efficiency" and more importantly "effectiveness" which measure the total output or results of performance⁴. In addition, research productivity is also defined as the totality of research works performed by academics in universities and related contents within a given period. Research productivity, therefore, is an important part of the academy and is often believed to be the next most valued part of the academic duties after teaching. Research productivity is, therefore, a robust measure of scholastic achievement in academia, and it is through research that the status of an academic is often determined among peers¹.

The use of publications as an index of productivity is acknowledged and upheld by the literature, however, there are various dimensions to research productivity in terms of the individual, institutional, and leadership characteristics. At the same time, publications are a reflection of the research commitment and the principal means through which results are made known to the scientific community⁵. This implies research and publication productivity are what drive new frontier of knowledge in any discipline that culminates in the discovery of new knowledge for the advancement of society. Research gives very careful, analytical, diligent analysis and review of phenomena, in particular, to try and find new knowledge and facts. It also provides ways of finding answers to unknown or lesser-known problems emerging from natural and artificial phenomena within our environment through a systematic, logical, and verifiable process.

As numerous the reasons that motivate people for research are, so also are numerous challenges militating against research productivity among academic staff. Some researchers are motivated to carry out studies so as to find solutions to challenges or

problems affecting humanity that stem from natural and artificial phenomena; confirm, contest or refute theories or hypotheses; develop scientific and professional practices; and to develop creative, analytical and rational thinking for informed decision making. It is also observed in literature that on a practical basis, research is done to fulfil learning, domestic, and career needs; to satisfy curiosity; for egoistic reasons, such as recognition and visibility; for career-related rewards, such as promotion, securing tenure or permanent appointment; and for self-development or growth, among other reasons⁴.

Development and expansion of educational systems globally, together with the emerging needs of academic systems, have emphasized the importance of research as one of the core elements of academic growth. Though scientific output has been considered an index of an institution's scholarly output, it remains important in creating new knowledge and hence the ideas, innovation and improvement of teaching methodology and in enhancing socio-economic development⁶. In the context of tertiary learning institutions, particularly in the polytechnic institutions region, the conduct of research by the lecturers and the subsequent production of research outputs form the core of knowledge dissemination within specified focus areas such as the Office Technology and Management⁷. The issue of research productivity as raised a lot of concern to lecturers in institutions, as some are having a reduced research productivity, some are also having it increase.

Meanwhile, reducing research output is a new trend observable in public polytechnics in Nigeria, and that has made the issue of research productivity of a considerable concern to educational policymakers, administrators, and academics. The decline might be attributed to several factors, including poor funding, lack of qualified research personnel, inadequate training, lack of skill in use of spreadsheet packages

thus posing a challenge to their data analysis skills, network problems, poor electricity supply constitute technological hindrances to lecturers' research productivity in Nigeria⁸. Similarly, the dimensions of research productivity is vital to the development of any country and in this study, it will be measured using individual, institutional and leadership characteristics⁹.

Individual characteristics is one of the dimensions of research productivity and this explains how individual lecturers perceive themselves on their goals, orientation, and zeal for research³. Academic staff has different views to research productivity, some believe in collaboration, others assume doing research solely presents them as being knowledgeable, while some categories are not driven, which later results into them perishing in the academia because they do not publish¹⁰. Apart from individual characteristics, there is institutional characteristics. So many institutions have rules and requirements of the kind of publications expected from their lecturers, examples include, high impact factor, journals indexed in Scopus, the likes of Q1, Q2 and Q3, without any form funding or financial support. Institutions, that gives financial support to in their academic staff, exposes them to trainings on grantsmanship, seminars and workshops to even educate them on the possibility of publishing in relatively good journals for free, might most likely have a high research productivity. However, if otherwise, the research productivity of the institution could be low and not encouraging.

Another contributing factor or dimensions of research productivity outside of individual and institutional characteristics is leadership characteristics. A leader is someone that influences others such that, the set goals are achieved. So also, leadership characteristics is a great deal in the research productivity of academia. The leader of an institution per time determines how strong or weak the research

productivity will be during his tenure. A leader that sees and knows the importance of research, will drive other staff with enthusiasm, passion and great support. Such a leader, modifies the promotion criteria and put lecturers on their toes, which also gives visibility to both the authors and the institution. Hence, the leadership of every tertiary institution can either influence research productivity positively or negatively¹¹.

Many factors could be stated as determinants of research productivity, however this study would focus on two constructs, they are, work ethics and emotional intelligence. A lecturer's work ethic, is defined as the moral values governing a specific type of behavior, and this is revealed in the establishment of a particular lecturer's dedication to their responsibilities, among them being research. The aspects included in work ethics include efficiency, dependability, honesty, and compliance, which all come into play to determine a worker's effectiveness in his or her line of duty. For instance, office technology and management (OTM) lecturers who teach students theory and skills, high work ethic standards are important to diligently achieve required teaching and research tasks. However, in a discipline that changes at the speed of technology, which means everything from structures, theories, and approaches evolve with technology, it is only possible to keep up with the changes if there is consistent acquisition of knowledge and generation of knowledge by research to feed into the requirements of the discipline, structure and system.

In addition, an institution or establishment is a system of parts that mutually influence each other. Which means that if one of the sub-systems or units are corrupt, it will influence the others. The system can only run properly if the staff in the organisation are able to obey, feel empathy for one another and do their jobs responsibly based on the laid down work ethics of the institution¹². Work ethics are a set of positive work behaviours that are rooted in strong cooperation, a fundamental belief and a total

commitment to the integral work paradigm. This implies that work ethics is a fundamental attitude for the personality and the world that is reflected by every individual. Work ethics can also be described as a totality of self-personality in work and the way to express, observe, believe and give the meaning to something, which drives people to act and achieve the optimal charity¹³.

In this study, work ethics will be measured using the following sub-metrics; integrity, sense of responsibility, emphasizes work quality, self-discipline, and sense of team work. Integrity as a word originates from the Latin adjective integer and means the state or quality of being complete or whole. It often appears in management and business ethics literature as a coveted much sought after personality trait for leadership effectiveness. Also, sense of responsibility refers to the feeling of obligation or duty individuals have towards their surroundings or community, as indicated by their willingness to take ownership and care for their environment. In adhering to the work ethics of an institution is in lecturers emphasizing quality, the best teaching methods and exposing students to quality education as obtainable across the globe¹⁴.

Self-discipline is another dimension of work ethics, which is required of every employee, as they carry out the regular organizational task. Self-discipline is the ability to control and regulate your own behavior, actions and decisions so you can achieve goals or keep to a set of principles, even in the face of temptations, distractions or challenges. This implies that, a lecturer must be self-discipline or principled irrespective of the various forms of pressure that comes with work. Similarly, being self-disciplined would most likely lead to an individual having a sense of team work. The idea of team work is a group of people with similar mind coming together, sharing ideas, collaborating in the workplace, and growing

individual strength. Not just that, but they also feel a sense of belonging within the group. The absence of teamwork in the workplace can lead to a breakdown in trust and the organization at large¹¹.

The extent to which employee encourages integrity, sense of responsibility, emphasizes quality, self-discipline, and sense of teamwork in work discharge determines either strong work ethics or weak work ethics contribute to overall productivity of employees. Literature review and theoretical review point towards the need for workers' to promote ethical practice and discourage unethical acts which can undermine corporate image, excellent performance, and research productivity. It was observed in literature that strong work ethics results in excellent work performance, research productivity and visibility of any organization¹⁵.

Several studies have established that lecturers with high work ethics are more committed to carrying out their research activities despite many barriers, such as shortage of funds or institutional constraints. Likewise, lecturers with high emotional intelligence will understand and be able to manage the stresses of the academic milieu, retain a healthy and positive working relationship with students and other faculty members, and cope with the emotional stresses of research, hence registering higher levels of output in research. OTM, as a field of specialization, integrates several fields of study, mainly administration, technology and management skills, and in this way, trains students for fluid positions in today's organizations¹⁶. On the other hand, the capacity of lecturers in this field, particularly in research, is threatened by many other crucial factors ranging from work ethics to emotional intelligence.

Another factor that could influence research productivity of OTM lecturer is emotional intelligence, which is defined as the potential to identify, analyze, control

and express feelings. Emotional intelligence not only refers to an individual's understanding of his or her own emotions but also encompasses the ability to imagine the feelings of others, handle relationships, and deal with social demands. In the academic context, emotional intelligence determines the interpersonal relationships of the lecturers with other members of the academic community and, therefore, their performance and productivity. In the case of OTM lecturers who have to teach, supervise, and conduct research, those with very high emotional intelligence would effectively handle stress, would be motivated, and also cooperate with other faculty members, leading to continuous research output. This further implies that, the emotion of every individual affects turn out rate of things¹⁷.

Emotion is the subjective experience associated with personality, mood, temperament and disposition. Human beings can report an extraordinary range of states, which they can feel or experience. Emotion is a state of psychological arousal, an expression or display of distinctive somatic and autonomic responses. In other words, an emotion fundamentally involves “physiological arousals, expressive behaviours, and conscious experience”¹⁷. An emotion has been defined as “a complex feeling state with psychic, somatic and behavioural components that are related to affect mood. Emotional intelligence is defined as the “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.” This emphasis suggests that emotional states can be defined by particular constellations of bodily responses. Hence, the ability to recognise and manage one’s emotion is a skill that has to be developed, used and honoured throughout one’s life time¹⁸.

Emotional intelligence is a type of social intelligence, which involves the capacity for recognising one’s own feelings and those of others for motivating and managing

emotions well in oneself and in one's relationships. Thus, emotional intelligence refers to an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures¹⁹. According to experts, emotional intelligence (EI) comprises four dimensions that collectively contribute to an individual's ability to recognize, understand, manage, and use emotions effectively. These dimensions offer a framework for assessing and developing emotional intelligence skills. These dimensions include self-awareness, self-management, social management, and relationship management

Self-awareness involves recognizing and understanding one's own emotions, including their impact on thoughts, behaviour, and interactions with others. Self-aware individuals have a keen understanding of their strengths, weaknesses, values, and emotions. They are able to accurately identify their feelings as they occur and understand the reasons behind them. Self-awareness also involves recognizing how emotions influence decision-making and personal relationships. Lecturers who are self-aware recognize their own emotions and understand how those emotions may affect their interactions with office technology and students. They are mindful of their strengths, weaknesses, and biases, allowing them to provide assistance in a manner that is authentic and empathetic. Self-aware academic staff are able to manage their emotions effectively, remaining calm and composed even in challenging situations. Self-awareness ensures effective self-management²⁰.

Self-management refers to the ability to regulate and manage one's own emotions, impulses, and behaviors in various situations. This dimension involves exercising self-control, resilience, and adaptability in the face of challenges or stressful circumstances. Self-managed individuals are capable of effectively managing stress, delaying gratification, and maintaining a positive outlook even in difficult situations.

In the case of academic staff, self-management is crucial when providing reference services, especially during busy or stressful periods. Lecturers with strong self-management skills are able to regulate their emotions, maintain focus, and prioritize tasks or responsibilities effectively²¹. They demonstrate resilience in the face of difficulties and remain adaptable to changing circumstances, ensuring that they can provide consistent and reliable support and mentoring to students under any condition. They demonstrate flexibility and the ability to respond to setbacks constructively, rather than being overwhelmed by emotions or impulse.

Self-management is complimented with social awareness which encompasses the ability to perceive, understand, and empathize with the emotions and perspectives of others. People with high social awareness possess empathy, compassion, and sensitivity to the feelings and needs of others. Social awareness enables lecturers to understand the emotions and needs of students at their different levels, allowing them to tailor their assistance accordingly. Academic staff with high social awareness are attentive to nonverbal cues, such as body language and tone of voice, which can provide valuable insights into students or colleague's emotional state. By demonstrating empathy and sensitivity, lecturers can create a supportive and an enabling environment for students and co-workers. Socially aware individuals demonstrate a genuine interest in others, actively listen to their concerns, and show empathy and understanding, fostering positive relationships and effective communication which are essential for research productivity²².

Social awareness is also linked to the fourth dimension of emotional intelligence which is relationship management. This aspect involves effectively navigating and managing interpersonal relationships, including communication, conflict resolution, and collaboration. This dimension encompasses skills such as communication,

teamwork, influence, and conflict resolution. Lecturers with this trait listen actively to students and staff inquiries, demonstrate patience and understanding, and strive to address the issues in a respectful and courteous manner. They also demonstrate strong interpersonal skills, such as active listening, assertiveness, and diplomacy, fostering trust, cooperation, and mutual respect in their relationships²².

In today's era of technological and organizational advancements, numerous scholars have highlighted the importance of having emotionally aware employees. Several authors argue that lecturers require emotional intelligence (EI) in order to effectively carry out their responsibilities effectively and efficiently. When providing educational services, a wide range of emotions can arise, varying from highly positive to extremely negative. The lecturer must possess the capacity to see and comprehend the emotional consequences of change in themselves and others. According to scholars, the uses and benefits of emotional intelligence (EI) are extensive in terms of enhancing productivity in research. However, there is insufficient research on this concept specifically in the context of Nigerian tertiary institution lecturers.

Considering the years of polytechnic education in South West, Nigeria, it is pertinent to investigate the work profiles, emotional intelligence, and research outputs of the OTM lecturers. Besides work ethics and emotional intelligence, other issues might shape research output in public polytechnics, such as institutional and environmental contexts. This will address the issue of research funds, access to research equipment and facilities, faculty development, and other forms of support offered by the institution in the conduct of research.

More specifically, the public polytechnics in Nigeria have significant responsibility in vocational/technical education for several students, including students from diverse

background. They are also major players in the campaign for economic growth by providing a workforce, particularly skilled personnel. Specifically, of keen interest in the last few years has been studying factors that affect research output in Nigerian higher education institutions. Much research has been done and published in the academies to analyze the effects of different institutional, environmental and individual characteristics on the research productivity of the lecturers. As such, little research exists on how work ethics, emotional intelligence, and research productivity are linked to office technology and management (OTM) lecturers teaching in public polytechnics. This study, therefore, examines the influence of work ethics, emotional intelligence and research productivity by Office Technology and Management (OTM) lecturers in public polytechnics in South West, Nigeria.

1.2 Statement of the Problem

In Nigeria, research productivity has been acclaimed to engender academic progress and overall institutional development of polytechnics and thus, there has been a diminishing concern in the research output of Office Technology and Management (OTM) lecturers in public polytechnics in South West, Nigeria. This decline is rather worrisome especially in view of the fact that OTM lecturers prepare students for a fast-changing world of work environment that requires mastery in technology and managerial skills. This, therefore, may poses questions about the possible factors that might have contributed towards the current low level of research output among these lecturers²³.

Research pointed out a number of institutional and environmental characteristics that negatively affects research output including issues to do with financing of research, availability of research materials, and research productivity²⁴. Moreover, there is a lack of empirical research regarding how work ethics and emotional intelligence

impact on research productivity in the case of OTM lecturers teaching in the public polytechnics. In view of this, the study examines the influence of work ethics, emotional intelligence and research productivity of Office Technology and Management (OTM) lecturers in public polytechnics in South West, Nigeria.

1.3 Aim and Objectives of the Study

The study aims to examine influence of work ethics, emotional intelligence and research productivity of Office Technology and Management (OTM) lecturers in public polytechnics in South West, Nigeria. The specific objectives of the study were to;

- i. identify the level of research productivity by Office Technology and Management lecturers in public polytechnics, South West, Nigeria.
- ii. assess the level of work ethics by Office Technology and Management lecturers in public polytechnics, South West, Nigeria.
- iii. identify the level of emotional intelligence by Office Technology and Management lecturers in public polytechnics, South West, Nigeria.
- iv. determine the influence of work ethics on research productivity by Office Technology and Management lecturers in public polytechnics, South West, Nigeria.
- v. determine the influence of emotional intelligence on research productivity by Office Technology and Management lecturers in public polytechnics, South West, Nigeria.

- vi. determine the combined influence of work ethics, emotional intelligence on research productivity by Office Technology and Management lecturers in public polytechnics, South West, Nigeria.

1.4 Research Questions

The study provided answer the following research questions;

1. What is the level of research productivity among by Office Technology and Management lecturers in public polytechnics, South West, Nigeria?
2. What is the level of work ethics among Office Technology and Management lecturers in public polytechnics, South West, Nigeria?
3. What is the level of emotional intelligence among by Office Technology and Management lecturers in public polytechnics, South West, Nigeria?

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significant

- H₀₁ There will be no significant influence of work ethics on research productivity among Office Technology and Management lecturers in public polytechnics in South West, Nigeria
- H₀₂ There will be no significant influence of emotional intelligence on research productivity among Office Technology and Management lecturers in public polytechnics, South West, Nigeria
- H₀₃ There will be no significant combined influence of work ethics and emotional intelligence on research productivity among Office Technology and Management lecturers in public polytechnics, South West, Nigeria

1.6 Scope of the Study

The scope of the study cut across subject, population and geographical scopes. The subject scope is represented by the study variables. The dependent variable is research productivity, which is measured by individual characteristics, institutional characteristics and leadership characteristics. The first independent variable is work ethics which is measured by sense of responsibility, integrity, emphasizes quality, self-discipline and sense of teamwork. The second independent variable is emotional intelligence which is measured by metrics such as self-awareness, self-management, social management, and relationship management. The population of the study will include Office Technology and Management (OTM) lecturers in public polytechnics south west Nigeria which are ten in number namely, Federal Polytechnic, Ado Ekiti, Ekiti State, Federal Polytechnic, Ede, Osun state, Federal Polytechnic, Ilaro, Ogun State, Yaba College of Technology, Yaba, Lagos State, Adeseun Ogundoyin Polytechnic, Eruwa, Oyo State, Gateway ICT Polytechnic, Saapade, Ogun State, Moshood Abiola Polytechnic, Abeokuta, Ogun State, Osun State Polytechnic, Ire, Osun State, Rufus Giwa Polytechnic, Owo, Ondo, The Polytechnic, Ibadan, Oyo State. The geographical scope is South West, Nigeria. This means that the study will cover public polytechnics in South West, Nigeria.

1.7 Significance of the Study

The study has the potential to benefit various stakeholders such as Office and Technology Management lecturers, educational institutions, ministry of education, the government and researchers contributes to the overall effectiveness and research productivity of Office and Technology Management lecturers.

The implication of this study is of great importance to Office Technology and Management (OTM) lecturers especially those within the public polytechnics in South

West, Nigeria. In this way, discussing the relationship between the work ethic, emotional intelligence and research productivity in the present study offers the lecturers useful findings about factors that may affect their research performance. Some of the problems that challenge lecturers include; first, they are usually faced with a very heavy load of teaching; second, they also have a lot of administrative responsibilities; third, they have limited access to research materials. An awareness of how conducive work ethos and high emotional intelligence can reduce such impediments and improve research efficiency can enable the lecturers to apply the right measures that increases their production. Furthermore, the outcomes of this study may help the lecturers to enhance their interpersonal affective appraisal and enhance their motivation to ethical professional practice thus more effective in research endeavours. Lastly, this research aims at providing solutions that the lecturers can apply in order to increase their research output hence enriching their profiles and career progression.

Also, educational institutions and especially the public polytechnics in South West, this research work provides direction to the factors which could boost research productivity among OTM lecturers. Publication output is one of the measures used to evaluate a university or a college's performance. Thus, knowing about the relation between work ethics and emotional intelligence in relation to the lectures' research productivity can be a starting point for creating the necessary support to help institutions improve their faculty. For instance, professional development that targets the emotional quotient and hard work by the lecturers can be put in place within institutions. Also, the insight from this study could be implemented on workload policies, resource distribution, and service structures that enhance research processes. Thus, it is in institutions' interests to encourage ethical behaviour and good mental

health at the same time, as this could lead to higher research productivity, better rankings, and more sponsorship and collaboration opportunities. It is for this reason that this study could be of great value to institutions that are seeking to formulate policies and practices that might help in the promotion of the culture of research excellence.

In addition, Ministry of Education will benefit enormously from this study because it identifies key variables that affect research output in public polytechnic which is subsector of the tertiary education in Nigeria. Through this case study the Ministry can gain insight into work ethics and emotional intelligence that affect lecturers' research productivity and policy and framework can be formulated augment the professional development of the lecturers and increase polytechnic research output. This may involve the development of country-wide programs for enhancing the emotional intelligence of the lecturers and the enhancement of the values of ethical behaviour in learning institutions. Similarly, the findings may be useful for the Ministry in terms of identifying areas of need and guiding its investment decisions of financial subsidies for research and development of support structures for the enhancement of the academic productivity of the lecturers. The ministry of education through intervention at the policy level must attend to the above factors in order to provide the much-needed support towards enhancing the research base of polytechnics, hence positively and improving the overall development of the Nigeria educational system.

At the national, state and local government level, the outcomes of this study would be most useful for determining the government policies related to funding for higher education and research to improve overall research output. Scholarly output has a role to play in national growth as it fosters advancement in technology and knowledge

which creates the knowledge society and underpins policy making. To this end, this study will find out the correlation between work ethic, emotional intelligence and research productivity and provide the government with data that is useful in the distribution of resources and formulation of policies that will enhance research in the public polytechnics. From such findings, the government can direct the financing of professional development and mental health programmes along with ethical practices to improve the quality of the lecturers. In addition, the development of research culture in public polytechnics polices will help the government to produce manpower base needed to transform the economy and society of Nigeria.

Researchers, in respect of the works that are already published in the area of research productivity, work ethics and emotional intelligence, it can be said that this study has a considerable value for the researchers who are interested in the above specified fields of study especially education, psychology and organizational behavior for the following reasons. The analysis and conclusions of the research will provide a detailed view on the different characteristics of the learner and how they determine learning outcomes with special reference to Nigerian polytechnics. This can be used as a basis for future studies that would endeavour to investigate similar phenomena within other contexts of education or subject area. Further, the study's approach and the results obtained may spur more research regarding other factors which may implicate the research productivity, for instance institution culture, leadership and resource in regard to research. This work makes its contribution to the existing literature addressing such theories as research productivity, work ethics, and emotional intelligence: so, it also contributes to the development of these theories as well as enriches the body of knowledge available to those scholars who seek for the

understanding of interconnections between personal and contextual factors and academic performance.

1.8 Limitation of the Study

This study encountered its major limitation during administration of questionnaire for data collection. The limitation is lackadaisical attitude of some respondents in answering the questionnaire. The limitation was however, overcome by persistence and consistent persuasion of the research assistant.

