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## Emotional intelligence and quality of work life among Agriculture Faculties of Federal Universities in Southwest, Nigeria

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### Abstract

The study's objectives assessed the effects of emotional intelligence on the quality of work life of agricultural faculties at Federal Universities in Southwest Nigeria. A multistage sampling procedure was used to select 125 Federal University staff. The first stage involved a simple random sampling of 29.0% of the Federal Universities in South-west Nigeria; thus, the Federal University of Agriculture, Abeokuta (FUNAAB), Ogun State, and Obafemi Awolowo University (OAU), Ile-Ife, Osun State, were selected. In the fourth stage, proportionate random sampling was used to select equal percentages of staff from selected Departments in the Agriculture-based Colleges and Faculty in FUNAAB and OAU (64 and 61, respectively). Data on respondents' socio-economic characteristics, emotional intelligence and quality of work life were obtained using a well-structured questionnaire, and the data were analyzed using descriptive and inferential statistics. Results showed that staff possess high emotional intelligence in terms of their Emotional regulation ( $\bar{x} = 40.41$ ), Self-motivation ( $\bar{x} = 25.34$ ), and Social skills ( $\bar{x} = 25.53$ ) with high (90.2%) quality of work life. Also, emotional intelligence and quality of work life were significantly related ( $r = 0.189$ ,  $p < 0.05$ ), while emotional intelligence ( $t = 0.888$ ,  $p > 0.05$ ) and quality of work life ( $t = 0.860$ ,  $p > 0.05$ ) of FUNAAB and OAU staff were not significantly different. The study concluded that emotional intelligence affects the quality of work life among staff of Federal Universities in South-west Nigeria. Hence, activities focusing on increasing and maintaining emotional intelligence are needed in these institutions to improve the quality of work life among Staff.

**Keywords:** Emotional intelligence, Quality of work life, Agriculture Faculties, Southwest Nigeria

### Introduction

Emotions predominantly influence human behaviour, and heightened emotional states can impair an individual's capacity for rational decision-making, even when the person is cognizant of the need for careful consideration in their choices (Grohol,

2015). People's emotions govern everything they do, including their interactions, behaviors, and interpersonal connections. The brain uses emotions to draw people's attention to certain things and communicate to them what is important at the moment (Goleman, 2020). The way an individual

relates to others at a particular time is dependent on the individual's current state of emotion or the previously set emotional relationship that exists between them. The ability of an individual to control emotions towards others determines the impact of their actions felt by others.

Quality of work life (QWL) is a situation created by organizations to enable their employees to enjoy the time they spend at work and on the job, they are doing (Vidyapeeth, 2020). In addition, it is a philosophical set of principles that holds that employees are the most important resource in the organization as they are trustworthy, responsible, and make valuable contributions thus, they should be treated with respect (Reddy & Reddy, 2010).

University staff are required to perform various tasks and responsibilities relating to the academic pursuits of students in terms of lectures, results, examinations, accommodation, security on campus and lots more. All these jobs have various sets of specific tasks involved. Some of these jobs depend on each other for achievement. The achievement of these jobs tends to build tension and pressure on staff.

However, as tension and pressure build up, if employees are not intelligent enough emotionally, to control their feelings, aggressive reactions can occur which if not managed emotionally by the other party may lead to conflict and create a tense working atmosphere. This may affect the work life of such individuals and others working around him/her. To this effect, this study seeks to determine the effects that the emotional intelligence of Federal University faculties in Southwest Nigeria on the quality of their work life. The findings of this study will assist individual University Staff to understand the necessity of emotional intelligence and find a way to learn how to control, understand and manage their

emotions at work place to avoid conflict and aggressive behaviours toward other staff and students and the study will add to the existing knowledge on emotional intelligence, and quality of work life which will be used in future studies. Future researchers will also benefit from this study as it will provide them information, they need to compare their study with.

The study assessed the socio-economic characteristics of university staff, the emotional intelligence status of the staff and their quality of work life. Furthermore, the study ascertains the relationship that exists between the socioeconomic characteristics of University Staff and their quality of work life. Also, it tests for relationship between the emotional intelligence and quality of work life and finds the difference in emotional intelligence and quality of work life of staff across the selected Universities.

### **Methodology**

The study was carried out in Federal Universities across the South-west geographical zone of Nigeria. Simple random selection of two Federal universities (29%) out of 7 Federal Universities in South-west, Nigeria. FUNAAB in Ogun State and O.A.U in Osun State were selected respectively. Also, Purposive selection of the agriculture-based Colleges and Faculties in the study areas. Disproportionate simple random sampling was used to select 40% of departments from agriculture Colleges in FUNAAB and 60% of departments from agriculture Faculty in OAU. Lastly, Proportionate simple random sampling (75%) was used to select equal percentages of staff from the selected departments in the agriculture-based Colleges and Faculty for this study. Data for this study was from primary sources. Primary data were obtained through a well-structured questionnaire to

obtain information about the respondents' socioeconomic characteristics, emotional intelligence, and quality of work life. Data collected from the study were subjected to descriptive and inferential statistical analysis

using means, percentages, frequency, and standard deviation, Pearson's Product Moment Correlation and t-test was used to test the hypotheses.

**Table 1: Sample frame**

| University                                   | College                | Departments                                  | Population of Staff in each department | 75% of staff in each department. |
|----------------------------------------------|------------------------|----------------------------------------------|----------------------------------------|----------------------------------|
| Federal University of Agriculture, Abeokuta. | COLAMRUD               | Agricultural Administration                  | 14                                     | 11                               |
|                                              |                        | Agricultural Extension and Rural Development | 17                                     | 13                               |
|                                              | COLPLANT               | Crop Protection                              | 15                                     | 11                               |
|                                              |                        | Soil Science and land management             | 18                                     | 14                               |
|                                              | COLANIM                | Animal Production and Health                 | 20                                     | 15                               |
|                                              |                        |                                              | <b>84</b>                              | <b>64</b>                        |
| Obafemi Awolowo University, Ile-Ife          | Faculty of Agriculture | Agricultural Economics                       | 21                                     | 16                               |
|                                              |                        | Agricultural Extension and Rural Development | 18                                     | 14                               |
|                                              |                        | Animal Science                               | 20                                     | 15                               |
|                                              |                        | Crop Production and Protection               | 21                                     | 16                               |
|                                              |                        |                                              | <b>80</b>                              | <b>61</b>                        |
|                                              |                        |                                              | <b>164</b>                             | <b>125</b>                       |

Source: Field Survey, (2021)

### Independent variables

#### Socioeconomic Characteristics

1. Age was measured in years by asking the respondents to state their age.
2. Sex was measured at nominal level with number assigned to Male = 1 and Female = 2.
3. Marital status was measured at nominal level with number assigned to Single = 1, Married = 2, Divorced = 3 and Widowed = 4.
4. Highest educational qualification attained measured at ordinal level such that OND = 1, HND = 2, BSc = 3, MSc = 4, PhD = 5.

5. Religion was measured at nominal level with number assigned to Christianity = 1, Islam = 2 and Others = 3
6. Income was measured by asking the respondents to state their actual income
7. Years of experience was measured in actual years.

**Emotional Intelligence:** emotional intelligence level of respondents was measured by adapting emotional intelligence scale developed by Mehta and Singh (2013). A set of 35-items statements measured on a 5-point Likert type scale of Strongly Agree (5), Agree (4), undecided (3), Disagree (2), Strongly Disagree (1) was be used.

### Dependent variable

**Quality of work life:** quality of work life among staff of public Universities in South West is the dependent variable for this study. It was measured by adapting Sultan (2015). A 41-item statements was used and respondents will express their degree of agreement on a 5-point Likert scale rating of Strongly Agree (S.A) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and Strongly Disagree (S.D) = 1.

## Results and Discussion

### Socioeconomic Characteristics of Respondents

The results in Table 2 shows that 33.9% were between ages 36-45 years; 32.1% were between the ages 46-55 years, 22.9% of the respondents are 35 years and below, and 11.0% of the respondents are above 55 years. This implies that most of the universities' staff are within the youth age bracket. People who fall within the active age limit are economically productive (Ali & Haider, 2012; Adeogun et al., 2016). Also, the results showed that most (57.8%) of the respondents were male. This implies that Federal Universities in Nigeria have more male staff than female staff because men are less distracted by family issues than women and this makes men more physically, emotionally and mentally readily available than women. Also, according to Mariwah et al. (2023), men are convinced to see themselves as the most powerful in society, as superior to women and for that matter, they need to protect others as the socio-cultural role of men as protectors must be exhibited in all spheres of life, such as their family, marital home, workplace and the society at large.