1.9 Operational Definition of Terms

Research Productivity: This is the level of OTM lecturer's involvement in publications based on the effect of some dimensions such as; individual, institutional and leadership characteristics in public polytechnics in South West, Nigeria

Individual Influence: This is the level of OTM lecturers involvement in publications based on personal or individual factors like self-push, self-efficacy and self-drive in public polytechnics in South West, Nigeria.

Institutional Influence: This is the level of OTM lecturers involvement in publications based on institutional influence in terms of sponsorship by the institution, in public polytechnics in South West, Nigeria.

Leadership Influence: This is the level of OTM lecturers involvement in publications based on leadership influences like mentorship and the leadership style of the institution in public polytechnics in South West, Nigeria.

Work Ethics: This is the degree to which OTM lecturers adhere and comply with the written and unwritten moral guidelines that guides the activities of public polytechnics in South West, Nigeria.

Integrity: This is the quality of being honest and having strong moral principles among OTM lecturer in public polytechnics in South west, Nigeria

Sense of Responsibility: This is the sense of obligation to duty and work that is present among OTM lecturers in public polytechnics in South west, Nigeria.

Work Quality: This refer to the ability of OTM lecturer in public polytechnics in South west, Nigeria to prioritize quality, such that every academic outcome is satisfactory and reflects his/her best effort.

Self-discipline: This is the ability of a lecturer OTM lecturer in public polytechnics in South west, Nigeria to control himself/herself, work hard without being told what to do.

Sense of Teamwork: This is the ability of OTM lecturers in public polytechnics in South west, Nigeria to be clear on their roles and responsibilities and knows how to work effectively with a group or groups of people.

Emotional Intelligence: This encompasses the ability of Office Technology and Management (OTM) lecturers in public polytechnics in South West, Nigeria to recognize, understand, and manage one's own emotions as well as those of others.

Self-awareness: This is the ability of OTM lecturer in public polytechnics in South west, Nigeria to recognize and understand there own emotions, strengths, values as well as weaknesses.

Self-management: This involves the ability of OTM lecturer in public polytechnics in South west, Nigeria to regulate there emotions, impulses, and behaviours effectively.

Social Awareness: This is the ability of OTM lecturer in public polytechnics in South west, Nigeria to understand and manage their emotions and interactions of others.

Relationship Management: This is the ability of OTM lecturer in public polytechnics in South west, Nigeria to build and maintain healthy relationships with others.

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Endnotes

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Chapter Two

Review of Related Literature

This Chapter deals with the review of relevant literature on the following subheadings:

2.1 Conceptual Review

2.1.1 Research Productivity

2.1.2 Work Ethics

2.1.3 Emotional Intelligence

2.2 Theoretical Framework

2.2.1 Bland Model of Faculty and Department Research Productivity

2.2.2 J. S Mills Utilitarian Theory

2.2.3 Goleman's Theory of Emotional Intelligence

2.3 Review of Empirical Studies

2.3.1 Work Ethics and Research Productivity

2.3.2 Emotional Intelligence and Research Productivity

2.3.3 Work Ethics, Emotional Intelligence and Research Productivity

2.4 Conceptual Model

2.5 Summary of Literature Reviewed

Endnotes

2.1 Conceptual Review

2.1.1. Research Productivity

Research is considered to be an integral part of an academic environment growth and the importance of research to the academic staff cannot be overlooked. Research involves any creative systematic activity undertaken in order to increase the stock of knowledge and the use of this knowledge to develop new applications for modern living. Infact, research serves as one of the key determinants in ranking of universities to ensure its visibility and reputation hence establishing a competitive edge over other contemporaries¹. Also, with productivity, it is a measure of efficiency of production which is usually expressed as the ratio of output to inputs used in the production process. When all outputs and inputs are included in the productivity measure it is called total productivity. Outputs and inputs are defined in the total productivity measure as their economic values².

Research is a platform for lecturers and other academic staff to become accomplished scholars through their research productivity. Research productivity is intangible outputs manifested through, editorial duties, obtaining research grants, engaging in public debates and commentaries on public interest issues, supervision of students' dissertations and class projects, teaching, and community service. Higher education institutions regularly conduct an evaluation of lecturer research productivity by assessing a lecturer's potential for career growth and meeting the challenges of the future³.

Several studies have been conducted on evaluation or assessment of research productivity of lecturers. However, evaluation of lecturer productivity is extremely difficult process which involves multiple variables that could be qualitative or

quantitative, and can also be complex, sensitive and subject to imprecise measurement⁴.

Therefore, due to complexity in evaluating research productivity, the quantitative approach is often used. Lecturer productivity has been measured by the number of publications, the acquisition of patents, citation of scientific work, or papers presented at the seminars. In general, to recruit new lecturers and as criteria for promotion higher education institutions often assess research capabilities and scientific publications. In respect of this, publications are often viewed as the benchmark for assessing lecturers' research abilities and performance⁵.

The multi-criteria decision analysis approach model (MCDM) used a researcher to evaluate lecturer productivity. The following criteria and sub-criteria were used: teaching (pedagogical publications, student supervision, teaching materials), research (scientific publications, research projects), transfer of knowledge (patents, laws, norms and technical publications; services, consultations and science and technology dissemination), and university⁶. Another scholar also used a multi-criteria decision making approach to rank lecturers at the University of Ecuador by evaluating criteria such as administrative management, research, teaching and community service⁷. Some scholars applied a combination of multi-criteria decision making models to evaluate the performance of lecturers at the Technical University of Bangladesh. They specifically used the Analytical Hierarchy Process method to determine the weight of performance indicators and the Preference Preparation Technique based on similarity and ideal solutions (TOPSIS). The TOPSIS application was combined with the AHP to determine the composition of lecturers in higher education institutions. They used 15 sub-criteria of the following five criteria: knowledge (teaching ability, understanding student psychology, ability to make decisions), ability to explain (ideas

are clear, easy to find, proficient in explaining), discipline (fair, attitude, organized), cooperation (can be an example, dedicated, motivated), creative (encouraging positively, passionately, full of inspiration)⁸.

Authors used a novel multi-criteria hierarchy method in their evaluation of lecturer performance. There were four criteria, 13 sub-criteria and five alternatives assessed as follows: self-evaluation (scientific publication activities, supervising postgraduate students, journal preview process); manager-based evaluation (lecturing activities, language of instruction, lecturing attitude and spirit, evaluation and scoring system); peer-evaluation (cooperation in research projects, teamwork in scientific and lecturing activities, participating in school meetings and events); and student-based evaluation (the content of lessons, lecturer-student interaction, the relevance of the subjects). Their findings showed that the highest criterion was the manager's evaluation. The sub-criteria that received high ratings were lecturer activities, lecturer style and content of lessons⁹.

A group of scholars used the new integrated MCDM to evaluate five criteria including number of publications, quality of publications, number of books, supervising postgraduate students, and research grants secured as project leaders. The highest ranked criterion was research grants secured as project leaders, followed by the quality of publication and supervising postgraduate students. They also stated that the MCDM approach was appropriate in their study¹⁰. Additional factors that affect researchers' productivity are as follows: the terminal degree held by the lecturer; lecturer's level of commitment; the number of young lecturers; the amount of internal research funding; the degree of researcher motivation; number of teaching hours; the extent of infrastructure and support facilities; number of research publications; degree of cooperation between government and private institutions; number of government

research grants awarded; cooperation with foreign institutions; level and capability of network resources available to faculty and study programs; degree of regulations that affect lecturers' productivity; and the number of research grants available from international institutions¹¹.

Scholars affirm that research productivity of lectures across disciplines is low and inconsistent in Nigeria. Existing studies have dealt with academics' research productivity with various variables and indicators. However, the concept of institutional support seems to be neglected as factors that could contribute to the low level of research productivity¹². Researchers in higher institutions all around the world can be supported through selected institutional factors to drive research productivity. Institutional factors refer to elements that affect the productivity of faculty and staff or employees in any organization. Institutional factors can be described as the external and internal environment of an organisation which influences work processes. Institutional factors include elements that may affect the productivity of lectures which the university may adjust or look into. Institutional factors include support programmes that an institution develops for faculty members, practice and standards. Scholars averred that institutional factors like training, staff support, technical support and guidance, resources, awards, workload, research culture, tenure and promotion, financial awards, performance standards, peer and social recognition, and leadership factors like appreciation and orientation can influence lecturers' research productivity¹³.

There are various measures of research productivity according to literature in the Nigerian educational sector. This variation is due to the fact that Nigeria Universities have different standards for measuring research productivity since it is linked to promotion of a faculty. Some scholars have proposed investigating the quantity of

journal articles or the quality of the articles. One of the major factors that has been observed to have the tendency to influence lecturers' research productivity is institutional factors. Such institutional factors include, staff development and training opportunities, staff support, technical support and guidance, resources, awards, workload, research culture, research emphasis, tenure and promotion, financial rewards, performance standard, peer and social recognition) as well as, leadership factors which include, appreciation, orientation and priority and astringent factors which refer to gender, age, intelligence and personality¹⁴.

On the other hand, research productivity is determined through time frame in which it is required that an individual indulging in research must finish. This is more visible with those in academics in which it is required by policy that a teaching staff will publish certain amount of literature as their promotion is tied to it. With this, the researcher comes up with methodologies and concepts towards accomplishing the research. It is assumed that the output of research if implemented promotes national development and economic advancement. Studies, had revealed that lecturers research productivity is influenced by individual factors (self-efficacy, affiliation, motivation, commitment, orientation skills, research skills, achievement motivation, community contribution, sense of responsibility, scientific pursuit, autonomy and flexibility, satisfying interest and curiosity).

Institutional factors are elements that affect the productivity of faculty and staff or employees in any institution or organization which may be external and internal. Institutional factors may be regarded as support programmes that are developed for members in the organisation. Scholars averred that institutional factors may be in form of staff development and training, staff support, technical support and guidance, workload, research, promotion, financial rewards, social recognition, and leadership

factors like appreciation and orientation which can influence employees such as lecturers' especially as it relates to their research productivity¹⁵.

Institutional factors affect the productivity of lectures if they are on the negative. Institutional factors may be regarded as criteria for identification of external and internal environmental output of an organization as it performs in two different levels. Institutional factors at environmental level could be managed by an organization if proper consideration and attention is given. Institutional factors of at organisational level show reaction of an organisation to business environment and form internal environment of such organization¹⁶.

There are different factors that determine and influence lecturers research productivity. An institutional factor is operationalised in terms of emphasis. Organisational culture in the areas of institutional research culture, leadership style organisational climate, work process and employee management and work ethics help to know if an employee is productive¹⁷. Another researcher observed that amongst recognised underlining instructional factors affecting research productivity of lecturers in universities are gender, institutional terminal degree, rank, discipline and work experience. The study therefore opined that paradigm shift in faculty and university policy of performance contracts and self-reported instruments currently in use for lecturer's research productivity, is best option¹⁸.

Another factor is the environment where the lecturers are working. That is, research environment cum research resources and facilities such as infrastructures, office space and other facilities. Motivational factors such as work time for research, availability of loading research academics, research networks and communication channels, postgraduate teaching and supervision opportunities, research collaboration,

availability of mentoring system and research assistance, promotion of creativity and curiosity, peer recognition and support, reward and incentive system are also recognised institutional factors that determine lecturers' research productivity. Funding is another factor that must be taken into consideration such as availability of research funding, availability of travel money/grants as incentive for research activities, access to local grants, and access to international funding and institutional funding of research reports. In other words, funding is considered as an essential tool to aid research productivity of university lecturers¹⁹.

To determine the degree of productivity, expressed by the National Productivity Council in Tjiptoheriyanto and Nagib that there are two formulations about productivity. First, productivity is relatively abstract and involves a value system, where productivity is a mental attitude that sees tomorrow as better than today. Second, a technical definition, namely the ratio of the desired output to all the inputs used to produce the output. In this study, the degree of productivity was determined based on the number of international indexed journals published in each academic year.

In productivity, there are at least 2 (two) aspects that are important to consider in analyzing employee productivity levels, namely internal and external. Internal employee factors are factors that come from employees and can occur because of natural elements (talents) and natural books (learning and training). While external factors are factors that come from outside the ability of the employee, but really determine how successful a job²⁰.

Many factors determine research productivity by lecturers in a tertiary institution. Author explains that individual and environmental characteristics are the main factors.

Individual characteristics that affect research productivity are age, academic position, gender, years of service, and educational experience²¹. In comparison, the environmental factors in question are institutional support, institutional size, and faculty (study program) accreditation. In Indonesia, research productivity tends to lag. This happens because knowledge transfer activities in universities in Indonesia are more emphasis on teaching than on research. In addition, a high teaching load makes lecturers lack time to research, so lecturers tend to allocate a long time to prepare teaching materials in class. The low ability of lecturers in research is also a challenge in building a research culture in Indonesia. Limited facilities are also an obstacle to research growth in Indonesia²².

2.1.2 Work Ethics

Today's business environment is not only fast-paced, but also highly competitive. In order to keep pace and stay ahead, possession of several key work ethics is a plus for achieving a successful career. Successful careers come in many flavors, but work ethics are a main ingredient in most recipes for success in organisations. Employers who emphasize a positive work ethic must be absolute in maintaining the environment for it to thrive. Individuals with a good work ethic are usually very productive people who work at a faster pace. They regularly accomplish more work, more quickly than those who lack a work ethic. They do not quit until the work that they are tasked is completed²³. At least in part, this is also because they wish to.

Work ethics on the other hand is application of ethics on workplace. It is defined as the set of principles based on hard work and diligence. It is also a belief in the moral benefit of work and its ability to enhance character. A work ethic may include being reliable, having initiative, or pursuing new skills (Training Program on "Work Ethics

for Development Professionals) Defines Work ethics as a “set of values centered on importance of work hard. Work ethics is an inherent attitude that an individual possesses that allows him to make decisions and perform his duties with a positive moral value. It comes in form of attitudes that add value to the organization and an individual person as traits such like appearance, attendance, character and teamwork²⁴.

Work ethics is the key to the ethical behaviour of employees and organizations that focus on developing work ethics relevant to the issues faced by employees and enforces the practice of such work ethics is likely to be effective that will result into an ethically sound work environment. Previous studies have measured work ethics with a variety of indicators. The indicators include self-interest, company profit, efficiency, team attention, social responsibility, personal morality, company rules and procedures, laws, codes of conduct; wise and egoist attitudes; communication, training and training duration, codes of ethics; caring, law and ethics, instrumentality, regulatory, autonomy; working as a goal, time utilization and hard work²⁵. Work ethics help prevent problems that will be detrimental to the organization and employees²⁶.

Work ethics refers to the set of values, principles, and moral beliefs that guide an individual's attitude and behavior in the workplace. It is a reflection of one's sense of responsibility, dedication, discipline, and integrity when it comes to performing professional duties. A strong work ethic is often considered a key driver of both personal and organizational success, as it fosters accountability, consistency, and commitment to quality²⁷. Work ethics is broadly defined as "the principle that hard work is intrinsically virtuous or worthy of reward"²⁸. It encapsulates qualities like diligence, perseverance, reliability, and the intrinsic value of work itself. It also

involves the way individuals approach their jobs and responsibilities, reflecting their level of professionalism, commitment, and moral attitude toward work.

Scholars have long associated work ethics with Weber's Protestant Work Ethic (PWE), which links the rise of capitalism to a set of moral principles derived from Protestantism that encouraged hard work, frugality, and economic success²⁹. While this traditional concept is still significant, modern work ethics extend beyond religious or cultural origins to include universal principles that apply across various industries and professions.

Work ethics can be categorized into different types based on specific attitudes and values toward work. Some of the most notable types include: Professionalism is about maintaining a high standard of conduct and performance in the workplace. This includes adhering to organizational rules, displaying a positive attitude, and striving for excellence in one's duties. Professionalism also implies respecting coworkers, being punctual, and maintaining ethical conduct in every interaction. Dependability involves being reliable and trustworthy. Employees with a strong work ethic are those who can be counted on to complete tasks on time and meet their obligations without constant oversight. Dependability fosters trust and respect in the workplace, making employees valuable assets to any organization. Initiative refers to the ability to take proactive actions without being asked or instructed, while self-discipline involves maintaining focus and control over one's actions to meet goals. These traits show a commitment to growth and achievement, both personally and organizationally. A person with these traits is likely to work beyond minimum requirements to achieve excellence³⁰.

Integrity is essential in work ethics as it involves honesty, transparency, and moral principles in decision-making and behavior. Employees who demonstrate integrity are trustworthy and uphold ethical standards in all their dealings, ensuring that their actions align with their words. Respect in the workplace is demonstrated by treating colleagues, supervisors, and clients with fairness and consideration. A work ethic that emphasizes respect recognizes the value of others' contributions, promotes teamwork, and creates a more harmonious work environment. Diligence involves consistently working hard and showing determination in accomplishing tasks. Diligent employees are dedicated and careful in their approach, ensuring that tasks are completed to a high standard. It emphasizes perseverance and commitment even in challenging or monotonous tasks³¹.

Measuring work ethics in individuals or across an organization can be complex, as it involves both qualitative and quantitative indicators. However, some common ways to assess work ethics includes behavioural assessment. Many organizations use behavioral assessments to gauge work ethics during recruitment or employee evaluations. These assessments involve questions or situational scenarios designed to evaluate how individuals prioritize work, handle challenges, and maintain professionalism in diverse contexts. Regular performance reviews allow employers to measure employees' adherence to work ethics over time. This involves evaluating attributes such as punctuality, reliability, quality of work, and the ability to collaborate effectively. Performance reviews often use both qualitative feedback from supervisors and quantitative metrics such as project completion rates³².

Self-assessments provide employees an opportunity to reflect on their work ethic and performance. It involves asking employees to rate their commitment to workplace values such as integrity, responsibility, and teamwork, helping to foster personal

accountability. Employers can use surveys to gather input from colleagues, supervisors, and even clients to evaluate an employee's work ethic. This 360-degree feedback can give a holistic picture of how well an individual upholds ethical standards in different facets of their work. Organizations often measure work ethics through overall employee engagement and morale. High levels of engagement typically reflect a strong organizational culture where ethical behavior is encouraged and valued. Tools such as employee satisfaction surveys can provide insight into how well work ethics are integrated into the organizational culture³³.

Importance of work ethics is enormous as a strong work ethics are crucial for improving individual and organizational productivity. Employees who are diligent, dependable, and professional contribute to higher levels of efficiency and output. They ensure that projects are completed on time and that quality standards are met, which directly impacts organizational success. Work ethics help shape a positive workplace culture. When employees adhere to ethical standards, they contribute to a supportive and respectful work environment. This culture promotes teamwork, reduces conflict, and fosters an atmosphere of mutual respect and collaboration. In a workplace that prioritizes work ethics, trust between employees, supervisors, and clients is stronger. When employees demonstrate honesty, reliability, and fairness, it enhances the reputation of the organization. This trust is key to building long-term relationships with clients and stakeholders³⁴.

Individuals with strong work ethics are more likely to excel in their careers. Qualities like professionalism, initiative, and integrity are often noticed by supervisors and lead to promotions, salary increases, and professional development opportunities.

Several factors have been investigated and found to have influence on work ethics. For instance, Cultural factors play a significant role in shaping work ethics. Different societies have varying expectations regarding hard work, punctuality, and moral responsibility in the workplace. For example, in cultures that emphasize collectivism, teamwork and group success are highly valued, while individualistic cultures may prioritize personal achievement and autonomy. The policies and leadership styles within an organization heavily influence work ethics. Clear ethical guidelines and codes of conduct help employees understand what is expected of them. Moreover, leadership that models ethical behavior encourages a trickle-down effect, fostering a culture of ethical behavior throughout the organization. Personal values, such as integrity, accountability, and respect, play a key role in determining an individual's work ethic. Employees with strong moral beliefs are more likely to adhere to ethical standards in their professional lives, regardless of external pressures³⁵.

Work ethics is a crucial determinant of success in both personal and organizational contexts. The various types of work ethics, including professionalism, dependability, and integrity, help guide behavior in the workplace. Measuring work ethics through performance reviews, feedback, and self-assessments allows organizations to evaluate and promote ethical conduct. Strong work ethics not only improve individual productivity but also foster a positive workplace culture based on trust, respect, and collaboration.

2.1.3 Concept of Emotional Intelligence

The term emotional intelligence was first coined by John Mayer of Yale University, the emphasis is on the ability to control one's own feelings and emotions, accept the feelings, emotions and views of others, and control social relationships and actions³⁶.

Daniel Goleman introduced the concept of emotional intelligence to scientific communities in 1994 and revised it in 2004. He states there are four categories of emotional intelligence: self-awareness, self-management, social awareness and relationship management. The concept of emotional intelligence in recent years, has aroused lively interest in both the scientific and the general public. Some scientists and researchers in the general scientific field of Psychology, and in particular Organizational Psychology, believe that this concept can provide a satisfactory explanation as to what is responsible for the low performance of individuals, whether it is school performance or professional one, especially when their cognitive abilities are satisfactory³⁷.

A review of the literature on emotional intelligence gives a clear idea of the significant differences between men and women in aspects related to the emotional world. Basically, male and females naturally differ on the basis of their physiological and biological characteristics. They also differ in various psychological attributes. Regarding emotional differences, these are considered as something natural, hereditary and innate, while in fact they are the result of gender roles, which have been assimilated from pre-school age. Emotions omnipresence in human life have encouraged scientists across various disciplines to investigate their influence on performance and well-being³⁸.

Historically, the concept of emotional intelligence has been grounded within the two major perspectives of ability and trait. According to these two approaches, the main characteristics of emotional intelligence are that individuals differ in terms of identifying, expressing, understanding, regulating, and using one's and others' emotions³⁹. This study focuses on trait- emotional intelligence, which is a constellation of emotional self-perceptions situated at the lower levels of personality hierarchies. Trait emotional intelligence has been shown to have strong links with behavioral components and biological markers such as cortisol secretion and heart rate variability⁴⁰.

Explanation of meaning of emotional intelligence will help shower more light on the understanding of the psychological concept. Emotional Intelligence can be defined as "A set of abilities and skills that a person must acquire gradually and hierarchically to find emotional self-fulfillment. It is the response to emotional stimuli, the recognition - expression of emotions, the full awareness and management of our own emotions but also the emotions of others, the social skills for better intrapersonal, interpersonal and working relationships, the empathy and compassion, the accurate discrimination of emotions with the ultimate aim of the emotional development of our potential, self - actualization, transcendence and finally the unity of emotions because humans are part of a united world"⁴¹. Emotional intelligence refers broadly to skills and/or abilities that enable awareness of the emotional states of oneself and others and the capacity to regulate or use emotions to positively affect role performance⁴².