In addition, the result from the study revealed that 85.3% of respondents were married. This is good for the organisation because marriage comes with a sense of

household tasks, responsibilities and accountabilities which can be showcased in the work environment, (Adebayo et al., 2020). On years of experience, as shown in Table 2, many (56.9%) of the respondents have been working in the university for about 11-20 years. This indicates that there are young staff who have the ability and capability to work with the university for a long time before reaching their retirement age. This also gives room for them to adapt to current changes in global educational trends as they advance in their working experience. According to Putri (2020), employees that gain work experience over time will be better able to perform their jobs.

The results as shown in Table 2 revealed that the majority (70.6%) of the respondents have PhD certificates. This implies that the university staff in this study are academically qualified for the work they do since they have gathered experiences, knowledge and skills which are required for them to be able to perform the task given accordingly. Academic qualification necessitates a blend of initial academic preparation (completing a degree) and follow-up actions that sustain or create readiness for organisational duties, (Jaoko, 2014). Furthermore, according to NUC-BMAS, (2011) university lecturers must possess the highest degree qualification (PhD) in order to become a full academic staff.

However, Table 2 also revealed that many (48.6%) of the respondents earn between ₦1, 500,000.01 - ₦3, 000,000.00 annually. This implies that the annual income of university staff is average enough to help support and maintain their work life. Thus, a relatively high salary motivates respondents, increases their job performance and improves their quality of life, (Adeogun et al. 2016; Oyeyinka et al. 2017).

**Table 2: Socioeconomic characteristics of the respondents**

| Variables                          | Frequency | Percentages | Mean      | Std       |
|------------------------------------|-----------|-------------|-----------|-----------|
| <b>Age</b>                         |           |             |           |           |
| ≤35.00                             | 25        | 22.9        | 40.6      | 13.97     |
| 36.00 - 45.00                      | 37        | 34.0        |           |           |
| 46.00 - 55.00                      | 35        | 32.1        |           |           |
| above 55                           | 12        | 11.0        |           |           |
| <b>Sex</b>                         |           |             |           |           |
| Male                               | 63        | 57.8        |           |           |
| Female                             | 46        | 42.2        |           |           |
| <b>Marital Status</b>              |           |             |           |           |
| Single                             | 12        | 11.0        |           |           |
| Married                            | 93        | 85.3        |           |           |
| Divorced                           | 4         | 3.7         |           |           |
| <b>Years of working experience</b> |           |             |           |           |
| ≤ 10.00                            | 31        | 28.4        | 14.8      | 8.3       |
| 11.00 - 20.00                      | 62        | 56.9        |           |           |
| 21.00 - 30.00                      | 7         | 6.4         |           |           |
| > 30.00                            | 9         | 8.3         |           |           |
| <b>Highest Educational Level</b>   |           |             |           |           |
| NCE/OND                            | 7         | 6.4         |           |           |
| HND                                | 17        | 15.6        |           |           |
| BSc                                | 8         | 7.3         |           |           |
| PhD                                | 77        | 70.6        |           |           |
| <b>Annual Income</b>               |           |             |           |           |
| 1500000.00 and below               | 26        | 23.9        | 2404701.3 | 1568429.6 |
| 1500000.01 - 3000000.00            | 53        | 48.6        |           |           |
| 3000000.01 - 4500000.00            | 15        | 13.8        |           |           |
| 4500000.01 and above               | 15        | 13.8        |           |           |

**Source: Field survey, (2021)**

### Emotional Intelligence Level of the Respondents

The domains of emotional intelligence are self-awareness, emotion regulation, self-motivation, social awareness, social skills, and emotional receptivity. The overall mean of emotional intelligence of staff was calculated as ( $\bar{x}$  =143.87) which is 82.21% of the obtainable mean value ( $\bar{x}$  =175). This shows that most staff of the universities are emotionally intelligent.