In 1920, Thorndike introduced the concept of emotional intelligence as a type of social intelligence. Subsequently, scholars coined the term emotional intelligence in their article "*EI*," published in the journal of "*Imagination, Cognition and Personality*". Five years later, Goleman introduced Emotional Quotient (EQ), which

further extended the concept the concept into numerous disciplines and various occupations, including sales, hospitality, banking, education and information services.

Emotional intelligence as “the ability to identifying and understanding the emotions in oneself and others”⁴³ while emotional intelligence as “an array of non-cognitive ability, efficiencies, and skills that affect one’s ability to be successful in facing environmental claims and stress”⁴⁴. On the other hand, emotional intelligence as “the ability to recognize our own feelings and others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship”⁴⁵. Emotional intelligence or emotional intelligence includes: 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 actions and the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of these emotions, and manage them⁴⁶.

Emotional Intelligence was made popular as earlier stated by Goleman in 1996 in his book *Emotional Intelligence: Why It Can Matter More Than IQ* “emotional intelligence has attracted the attention of the public because it suggests that emotions convey sensible meaning, which requires understanding”⁴⁷. The concept has been argued and discussed at length by psychologists and it appears to have key applicability in the management area in debates over differences between management and leadership and whether the difference between a manager and a leader can be attributed to an understanding of emotional intelligence. If emotions convey information, then dismissing such information is done at the organization’s risk. Emotional intelligence: includes a degree of awareness of how affective states infuse our memories, thoughts, judgements, and interpersonal behaviour. Affect is thus likely to influence many relationship behaviours, group behaviours,

organizational decisions, consumer preferences, and health related behaviours, and emotional intelligence necessarily involves knowing when and how these effects occur.⁴⁸

Emotional intelligence is also a creation of the affective realm but operates more on an interactive interpersonal level. In lecturing and information management a greater understanding of the affective realm and concepts such as personal constructs, memory representations and emotional intelligence would seem to have relevance. A greater understanding of these concepts would especially appear to have application in the following areas: N information professional and user interaction; information professional to information professional interaction; and interpersonal relations in the workplace⁴⁹.

The affective factors influencing the “information environment” outlined above, perception of the environment, affective responses to queries, prior experience with resources and information providers and expectations of communication flow, can also be thought of more generally as image constructions. Images or perceptions are created of environments and people and prior experiences and expectations of communication flow are image constructions placed on prior events. Images are personal or individual creations that are socially influenced by the environment around us⁵⁰.

Emotional intelligence as the ability to perceive and express emotional intelligence (the ability to perceive emotions, use emotions, understand emotions, and regulate emotions; emotions, use emotions, understand emotions, and regulate emotions⁵¹. Although people differ in their emotional intelligence, there is evidence that people can enhance their emotional intelligence through training and related interventions.

The first dimension of emotional intelligence, the perceiving and expressing emotions dimension, describes how quickly and effectively people can express and recognize emotions. People high in this dimension can recognize the emotions that others' experience, can detect authenticity in others' emotions, can appraise their own emotions, and can clearly express their emotions to others⁵². The second dimension of emotional intelligence, the using emotions dimension, describes how effectively people can use their emotions to enhance their cognition. People high on this dimension understand the effect of their emotions on their cognitive processes. They also understand how to use their emotions to enhance their cognitions and to make better decisions⁵³. The third dimension of emotional intelligence, the understanding emotions dimension, describes how effectively people can reason about various aspects of emotions. People high on this dimension recognize the relationship between linguistics and emotions and the relationship between particular events and the emotions that these elicit. They also recognize how basic emotions combine to form more complex emotions⁵⁴.

The fourth dimension of emotional intelligence, the regulating emotions dimension, describes how effectively people can influence the intensity or duration of their own emotions and the emotions of others. People high on this dimension can discern whether their emotions are optimal in a specific situation and can effectively modify their emotions accordingly. They can also select regulation strategies and effectively implement these strategies⁵⁵.

Emotional intelligence is a multifaceted concept. It has occupied and continues to occupy researchers to this day. One of the main reasons that makes it so interesting is the fact that it affects almost every human activity. Emotional intelligence is inextricably linked to the recognition and expression of both the emotions of the

person and the people around and with the regulation of emotions, so that the person can adapt to various situations, but also with the use of emotions to resolve problems. It is also linked to the working environment and more specifically to work success, for which self-awareness, self-management, cognitive awareness and social relationship management play an important role. Emotional intelligence promotes well-being and help people make the most of their positive emotions⁵⁶.

Emotional perception refers to the ability to identify one's own emotions as well as those of others. This is done by paying attention to the sensations and states of one's body and interpreting facial and body signals and the tone of voice of others. The second skill, emotional assimilation or facilitation, relates to the ability to take emotions into account when making decisions, as emotional states will influence how we manage our problems and information processing. Thirdly, understanding of emotions involves the ability to know and break down the different emotions and feelings, as well as the knowledge of their causes and the transition from one emotional state to another. Finally, emotion regulation is the most complex skill and refers to the ability to reflect on feelings and thus be able to regulate both one's own feelings and those of others, carrying out different strategies and seeking personal growth⁵⁷.

Emotional intelligence is defined as "...the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". A substantial body of literature has related higher emotional intelligence levels with numerous psychosocial benefits, such as greater life satisfaction and well-being, better physical and psychological health, higher professional and academic performance, and lower

levels of aggressiveness⁵⁸. Constructs or indices or measures of emotional intelligence were also reviewed to clear confusion in the concept of emotional intelligence. An important point to note when addressing emotional intelligence is that this has been considered in various forms over the years. We can understand emotional intelligence from three different approaches as a function of its conceptualization and the measurement instruments used: the self-reported ability model, the performance-based ability model, and the mixed model. Both ability models understand emotional intelligence as a mental ability comprising a set of emotional abilities related to the emotional intelligence conceptualization proposed by scholars⁵⁹.

The self-reported ability model uses self-report questionnaires to measure EI, while the performance-based ability model uses objective performance measures where there are right and wrong answers. The mixed model understands EI as a broader concept, in which aspects such as personality, motivation, and affect are also part of the construct and are assessed by self-report measures. While all three models are used indistinctly in the emotional intelligence literature, the ability models have received greater empirical support⁶⁰. Ability models are exclusively based on emotional processing abilities, while mixed models blend these abilities with other behavioural variables and personality traits that do not focus on emotional reasoning. This lack of agreement regarding the conceptualization of emotional intelligence could at least partially explain the mixed findings observed in the literature studying the relationship between emotional intelligence and risk behaviour⁶¹.

The Trait Meta-Mood Scale (TMMS) is an instrument extensively employed to assess emotional intelligence in the adult population. In the present study we used its Spanish adaptation. This scale measures participants' self-perceived level of

emotional intelligence through 24 items divided into three subscales: emotional Attention (for example, “I think about my mood constantly”), emotional Clarity (for example, “I almost always know exactly how I am feeling”) and emotional Repair (for example, “Although I am sometimes sad, I have a mostly optimistic outlook”). Participants are asked to indicate the degree of agreement or disagreement with each item on a 5-point Likert scale with response options from “1. Totally disagree” to “5. Totally agree”. In our sample the internal consistency was good: Attention, $\alpha = .92$, Clarity, $\alpha = .91$, and Repair, $\alpha = .87$ ⁶².

All emotions have a regulatory function and act as an advantage for the person experiencing them. There are two major theoretical approaches to EI: the mixed model and the ability model⁶³. The mixed model defines emotional intelligence as a set of abilities and personality characteristics that allow a person to interact successfully with the environment as well as to maintain their well-being. These models primarily use self-report tests for the assessment of emotional intelligence. On another hand, the ability model defines emotional intelligence as an ability to identify one's and others' emotions, using them to direct one's thoughts and behaviours. These authors' process model conceptualizes emotional intelligence based on four skills: perception of emotions, use of emotions to support thinking (called assimilation or facilitation), understanding of emotions, and finally regulation of emotions. These four skills are interdependent, occurring at both intrapersonal and interpersonal levels, and can be assessed using self-report and ability tests⁶⁴.

The instruments used for the assessment of EI in the studies reviewed, all of which were self-report measures, are detailed below. The TMMS-24, the Bar-On Inventory, and the Adolescent SUEIT were used in eight of the twelve studies. Among the instruments were those corresponding to the ability model, such as the TMMS-24, the

SUEIT or the EIS, and instruments corresponding to the mixed model, such as the Bar-On Inventory, the CTI, or the SEC. We decided to include studies using these instruments despite belonging to different models of emotional intelligence because the scales contained in the mixed model measure characteristics comparable to the skills measured in the questionnaires belonging to the ability model: emotional coping, which can be understood as emotion regulation, and self-awareness, understood as intrapersonal emotional perception or emotion regulation.

The instruments are described as follows: - Trait Emotional Meta-Mood Scale (TMMS-24)⁶⁵. This measure is composed of three subscales: Emotional Attention, Emotional Clarity, and Emotional Repair. This instrument is based on the emotional intelligence ability model. - Bar-On Emotional Quotient Inventory-Youth Version⁶⁶. The subscales of this inventory measure the social, emotional, and personality dimensions of emotional intelligence. It belongs to the mixed model of emotional intelligence - Adolescent Swinburne University Emotional Intelligence Test (Adolescent SUEIT;⁶⁷). This instrument is composed of the following subscales: Emotion Understanding, Emotion Recognition and Expression, Emotion Regulation, and Emotion Awareness. It is based on the emotional intelligence ability model. Emotional Intelligence Scale (EIS);⁶⁸. This scale is composed of three subscales: Perception of Own Emotions, Perception of Others' Emotions, and Emotional Regulation and Use. It measures emotional intelligence from the perspective of the ability model. - Constructive Thinking Inventory (CTI);⁶⁹.

This instrument assesses constructive thinking and emotional intelligence. It is hierarchically organized and provides information at three levels of generality. The most general level consists of a global scale called Global Constructive Thinking (GCT). The next level of generality consists of six main scales measuring the basic

forms of constructive thinking, which in turn contain 15 subscales. This instrument measures emotional intelligence from the mixed model approach. - Social and Emotional Competencies Questionnaire (SEC-Q;)⁷⁰. This instrument is composed of four subscales: Self-Awareness, Self-Motivation and Regulation, Social Awareness, and Prosocial Behaviour. It is based on the mixed model of emotional intelligence

There are numerous emotional intelligence models developed by different authors and with different specifications or dimensions, which are pertinent to all kinds of disciplines such as hospitality, banking, military, salespersons, students and many more. However, none of the available model or scales have been empirically tested in the context of lecturers. In order to meet organizational requirements, construction of emotional intelligence instruments must identify precisely the specific contexts, needs, and purposes for which that EI test is being developed. Different jobs call for varying levels of social and emotional involvement and activity. Thus, a systematic emotional task analysis needs to be done in order to match the different facets of emotional intelligence

Self-Awareness is a construct of emotional intelligence. Images of the lecturers and employees were created by many experiences and acted as motivators/demotivators influencing information-seeking behaviour. There was no one image identified of academic staff or lecturers. Images were often based on prior experiences and perceptions of resources availability and accessibility, which were particularly found to be important in image construction and the resultant motivators/ demotivators to academic staffs.

This is important because these roles encompass functions the employees is generally thought to perform or which academics would like to see performed. They could be

used as motivators relating to lecturers use: employees as “knowledge navigator”; employees as information technician; employees as educator of academics; employees as educator of students; employees as interactive partner; employees as information provider.

There was far from universal acceptance among participants about the degree of importance that they would ascribe to each role. There were also varying degrees of success attributed to the employees’s ability to perform each role. Some roles attracted positive and negative feelings, as well as a diversity of views as to what should be the role as compared to what it was. It was a positive sign that participants identified key roles for academic personnel in this technological age. It concluded that whether or not a employees is asked for assistance is based upon factors such as “the inquirer’s image of the personnel , their effectiveness, and his previous experience with this or any other lecturers or employees”⁷¹.

The concept of Emotional Intelligence (EI) combined two separate entities of psychology, which involves the affective (emotion) and the cognitive (intelligence) under one umbrella term’. The ability to integrate emotional information into cognitive activities is fundamental to effective lifelong functioning, and succeed in whatever we do⁷². The construct of Emotional Intelligence (EI) is one of the most frequently researched topics in organizational study. EI has been found to be an important predictor of various enviable organizational outcomes. The most distant roots of Emotional intelligence can be traced back to Darwin’s early work on the importance of emotional expression for survival and second adaptation⁷³. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects in

diverse areas like psychology, human resource management, and others which has resulted in a range of terminology which includes social intelligence, personal intelligences, emotional intelligence and emotional literacy to mention a few.

Emotion is an essential part of our life, as it affects every aspect of our life whether professional or personal. Emotions being the motivation of one's behaviour serve as one of the most important ingredients of human nature. Emotions provide an individual an opportunity to express his/her real self and also enable an observer to infer about a person's emotional experience. Emotions, when combined with the thinking process, result in the experience of feelings. Emotions are our warning systems, as they alert us to something urgent and offer an immediate plan for action. It play a significant role in social survival that helps in forming and maintaining social relationships and social position relative to others⁷⁴. Most significantly, emotion is the soul of every relationship and as an experience exhibits a person's existence as a living being which requires the ability to understand and regulate emotions both in oneself and in others, which is foundational to the development of intelligence which is considered as an indication of a person's overall mental ability giving rise to emotional intelligence.

The concept of emotional intelligence has provided new dimension to the understanding of human intelligence, which earlier highly counted upon cognitive intelligence for its evaluation. Emotional intelligence has expanded the horizon of basic intelligence and has emphasized few more abilities required for the survival of human being in a society. Several definitions and measures of emotional intelligence have been developed by different researchers according to their understanding of the concept of EI, whereby they have accentuated different features of the concept. As a result, currently there are lot of definitions of EI available making the concept a

multifaceted construct. However, emotional intelligence has been described as the capacity for recognizing one's own feelings and those of others, for motivating oneself, and for managing emotions well in ourselves and in our relationships. In other words, it is the ability to understand one's emotions and those of the people around, to motivate ourselves and to manage emotions well in ourselves and in our relationships⁷⁵.

Similarly, another researcher, defined emotional intelligence as the ability of an individual to appropriately and successfully respond to a variety of emotional stimuli educed from the inner self and the immediate environment which constitutes three psychological dimensions: emotional competence, emotional maturity and emotional sensitivity⁷⁶. These dimensions motivate an individual to recognize truthfully, interpret honestly, and handle tactfully the dynamics of human behaviour. In a related vain, emotional intelligence is also defined as the ability to use emotion to enhance flexibility, creativity, and motivation by facilitating logical thinking processes which posits that emotionally intelligent people can feel emotions of the self and others and use that knowledge to influence and change the environment thus enhancing resilience and quality of life. In general, emotional intelligence is a gateway to a balanced-life as it is essential to every quality of life component. Studies therefore indicate that emotional intelligence can enhance the quality of life, because people feel a sense of well-being when one's work and lives are meaningful⁷⁷.

Emotional intelligence plays major role to develop an individual's ability to solve problems. There are four components of emotional intelligence (EI) – self-awareness, self-control/self-management, social awareness and social skills that should be considered by everyone to make sure they can manage their level of emotions while they can increase their work performance in an organization. The key dimensions of

the ability model of emotional intelligence are generally described as the ability to monitor one's own feeling and others' feelings and emotions that distinguish between those emotional states, and to use this information effectively to guide one's thinking and action.

Self-awareness is the first step of managing our interactions with others or knowing what one feels.

Self-awareness is being aware of our emotions, understanding the cause and reflecting on the patterns of the behavior which displays as a consequence of that emotion. On the other hand, self-awareness is the ability to recognize and understand one's own moods, emotions, drives and their effects on others to work together with organizations to achieve the goals. It is "knowing one's internal state, preference, resources and intuition. The characteristics of self-awareness are self-confident, realistic self-assessment and a self-deprecating sense of humor. Self-awareness shows managers, leaders or workers are believed to be able to recognize a feeling while it happens to accurately perform self-assessment and have self-confidence. However, it is not automatic to have the ability to recognize our personal moods and reactions when in the spot light, privately and still be able to remain conscious afterward whether in teams or individually⁷⁸. Self-awareness also involves having a realistic assessment of one's abilities. People who have this strength are aware of their strengths and weaknesses, open to candid feedback from others, and willing to learn from past experiences. This courage comes from certainty, through self-awareness, about our capabilities, values and goals. Self-aware people have the "ability to accurately perceive own emotions and stay aware of them as they happen. This includes keeping on top of how one tends to respond to specific situations and people⁷⁹.

Self-awareness is way beyond simply having adequate knowledge about ourselves but rather extends to being in position to interpret this knowledge for the purpose of learning more about ourselves⁸⁰. Self-awareness is broken down into four levels of arousal and attention, Sensory and motor, Cognitive and lastly Psychosocial. On the basis of arousal and attention, attention to ideas developed or any arousal is either very slow or poor; this is mostly in the inability to pay attention or respond with close concentration as a result of distracting surrounding individuals. The sensory and motor stage is where we are able to explain our sense of feeling such as movement, fatigue, satisfaction and even more advanced skills of processing our perceptions due to our developed competence to pay attention, comprehend and memorize. The cognitive stage requires attention, comprehension and memory are key for people in this stage to function while “abstract reasoning, conceptualization and problem solving are necessary to comprehend the more abstract nature of these abilities. At this level, the information provided at the lower levels is integrated to form a model that integrates knowledge with skills. Lastly, the psychosocial stage of self-awareness involves constantly recognize the world as it is in relation to our abilities and is the stage where we are able to observe and rate our performances against other work colleagues. “Self-awareness is enhanced through a good therapeutic alliance, brain education and participation in familiar occupations, with process-focused feedback and compensatory strategy training.

Self-awareness involves a deep understanding of one’s emotions, as well as one’s strengths and limitations and one’s values and motives to work together and perform well in the organization. Individuals with high self-awareness are skilled at their self-monitoring and adapting in their behaviors that relate effectively with others⁸¹. Emotional self-awareness can be defined as the “innate potential to feel, use,

communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions. To be emotionally self-aware, there is need to recognize our emotions and the effects. It can therefore be stated that emotional self-awareness is “concerned with the identification and response to the feelings that the presenting issues give rise to. The responsibility to reclaim the role of emotions in social work cannot rest solely at an individual level. It has been noted employees may not feel that there are explicit „permissions“ to explore the emotional content of their practice or exercise the degree of autonomy that is implicit within the construct of emotional intelligence. The role of emotions is a two-way process in that employees need to engage with the emotional context of the service user whilst also recognizing the impact this may have on themselves and, in turn, their practice⁸². The process of analyzing what you are doing, why and how is a good process for knowing self. The threats we receive from associating with others, unsettlement over others inappropriate behavior, rating ourselves against colleagues are all to aid our opinion about our emotional awareness.

Since employees do not work alone but with others and probably even in teams on certain projects it therefore, entails managing relationships between different individuals within the organizations and in an appropriate manner by ensuring knowledge about how employees feel among themselves and making them feel happy. However, social awareness simply relates to how persons handle relationships and others feelings, needs and wants after they have gained full knowledge of them

Just like empathy is about understanding how others feel, organizational awareness on the other hand involves recognizing the influence on an individual as well as others by those that work and live with and especially the culture within which our emotions operate. the culture of the organization is very vital for employees to know so that the

visions, missions and goals are not imposing in their own way of doing things, the core values of the organization is also rich in information for the empowerment of the employees; thus once they join an organization there is need to understand the ethics within which they will have to operate. The knowledge of organizational structure is very paramount for employee knowledge so as to serve as a guide on how to deal with the organization and other colleagues. The absence of such knowledge makes employees only approach issues from the wrong directions, make so much unnecessary mistakes, fail to fit in the very organizations they work in and feel so demoralized each and every day and makes them increase the stress levels which basically is a result of feeling alien in their very own environment⁸³.

Furthermore, self-management as one of the variable of emotional intelligence refers to the continuous process of managing, evaluating and reinforcing actions, thoughts and emotions to have appropriate behaviors or performance in relation to our surroundings and environment through constantly reminding ourselves of our norms and values. Accordingly, self-management is the ability to control the worrying effects such as nervousness and annoyance, and to inhibit emotional impulsivity. On the other hand, self-management or self-control highlights the qualities of self-regulations such as trustworthiness, integrity, conscientiousness, self-control, adaptability, innovativeness and taking responsibility for one's own actions. Studies have shown that self-management consists of "a set of behavioral and cognitive strategies that assist individuals in structuring their environment (at work or elsewhere), establishing self-motivation, and facilitating behaviors appropriate for obtaining performance standards⁸⁴. However, employees improve self- management through the influence they exert over themselves to help them achieve self-motivation

and self-direction needed to behave in desirable ways. And this desirable ways are discussed as follows:

First and foremost, Self-Control: which is constantly needed to review fears and desires for strong reactions. Employees all have desires such as promotions, love, wealth, safety, health, families and fears such as salary cuts, insecurity; losing our jobs etc. knowledge of theses desires and fears empowers the understanding of their strong reactions and thus be in better positions to analyze situations and come up with more appropriate solutions to them. Second on the list is Transparency, for transparence to prevail, there is need for employees need to first trust themselves then their response to emotions will be the best option possible and even others around them will start believing in them and their actions. For all the relationships employees build at work, home or societies they leave in to work, trust, respect and acknowledgement must prevail or else the relationship is bound to last for only a short period and as effective managers whose intention is for work environment to prevail with these three aspects so the employee are able to rely on each other, help others in need, have selfless relationships, be able to delegate work, feel motivated through the acknowledgements, forgiveness and build functional teamwork. Thirdly, Conscientiousness; In relation to emotional intelligence and self-management, this refers lead remaining alert to the process of practicing self-management and taking full responsibilities for own behaviors and emotions instead of taking it out on others regardless of whether they were indeed the cause or not but rather the employee need to have options for actions and stay much in control. In this case, an employee need to remain dependable to others though getting tasks done, being loyal and committed to colleagues they socialize with and organizations they work for while maintaining their integrity through honesty and being ethical in their actions⁸⁵.

Next is Adaptability; The environment within which we live is ever evolving both internally and externally such as budget cuts, position revision, different roles and externally market segments are constantly changing, political environment, society and so on and this changes require as to be in position to welcome them and find the best solutions to enables employees to adapt. Nevertheless, to develop this ability, there is need to identify the cause of employee strong negative response to change and deal with them. To be in better position to adapt to changes, employees need preparation in advance by understanding the why, how, when of change so that they can approach it with an objective mind whether in organizations, groups or individually for purposes of coping⁸⁶.