#### Self-awareness

From the results in Table 3, understanding the relationship between feelings, thinking, actions, and speech has a mean ( $\bar{x}$  = 4.44), and being aware of strengths and weaknesses has a mean ( $\bar{x}$  = 4.39). This implies that the university staff

are conscious of their feelings and emotional state at all times, which will enable them to be able to handle situations and, relationships with other staff and students properly. The result is in harmony with Mehta and Singh (2013), who found that when people are self-aware, they understand their emotions, are not ruled by their feelings, and do not let their emotions get out of control. Subsequently, the ability to make sound decisions despite uncertainties and pressures has a mean ( $\bar{x}$  = 4.06). This also implies that most university staff make good decisions under pressure. Once individuals are aware of their environment, both internally and externally, it gives them the ability to gain control of the situation either positively or negatively. This depend on the extent of control and management such

individual possesses and this affects decision making process. Additionally, Kreibich *et. al* (2022) stated that self-awareness enables individuals to monitor their goal progress, identify discrepancies, and adopt problem-

solving orientations when facing difficulties. This adaptive approach helps individuals persist in their goals and maintain a sense of control over their situations. Self-awareness has a mean average of ( $\bar{x}$  = 17.11).

**Table 3: Self-awareness of the respondents**

| Self-awareness                                                               | Mean         | SD          |
|------------------------------------------------------------------------------|--------------|-------------|
| Understanding the relationship between feelings, what to think, do, and say. | 4.44         | 0.96        |
| Recognize how feelings affect performance                                    | 4.39         | 0.93        |
| Being aware of strengths and weaknesses                                      | 4.23         | 0.91        |
| Ability to make sound decisions despite uncertainties and pressures          | 4.06         | 1.01        |
|                                                                              | <b>17.11</b> | <b>3.11</b> |

**Source: Field survey (2021)**

#### **Self-motivation**

Results from the study, as indicated in Table 4, showed that the ability of staff to possess good confidence in taking sole responsibility and making decisions has a mean ( $\bar{x}$  = 4.38) and being result-oriented with a high drive to meet objectives and goals has a mean ( $\bar{x}$  = 4.37). Emotionally intelligent people can regulate both their own and other people's emotions and also are able to discern between the advantages and disadvantages of their actions. Therefore, in order to give themselves more chances to think, be more creative, and direct their emotions and feelings towards problem-solving, they use their affective data to guide their thoughts and activities (Sobhaninejad and Yoozbashi, 2008). Furthermore, the staff's ability to pursue their goals beyond what is expected has a mean ( $\bar{x}$  = 4.05) and

being generally motivated to continue when situations become worse to handle has a mean ( $\bar{x}$  = 4.02). This implies that most university staff are not easily discouraged because they can motivate themselves enough to forge ahead or continue their task under whatever condition they find themselves. This finding is supported by Ozdemir and Kaplan (2025) who suggest that a strong sense of self-efficacy enables university staff to stay motivated and committed to their roles, even under difficult conditions. Self-motivation has a mean of ( $\bar{x}$  = 25.34). Ohuakanwa (2024) considered self-motivation as an emotional intelligence factor that helps to build up diligence, resilience, ability and determination to be focused in attaining the desired potential in an individual.

**Table 4: Self-motivation of the respondents**

| Self-motivation                                                             | Mean         | SD          |
|-----------------------------------------------------------------------------|--------------|-------------|
| Possess good confidence in taking sole responsibility and making decisions  | 4.38         | 0.58        |
| Result-oriented with a high drive to meet objectives and goals              | 4.37         | 0.65        |
| Determined to achieve goals despite obstacles and setbacks.                 | 4.31         | 0.69        |
| Being accountable for meeting objectives                                    | 4.21         | 0.79        |
| Pursue goals beyond what's required or expected.                            | 4.05         | 0.85        |
| Generally motivated to continue even when situations become worse to handle | 4.02         | 0.95        |
|                                                                             | <b>25.34</b> | <b>3.19</b> |

**Source: Field survey, (2021)**

### Emotion Regulation

The result in Table 5 indicated that the staff's ability to predict clearly whether an emotion is happy or sad was rated highest with a mean ( $\bar{x} = 4.37$ ) followed by staff feeling happy and satisfied about life with a mean ( $\bar{x} = 4.31$ ). Also, being quite a cheerful and lively person has a mean ( $\bar{x} = 4.28$ ) and knowing how to keep calm in conflicting and upsetting situations has a mean ( $\bar{x} = 4.17$ ). It can be inferred that university staff manage and control their emotions, which helps them to maintain good relationships with one another.