Furthermore on the list is Initiative; employees need to constantly reevaluate themselves and measure their capabilities against the ever evolving environment and people around them and then find solutions to their weaknesses and also turn threats into opportunities and weaknesses into learning opportunities so as to improve their knowledge and match the situations through affirmative action such as trainings, studies, reading and so on. Furthermore, there is no need to blame others or the universe for personal problems but rather take responsibility for the issues occurring and then improving life quality and not allow disagreements to fester or misunderstanding to linger. Lastly, on the list is achievement; in this case When employee are self-managed then that means they are in the position to select the most appropriate options in dealing with their behaviors in a manner that is acceptable and desirable to those around and on a larger scope the society they belong in. The strong achievement ability involves determining and prioritizing activities without pride and using the most appropriate way that will drive them towards set objectives and goals. Conclusively, an employee with emotional intelligence (EI) is expected to be able to

keep troublesome emotions and impulses (self-control) while maintaining the standards of honesty and integrity (trustworthiness), take responsibility for one's performance (conscientiousness), and handle change (adaptability). They will be comfortable with novel ideas and approaches (innovation) to develop their creativity because emotional intelligence (EI) is the ability for individuals to generate new ideas to perform well in the organization.

As much as it is difficult to take a moment and put oneself in people's situation to identify the reasons or see from their point of view why they behave and react to things the way they do especially when in the middle of a heated disagreement, employees have to from time to time to see things from others view so that when they are taking actions or making decisions, they do so after understanding their view and those of others thus objective decisions are made without any bias but rather consideration and empathy. It takes time, experience and ability to be in touch with one's very own emotions in order to perfect empathy. Employees are only to understand other if they have been in the same situations ourselves and this can only be possible if they have had several experiences that are bound to enable them to have empathy for others. Furthermore, it requires a lot of techniques to recognize others emotions because it is never a direct thing so employees are sometimes forced to either read between the lines, ask questions or read body languages like facial expression and other non-verbal expressions. Once they have recognized how others are feeling, they have to be careful not to destroy the rapport that have been created so far by disagreeing with why they are feeling the way they are but rather make a responsibility to investigate further to understand why they are feeling the way they do hence employees have to be sensitive to others feelings and emotions. As employees they are bound to feel frustrated from time to time but then what keeps

them going is the ability of their supervisors and colleagues recognizing and understanding their frustration and guiding them on how to reach the end of this frustration instead of ignoring it⁸⁷. Therefore, managers, supervisor or leaders ought to be very sensitive to the needs and feelings of their subordinates by recognizing their issues and values and offering to lend them a shoulder to air their grievances whenever they need it and even when they are not willing to talk about their issues, they know they can always come whenever they want to talk about something and this improves your reliability and credibility among followers.

For employees to be perfect and effective in everything they do or plan to do, they need to be aware by learning through communication thus communication is a very vital skill in daily life interactions regardless of the form of communication because it is what enables them to gather information about and from others by understanding their reactions to issues which in turn enables them take the most appropriate and effective actions but then have the task of being effective listeners. However, employees often make the mistake to think that other people see the exact picture they are seeing which is a big myth because unless they make it very clear to others of what they really want them to do, they will only work on assumptions of what is needed therefore, it is important to clarify tasks and to seek clarity whenever it is not clear to so that simple but expensive mistakes can be avoided. Accordingly, communication is not complete without feedback therefore if information is relayed to employees owe the relaying person a feedback regardless of the communication form used and this feedback has to be a constructive feedback because they do not want to hurt the feelings of the receiving part so care must be taken on how the feedback is done such as the tone, manner, channel, timing are all to be considered when delivering the feedback. The relationship is either improved or broken through

communication therefore there is need to give feedback at the right time, regularly, ask for feedback whenever it seems fit, know how to deal with negative response to constructive feedback because the ultimate goal of feedback in work environment is to improve communication thus resulting in better performance result⁸⁸.

Research which underpins the positioning of emotional intelligence and the associated claims for the efficacy of, emotional intelligence are limited. However, research evidence from within the educational sphere based on central contentions in the fact that a persons who have a good mix of IQ and emotional intelligence tend to more successful in their chosen fields of endeavor than those who have outstanding IQ and under-developed emotional intelligence. Furthermore, Employees with higher EI can effectively recognize frustration and stress-related emotions and hence control them in order to reduce stress. These potential stressors include: unfair and arbitrary performance reviews, pay inequalities, inflexible rules, rotating working shifts, ambiguous procedures, frequent relocation, unrealistic job descriptions, centralization, lack of participation in decision-making, line-staff conflicts, lack of privacy, excess noise, and poor/inadequate feedback about performance. Such employees can also realize their professional needs and control them, so their job satisfaction increases. These employees have the ability to control their emotions and have better relationships with others which largely depends on an emotional balance between a potential stress condition and the reaction to it. It is imperative that an individual puts in concerted effort if he sincerely desires to build his emotional intelligence. improving one's EI may take months rather than days because the emotional centers of the brain, not just the neocortex are involved. The neocortex, the thinking brain, that learns technical skills and purely cognitive abilities, gains knowledge very quickly, but the emotional brain does not. To master a new behaviour, the emotional

centers need repetition and practice. Improving one's EI, then, is akin to changing one's habits. Brain circuits that carry habits have to unlearn the old ones and replace them with the new⁸⁹. The more often a behavioural sequence is repeated, the stronger the underlying brain circuits become.

Accordingly, a workplace full of employees with highly developed EI results in: (1) Every employees' ideas get valued and their potential continually developed; (2) Gossip and other negative behaviors avoided; (3) Everyone encourages and celebrates each other's success; (4) Easier conflict resolution and negotiation methods that come from distinguishing people's emotions and desires and empathizing with their perspective; (5) Effective leadership that recognizes what the needs of his people, so as to meet the need in a way that boosts higher performance and workplace satisfaction; (6) Organization equipped with strategically utilized emotional diversity of their team members that benefit the team as a whole; (7) Valued decisions and teams work at the optimum. Emotional intelligence brings to the workplace not necessarily more expression of intense emotion, but rather the calming, soothing, yet deeper awareness of the elements of the decision-making process itself. As indicated, the emotional openness in the workplace enables individuals to release their feelings about, and build self-confidence in one's ability to complete a task or to work productively with others and also provides the authentic support of others as they share productive ideas to be considered in the process of brainstorming. If any intense negative emotions do arise, they are acknowledged honestly but are not typically expressed aggressively.

2.2. Theoretical Framework

2.2.1. Bland Model of Research Productivity

The Bland Model of Research Productivity developed by scholars, is a framework for understanding the factors that affect research productivity among academics, particularly in higher education settings. The model focuses on individual, institutional, and leadership influences that contribute to faculty members' ability to produce high-quality research. Individual factors include components such as research experience, research interests, research training, personality traits (such as, conscientiousness, openness to experience), and work-life balance⁹⁰. Institutional Characteristics encompasses aspects of the academic environment, which include the research culture, funding opportunities, research support services, departmental resources, and institutional policies while for leadership characteristics, the role of leadership is crucial in shaping research productivity. Leaders can influence the research expectations, resource allocation, mentoring and support and collaboration opportunities among the lecturers.

However, in Bland model, the individual characteristics highlights that personal attributes such as motivation, discipline, and resilience play crucial roles in determining research productivity. Researchers with high levels of intrinsic motivation and self-discipline tend to engage more effectively in scholarly activities, producing higher volumes of research output. Furthermore, self-efficacy and the ability to manage time efficiently also positively correlate with individual research productivity. In addition, the institutional support structure is critical in fostering a productive research environment. Bland's model suggests that factors such as access to funding, availability of research assistants, and the presence of a supportive leadership structure are crucial. Likewise, clear policies on research expectations,

promotion, and tenure, as well as the availability of professional development opportunities, help create an environment conducive to research productivity⁹¹.

Bland's model also emphasizes the importance of balancing personal life with professional responsibilities. Academic staff who maintain a healthy work-life balance are often better positioned to focus on research activities. This can include institutional provisions for flexible working hours or support systems that reduce personal stress, allowing researchers to dedicate more time to scholarly activities. Furthermore, collaborative networks and mentorship play an integral role in research productivity, as outlined in the Bland model. Early-career researchers, in particular, benefit significantly from mentorship programs that provide guidance and support. Collaboration with peers both within and across disciplines leads to increased opportunities for co-authorship, funding, and interdisciplinary projects⁹².

In Bland view, resources and infrastructure particularly, access to resources such as advanced technology, research databases, and laboratory facilities is a critical component of the Bland model. Institutions that provide robust infrastructure tend to have faculty members with higher research output. The model suggests that underfunded departments or universities without adequate research infrastructure may see diminished productivity levels among their academic staff⁹³.

Several studies in recent years have applied the Bland model to explore research productivity in various academic contexts. A more recent study explored the application of the Bland model in medical schools, finding that institutions with structured research support systems, including mentoring and access to research resources, saw significantly higher research output from faculty members⁹⁴. This

reinforces the model's argument that both individual and environmental factors must be aligned for maximum productivity.

In overall, the Bland model of research productivity provides a comprehensive framework for understanding the multifaceted nature of research output in academic settings. By integrating individual attributes with institutional support and collaboration, the model offers insights into how universities can create environments that foster high levels of scholarly productivity.

2.2.2. Mills J. S Utilitarianism Theory

Utilitarianism by John Stuart Mill remains a landmark in moral philosophy. It provided a more humanistic and refined approach to utilitarian ethics, balancing the pursuit of happiness with respect for human dignity, moral development, and justice. While not without its flaws, the work continues to shape contemporary ethical thought and policy-making frameworks⁹⁵. John Stuart Mill's Utilitarianism Theory helps explain integrity, responsibility, quality, self-discipline, and teamwork, since each promotes overall happiness and well-being. For Mill, actions are right if they produce the greatest happiness for the greatest number. Integrity builds trust in relationships and institutions; honesty and moral consistency reduce harm, prevent conflict, and inspire confidence, thereby maximizing collective good⁹⁶. A sense of responsibility ensures duties are carried out conscientiously, avoiding negligence and inefficiency that cause suffering. Emphasis on quality reflects Mill's distinction between higher and lower pleasures, as quality work provides lasting satisfaction aligned with higher intellectual and moral pursuits, while poor quality undermines welfare. Self-discipline requires sacrificing short-term pleasures for enduring benefits, enabling individuals to regulate desires and promote long-term happiness. Finally, teamwork reflects

utilitarian impartiality, where everyone's happiness counts equally. Cooperation and shared responsibility strengthen outcomes, advancing the greatest good for the greatest number"⁹⁵.

Putting lecturers in context, the theory explains integrity, responsibility, quality, self-discipline, and teamwork among lecturers, as these values enhance well-being in academic settings. For Mill, actions are right when they promote the greatest happiness for the greatest number. Integrity in teaching and research fosters trust among students, colleagues, and institutions, while fairness reduces conflict and builds confidence. Responsibility ensures lecturers prepare adequately, deliver effectively, and fulfill duties, preventing inefficiency and dissatisfaction. Emphasis on quality aligns with Mill's idea of higher pleasures: excellent teaching, research, and mentorship yield lasting intellectual benefits, whereas poor delivery weakens outcomes. Self-discipline enables lecturers to balance workload, regulate personal interests, and remain productive. Finally, teamwork reflects utilitarian impartiality; collaboration promotes innovation, shared responsibility, and collective academic excellence, thereby advancing institutional and societal good⁹⁶.

2.2.3. Emotional Intelligence Theory

Based on the review of the literature, we found that the framework developed by Goleman is the most comprehensiveness. In addition, it had been used by numerous researchers. It is because of these reasons, this study decided to adopt the framework as the basis for investigating lecturers' emotional intelligence⁹⁷. The Goleman's framework consists of four dimensions which are self-awareness, self-management, social awareness and relationship management. The self-awareness dimension consists of three sub-dimensions while the self-management dimensions comprise of

six sub-dimensions⁹⁸. The social awareness dimension contains three sub-dimensions and the last dimension which is relationship⁹⁹.

Goleman's Emotional Intelligence (EI) theory is highly relevant to employees service delivery as it emphasizes the importance of empathy, social skills, self-awareness, self-regulation, and motivation in building strong relationships with patrons, understanding their needs, and delivering high-quality services. In this answer, I will provide some references and examples of how Goleman's emotional intelligence theory can be applied in a lecturers setting. One key aspect of Goleman's EI theory is empathy, which involves understanding and responding to the feelings and perspectives of others. In a lecturers context, empathy can help lecturers to connect with patrons, build trust, and provide personalized services⁹⁹. For example, lecturers can use active listening skills to understand patrons' information needs and preferences, and show empathy by responding with kindness and understanding. This can lead to a more positive patron experience and foster a sense of loyalty to the lecturers.

Another aspect of emotional intelligence is social skills, which involve the ability to interact effectively with others, communicate clearly, and build relationships. In a lecturers context, social skills are important for lecturers to collaborate with colleagues, work with diverse communities, and develop partnerships with other organizations. For example, lecturers can use their social skills to build relationships with local schools, community groups, and businesses, and develop programming and outreach initiatives that meet the needs of these groups. Self-awareness is another important aspect of emotional intelligence, as it involves understanding one's own emotions, strengths, and weaknesses⁹⁹.

In lecturers context, self-awareness can help lecturers to identify areas for professional development, manage their own emotions, and build resilience in the face of challenges. For example, lecturers can use self-reflection and self-assessment tools to identify areas where they can improve their skills or knowledge, and seek out training or mentorship opportunities to support their growth.

Self-regulation is another key aspect of emotional intelligence, as it involves managing one's own emotions and behaviour in response to different situations. In academic context, self-regulation can help lecturers to remain calm and focused in stressful situations, and respond to patrons with empathy and professionalism. For example, lecturers can use mindfulness techniques or other self-regulation strategies to manage their own stress levels, and respond to patrons' needs in a calm and respectful manner. Finally, motivation is an important aspect of emotional intelligence, as it involves the drive and passion to achieve goals and overcome obstacles. In a lecturers context, motivation can help lecturers to stay engaged and committed to their work, and provide high-quality services to patrons⁹⁹. For example, lecturers can use their motivation to develop innovative programs and services, engage with new technologies, and build strong partnerships with other organizations. Conclusively, Goleman's emotional intelligence theory has many applications to employees service delivery, and can help lecturers to develop the skills and competencies they need to provide high-quality services to patrons. By cultivating empathy, social skills, self-awareness, self-regulation, and motivation, lecturers can build strong relationships with patrons, collaborate effectively with colleagues, and make a positive impact on their communities.

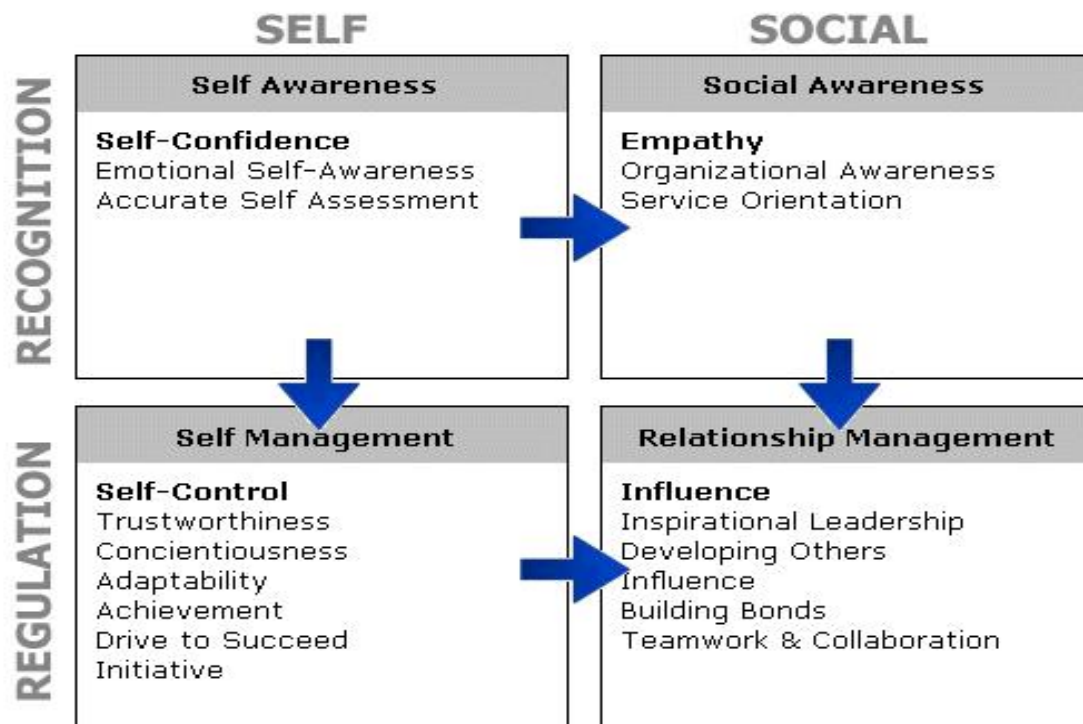


Fig. 2.1. Goleman's EI theory¹⁰⁰.

2.3. Review of Empirical Studies

An empirical review refers to the section of a research paper or study that critically examines and synthesizes previous empirical studies and researches based on observed and measured phenomena, often involving data collection through experiments, surveys, interviews, or other forms of quantitative or qualitative methods. This type of review focuses on findings from studies that rely on empirical evidence. Empirical review summarizes the methodologies used in prior research (such as, sample size, data collection techniques), Presents the results of these studies, highlighting key findings, Evaluates the strengths and weaknesses of the studies, considering factors like sample diversity, research design, and data analysis techniques, Identifies gaps in the literature—areas where additional research or more

robust methodologies are needed, Draws connections to the current research, explaining how the findings of previous studies inform or differ from the present study.

This section is crucial in helping to situate the current study within the broader research landscape, demonstrating the relevance of the new research and its potential contribution to the field.

2.3.1. Work Ethics and Research Productivity

The objective of a research is to assess the impact of ethics on research productivity within laboratories of public universities. To achieve this objective, neural networks' method is used to highlight impacting and impacted variable modalities. Findings show ethical variables having the greatest impact on research productivity are ethics supporting document and transparency, while the variables most impacted by ethics are publications and scientific projects¹⁰¹.

The purpose of this study was to predict employee productivity based on work ethics and organizational learning. The method of the study was descriptive-correlation. The statistical population included the employees of the Social Security Organization (404 people) whose sample size was selected based on Cochran's formula and random sampling method (n=205). The research instruments were Hersey and Blanchard's employee productivity questionnaire, Gregory's work ethic and Nife's organizational learning questionnaire, the reliability of which was obtained by Cronbach's alpha test (0.84). Descriptive statistics were analyzed with SPSS26 software and inferential statistics were analyzed with Amos24. Results showed that the variables of work ethic and organizational learning can predict 0.45 variance of the criterion variable (employee productivity). Also, work ethic and organizational learning had an impact

factor of 0.51 and 0.43, respectively, on employee productivity ($p < 0.05$)¹⁰². According to the results, it can be said that work ethic and organizational learning are effective on employee productivity. Therefore, to increase organizational productivity, more attention should be paid to work ethic and organizational learning.

Responding to the Commission on Higher Education's development plan of enhancing research culture among higher education institutions, a study was conducted to analyze the research productivity of selected higher education institutions. It covered five state universities in the Philippines where a total of 377 randomly selected faculty members served as research participants. Path analysis shows that educational attainment, research benefits and incentive system are important predictors of both research self-efficacy and research productivity. Self-efficacy has also been found to be a significant determinant of productivity¹⁰³. Findings of such study suggest a number of policy implications for institutions of higher learning including the need to have a strong faculty development program, enhanced research collaboration, improved research productivity, and good incentive system in order to promote and enhance the research culture in higher education institutions.

An inevitable component of work ethics is research ethics. Ethical considerations are one of the most important factors in Research processes. The purpose of the study is to investigate the components of Research Ethics of faculty members of the Humanities of Urmia University. This descriptive survey study was conducted on 73 faculty members of Humanities of Urmia University. Sampling was performed by the Simple random. The data collection tool was a Research er-made questionnaire whose content validity was confirmed by experts and structural validity was confirmed by factor analysis. SPSS 21 statistical analysis software was used to analyze the data and Research information. The results showed that the Research Ethics of faculty

members of the Humanities of Urmia University has a favorable situation ($P < 0.05$, $M = 3/07$). The results also showed that the components of observer rights and intellectual property rights are in good condition ($P < 0.05$). However, the components of Research avoidance manipulation and avoidance of relationalism in Research have an unfavorable situation ($P < 0.05$)¹⁰⁴. This means that institution of higher learning that have viable

In the academic world, performance is measured by research productivity, it means the research capabilities and publication of an academicians is an integral part of performance. In a study titled “The Effect of Work Ethics of Employees on Individual Work Performance” The study applies the descriptive assessment and correlational research design. It used research questionnaires to gather the data from the respondents. The population of the study was all the employees of the Divine Word College of Laoag in Philippine. The study found that the work ethics of employees along three components (the attitude toward the work itself, moral attitude toward the work and intrinsic motivation) are considered high and also their work performance along with task and contextual performance is high, while the counterproductive behaviour is low. In terms of the correlation between work ethics and individual work performance, the results conclude that overall, there is a significant correlation between work ethics and individual work performance¹⁰⁵.

A study examined the influence of creative personality and creative working environment on the research productivity of business faculty. It was hypothesized that creative personality, family support, colleague support, research resources, and workload pressures would all have a positive association with research productivity. Management faculty people ($N = 247$) employed in business schools with a doctoral program participated in an online survey. Research productivity was assessed using

both objective counts of journal publications across a 5-year period and self-report. Support from colleagues and workload pressures were positively associated with total self-reported publications. Research resources and workload pressures were positively associated with publications in top management journals¹⁰⁶.

Aside the organizational work ethics or general work ethics, research itself has its ethics ranging from citations, referencing, and understanding of intellectual property rights and so on. Ethical considerations are one of the most important factors in Research processes. The purpose of this study is to investigate the components of Research Ethics of faculty members of the Humanities of Urmia University. The results showed that the Research Ethics of faculty members of the Humanities of Urmia University has a favorable situation ($P < 0.05$, $M = 3/07$). The results also showed that the components of observer rights and intellectual property rights are in good condition ($P < 0.05$). However, the components of Research avoidance manipulation and avoidance of relationalism in Research have an unfavorable situation ($P < 0.05$). This means that as an academician there is the need to understand the nitty gritty of research to be an effective and productive researcher¹⁰⁷.

Considering the fact that today, employee productivity is an important issue for organizations and the role of work ethics and learning in productivity is considered important. Therefore, the purpose of a study was to predict employee productivity based on work ethics and organizational learning. Data analysis showed that the variables of work ethic and organizational learning can predict 0.45 variance of the criterion variable (employee productivity). Also, work ethic and organizational learning had an impact factor of 0.51 and 0.43, respectively, on employee productivity ($p < 0.05$). According to the results, it can be said that work ethic and organizational learning are effective on employee productivity. Therefore, to increase organizational

productivity, more attention should be paid to work ethic and organizational learning¹⁰⁸.

A group of scholar asserts that the decline in lecturer publications and issues like predatory journals and plagiarism highlight the urgent need to improve lecturer productivity to enhance university quality at Universitas Muhammadiyah Tangerang. Thus, they carried out a research which aimed to identify ways to increase the productivity of lecturers at Universitas Muhammadiyah Tangerang through strengthening achievement needs, organizational culture, work ethic, work motivation, and compensation by using path analysis and SITOREM analysis methods. The research sample consisted of 215 lecturers from a population of 464 lecturers, which were selected through proportional random sampling. Findings indicated a direct positive significant influence of achievement needs ($\beta = 0.189$), organizational culture ($\beta = 0.322$), and work motivation ($\beta = 0.155$) on lecturer productivity, while work ethic ($\beta = 0.170$) and compensation ($\beta = 0.133$) had no significant influence. There is also a significant direct influence of achievement needs, organizational culture, and work ethic on work motivation and compensation. In addition, a significant indirect influence of achievement needs and organizational culture on productivity through work motivation and compensation was identified, while work ethic had no significant indirect influence¹⁰⁹. This means that in their own findings, aside work ethics other factors that influences lecturers research output includes need for achievement, and organizational culture.

A Nigerian study examined the relationship between work ethics and senior non-teaching staff productivity in universities in South-South, Nigeria. Three research questions were raised and one was hypothesized to guide the study. The descriptive survey correlational research design was adopted for the study. The target population

of the study comprised 9,508 out of which Nine hundred and twenty-three (923) senior non-teaching staff were selected across south-south universities in Nigeria. The multistage and proportional-to-size sampling techniques were used in obtaining the sample size. The research instruments were questionnaires, titled, Work Ethics Questionnaire and Productivity Rating Scale. The reliability of the Work Ethics Questionnaire was 0.695 using Pearson (r). The Cronbach alpha, reliability of the Productivity Rating Scale was 0.734 at 0.05 level of coefficient. Mean rating and standard deviation were applied to answer research questions while the Pearson Product Moment Correlation Coefficient was used to test the hypothesis formulated. Findings from the study revealed that the level of compliance of senior non-teaching staff with work ethics in South-South Universities in Nigeria was low. There was a significant relationship between work ethics and senior non-teaching staff productivity in south-south Universities in Nigeria¹¹⁰. The study therefore recommended that senior non-teaching staff in South-South, Nigeria, improve their compliance with work ethics to increase their productivity within the University system. The implication is that low compliance to work ethics results in low productivity among non-teaching staff of universities in South-South Nigeria.

The study aimed to examine the impact of commitment and work engagement on the research performance of lecturers in private universities. An explanatory survey method was employed, and data were analyzed using Structural Equation Modeling (SEM). The respondents consisted of 388 randomly selected lecturers from private universities in West Java and Banten Province, Indonesia. The findings reveal that the Human Resources (HR) function aimed at enhancing the research performance of lecturers is grounded in the Job Demand-Resources (JDR) model. Strong performance in research, community service, and teaching is shaped by this work paradigm.

However, the HR strategies of private universities, focused on optimizing performance, have not fully addressed the role of commitment in fostering work engagement and enhancing lecturer performance. Lecturers' performance is influenced by work engagement, which, in turn, is based on a commitment rooted in ethical awareness of their role in higher education. Efforts to meet job demands and provide necessary resources whether physical, psychological, or ethical should be managed as part of an ongoing, sustainable system to improve performance¹¹¹.

This study focused on the influence of institutional factors on research productivity of academic staff in Nigerian universities. The survey research design was adopted for the study while the Expectancy and Institutional theories provided the framework. The multi-stage sampling procedure was used to select 724 as the sample size for the study. Findings from the study revealed an average level of research productivity among academic staff in Nigerian universities. The study further established conducive organisational culture and environmental factors as well as adequate motivational factors for research productivity of academic staff in Nigerian universities. On the other hand, funding for research activities was found to be inadequate. Institutional factors were established to be positively correlated with research productivity of academic staff in Nigerian universities. organisational culture and funding are the most important factors were found to be dominant institutional factors that contributed significantly to the level of research productivity of academic staff in the selected Nigerian universities. The study recommended provision of conducive environmental and motivational factors for academic staff research activities by university management in Nigerian universities¹¹².

Research productivity is a measure of achievement of a scholar. The number of research publication in peer-reviewed journals and scholastic presentations in

conferences and other gatherings of peers are important criteria for assessing productivity and prestige in the academia. A cross-sectional design study was conducted among 51 academics at the College of Medical Sciences, University of Maiduguri, Nigeria. The participants completed a 31-item questionnaire that explored information on their research publication and conferences presentations in the past 3 years. The questionnaire also elicited information on their teaching load, and the time devoted to research per week. The questionnaire also elicited information on journals, in which the academics published their research, and on any institutional and departmental support for research that is available to them. Descriptive and inferential statistics were used to analyze the data. Overall, the mean number of research publication in 3 years for this cohort of academics was 6.6 ± 6.8 (median = 4.0) papers, while that of conference presentation was 4.5 ± 4.0 (median = 4.0) papers in 3 years. Academics in the clinical sciences subgroup tend to have more research papers published and conference papers presented than their counterparts in the Basic and Allied Health Sciences subgroup. The overall subgroups combined number of research papers published increases absolutely but not significantly with age and rank¹¹³. Based on the findings, using a productivity threshold set at six papers in 3 years, many academics in this cohort may not be considered to be highly productive.

The study aimed to investigate the impact of work ethics on performance, with job satisfaction and affective commitment acting as mediating variables. The variables examined include the dimensions of the Multidimensional Work Ethic Profile (independent variable), job satisfaction and affective commitment (mediating variables), and performance (dependent variable). A survey research design was utilized, distributing 400 questionnaires to lecturers in Central Java. To test the hypotheses, Structural Equation Modeling (SEM) was employed. With a response

rate of 76% (304 out of 400 questionnaires successfully returned and analyzed), the findings indicate that not all dimensions of the Multidimensional Work Ethic Profile directly affect task performance. Among these dimensions, only the "hard work" dimension directly and significantly influences task performance. Additionally, job satisfaction mediates the relationship between some dimensions of the work ethic profile and task performance, whereas affective commitment does not mediate the influence of any dimension on task performance¹¹⁴.

This study focuses on the performance of lecturers at religious universities, addressing the research gap concerning the impact of Islamic Work Ethics (IWE) on lecturers performance. The study aims to explore how IWE influences lecturers performance, with person-organization fit and innovation in learning activities acting as mediating factors. It is anticipated that IWE, characterized by behaviors such as hard work, responsibility, altruism, and viewing work as an act of worship and a means of receiving blessings, serves as a key driver in enhancing lecturer performance.

A stratified random sampling technique, combined with disproportionate random sampling, was used to select the study participants, involving 104 respondents from IAIN Surakarta and UIN Antasari Banjarmasin. Data were analyzed using path analysis with IBM SPSS 23 software. The results confirmed all the proposed hypotheses, with person-organization fit having the strongest impact on fostering innovation in learning activities. Both person-organization fit and innovation in learning activities partially mediate the relationship between IWE and lecturer performance. The study underscores the importance of IWE, emphasizing its role at the individual level of lecturers. IWE is highlighted as a crucial factor in driving performance improvement. The best strategy suggested by the study is to leverage

IWE to promote innovation in learning activities, which, in turn, enhances lecturer performance, with a path coefficient of 0.1272¹¹⁵.

A research aimed to analyse and explain the direct and indirect influences of organisational culture and work ethic on lecturer competency and performance. The research sampled 72 respondents at the Universitas Islam Raden Rahmat. The sampling technique was saturated samples and the analytical method used path analysis with SPSS 21 software. The results show that the respondents' responses to the organisational culture, work ethic and competency agreed with each other. The results of hypothesis testing prove that the organisational culture was applied properly. Work ethic could improve competency and indirectly improve lecturer performance¹¹⁶. Competency becomes a top priority in completing job responsibilities. Competency has an intervening role for organisation culture and for work ethics for lecturer performance, both having very high significance values.

An Indonesian study aims to design a model for improving the performance of higher education lecturers so that good performance is formed. The sample used was 402 people. The sampling technique used is proportional random sampling technique; and the data analysis technique uses Structural Equation Modeling (SEM). The emergence of this thought makes it clear that the Islamic work ethic has a positive impact on organizational citizenship behavior; communication includes a positive impact on organizational citizenship behavior; Islamic moral work includes a positive impact on the administration of higher education; communication has a positive impact on the implementation of speaker higher education; organizational citizenship behavior includes a positive impact on the implementation of college lecturer duties; The Islamic work ethic has a positive impact on the implementation of higher education through Organizational Citizenship Behavior as an intermediary variable;

Communication has a positive influence on the implementation of college lecturer duties through Organizational Citizenship Behavior as an intervening variable¹¹⁷.

2.3.2. Emotional Intelligence and Research Productivity

In a project presenting a four-dimension metric to identify scholars' emotional intelligence (EI), which is assumed yet to receive much attention. The study proposes a data-driven metric rather than a subjective survey to reflect EI's first dimension, self-awareness. By employing paired-T-tests on the DBLP dataset, the researchers found that highly self-aware scholars are more likely to strive to improve with higher stability, leading to higher productivity and impact. Meanwhile, they have a more significant number of higher diverse collaborators¹¹⁸. This research highlights the importance of one's self-awareness to his/her scientific performance.

A meta-analysis builds upon a previous meta-analysis by (1) including 65 per cent more studies that have over twice the sample size to estimate the relationships between emotional intelligence (EI) and job performance; (2) using more current meta-analytical studies for estimates of relationships among personality variables and for cognitive ability and job performance; (3) using the three-stream approach for classifying EI research; (4) performing tests for differences among streams of EI research and their relationships with personality and cognitive intelligence; (5) using latest statistical procedures such as dominance analysis; and (6) testing for publication bias. The researcher classified EI studies into three streams: (1) ability-based models that use objective test items; (2) self-report or peer-report measures based on the four-branch model of EI; and (3) "mixed models" of emotional competencies. The three streams have corrected correlations ranging from 0.24 to 0.30 with job performance. The three streams correlated differently with cognitive ability and with neuroticism,

extraversion, openness, agreeableness, and conscientiousness. Streams 2 and 3 have the largest incremental validity beyond cognitive ability and the Five Factor Model (FFM). Dominance analysis demonstrated that all three streams of EI exhibited substantial relative importance in the presence of FFM and intelligence when predicting job performance¹¹⁹.

Emotional intelligence is a way to enhance workforce capability in the 21st century. Psychological well-being is vital for shaping faculty and student relationships in the educational sector. This article aims to provide an updated methodological review of emotional intelligence studies in academia. The study investigates two decades of emotional intelligence concepts and theories they have used for analysis in numerous studies in higher educational academia. A detailed examination of the method and result of the study was found and critical of the overall state of knowledge on emotional intelligence. The documents are extracted from the Scopus database, and after inclusion and exclusion, 43 empirical papers were selected for analysis. From these 43 articles, we extracted the scale and instruments used in the earlier studies. The literature has proven a substantial linkage between variables such as e-learning, training, and development. Finally, the findings suggest that the most used theories are Daniel Goleman's theory, trait emotional theory, and the bar on model. Moreover, most of the studies are conducted in Spain, the UK, and the USA. Deep learning, neurodiversity, and cognitive ability might motivate the educational sector and technological advancement in future research¹²⁰. The huge gap identified in the afore study is that there is dearth of viable literatures in Africa regarding emotional intelligence and research productivity in the academic world.

As technology progressively pervades all aspects of our lives, academic community are engaging with increasingly sensitive contexts in their research - for example, end

of life, genocide, computer-mediated communication under oppressive regimes. The considerations generated by research in such contexts can go well beyond those addressed by generic ethical approval processes and institutional practice. Whilst it is standard to ensure that the wellbeing of participants is taken into account in research design and the ethical approval process, it is much less common for the researcher's own emotional wellbeing to be considered explicitly. Therefore, a paper describes the role that a researcher's emotions may play in research, and the impact which research in sensitive contexts can have on researchers' emotional wellbeing and on research validity. A qualitative survey is described which investigated the support mechanisms which researchers have in place in case they are distressed/troubled as a result of their research¹²¹.

A research study aimed to examine the role of emotional intelligence in research anxiety among research students. Findings on gender differences indicated that female participants scored higher on emotional intelligence measure than males. Differences in means upon family system showed that individuals from joint family system had more emotional intelligence than those from nuclear; similarly students from joint families had less research anxiety. Findings on marital status indicated that unmarried individuals were higher in emotional intelligence than married participants. Research stage was found to be significantly positively correlated with emotional intelligence (EI), self-emotional appraisal (SEA), other's emotional appraisal (OEA), and understanding of emotions (ROE), showing that students become more emotionally intelligent as they gradually advance in their research phase. Supervisor's contribution was significantly positively correlated with EI, OEA, UOE and ROE while was significantly negatively correlated with research anxiety. Candidate's satisfaction was significantly positively correlated with EI, OEA, UOE and ROE, it was found to be

significantly negatively correlated with research anxiety. The satisfaction of supervisor was significantly positively correlated with EI, SEA, OEA and ROE while significantly negatively correlated with research anxiety. Supervisor's satisfaction upon candidate's performance was significantly positive correlated with emotional intelligence and was significantly negatively correlated with research anxiety. Results further suggested that candidate's satisfaction upon supervisor's contribution was significantly positively correlated with the emotional intelligence of researcher and was found to be significantly negatively correlated with research anxiety¹²². This shows that a study that is emotionally balance will not experience research anxiety and this emotional balance could result from several factors like supervisor's satisfaction with the research.

The relationship between emotional intelligence (EI) and research productivity of lecturers has been a topic of growing interest in academia. Emotional intelligence, often defined as the ability to recognize, understand, and manage one's emotions and those of others, is thought to influence various aspects of work performance, including research output. EI is typically broken down into four components: Understanding one's emotions and their impact on decision-making. The ability to control or redirect disruptive emotions and impulses. The capacity to understand others' emotions, needs, and concerns. The ability to build and maintain healthy relationships.

Research productivity refers to the quantity and quality of academic outputs, such as publications, conference presentations, patents, and other forms of scholarly work. For lecturers, research productivity is often measured by: The number of publications (articles, books, chapters). The quality and impact of those publications (such as, citations, journal impact factors). Grants and funding secured for research. Lecturers

often face the pressures of balancing teaching, research, and administrative duties. High emotional intelligence can help lecturers manage stress effectively, leading to better focus and increased productivity in their research endeavors. Research often involves collaboration, whether with students, colleagues, or external partners. Lecturers with high EI are better able to manage relationships, leading to more effective teamwork and increased opportunities for collaborative research. Emotional intelligence contributes to intrinsic motivation and the ability to set long-term goals. Lecturers with high EI may be more disciplined and better at maintaining focus on research goals, which can lead to higher research output. Lecturers with higher EI are often more adaptable and open to new ideas. This trait can enhance their ability to think creatively and contribute innovative ideas to their field, potentially increasing their research productivity.

Research shows that lecturers with higher emotional intelligence tend to have higher research output. This is often attributed to better stress management, time management, and interpersonal communication skills. Emotional intelligence has been linked to job satisfaction, which, in turn, is associated with higher research productivity. Satisfied lecturers are more likely to be motivated to engage in research. High EI enhances lecturers' ability to collaborate on research projects, increasing the number and quality of research outputs through partnerships.

Emotional intelligence can be a significant factor in boosting the research productivity of lecturers. By improving their ability to manage stress, relationships, and self-regulation, emotionally intelligent lecturers are better equipped to navigate the challenges of academic life and maintain high levels of research output.

2.4. Conceptual Model

Independent Variables

Dependent Variable

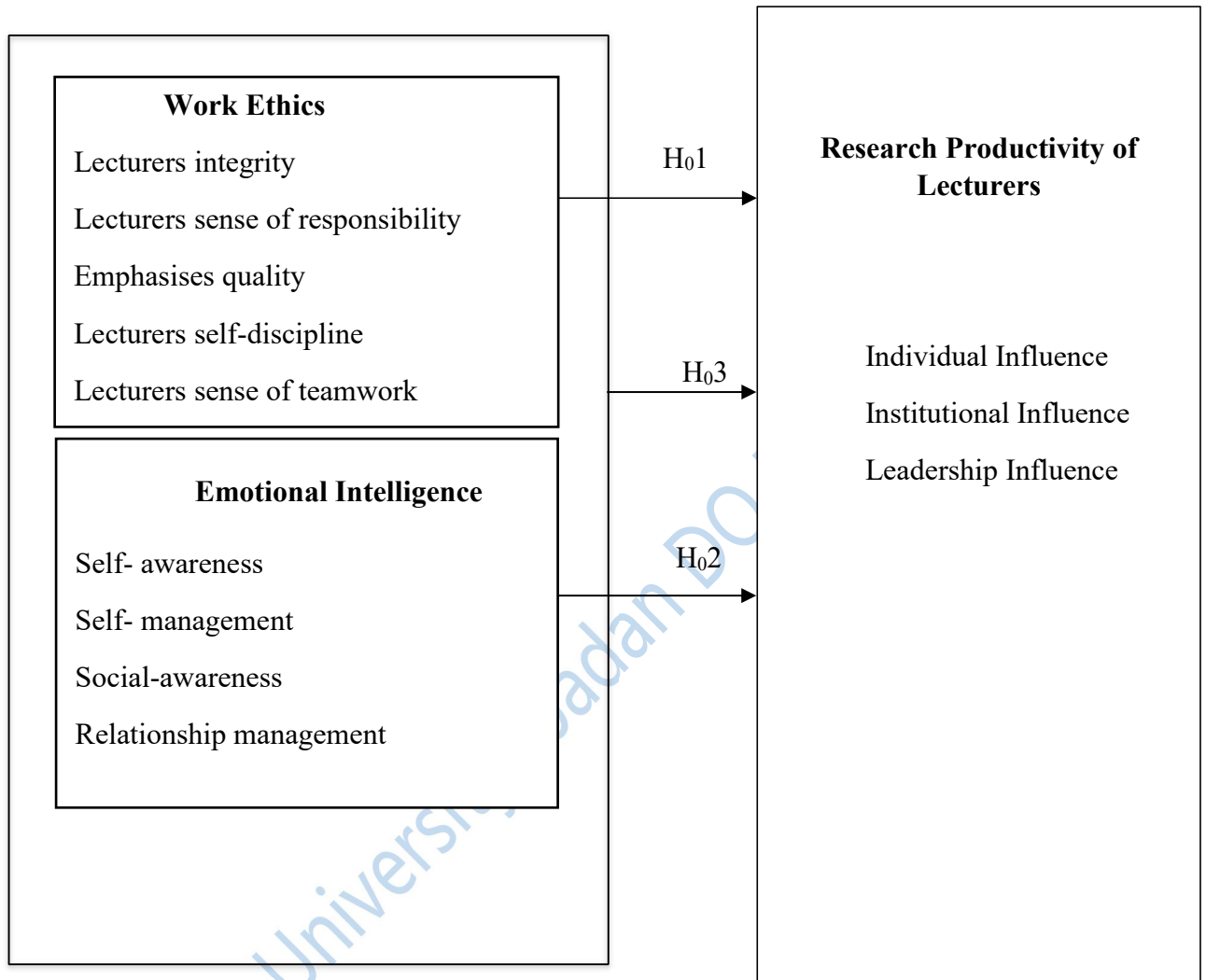


Figure 2.2: The Conceptual Model on Work Ethics and Emotional Intelligence and one Dependent Variable (Research Productivity of Lecturers).

Source: Researchers' Work, 2025

The figure 2.2. above is the conceptual framework for the study title work ethics, emotional intelligence and research productivity of lecturers. Work ethics and emotional intelligence here are the independent variables while research productivity is the dependent variable. The table shows the interplays between the two independent variables and the dependent variable as well as they measures.

Work ethics and emotional intelligence are important factors that influence the research productivity of lecturers. These constructs can be measured by specific dimensions, and their interplay helps shape how lecturers perform in research activities. Below is an explanation of how work ethics, emotional intelligence, and research productivity interconnect, focusing on the specific measurements of each. Work ethics is a set of moral principles and attitudes that guide an individual's behavior in a professional setting. When measured by the following dimensions, work ethics significantly impacts research productivity among lecturers¹¹⁸.

Integrity refers to honesty, transparency, and ethical behavior in conducting research. A lecturer with high integrity adheres to ethical research standards, avoids plagiarism, and ensures the validity of findings. This enhances the credibility of their research output and contributes positively to their productivity. Integrity ensures the research is conducted with intellectual honesty, contributing to long-term academic success and institutional reputation. This refers to the commitment and accountability a lecturer demonstrates toward their research duties. Lecturers who take responsibility for their research deadlines, quality, and outputs tend to be more productive because they are motivated to meet academic expectations and contribute meaningfully to their field. It also means being accountable for both successes and failures in the research process, ensuring continuous improvement¹¹⁹.

A strong work ethic includes a commitment to quality over quantity. Lecturers who focus on producing high-quality research, with robust methodologies and meaningful contributions to knowledge, are often more respected and cited in academic circles. This focus on excellence in research methodology, analysis, and reporting increases the lecturer's research productivity in terms of impact and recognition.

Self-discipline involves the ability to maintain focus, manage time effectively, and overcome distractions during the research process. Lecturers with high self-discipline are able to consistently work on long-term research projects, meet deadlines, and produce publications. This dimension directly impacts their research output by ensuring that they can manage the various demands of academia (teaching, administration, research) efficiently¹²⁰.