Precise identification of feelings plays a crucial role in emotional identification, this can lead to better

emotional regulation, emotional well-being, and overall well-being of an individual (Yue et al., 2024). Also, from the result, feeling depressed for one reason or another has a mean ( $\bar{x} = 2.95$ ). Once an individual can understand complex feelings or mixed feelings such as simultaneous feelings of love and hate, successfully, they gain the ability to interpret the emotion and its origin, like sadness accompanied by a loss or happiness accompanied by gain. In addition, individuals who have mastered how to understand and analyse emotions can recognize the transitions between emotions. Emotional regulation has a mean of ( $\bar{x} = 40.41$ ).

**Table 5: Emotion regulation of the respondents**

| Emotion Regulation                                                       | Mean         | SD          |
|--------------------------------------------------------------------------|--------------|-------------|
| predicting clearly whether an emotion is happy or sad                    | 4.37         | 0.63        |
| Feeling happy and satisfied about life.                                  | 4.31         | 0.85        |
| Quite a cheerful and lively person                                       | 4.28         | 0.71        |
| Knowing how to keep calm in conflicting and upsetting problems.          | 4.17         | 0.79        |
| Can win over stress without getting too nervous                          | 4.11         | 0.86        |
| Keeping positive, composed and calm even in frustrating situations.      | 4.11         | 0.81        |
| Thinking clearly and staying focused under pressure.                     | 4.07         | 0.80        |
| Managing impulsive feelings and disappointing emotions well.             | 4.04         | 0.85        |
| Smoothly handling multiple demands, shifting priorities and rapid change | 4.02         | 0.72        |
| Usually feel depressed for one reason or other                           | 2.95         | 1.37        |
|                                                                          | <b>40.41</b> | <b>4.67</b> |

**Source: Field survey, (2021)**

### Social Awareness

Results from the study as shown in Table 6 indicated that the ability to recognize and reward people's strengths, accomplishments and developments has a mean ( $\bar{x} = 4.38$ ). Also, seeing variety in people as an opportunity to create an environment where diverse people can prosper has a mean ( $\bar{x} = 4.28$ ). This indicated that university staff relate and understand each other better because of their ability to maintain good communication and relationships with one another. Also, it will

help in maintaining and sustaining their relationships with one another and the students they are attending to. The social awareness ability and level make the university staff empathetic and socially comfortable. This corroborates what Segal et al. (2020) that being in the present moment is necessary to be socially aware and developing strong social awareness abilities aids in realizing the significance of mindfulness in social interactions.

However, easy understanding of non-verbal messages (facial expressions) of

others has a mean ( $\bar{x} = 4.07$ ), while the ability to tell how others are feeling by listening to their tone of voice has a mean ( $\bar{x} = 4.01$ ). This implies that university staff easily identify the hidden feelings of individuals they interact with. This opposes Segal *et al.* (2020) who reported that

individuals can't pick up on subtle nonverbal clues because they are too busy with other things to notice the small emotional changes occurring in others, which would have allowed them to completely comprehend them. Social Awareness has a mean of ( $\bar{x} = 20.95$ ).

**Table 6: Social awareness of the respondents**

| Social Awareness                                                                                      | Mean         | SD          |
|-------------------------------------------------------------------------------------------------------|--------------|-------------|
| Recognize and reward people's strengths, accomplishments and developments                             | 4.38         | 0.56        |
| Seeing variety in people as an opportunity to create an environment where diverse people can prosper. | 4.28         | 0.73        |
| Showing sensitivity to others' point of view                                                          | 4.21         | 0.65        |
| It's quite easy to understand the non-verbal messages (facial expressions) of others.                 | 4.07         | 0.95        |
| Identifying others' feeling by listening to their tone of voice                                       | 4.01         | 0.70        |
|                                                                                                       | <b>20.95</b> | <b>2.14</b> |

Source: Field survey, (2021)

### Social Skills

From the study, the results in Table 7 indicated that the promotion of a friendly and cooperative climate has a mean ( $\bar{x} = 4.18$ ), and maintaining a balance between work and relationships has a mean ( $\bar{x} = 4.12$ ). Also, the promotion of open communication and being ready to accept both bad and good news has a mean ( $\bar{x} = 3.91$ ). Social interaction among university staff is of good quality. Tertiary institutions in Nigeria are seen as social organizations

where human socialization, interaction and relationship are evident and inevitable. The ability of university staff to possess good social skills will enable them to fit into the social requirements of university settings both in Nigeria and globally. Those with strong social skills are easy to talk to, like and they are typically team players. Rather than focusing on their success first, they help others develop and shine, (Mehta & Singh, 2013). Social skills have a mean of ( $\bar{x} = 23.53$ ).