Research, particularly in academic settings, often requires collaboration. Lecturers who exhibit teamwork skills are more likely to engage in joint research projects, co-author papers, and leverage the collective strengths of research teams. Teamwork fosters idea-sharing, broadens perspectives, and can lead to higher-quality research output. Lecturers who collaborate effectively are often more productive in terms of both quantity and quality of research. Emotional intelligence, or the ability to understand and manage emotions in oneself and others, also plays a critical role in enhancing research productivity. It can be measured through these dimensions:

Self-awareness is the ability to recognize and understand one's own emotions, strengths, and weaknesses. A self-aware lecturer can identify when they are stressed or overwhelmed by research responsibilities and take appropriate steps to manage their workload. This understanding helps maintain motivation and perseverance, which are crucial for sustained research productivity. This dimension refers to the ability to regulate one's emotions and behaviors, particularly in stressful situations. Lecturers with strong self-management skills can handle the pressures of research deadlines, revise rejected papers, and cope with academic setbacks. Effective self-management enhances resilience, allowing lecturers to stay focused on their research goals, improving productivity¹²².

Social awareness involves understanding the emotions and dynamics of others, including colleagues, students, and collaborators. A lecturer with high social awareness is more adept at navigating academic networks, understanding peer feedback, and responding to the needs and expectations of the academic community. This sensitivity to social cues enhances collaboration and increases the likelihood of successful research partnerships and publications. Strong relationship management skills allow lecturers to build and maintain productive professional relationships. This includes mentorships, collaborative research projects, and connections with academic institutions. By fostering positive relationships, lecturers can gain support, funding, and opportunities that directly enhance their research productivity. Networking and maintaining good academic relationships lead to greater access to resources, ideas, and collaborations¹²².

Research productivity refers to the quantity and quality of research output produced by a lecturer. It is typically measured through three key characteristics: These include personal traits such as motivation, expertise, academic background, and intrinsic research interest. Work ethics and emotional intelligence directly influence these characteristics. For example, a lecturer with strong integrity, responsibility, and self-discipline will likely exhibit high levels of motivation and commitment, leading to increased research productivity. Self-awareness and self-management ensure that these personal traits are optimized to meet research goals.

The resources, culture, and policies of the institution where the lecturer works play a critical role in research productivity. A lecturer with a strong sense of teamwork and emotional intelligence can better navigate institutional dynamics, align with the institution's research goals, and leverage available resources. Work ethics, such as

emphasizing quality and a sense of responsibility, allow lecturers to make the most of institutional support systems like research grants, labs, and collaborative networks.

Leadership in academia, both at the institutional and departmental levels, influences a lecturer's ability to be productive in research. Lecturers who possess strong emotional intelligence especially social awareness and relationship management can effectively interact with academic leaders, securing mentorship, guidance, and resources. Integrity and a commitment to quality in research can earn respect and support from leaders, further fostering productivity¹¹⁶.

The interplay between work ethics and emotional intelligence plays a pivotal role in determining the research productivity of lecturers. Integrity, responsibility, and self-discipline ensure that lecturers remain focused and produce high-quality work. At the same time, emotional intelligence dimensions such as self-awareness, social awareness, and relationship management allow lecturers to navigate the complex social and institutional environments of academia, leading to greater research output. Together, these factors, measured through individual, institutional, and leadership characteristics, help improve research productivity in a sustainable and impactful manner.

2.5. Summary of the Reviewed Literature

After conducting literatures, the first gap found is that there is no study that combined the trio of work ethics, emotional intelligence and research productivity together in one study. Lack of specificity in measuring work ethics. While studies have examined the general relationship between work ethics and emotional intelligence, few have applied this specifically to research productivity in the academic sector. The dimensions of work ethics such as integrity, responsibility, and self-discipline have

been studied in corporate settings but are underexplored in relation to how they affect research output in higher education institutions. Secondly, The dimension of teamwork as part of work ethics is often discussed in relation to corporate environments but is seldom emphasized in the academic context. In research, collaboration is crucial; however, how a lecturer's sense of teamwork directly influences research productivity remains unclear. Further investigation is needed to understand whether collaborative ethics enhance co-authored publications, grants, and interdisciplinary research. Thirdly, studies have not sufficiently addressed how institutional ethics policies on academic research impact individual lecturer productivity. Many institutions have policies to promote research integrity, but the effect of these policies on actual research output is not well-documented. Future research could investigate whether stronger institutional ethical guidelines improve or hinder the productivity of individual lecturers. More so, there is little discussion in the literature about the ethical trade-offs that lecturers might face, such as balancing quality and quantity in publishing. With the increasing pressure to publish, research ethics (such as avoiding predatory journals or upholding high-quality standards) may be compromised for productivity. There is a need to explore how lecturers navigate these ethical dilemmas and the impact of these decisions on their long-term research productivity.

Regarding emotional intelligence and research productivity, while emotional intelligence has been shown to influence workplace productivity in business environments, few studies have explored its direct impact on research productivity in academia. The emotional demands of research such as handling rejection, maintaining motivation, and managing collaborative relationships are critical, yet under-explored in the literature. Another gap in the literature is the lack of research on how self-

awareness (a key component of EI) affects the quality and depth of academic research. For instance, self-aware lecturers may be better at recognizing their own biases or shortcomings in research methodology, thus improving the rigor of their work. However, this relationship is seldom examined in detail, particularly in connection to measurable research output such as publications or grant acquisition. More so, Relationship management, another dimension of EI, is crucial for successful academic collaborations. Yet, there is a lack of detailed studies on how effective relationship management skills contribute to collaborative research projects, which are becoming increasingly important in academic settings. Investigating how EI helps build and maintain productive research partnerships could fill an important gap in understanding how lecturers achieve higher levels of productivity.

More so, little is known about how emotional intelligence interacts with work ethics to enhance research productivity. For instance, does a lecturer with high emotional intelligence and strong ethical standards outperform one who lacks emotional intelligence but adheres to ethical guidelines? The literature has yet to fully explore how these two factors might work together to influence research behavior and output. Furthermore, while institutional characteristics such as research funding, infrastructure, and leadership are acknowledged as important, few studies examine how these factors moderate the relationship between a lecturer's work ethics, emotional intelligence, and research productivity. There is an opportunity to investigate how institutional leadership (for example, deans or department heads) who promote ethical behavior and emotional well-being among their faculty can drive better research outcomes.

Most studies on work ethics and emotional intelligence in academia have been conducted in Western contexts, leaving a gap in understanding how these factors

manifest in non-Western or religious academic environments (such as Islamic universities). How does the emphasis on Islamic work ethics (IWE) or different cultural conceptions of emotional intelligence affect lecturer productivity? Addressing these cultural variations would help generalize findings across different academic settings globally. More so, methodically, there is a need for longitudinal research to better understand how work ethics and emotional intelligence influence research productivity over time. Most existing studies are cross-sectional, which only provides a snapshot of the relationship between these variables. Longitudinal studies could provide deeper insights into how these traits evolve and affect academic output throughout a lecturer's career.

Finally, Research productivity can vary significantly across academic disciplines, yet most studies do not differentiate how work ethics and emotional intelligence might play different roles in fields like the sciences versus the humanities. More research is needed to determine whether certain disciplines place a higher value on particular aspects of work ethics (for example, teamwork in collaborative sciences) or emotional intelligence (for instance, social awareness in fields requiring public engagement).

Endnotes

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Chapter Three

Methodology

This chapter presents details of the systematic steps involved in conducting this research on the influence of work ethics, emotional intelligence on research productivity of office technology and management lecturers in public polytechnics in South West, Nigeria.

3.1 Research Design

The study adopted a descriptive survey research design. This is a quantitative approach which allows for the collection of data from a large population. The survey research was considered appropriate for this study because of the need to empirically measure the study variables and show the relationship between them¹. It is also considered relevant due to the large and dispersed nature of the study respondents.

3.2 Population of the Study

The population for this study consisted of 102 OTM Lecturers from ten (10) public polytechnics in South West, Nigeria that are offering Office Technology Management as a course, they are; Federal Polytechnic, Ado Ekiti, Ekiti State; Federal Polytechnic, Ede, Osun state: The Federal Polytechnic, Ilaro, Ogun State; Yaba College of Technology, Yaba, Lagos State; Adeseun Ogundoyin Polytechnic, Eruwa, Oyo State; Gateway ICT Polytechnic, Saapade, Ogun State; Moshood Abiola Polytechnic, Abeokuta, Ogun State Osun State Polytechnic, Ire, Osun State; Rufus Giwa Polytechnic, Owo, Ondo; and The Polytechnic, Ibadan, Oyo State. Copies of questionnaires will be distributed to each of the public polytechnics lecturers.

The breakdown of the study population is presented in Table 3.1 below:

Table 3.1 Population of the Study

S/N	Universities	No of OTM Lecturers
1.	Federal Polytechnic, Ado Ekiti, Ekiti State	13
2.	Federal Polytechnic, Ede, Osun state	11
3.	Federal Polytechnic, Ilaro, Ogun State	15
4.	Yaba College of Technology, Yaba, Lagos State	11
5.	Adeseun Ogundoyin Polytechnic, Eruwa, Oyo State	10
6.	Gateway ICT Polytechnic, Saapade, Ogun State	05
7.	Moshood Abiola Polytechnic, Abeokuta, Ogun State	06
8.	Osun State Polytechnic, Ire, Osun State	09
9.	Rufus Giwa Polytechnic, Owo, Ondo	11
10.	The Polytechnic, Ibadan, Oyo State	11
	Total	102

Sources^{2,3,4,5,6,7,8,9,10,11}

3.3 Sample Size and Sampling Technique

The sample size of this study is one hundred and two (102). The researcher adopted the total enumeration sampling technique to investigate the study group. The entire population of this study was adopted because the population under study is manageable.

3.4 Description of the Research Instrument

The instrument used in this research is a structured questionnaire adapted from relevant theories and models. The study adopted the Likert scale design which allowed the researcher in listing options where respondents choose from. The instrument is made up of four sections.

Section A contains the demographic information of respondents which is self-developed. The bio-data of respondents was measured through metrics such as: Name of Institution, Years of work Experience, Gender and Age.

Section B: this is the Research Productivity Scale. It is designed in line with the Bland Model of Research Productivity. It has three (3) sections namely individual characteristics, institutional characteristics and leadership characteristics. Example of statements are: “I find research activities stimulating, My institution ensures I have enough time for research, I have access to mentoring that encourages me to do research”. The options provided in this study's questionnaire followed the 4-point Likert type scale of VH = Very High, H= High, L= Low, and VL = Very Low

Section C is on Work Ethics scale. The items in this section are adapted a related work. The section is organized under: integrity, Sense of responsibility, Emphasizes quality, Self-discipline, Sense of team work. Each item is measured on a 4-point Likert scales options; VH = Very High, H= High, L= Low, and VL = Very Low. Examples of question include: “I know that integrity is a continuous golden keys to success in one’s work life, I feel a moral obligation to give a full day’s work for a full day’s pay, I collaborate well with colleagues to achieve a common goal”.

Section D: Emotional Intelligence scale. This section measures the emotional intelligence of the respondents. The items are adapted from Daniel Goleman emotional intelligence scale¹² and Masrek and Sani emotional intelligence scale¹³. Each statement is rated Likert type, 4-points scales ranging from VH = Very High, H= High, L= Low, and VL = Very Low. Examples of statements include: “I am aware of my strengths and weaknesses; I can sense the emotional tone of meetings and discussions, I am effective at building and maintaining professional relationships” etc.

3.5 Validity of Research Instrument

The validity of research instrument focus on its ability to properly measure the constructs and variables in the study. To ensure the face and content validity of the research instrument, the questionnaire was submitted to the supervisor other experts in the field of Office and Information Management for appraisal. The corrections and suggestions made contribute to the validity of the instrument.

3.6 Reliability of the Research Instrument

Reliability means the ability of a research instrument to remain consistent in measuring variables across location and time. The reliability of the instrument was tested through a pilot study using twenty (20) lecturers from Kwara Polytechnic, Kwara State, who are not part of the study. For the Dependent variable, that is, research productivity, the result showed a Cronbach alpha of 0.7; the result of the first independent variable, that is, work ethics showed a Cronbach alpha of 0.83 while the result of the second independent variable, that is, emotional intelligence showed a Cronbach alpha of 0.85.

3.7 Method of Data Collection

A letter of introduction and project attestation were obtained from the Department of Information Management, Lead City University which were used to gain permission to conduct the survey and administer the questionnaire on the respondents. The research instrument was administered physically with the aid of five (5) research assistants who were trained by the researcher for the purpose.

3.8 Methods of Data Analysis

The data collected from questionnaires was coded and analysed using the IBM SPSS Statistics Software. The research questions were analysed with descriptive statistic such as simple frequencies and percentages while the research hypotheses 1 and 2 were analysed using simple linear regression analysis and hypotheses 3 was tested using multiple regression analysis. All hypotheses were tested at 0.05 level of significance.

Endnotes

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Chapter Four

Results and Discussion of Findings

This chapter contains data presentation, analysis and the interpretation of the results. The analysis is guided by the specific objectives and hypotheses that were formulated in the study. The first section shows the presentation of the descriptive analysis using tables showing percentages and interpretations below the tables. Section two presents inferential statistics and discussion of findings comes at the later end of the chapter. The results presented were based on the research questions and hypotheses, which the study set out to answer and understudy.

Questionnaire Return Rate

A total of one hundred and two (102) copies of questionnaire were administered, and seventy-nine copies responses were received all duly filled. The usable questionnaire represented 77% response rate. The response results are presented in Table 4.1. below.

Table 4.1: Response Rate

Questionnaire	Frequency/Used	Percentage
Administered	102	100
Returned	95	93
Usable	79	77

Source: Field Survey Data, 2025

4.2. Demographic Data Analysis

Table 4.2: Demographic Distribution of Respondents by Qualification, Age, Work Experience (N=79)

Academic Qualification	Frequency	Percentage
HND	24	30.4
BSc.	18	22.8
Msc.	25	31.6
Mphil	3	3.8
PhD	9	11.4
Total	79	100.0
Age		
20-29	28	35.4
30-39	20	25.3
40-49	13	16.5
50-59	14	17.7
60 and above	4	5.1
Total	79	100.0
Gender		
Male	36	45.6
Female	43	54.4
Total	79	100.0
Year of Work Experience		
Below 5years	30	38.0
6-10	23	29.1
11-15	13	16.5
16-20	9	11.4
Above 20 years	4	5.1
Total	79	100.0

Source: Field Survey Data, 2025

Table 4.2 show that in terms of academic qualification, the largest number of respondents held a Master's degree (MSc.), with 25 individuals representing 31.6% of the total sample. This was closely followed by those with a Higher National Diploma (HND), numbering 24 respondents or 30.4%. Eighteen respondents (22.8%) had a

Bachelor of Science degree (BSc.), while only 3 respondents (3.8%) held a Master of Philosophy (MPhil) degree. A total of 9 respondents (11.4%) had attained a Doctor of Philosophy (PhD). These figures suggest that a majority of the respondents (approximately 47%) possessed postgraduate qualifications (MSc., MPhil, or PhD), indicating a relatively well-educated population.

Regarding age distribution, the majority of the respondents (28 individuals or 35.4%) were within the 20–29 years age range, reflecting a youthful workforce. This was followed by the 30–39 years age group with 20 respondents (25.3%). Thirteen respondents (16.5%) fell within the 40–49 age bracket, while 14 respondents (17.7%) were between 50–59 years of age. Only 4 respondents (5.1%) were aged 60 and above. The data clearly shows that over 60% of the respondents were under the age of 40, suggesting that the profession or sector surveyed is dominated by young professionals. In terms of gender, there was a slightly higher number of female respondents, with 43 individuals (54.4%), compared to 36 males (45.6%). This indicates a relatively balanced gender distribution, though with a female majority. Concerning years of work experience, a significant number of respondents, 30 individuals or 38.0%, had less than five years of professional experience, pointing to a predominantly early-career population. Twenty-three respondents (29.1%) had between 6 and 10 years of experience, while 13 respondents (16.5%) had worked for 11 to 15 years. Nine respondents (11.4%) reported having 16 to 20 years of experience, and only 4 respondents (5.1%) had been in the profession for over 20 years. This distribution further reinforces the observation that the respondent group is largely made up of relatively new entrants to the profession.

Overall, the demographic profile suggests a youthful, moderately experienced, and academically qualified group of professionals, with a slight predominance of females. This pattern could have implications for workforce development, training needs, and succession planning within the field.

4.2. Presentation of Data

4.2.1 Analysis of Research Questions

Research Question One: What is the level of research productivity among Office Technology and Management lecturers in public polytechnics in South West, Nigeria?

Table 4.3. Research Productivity of Office Technology Management Lecturers.

Research Productivity	Very High	High	Low	Very Low	Mean
Individual Influence					
I find research activities stimulating.	44(55.7%)	33(41.8%)	2(2.5%)		3.53
I am always ready to participate in research groups.	49(62.0%)	24(30.4%)	3(3.8%)	3(3.8%)	3.51
Reviewer’s comments does not discourage me.	32(40.5%)	38(48.1%)	5(6.3%)	4(5.1%)	3.24
I rarely miss deadline for paper submission.	34(43.0%)	29(36.7%)	12(15.2%)	4(5.1%)	3.18
Weighted Mean					3.4
Institutional Influence					
My institution facilitate access to grant for research activities.	44(55.7%)	30(38.0%)	2(2.5%)	3(3.8%)	3.46
My institution ensures I have enough time for research.	36(45.6%)	32(40.5%)	8(10.1%)	3(3.8%)	3.28
My institution promotes a culture of research and innovation.	27(34.2%)	42(53.2%)	9(11.4%)	1(1.3%)	3.20
There are research groups in my institutions that I can join.	31(39.2%)	33(41.8%)	12(15.2%)	3(3.8%)	3.16
Weighted Mean					3.3

Leadership Influence	Very High	High	Low	Very Low	Mean
I have access to mentoring that encourages me to do research.	30(38.0%)	40(50.6%)	3(3.8%)	6(7.6%)	3.19
My HOD encourages me to do research.	38(48.1%)	29(36.7%)	9(11.4%)	3(3.8%)	3.29
There are many proficient researchers around me.	28(35.4%)	38(48.1%)	9(11.4%)	4(5.1%)	3.14
I attend seminar and workshops organized by my university.	36(45.6%)	30(38.0%)	9(11.4%)	4(5.1%)	3.24
Weighted Mean					3.2
Grand Mean					3.3

Source: Field Work, 2025

Decision rule: 1.0.-1.49 = very low, 1.50-2.49 – low, 2.50 -3.49 = High, 3.50-4.00 = Very high

Table 4.2 shows the respondents responses regarding research productivity.

The responses indicate a generally positive disposition toward research at the individual level. A significant majority 44 respondents (55.7%) agreed that they find research activities stimulating, while 33 respondents (41.8%) rated this statement as "high," and only 2 respondents (2.5%) considered it of "low" influence. This resulted in a high mean score of 3.53, the highest among all individual-level indicators. Regarding participation in research groups, 49 respondents (62.0%) indicated "very high" readiness, and 24 (30.4%) rated it "high." Only 3 respondents each (3.8%) selected "low" and "very low," respectively, yielding a mean of 3.51, again reflecting strong individual motivation. When asked whether reviewers' comments discourage them, 32 respondents (40.5%) selected "very high," and 38 (48.1%) chose "high," although a small number 5 respondents (6.3%) indicated "low" and 4 (5.1%) indicated "very low." The mean here was slightly lower at 3.24, suggesting some sensitivity to criticism. In terms of meeting deadlines for paper submissions, 34 respondents (43.0%)

rated themselves "very high," 29 (36.7%) "high," while 12 (15.2%) chose "low," and 4 (5.1%) "very low." This statement had the lowest mean score (3.18) in this category, indicating that while most respondents are punctual, a noticeable minority struggles with submission deadlines. The weighted mean for the entire Individual Influence category stood at 3.4, showing a generally high level of individual commitment and enthusiasm toward research activities.

Under this category, the responses were also largely positive, though slightly less enthusiastic compared to individual factors. A majority of respondents (44 or 55.7%) felt that their institutions facilitate access to research grants at a "very high" level, while 30 (38.0%) indicated a "high" level of support. Only a few 2 (2.5%) and 3 (3.8%) reported "low" and "very low" support, respectively. This produced a mean of 3.46, suggesting that institutional grant support is a strong influence. Regarding time availability for research, 36 respondents (45.6%) believed they had ample time ("very high"), and 32 (40.5%) selected "high." However, 8 respondents (10.1%) felt the support was "low," and 3 (3.8%) chose "very low," bringing the mean down to 3.28. When asked whether their institution promotes a culture of research and innovation, 27 (34.2%) selected "very high" and 42 (53.2%) "high." Nine respondents (11.4%) and one (1.3%) selected "low" and "very low," respectively. The mean score for this item was 3.20. Lastly, the presence of research groups within institutions received positive responses from 31 respondents (39.2%) who marked "very high" and 33 (41.8%) who marked "high." However, 12 (15.2%) and 3 (3.8%) selected "low" and "very low," respectively, leading to a mean of 3.16. The weighted mean for Institutional Influence was 3.3, indicating a moderate to high institutional support for research productivity.

Leadership-related factors showed relatively lower mean scores compared to individual and institutional influences. Thirty respondents (38.0%) indicated they had access to mentoring that encourages research at a "very high" level, while 40 (50.6%) selected "high." However, 3 (3.8%) and 6 (7.6%) marked "low" and "very low," respectively. The resulting mean was 3.19. When asked if their Head of Department (HOD) encourages research, 38 respondents (48.1%) rated it "very high" and 29 (36.7%) "high." Nine (11.4%) and three (3.8%) rated it "low" and "very low," respectively, giving a mean of 3.29. In terms of being surrounded by proficient researchers, 28 respondents (35.4%) answered "very high" and 38 (48.1%) "high." However, 9 (11.4%) and 4 (5.1%) selected "low" and "very low," respectively, with a mean of 3.14. Participation in seminars and workshops organized by the university was "very high" for 36 respondents (45.6%) and "high" for 30 (38.0%). Nine (11.4%) and 4 (5.1%) selected "low" and "very low," respectively, with a mean score of 3.24. The weighted mean for Leadership Influence was 3.2, the lowest among the three dimensions, suggesting that leadership support for research, though present, may require strengthening.

The grand mean across the three categories Individual Influence (3.4), Institutional Influence (3.3), and Leadership Influence (3.2) was 3.3, indicating a generally favorable environment for research productivity among the respondents. While individual motivation stands out as the strongest factor, there is moderate institutional support, and leadership influence appears slightly weaker, pointing to potential areas for improvement in mentorship, encouragement, and leadership-driven research initiatives.