**Table 7: Social skills of the respondents**

| Social Skills                                                           | Mean         | SD          |
|-------------------------------------------------------------------------|--------------|-------------|
| Promote a friendly and cooperative climate                              | 4.18         | 0.81        |
| Maintain a balance between work and relationships.                      | 4.12         | 0.80        |
| Easy to get friendly and possess good social skills.                    | 3.99         | 0.89        |
| Handling difficult people and tense situations with diplomacy and tact. | 3.95         | 0.74        |
| Promote open communication and ready to accept both bad and good news   | 3.91         | 0.91        |
| Difficulty in getting friendly with a stranger                          | 3.38         | 1.10        |
|                                                                         | <b>23.53</b> | <b>3.10</b> |

Source: Field survey, (2021)

### Emotional Receptivity

Results from the study as indicated in Table 8 revealed that helping others in coming out of difficult situations and bad

moods has a mean ( $\bar{x} = 4.32$ ), and easy detection of the differences between others' feelings and behaviours has a mean ( $\bar{x} = 4.10$ ). Also, acting as a mediator in resolving

conflict between two parties has a mean ( $\bar{x} = 4.03$ ). This implies that university staff are sensitive and empathetic to others' (other staff and students) needs. Empathy reflects the ability to perceive and be sensitive to the

emotional states of others, often eliciting a motivation to care for their well-being (Decety & Holvoet 2020). Emotional receptivity has a mean ( $\bar{x} = 16.53$ ).

**Table 8: Emotional receptivity of the respondents**

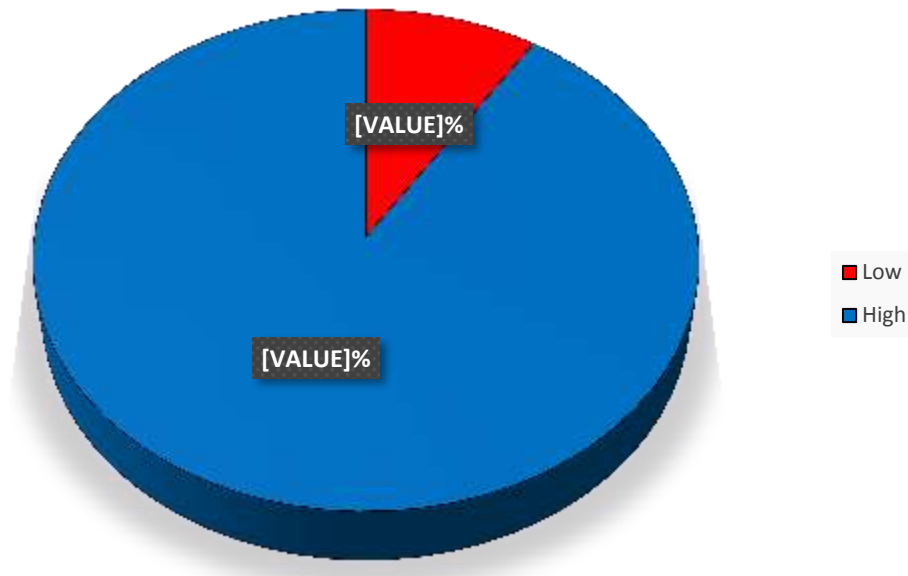
| Emotional Receptivity                                                   | Mean         | SD          |
|-------------------------------------------------------------------------|--------------|-------------|
| Helping others in coming out of difficult situations and bad moods.     | 4.32         | 0.71        |
| Easily detect the differences between others' feelings and behaviours.  | 4.10         | 0.85        |
| Offering useful feedback and identifying people's needs for development | 4.08         | 0.71        |
| Acts as a mediator in resolving conflict between two parties            | 4.03         | 0.85        |
|                                                                         | <b>16.53</b> | <b>2.15</b> |