Research Question Two: What is the level of work ethics among Office Technology and Management lecturers in public polytechnics in South West, Nigeria?

Table 4.4. Level of work ethics of Office Technology and Management Lecturers.

Work Ethics	Very High	High	Low	Very Low	Mean
Integrity					
I know that integrity is a continuous golden keys to success in one's work life..	64(81.0%)	14(17.7%)	1(1.3%)		3.80
I believe that one's work provides the best source of achieving uprightness in life.	47(59.5%)	29(36.7%)	3(3.8%)		3.56
I speak the truth even when it will lead to my colleague being fired.	32(40.5%)	33(41.8%)	12(15.2%)	2(2.5%)	3.20
I do not engage in shady work practices.	49(62.0%)	19(24.1%)	6(7.6%)	5(6.3%)	3.42
Weighted Mean					3.5
Sense of responsibility					
I feel a moral obligation to give a full day's work for a full day's pay.	49(62.0%)	29(36.7%)	1(1.3%)		3.59
I welcome jobs that involve greater responsibility and challenge as they contribute to my learning and growth.	52(65.8%)	22(27.8%)	4(5.1%)	1(1.3%)	3.58
I pay close attention to every detail guiding my work responsibility.	61(77.2%)	15(19.0%)	2(2.5%)	1(1.3%)	3.72
I am able to handle unexpected changes related to my work.	39(49.4%)	32(40.5%)	2(2.5%)	6(7.6%)	3.32
Weighted Mean					3.5

Emphasizes quality						
I believe that a job well done is a reward in itself.	54(68.4%)	23(29.1%)	1(1.3%)	1(1.3%)	3.65	
I believe that a person is known in society by the work he does.	44(55.7%)	26(32.9%)	7(8.9%)	2(2.5%)	3.42	
I am client focused in my work activities.	52(65.8%)	23(29.1%)	3(3.8%)	1(1.3%)	3.59	
I discharge my day to day workplace engagement with emphasis on giving my best.	48(60.8%)	25(31.6%)	2(2.5%)	4(5.1%)	3.48	
Weighted Mean						3.5

Self-discipline						
I consider my occupational career to be one of the most important activities in my life.	51(64.6%)	25(31.6%)	1(1.3%)	2(2.5%)	3.58	
Even if I don't have to work to earn a living, I would still prefer to continue working.	30(38.0%)	39(49.4%)	8(10.1%)	2(2.5%)	3.23	
I get my job done without having to be reminded.	54(68.4%)	20(25.3%)	3(3.8%)	2(2.5%)	3.59	
I work hard to achieve my goals per time.	56(70.9%)	20(25.3%)	1(1.3%)	2(2.5%)	3.65	
Weighted Mean						3.5

Sense of teamwork						
I am clear on my roles and responsibilities and this helps me work together seamlessly with others.	46(58.2%)	30(38.0%)	1(1.3%)	2(2.5%)	3.52	
I believe that work provides a powerful channel to express one's knowledge, ability and creativity especially in working as a team.	40(50.6%)	35(44.3%)	1(1.3%)	3(3.8%)	3.42	
I collaborate well with colleagues to achieve a common goal.	48(60.8%)	29(36.7%)	2(2.5%)		3.56	
I compromise my opinion	32(40.5%)	38(48.1%)	8(10.1%)	1(1.3%)	3.28	

sometimes for the benefit of the team.

Weighted Mean	3.4
Grand Mean	3.5
Decision rule: 1.0-1.49 = Very low, 1.50-2.49 = Low, 2.50 -3.49 = High, 3.50-4.00 = Very high	

Source: Field Work, 2025

Table 4.4 shows the respondents responses regarding their work ethics.

The data reveals a strong internalization of integrity among respondents. An overwhelming 64 respondents (81.0%) rated the belief that integrity is a continuous key to success in one's work life as “very high,” with another 14 (17.7%) selecting “high.” Only 1 respondent (1.3%) chose “low,” and none selected “very low,” resulting in an impressive mean of 3.80, the highest among all items. Similarly, when asked if one’s work provides the best source of achieving uprightness in life, 47 respondents (59.5%) rated it “very high” and 29 (36.7%) “high,” while only 3 respondents (3.8%) chose “low,” yielding a strong mean of 3.56. Regarding truth-telling even when it could result in a colleague being fired, responses were more modest: 32 (40.5%) chose “very high,” 33 (41.8%) chose “high,” while 12 (15.2%) selected “low” and 2 (2.5%) “very low.” The mean for this statement dropped to 3.20, indicating some ethical tension or hesitancy. On the issue of refraining from shady work practices, 49 respondents (62.0%) strongly agreed (“very high”), and 19 (24.1%) selected “high.” Meanwhile, 6 (7.6%) and 5 (6.3%) selected “low” and “very low,” respectively. The resulting mean was 3.42. The weighted mean for Integrity stood at 3.5, showing high overall ethical standards among respondents.

Respondents showed a deeply rooted sense of accountability in their professional roles. A large number, 49 (62.0%), indicated a “very high” moral obligation to give a full day’s work for a full day’s pay, with 29 (36.7%) selecting “high” and only 1

respondent (1.3%) choosing “low,” resulting in a mean of 3.59. On embracing jobs that involve greater responsibility and challenge, 52 respondents (65.8%) marked “very high,” and 22 (27.8%) chose “high.” Only 4 (5.1%) and 1 (1.3%) selected “low” and “very low,” respectively, giving a mean of 3.58. In terms of attentiveness to detail, 61 respondents (77.2%) rated themselves “very high,” 15 (19.0%) “high,” and only 3 (3.8%) rated it “low” or “very low,” leading to a strong mean of 3.72 the highest in this category. When asked about handling unexpected work-related changes, 39 respondents (49.4%) chose “very high,” and 32 (40.5%) “high.” However, 2 (2.5%) and 6 (7.6%) selected “low” and “very low,” respectively, which lowered the mean to 3.32. The weighted mean for Sense of Responsibility was 3.5, indicating that most respondents are dependable and open to growth.

The responses suggest that quality-driven work is a priority for the respondents. A strong 54 respondents (68.4%) believed that a job well done is a reward in itself (“very high”), while 23 (29.1%) rated it “high.” Just 1 (1.3%) each chose “low” and “very low,” giving a mean of 3.65. When asked if a person is known by the work they do, 44 respondents (55.7%) chose “very high,” 26 (32.9%) “high,” and a combined 9 (11.4%) selected either “low” or “very low.” This gave a mean of 3.42. Client focus also scored high, with 52 respondents (65.8%) indicating “very high” and 23 (29.1%) “high.” Only 4 respondents (5.1%) gave low ratings, producing a mean of 3.59. Lastly, 48 respondents (60.8%) stated they give their best in daily work (“very high”), 25 (31.6%) chose “high,” and 6 respondents (7.6%) selected lower responses, yielding a mean of 3.48. The weighted mean for this dimension was 3.5, highlighting strong commitment to service excellence.

Responses in this category reflected a firm dedication to personal work standards. A majority of 51 respondents (64.6%) considered their career highly important (“very

high”), and 25 (31.6%) chose “high.” Only 3 respondents (3.8%) provided low scores, leading to a mean of 3.58. When asked if they would continue working even without the need to earn a living, 30 respondents (38.0%) chose “very high,” 39 (49.4%) chose “high,” and a combined 10 (12.6%) marked lower options, resulting in a relatively lower mean of 3.23. For completing tasks without being reminded, 54 respondents (68.4%) chose “very high,” and 20 (25.3%) “high.” Only 5 (6.3%) gave lower ratings, giving a strong mean of 3.59. On working hard to achieve goals, 56 respondents (70.9%) marked “very high,” 20 (25.3%) “high,” and only 3 (3.8%) marked lower responses. This item had a high mean of 3.65. Overall, the weighted mean for Self-Discipline was 3.5, showing strong internal motivation and consistency.

Teamwork was also valued among respondents, though slightly lower than other dimensions. For clarity on roles and responsibilities, 46 respondents (58.2%) chose “very high,” and 30 (38.0%) “high,” with only 3 respondents (3.8%) choosing “low” or “very low.” The mean was 3.52. On the idea that work is a channel for expressing creativity within a team, 40 respondents (50.6%) rated it “very high” and 35 (44.3%) “high,” while only 4 (5.1%) chose lower ratings. The mean here was 3.42. A strong 48 respondents (60.8%) agreed “very high” that they collaborate well with colleagues, while 29 (36.7%) selected “high.” Only 2 (2.5%) respondents chose “low,” leading to a mean of 3.56. Finally, when asked if they are willing to compromise their opinion for team benefit, 32 respondents (40.5%) selected “very high,” 38 (48.1%) “high,” and 9 respondents (11.4%) chose lower values, resulting in a slightly lower mean of 3.28. The weighted mean for Teamwork was 3.4, indicating solid collaboration skills but slightly more variability than other areas.

With all five dimensions (Integrity, Responsibility, Quality, Self-Discipline, and Teamwork) recording weighted means between 3.4 and 3.5, the grand mean for Work

Ethics is 3.5. This indicates that the respondents demonstrate a consistently strong ethical orientation in their professional conduct. The highest-rated values, integrity, attention to detail, and quality of work emphasize a committed and responsible workforce.

Research Questions Three: What is the level of emotional intelligence among Office Technology and Management lecturers in public polytechnics in South West, Nigeria?

Table 4.5. Emotion Intelligence among Office Technology and Management Lecturers.

Self-awareness	Very High	High	Low	Very Low	Mean
I am aware of my strengths and weaknesses.	47(59.5%)	27(34.2%)	4(5.1%)	1(1.3%)	3.52
I understand how my emotions affect my thoughts and behaviors.	34(43.0%)	37(46.8%)	7(8.9%)	1(1.3%)	3.32
I am aware of how others perceive me.	30(38.0%)	39(49.4%)	10(12.7%)		3.25
I am able to accurately describe my emotions when asked.	32(40.5%)	39(49.4%)	8(10.1%)		3.30
Weighted Mean					3.4
Self-Management					
I am able to adapt to changing circumstances at work.	41(51.9%)	36(45.6%)	2(2.5%)		3.49
I manage my time effectively to meet deadlines.	48(60.8%)	28(35.4%)	1(1.3%)	2(2.5%)	3.54
I am self-motivated and stay focused on my goals.	48(60.8%)	23(29.1%)	7(8.9%)	1(1.3%)	3.49
I am able to handle unexpected changes without getting overwhelmed.	36(45.6%)	36(45.6%)	6(7.6%)	1(1.3%)	3.35
Weighted Mean					3.5

Social awareness					
I understand and empathize with others' emotions.	37(46.8%)	35(44.3%)	5(6.3%)	2(2.5%)	3.35
I can sense the emotional tone of meetings and discussions.	37(46.8%)	38(48.1%)	4(5.1%)		3.42
I am aware of organizational dynamics and politics.	40(50.6%)	33(41.8%)	4(5.1%)	2(2.5%)	3.41
I respect and consider diverse perspectives and viewpoints.	46(58.2%)	29(36.7%)	3(3.8%)	1(1.3%)	3.52
Weighted Mean					3.4
Relationship management					
I am effective at building and maintaining professional relationships.	48(60.8%)	28(35.4%)	3(3.8%)		3.57
I handle conflicts and disagreements constructively.	39(49.4%)	34(43.0%)	4(5.1%)	2(2.5%)	3.39
I collaborate well with others on team projects.	46(58.2%)	26(32.9%)	5(6.3%)	2(2.5%)	3.47
I am able to influence and persuade others positively.	43(54.4%)	32(40.5%)	3(3.8%)	1(1.3%)	3.48
Weighted Mean					3.5
Grand Mean					3.5

Decision rule: 1.0.-1.49 = very low, 1.50-2.49 – low, 2.50 -3.49 = High, 3.50-4.00 = Very high

Source: Field Work, 2025

Table 4.5 shows the respondents responses regarding their emotional intelligence. A significant number of respondents (47 individuals, representing 59.5%) indicated a very high awareness of their strengths and weaknesses, while 27 respondents (34.2%) rated this awareness as high. Only 4 respondents (5.1%) selected low and 1 (1.3%)

indicated very low. This suggests that most individuals have a clear understanding of their personal capabilities and limitations. In terms of understanding how emotions influence thoughts and behavior, 34 respondents (43.0%) rated themselves very high, and 37 (46.8%) rated high. A few, 7 (8.9%) and 1 (1.3%), chose low and very low, respectively. When asked about their awareness of how others perceive them, 30 respondents (38.0%) indicated very high and 39 (49.4%) chose high, while 10 (12.7%) selected low. Lastly, 32 respondents (40.5%) reported a very high ability to describe their emotions accurately when asked, while 39 (49.4%) rated this high and 8 (10.1%) rated it low. The weighted mean for the self-awareness dimension was 3.4, indicating a high level of self-awareness among the respondents.

The ability to adapt to changing work circumstances was rated very high by 41 respondents (51.9%) and high by 36 (45.6%), with only 2 (2.5%) choosing low. On effective time management, 48 (60.8%) selected very high and 28 (35.4%) rated it high, while 1 (1.3%) and 2 (2.5%) selected low and very low, respectively. A total of 48 respondents (60.8%) rated themselves very high on being self-motivated and goal-focused, 23 (29.1%) rated high, 7 (8.9%) low, and 1 (1.3%) very low. Regarding the ability to handle unexpected changes without becoming overwhelmed, 36 (45.6%) rated very high, 36 (45.6%) high, 6 (7.6%) low, and 1 (1.3%) very low. The weighted mean for self-management was 3.5, indicating a very high level of self-regulation and motivation.

Empathy and emotional understanding were rated very high by 37 respondents (46.8%) and high by 35 (44.3%). Five respondents (6.3%) selected low, and 2 (2.5%) indicated very low. The ability to sense emotional tone during meetings and discussions was rated very high by 37 (46.8%) and high by 38 (48.1%), with only 4 (5.1%) selecting low. Awareness of organizational politics and dynamics was noted

by 40 respondents (50.6%) as very high and by 33 (41.8%) as high, while 4 (5.1%) and 2 (2.5%) chose low and very low, respectively. Lastly, respect for diverse perspectives was rated very high by 46 (58.2%) and high by 29 (36.7%), with 3 (3.8%) indicating low and 1 (1.3%) very low. This section had a weighted mean of 3.4, suggesting a high level of social awareness.

A total of 48 respondents (60.8%) reported being very effective at building and maintaining professional relationships, and 28 (35.4%) chose high. Only 3 (3.8%) indicated low. In handling conflicts constructively, 39 respondents (49.4%) selected very high, 34 (43.0%) high, 4 (5.1%) low, and 2 (2.5%) very low. For collaboration in team projects, 46 (58.2%) chose very high, 26 (32.9%) high, 5 (6.3%) low, and 2 (2.5%) very low. The ability to positively influence and persuade others was rated very high by 43 respondents (54.4%) and high by 32 (40.5%), while 3 (3.8%) and 1 (1.3%) rated it low and very low, respectively. The weighted mean for relationship management was 3.5, signifying a very high level of interpersonal competence.

The grand mean across all components of emotional intelligence was 3.5, which corresponds to a very high level of emotional intelligence. This indicates that the respondents are generally strong in understanding and managing their own emotions, showing empathy and awareness in social contexts, and maintaining productive and positive professional relationships.

4.2.2 Analysis of Hypothesis

H₀₁ There will be no significant influence of work ethics on research productivity among Office Technology and Management lecturers in public polytechnics in South West, Nigeria

Table 4.6a-c: Influence of Work Ethics on Research Productivity

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.528 ^a	.279	.269	.38366

a. Predictors: (Constant), Work Ethics

b. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.382	1	4.382	29.773	.000 ^b
	Residual	11.334	77	.147		
	Total	15.717	78			

a. Dependent Variable: Research Productivity

b. Predictors: (Constant), Work Ethics

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.604	.493		1.224	.225
	Work Ethics	.764	.140	.528	5.456	.000

a. Dependent Variable: Research Productivity

The model summary indicates a correlation coefficient (R) of 0.528, suggesting a moderate positive relationship between work ethics and research productivity. The R Square (R²) value of 0.279 implies that approximately 27.9% of the variance in research productivity can be explained by variations in work ethics. The adjusted R² value of 0.269 adjusts for the number of predictors in the model and reaffirms the explanatory power of the independent variable. The standard error of the estimate is

0.384, representing the average distance between the observed and predicted values of the dependent variable.

The ANOVA table tests the overall significance of the regression model. The F-statistic is 29.773 with a p-value (Sig.) of 0.000, which is less than the conventional alpha level of 0.05. This indicates that the regression model is statistically significant, and the predictor (work ethics) reliably forecasts research productivity.

The unstandardized coefficient (B) for the constant is 0.604, which implies that when work ethics is held at zero, the baseline value of research productivity is 0.604, though this value is not statistically significant ($p = 0.225$).

More importantly, the unstandardized coefficient (B) for work ethics is 0.764, with a standard error of 0.140. This indicates that for each unit increase in work ethics, research productivity is expected to increase by 0.764 units, assuming all other factors are constant. The t-value of 5.456 and a p-value of 0.000 confirm that this predictor is highly statistically significant. The standardized coefficient (Beta) of 0.528 shows the relative importance of work ethics in predicting research productivity.

The results demonstrate that work ethics is a significant and positive predictor of research productivity among the participants. With 27.9% of the variance explained and a statistically significant regression coefficient, it can be concluded that stronger work ethics are associated with higher levels of research productivity.

H₀₂: There will be no significant influence of emotional intelligence on research productivity among Office Technology and Management lecturers in public polytechnics in South West, Nigeria

Table 4.7 a-c: Influence of Emotional Intelligence on Research Productivity

a. Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.453 ^a	.206	.195	.40267

a. Predictors: (Constant), Emotional Intelligence

b. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.232	1	3.232	19.931	.000 ^b
	Residual	12.485	77	.162		
	Total	15.717	78			

a. Dependent Variable: Research Productivity

b. Predictors: (Constant), Emotional Intelligence

c. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.171	.476		2.461	.016
	Emotional Intelligence	.616	.138	.453	4.464	.000

a. Dependent Variable: Research Productivity

The results presented in the model summary show a correlation coefficient (R) of 0.453, indicating a moderate positive relationship between emotional intelligence and research productivity. The R Square (R²) value is 0.206, which means that emotional intelligence accounts for approximately 20.6% of the variance in research productivity. The adjusted R² value of 0.195 adjusts for the degrees of freedom and suggests that the model has a fair predictive capability. The standard error of the estimate is 0.403, representing the typical deviation of the observed values from the predicted values.

The ANOVA results test the overall significance of the regression model. The F-statistic is 19.931, with an associated p-value (Sig.) of 0.000. Since the p-value is less than 0.05, the regression model is statistically significant. This confirms that emotional intelligence significantly predicts research productivity.

The unstandardized coefficient (B) for the constant is 1.171, suggesting that when emotional intelligence is zero, the baseline value of research productivity is 1.171. This value is statistically significant ($p = 0.016$), indicating a meaningful intercept. The coefficient for emotional intelligence is 0.616, with a standard error of 0.138. This implies that for every one-unit increase in emotional intelligence, there is a 0.616 unit increase in research productivity, holding other factors constant. The t-value of 4.464 and p-value of 0.000 indicate that this relationship is highly statistically significant. The standardized Beta coefficient of 0.453 further confirms the strength of emotional intelligence as a significant contributor to research productivity.

The analysis shows that emotional intelligence is a significant and positive predictor of research productivity. With an R^2 of 20.6%, the model demonstrates that emotional intelligence plays a meaningful role in enhancing research output among the study participants. These findings highlight the importance of developing emotional competencies as part of professional development efforts to improve academic performance and productivity.

H₀₃ There will be no significant combined influence of work ethics and emotional intelligence on research productivity among Office Technology and Management lecturers in public polytechnics in South West, Nigeria

Table 4.7a-c: Combined Influence of Work Ethics and Emotional Intelligence on Research Productivity

a. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.548 ^a	.301	.282	.38027

a. Predictors: (Constant), Work Ethics, Emotional Intelligence

b. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
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1	Regression	4.727	2	2.363	16.343	.000 ^b
	Residual	10.990	76	.145		
	Total	15.717	78			

a. Dependent Variable: Research Productivity

b. Predictors: (Constant), Work Ethics, Emotional Intelligence

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.335	.519		.645	.521
	Emotional Intelligence	.263	.171	.194	1.543	.127
	Work Ethics	.584	.182	.403	3.215	.002

a. Dependent Variable: Research Productivity

Table 4.7a-c above is a multiple linear regression analysis conducted to investigate the combined effect of work ethics and emotional intelligence on research productivity among the respondents.

The model summary shows that the correlation coefficient (R) is 0.548, indicating a moderate positive relationship between the combined predictors (work ethics and emotional intelligence) and research productivity. The R Square (R²) value is 0.301, suggesting that approximately 30.1% of the variance in research productivity is explained by the joint influence of work ethics and emotional intelligence. The adjusted R² of 0.282 adjusts for the number of predictors and the sample size, providing a more accurate estimate of the model's explanatory power. The standard error of the estimate is 0.380, representing the average deviation of the observed research productivity scores from the predicted scores.

The ANOVA table assesses the overall significance of the model. The F-statistic is 16.343, with a corresponding p-value of 0.000, indicating that the model is statistically significant. This confirms that the combination of work ethics and emotional intelligence significantly predicts research productivity. The intercept (constant) has an unstandardized coefficient (B) of 0.335, but with a p-value of 0.521, it is not statistically significant, implying that the baseline value of research productivity (when both predictors are zero) is not meaningful in this model.

The unstandardized coefficient for emotional intelligence is 0.263, with a standard error of 0.171 and a t-value of 1.543. However, the p-value is 0.127, which is greater than 0.05, indicating that emotional intelligence does not significantly contribute to research productivity when considered alongside work ethics.

On the other hand, work ethics has a coefficient of 0.584, with a standard error of 0.182 and a t-value of 3.215, which is statistically significant ($p = 0.002$). The standardized Beta coefficient is 0.403, showing that work ethics makes a substantial and significant unique contribution to explaining research productivity when controlling for emotional intelligence.

This analysis reveals that while the combined model of work ethics and emotional intelligence significantly predicts research productivity ($R^2 = 30.1\%$), only work ethics emerged as a significant independent predictor. Emotional intelligence, although moderately correlated with research productivity in previous models, does not contribute significantly when work ethics is included in the model. This finding underscores the stronger predictive power of work ethics in enhancing research output among the participants.

4.3. Discussion of Findings

The first research question “What is the level of research productivity among Office Technology and Management lecturers in public polytechnics in South West, Nigeria?” The study found a high level of research productivity among Office Technology and Management lecturers in public polytechnics in South West, Nigeria. Research productivity is often linked to factors such as motivation, organizational support, and emotional well-being. A study by some scholars investigated the emotional intelligence and personality traits of 7,463 Spanish researchers, finding that positive affect and personality traits like conscientiousness and emotional stability positively influence emotional intelligence, which in turn may enhance research productivity. The study suggests that emotionally intelligent researchers, who manage their emotions effectively, are better equipped to handle the demanding and complex nature of research environments, potentially leading to higher productivity¹. This aligns with findings from a study on software professionals in India, which noted that emotional intelligence contributes to organizational productivity by fostering better management of relationships and roles. However, a study on work-from-home (WFH) IT professionals during the COVID-19 pandemic found that productivity fell by 8–19% due to increased communication costs and reduced collaboration, indicating that environmental factors can hinder productivity despite individual traits. These findings suggest that high research productivity is not solely dependent on individual attributes but also on workplace conditions and support systems².

The second research question “What is the level of work ethics among Office Technology and Management lecturers in public polytechnics in South West, Nigeria?” The study found a high level of adherence to work ethics among Office Technology and Management lecturers in public polytechnics in South West, Nigeria.

Adherence to work ethics reflects a commitment to professional responsibilities, often influenced by organizational culture and individual traits. A study on workplace ethics highlighted that organizations with strong ethical cultures foster employee adherence to ethical codes, which can enhance productivity by reducing distractions from unethical behaviors. The study by scholar emphasized that a culture prioritizing ethics encourages employees to act responsibly, aligning their behaviors with organizational goals³. Similarly, scholars found that ethical leadership promotes organizational citizenship behavior, mediated by trust and psychological well-being, suggesting that ethical environments reinforce work ethics⁴. However, no direct study from the references explicitly measures "high adherence to work ethics" as a standalone outcome. Instead, the literature implies that ethical adherence is often a by product of supportive leadership and emotional intelligence as well as other factors, which enable employees to navigate workplace challenges responsibly.

The third research question "What is the level of emotional intelligence among by Office Technology and Management lecturers in public polytechnics in South West, Nigeria?" The study found a high level of emotional intelligence among Office Technology and Management lecturers in public polytechnics in South West, Nigeria. This indicates that the respondents are generally strong in understanding and managing their own emotions, showing empathy and awareness in social contexts, and maintaining productive and positive professional relationships. Emotional intelligence (EI) is well-documented as a critical factor in workplace success, particularly in leadership and team dynamics. A study found significant positive relationships between the Big Five personality traits (such as, conscientiousness, extraversion, emotional stability) and emotional intelligence among researchers, with positive affect mediating these relationships⁵. This suggests that researchers with high

EI are better at managing emotions, leading to improved well-being and potentially higher productivity. Another study on university students in China confirmed that emotional intelligence is positively related to psychological well-being and academic achievement, with stronger effects among postgraduate students⁶. In a workplace context, a 2019 study on senior managers demonstrated that EI can be improved through targeted training, leading to better conflict resolution and job performance. Furthermore, a 2024 study noted that EI-supportive HR practices reduce employee exhaustion and increase engagement, reinforcing the role of EI in fostering a productive work environment. These findings collectively indicate that high EI is associated with better interpersonal interactions, stress management, and overall performance, which likely support research productivity and ethical behavior among future teachers⁷.

The null hypothesis one “There will be no significant influence of work ethics on research productivity among Office Technology and Management lecturers in public polytechnics in South West, Nigeria” The results of linear regression demonstrate that work ethics is a significant and positive predictor of research productivity among the participants. With 27.9% of the variance explained and a statistically significant regression coefficient, it can be concluded that stronger work ethics are associated with higher levels of research productivity. The null hypothesis is hereby rejected. The finding that work ethics is a significant and positive predictor of research productivity aligns with extant literature emphasizing the role of diligence, discipline, and professional responsibility in academic success. Work ethics encompass behaviors such as commitment to goals, time management, persistence, and accountability qualities that are essential for sustained research output⁸. Academics who demonstrate strong work ethics are more likely to initiate, follow through, and

complete research projects, even in the face of institutional or personal challenges. This result supports previous findings by scholars who observed that high-performing researchers tend to exhibit traits like perseverance, intrinsic motivation, and structured work habits⁹.

The second null hypothesis “There will be no significant influence of emotional intelligence on research productivity among Office Technology and Management lecturers in public polytechnics in South West, Nigeria” The linear regression analysis shows that emotional intelligence is a significant and positive predictor of research productivity. With an R^2 of 20.6%, the model demonstrates that emotional intelligence plays a meaningful role in enhancing research output among the study participants. The null hypothesis is hereby rejected. the result showing that emotional intelligence (EI) is a significant and positive predictor of research productivity adds an important psychosocial dimension to academic performance. Emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skills, enables academics to manage stress, sustain interpersonal collaboration, and remain focused during research processes¹⁰. As research productivity often involves teamwork, peer review, mentorship, and communication with diverse stakeholders, individuals with high EI are better positioned to navigate the emotional and interpersonal challenges that may arise in research contexts¹¹. In particular, researchers with high emotional intelligence are more likely to demonstrate resilience during research setbacks, adapt to feedback constructively, and maintain motivation in the face of rejection or delay, all of which are common in scholarly work. As noted, emotionally intelligent employees are generally more innovative and productive due to their ability to manage both intrapersonal and interpersonal challenges effectively¹².

The third null hypothesis “There will be no significant combined influence of work ethics and emotional intelligence on research productivity among Office Technology and Management lecturers in public polytechnics in South West, Nigeria” The multiple regression analysis reveals that while the combined model of work ethics and emotional intelligence significantly predicts research productivity ($R^2 = 30.1\%$), only work ethics emerged as a significant independent predictor. Therefore, the null hypothesis is hereby rejected. The combined findings suggest a synergistic relationship among emotional intelligence, work ethics, and research productivity. High EI appears to be a foundational trait that enhances researchers’ ability to manage emotions, build relationships, and navigate complex work environments, which can lead to greater productivity and ethical adherence. For instance, emotionally intelligent researchers are likely to exhibit resilience and self-efficacy, traits that mediate the relationship between EI and academic or professional outcomes. Ethical work environments, supported by leadership and organizational policies, further reinforce adherence to work ethics, creating a culture where productivity thrives¹³. Together, these findings suggest that both disciplinary commitment (work ethics) and psychosocial competence (emotional intelligence) are vital to fostering research productivity. Academic institutions should therefore support not only technical skill development but also value-driven behavior and emotional intelligence training among researchers. Such holistic development is likely to yield long-term benefits in terms of both quantity and quality of research output.

Endnotes

Chapter Five

Summary, Conclusion and Recommendations

This chapter contains an overview of the outcome of the research based on the objectives stated in chapter one. It presents the summary of the findings, conclusion and recommendations, contribution to knowledge as well as the suggestions for further research

5.1 Summary of Findings

The study titled “Work Ethics, Emotional Intelligence and Research Productivity among Office and Technology Management Lecturers in Public Polytechnics, South West, Nigeria”. Based on the objectives of the study, research questions raised, hypotheses formulated as well as the data collected and analyzed descriptively and inferentially, the following are the findings of the study:

The study revealed a high level of research productivity among Office Technology and Management (OTM) lecturers in public polytechnics across South West, Nigeria. It also established that these lecturers exhibited a high level of adherence to work ethics as well as a high level of emotional intelligence in the discharge of their academic responsibilities.

Further analysis indicated that work ethics significantly and positively predicted research productivity among the lecturers, suggesting that commitment to professional standards and ethical conduct directly enhances their scholarly output. Similarly, emotional intelligence was found to be a significant and positive predictor of research productivity, highlighting the importance of self-awareness, empathy, and effective interpersonal relationships in fostering academic productivity.

Moreover, when considered jointly, emotional intelligence and work ethics were both significant and positive predictors of research productivity. This implies that the combination of strong ethical standards and emotional competence plays a crucial role in enhancing the research performance of Office Technology and Management lecturers in public polytechnics within the region.

5.2. Conclusion

This study examined the influence of work ethics and emotional intelligence on the research productivity of Office Technology and Management (OTM) lecturers in public polytechnics across South West Nigeria. The findings revealed a high level of research productivity, indicating that OTM lecturers are actively engaged in scholarly work, contributing meaningfully to academic discourse and institutional development. Furthermore, the study found a high level of adherence to work ethics and a high level of emotional intelligence among the lecturers. These attributes are essential for sustained professional growth, discipline, and interpersonal effectiveness within academic environments. Importantly, both work ethics and emotional intelligence were identified as significant and positive predictors of research productivity. This suggests that lecturers who uphold strong ethical standards and possess high emotional awareness and regulation are more likely to engage effectively in research activities. Additionally, the study confirmed that the combined effect of emotional intelligence and work ethics significantly influences research productivity. This integrated finding highlights the need for a balanced development of both affective and moral competencies to enhance scholarly output in the polytechnic education sector. In light of these findings, institutions should recognize the strategic value of fostering both ethical conduct and emotional intelligence among academic staff. Such efforts will not only strengthen research culture but also improve overall institutional

performance and reputation. This study contributes to a deeper understanding of the non-cognitive and ethical dimensions of academic productivity and provides a foundation for policy interventions aimed at enhancing research output in the Nigerian polytechnic system.

5.3. Recommendations

As a result of the findings of this study, it is hereby recommended that:

1. Management of public polytechnics should sustain and build upon the current research productivity levels by providing continuous access to research funding, databases, institutional repositories, and conference sponsorships. Recognizing and rewarding outstanding research efforts through incentives and promotions can further motivate lecturers to maintain high productivity.
2. Institutions should institutionalize ethical conduct training and orientation programs for new and existing staff. Codes of ethics should be regularly reviewed and reinforced through monitoring, mentoring, and peer accountability systems to ensure continued adherence and cultivate a professional research culture.
3. Polytechnic management and academic boards should organize periodic workshops and seminars on emotional intelligence, focusing on self-awareness, emotional regulation, empathy, and interpersonal skills. This will help lecturers manage academic stress, collaborate effectively, and sustain positive attitudes toward research.
4. Efforts should be made to integrate work ethics into professional development and performance evaluation systems. This includes establishing clear expectations regarding research responsibilities and promoting integrity, time management, and accountability in research conduct.

5. Emotional intelligence should be considered a key component in recruitment, promotion, and leadership development processes. Psychological support services, coaching, and reflective practices should be made available to help lecturers manage emotions and improve professional relationships that contribute to research collaboration and success.
6. Institutions should adopt a holistic capacity-building approach that simultaneously addresses both ethical and emotional competencies. Leadership development programs should be designed to cultivate ethical, emotionally intelligent academic leaders who can inspire and model research excellence within their departments.

5.4. Contribution to Knowledge

Conceptually, this study expands the conceptual understanding of research productivity by integrating affective (emotional intelligence) and behavioral (work ethics) constructs as critical determinants of scholarly output. It presents a dual-factor model in which personal discipline and emotional competence jointly influence academic productivity. The study broadens the conceptual framework of academic performance beyond traditional metrics (like access to resources or institutional support) to include psychosocial and ethical dimensions. It also strengthens the idea that non-cognitive skills are equally essential for fostering academic excellence and research engagement in polytechnic education. This new conceptual framework is particularly relevant in highlighting the unique context of vocational and technology-based disciplines, where both technical expertise and emotional/social regulation are crucial for academic productivity.

Empirically, the study offers valuable, context-specific data by focusing on Office Technology and Management lecturers in Nigerian public polytechnics—a group that

has been underrepresented in prior research. The study provides quantitative evidence that both work ethics and emotional intelligence are statistically significant and positive predictors of research productivity. It confirms a combined influence of these two variables, suggesting a more holistic approach to enhancing academic output. This empirical validation in a Nigerian polytechnic context adds new data to the literature, which is often skewed toward university-based or Western-centric studies. Therefore, the study contributes localized insights that can inform both institutional policy and regional academic development strategies.

The study contributes theoretically by supporting and extending established psychological and behavioral theories in the academic performance domain: It reinforces Trait Theory and Personality-Performance frameworks, which posit that individual characteristics like ethical disposition and emotional regulation influence work-related outcomes. The findings support the Self-Determination Theory (SDT) by showing how intrinsic motivation (rooted in ethics and emotional self-awareness) drives productive scholarly behavior.

It also builds upon Emotional Intelligence Theory, providing evidence that emotionally intelligent behaviors correlate with professional effectiveness in academic settings. By confirming that internal factors such as ethics and emotional intelligence significantly predict research productivity, the study advances theoretical understandings of academic motivation and performance in vocational higher education contexts.

5.5. Suggested Area of Further Research

1. Further research could investigate whether the influence of work ethics and emotional intelligence on research productivity holds true for: Lecturers in other disciplines (such as, Business Administration, Engineering, Education). Universities and private polytechnics.
2. Future studies could adopt a longitudinal design to track the development of work ethics and emotional intelligence over time and how these variables influence long-term research productivity.
3. In-depth qualitative research (such as, interviews or focus groups) could explore how lecturers perceive and apply work ethics and emotional intelligence in their academic roles.
4. Examine how demographic factors (such as, gender, age, years of experience, academic qualifications) moderate the relationship between work ethics, emotional intelligence, and research productivity.

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- Registry, *Number of Office Technology (OTM) Lecturers*, Yaba College of Technology, Yaba, Lagos State, 2025
- Registry, *Number of Office Technology (OTM) Lecturers*, Adeseun Ogundoyin Polytechnic, Eruwa, Oyo State, 2025

Registry, *Number of Office Technology (OTM) Lecturers*, Gateway ICT Polytechnic, Saapade, Ogun State, 2025

Registry, *Number of Office Technology (OTM) Lecturers*, Moshood Abiola Polytechnic, Abeokuta, Ogun State, 2025

Registry, *Number of Office Technology (OTM) Lecturers*, Osun State Polytechnic, Ire, Osun State, 2025

Registry, *Number of Office Technology (OTM) Lecturers*, Rufus Giwa Polytechnic, Owo, Ondo State, 2025

Registry, *Number of Office Technology (OTM) Lecturers*, The Polytechnic, Ibadan, Oyo State, 2025

Registry, *Number of Office Technology (OTM) Lecturers*, Federal Polytechnic, Ado Ekiti, Ekiti State, 2025

Theses

Gordon, L. M. *Exploring the Significance of Emotional Intelligence in Organizational Effectiveness: A Case Study of Created to Serve Ministries*. **Doctoral Dissertation, Liberty University**. 2024

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Appendices

Questionnaire

Dear Respondents,

I am a postgraduate student in the above-named Institution researching the title: **“Work Ethics, Emotional Intelligence and Research Productivity among Office and Technology Management Lecturers in Public Polytechnics, South West, Nigeria”**. Kindly contribute by filling out this questionnaire with your knowledge and experiences. Please be assured that the information you provide will be treated with the utmost confidentiality and will be strictly used for research.

Thanks.

Researcher

Instruction: In all the sections, please fill or tick (✓) as appropriate for each item.

Section A: Demographic profile

Name of institution:

Highest educational qualification: HND [], BSc. [], MSc [], Mphil [], PhD [].

Age: 20-29 [], 30-39 [], 40-49 [], 50-59 [], 60 and above []

Gender: Male [], Female []

Year of Work experience: below 5years [], 6-10 [], 11-15 [], 16-20 [],
above 20 years []

Section B: Research Productivity

Instructions: Please indicate the extent to which you agree or disagree with the following statements by selecting any of the following options; VH = Very High, H= High, L= Low, and VL = Very Low

S/N	Research Productivity	VH	H	L	VL
	Individual Influence				
1	I find research activities stimulating.				
2	I am always ready to participate in research groups.				
3	Reviewer's comments does not discourage me.				

4	I rarely miss deadline for paper submission.				
	Institutional Influence				
5	My institution facilitate access to grant for research activities.				
6	My institution ensures I have enough time for research.				
7	My institution promotes a culture of research and innovation.				
8	There are research groups in my institutions that I can join.				
	Leadership Influence				
9	I have access to mentoring that encourages me to do research.				
1	My HOD encourages me to do research.				
1	There are many proficient researchers around me.				
1	I attend seminar and workshops organized by my university.				

Section C: Work Ethics

Tick appropriately, your level of agreement with statement regarding your emotional intelligence.

S/No	Work Ethics	VH	H	L	VL
	Integrity				
1	I know that integrity is a continuous golden keys to success in one's work life..				
2	I believe that one's work provides the best source of achieving uprightness in life.				
3	I speak the truth even when it will lead to my colleague being fired				
4	I do not engage in shady work practices				
	Sense of responsibility				
5	I feel a moral obligation to give a full day's work for a full day's pay.				
6	I welcome jobs that involve greater responsibility and challenge as they contribute to my learning and growth.				
7	I pay close attention to every detail guiding my work responsibility.				
8	I am able to handle unexpected changes related to my work				
	Emphasizes quality				

9	I believe that a job well done is a reward in itself.				
10	I believe that a person is known in society by the work he does.				
11	I am client focused in my work activities				
12	I discharge my day to day workplace engagement with emphasis on giving my best.				
	Self-discipline				
13	I consider my occupational career to be one of the most important activities in my life.				
14	Even if I don't have to work to earn a living, I would still prefer to continue working.				
15	I get my job done without having to be reminded.				
16	I work hard to achieve my goals per time.				
	Sense of teamwork				
17	I am clear on my roles and responsibilities and this helps me work together seamlessly with others.				
18	I believe that work provides a powerful channel to express one's knowledge, ability and creativity especially in working as a team.				
19	I collaborate well with colleagues to achieve a common goal.				
20	I compromise my opinion sometimes for the benefit of the team				

Section D: Emotional intelligence

Tick appropriately, your level of agreement with statement regarding your emotional intelligence.

S/No	Self-awareness	VH	H	L	VL
21	I am aware of my strengths and weaknesses.				
22	I understand how my emotions affect my thoughts and behaviors.				
23	I am aware of how others perceive me.				
24	I am able to accurately describe my emotions when asked.				
	Self-Management				
25	I am able to adapt to changing circumstances at work.				
26	I manage my time effectively to meet deadlines.				
27	I am self-motivated and stay focused on my goals.				
28	I am able to handle unexpected changes without getting overwhelmed.				
	Social awareness				
29	I understand and empathize with others' emotions.				
30	I can sense the emotional tone of meetings and discussions.				
31	I am aware of organizational dynamics and politics.				
32	I respect and consider diverse perspectives and viewpoints.				

	Relationship management				
33	I am effective at building and maintaining professional relationships.				
34	I handle conflicts and disagreements constructively.				
35	I collaborate well with others on team projects.				
36	I am able to influence and persuade others positively.				

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Bio-data

A. Personal Data

- 1. Full Name:** Oluwamuyiwa Oluwatobi OLUWAJI
- 2. Address:** No. 10, Obaruwa Street, Off Ita Opa.
- 3. Date of Birth:** 1st May, 1996, Ode-Remo, Ogun State.
- 4. Nationality:** Nigerian
- 5. Name and Address of Next of Kin:** Oluwaji Elizabeth Modupe Gateway
(ICT) Polytechnic, Saapade, Ogun State
- 6. Phone:** 08139584133, 08113476840
- 7. Email:** pasty1203@gmail.com

B. Educational Background

Educational Institutions Attended with Dates and Qualifications

1. Lead City University, Ibadan. (Masters in Office and Information Management)
(In view)
2. Tai Solarin University of Education, Ijebu Ode. (Bachelor of Secretarial
Administration)
2014 - 2017
3. Ode Remo High School, Ode Remo, Ogun State.
2007 - 2013

C. Work Experience with Date

Lecturer

(2021-Till date)

Department of Office Technology and Management, Gateway (ICT)
Polytechnic

Job Descriptions with Dates

- Providing academic support to students
- Marking assignments, tests and examinations
- Assisting senior lecturers with data collection and analysis

- Assisting in curriculum development and course planning
- Supervising undergraduate research project

D. **Awards and Fellowships** Nill

E. **Membership of Fellowship** Nill

F. **Publications**

1. A. O. Lawal, O. A. Oguntuga, O.O. Oluwaji & E.O. Idris *"the impact of treasury single account on public service in Nigeria"* **Harvard Research and Publications International Journal of Innovation Research & Advanced Studies**. 2023. Vol. 20 (No.2). ISSN: 0199-4818.

G. **Major Conferences Attended with Dates**

1. Certificate of participation and paper presentation at 1st International Conference of the Department of Information Management, Lead City University, Ibadan, on 17th–20th February, 2025. Theme: Navigating the Future; Innovations in the Field of Information Management.
2. Certificate of participation and paper presentation at 1st Combined Conference of Schools of Management and Business, Financial & Liberal Studies, Gateway (ICT) Polytechnic, Saapade, held on 4th-6th June, 2024. Theme: Digital-Driven Economy; A Panacea for Sustainable Development in Nigeria.
3. Certificate of participation at 1st International Conference of the Faculty of Communication and Information Science, Lead City University, Ibadan, held on 12th-15th February, 2024. Theme: Synergizing Information & Communication Science; As Pathways for Sustainable Development Goals.
4. Certificate of participation at TWO-DAY International Conference on Public Administration & Sustainable Development in Nigeria, Lagos State University, Ojo, held on 23rd-24th November, 2022.

H. **References**

1. **MRS. O.A. AKAH**

Lecturer: Department of Office Technology and Management,
Gateway ICT Polytechnic, Saapade P.M.B. 540.
Saapade, Ogun State.

Tel.: 08029195781

2. DR. AKEEM MUSARI

Academic Affairs

Gateway (ICT) Polytechnic, Saapade P.M.B. 540.

Saapade, Ogun State.

Tel.: 07030707970

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Signature

.....

Date

Lead City University Ibadan DO NOT COPY

The University Compliance Certification

This is to certify that this theses by Oluwamuyiwa Oluwatobi OLUWAJI with matriculation number: LCU/PG/005425, in the Department of Office and Information Management, Faculty of Communication and Information Science, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

Signature

Date

¹ S. V., Adeyeye, & T. A. Oladokun. *Application of Emerging Technologies for Research Support in Nigerian Academic Libraries: Trends, Problems and Prospects*. **IASSIST Quarterly**, 47(3-4). 2023

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