Source: Field survey, (2021)

#### Level of respondents' quality of work life

The result as indicated in Fig. 1 showed that most of the respondents have a high (90.8%) quality of work life. The result implied that the high level of quality of work life is due to the presence of the major determinants of quality of work life in the university. Also, the respondents (university staff) have access to these determinants and make use of them as needed. Quality Work

Life (QWL) programs are to develop working conditions that satisfy employee needs, (Teryima et al., 2016). Furthermore, when employees get qualitative work life in the workplace, they feel happy, and enthusiastic and are always ready to devote all their efforts to the job which then leads to increased productivity in the organisation, (Majumder & Biswas, 2021).



**Figure 1: Level of quality of work life of respondents**

Source: Field survey, (2021)

### Hypotheses Testing

**Hypothesis One ( $H_{01}$ ): There is no significant Relationship between socioeconomic characteristics of respondents and quality of work life.**

Chi-square test was conducted on employees' socioeconomic characteristics and quality of work life at a 0.05 significance level to determine their relationship. The results obtained as shown in Table 9 revealed that educational level ( $\chi^2 = 10.563$ ,  $p < 0.05$ ), cadre ( $\chi^2 = 17.105$ ,

$p < 0.05$ ), marital status ( $\chi^2 = 28.319$ ,  $p < 0.05$ ) were significantly related to quality of work life, which implies that educational attainment of an individual goes a long way in determining the benefits each individual is entitled to and this will influence the quality of their work life. This agrees with Wankhede et al. (2016), who reported that educational qualification has a considerable impact on the quality of work life in an organization.

**Table 9: Relationship between socioeconomic characteristics and quality of work life of the respondents**

| Variables         | Chi-square ( $\chi^2$ ) | Degree of freedom | p-value | Decision    |
|-------------------|-------------------------|-------------------|---------|-------------|
| Marital Status    | 28.319                  | 2                 | 0.000   | Significant |
| Educational Level | 10.563                  | 3                 | 0.005   | Significant |
| Cadre             | 17.105                  | 4                 | 0.002   | Significant |

Source: Field survey, (2021)

However, Pearson Product Moment Correlation results in Table 10 showed that annual income ( $r = 0.370$ ,  $p < 0.05$ ) and years of working experience ( $r = 0.254$ ,  $p > 0.05$ ), were significantly related to quality of work life. These findings imply that the income and years of work experience of staff have a great influence in determining the quality of

the work life of staff. These findings agreed with Nikeghbal *et al* (2021) who in their research found that annual income and years of experience are significantly related to QWL. However, other socioeconomic characteristics (sex, age, and religion) showed no significant relationship with quality of work life.

**Table 10: Relationship between Socioeconomic characteristics and quality of work life of the respondents**

| Variables                   | Correlation (r) value | p-value | Decision    |
|-----------------------------|-----------------------|---------|-------------|
| Years of working experience | 0.254                 | 0.005   | Significant |
| Annual Income               | 0.370                 | 0.000   | Significant |

Source: Field survey, (2021)

**Hypothesis Two ( $H_{02}$ ): There is no significant relationship between emotional intelligence and quality of work life**

The Pearson correlation test was conducted to determine the relationship between emotional intelligence and quality of work life at a 0.05 significance level. The result obtained as indicated in Table 11,

showed that emotional intelligence has a positive and significant relationship with university staff's quality of work life at ( $r = 0.189$ ,  $p < 0.05$ ). The findings of this study are in agreement with Ana and Estelle (2019) who in their study observed that emotional intelligence has a positive significant relationship with quality of work life. This

shows that the higher the emotional intelligence level or quotient of staff, the higher the individual's quality of work life. This shows that when emotional intelligence which is a non-cognitive attribute is improved through structured educational

interventions and training, the staff becomes more emotionally intelligent, (Powel *et al.*, 2024). Therefore, their potential to make sound judgments will increase and this will also cause an increase in their quality of work life.

**Table 11: Relationship between emotional intelligence and quality of work life of the respondents**

| Variables                                                            | Correlation (r) value | p-value | Decision    |
|----------------------------------------------------------------------|-----------------------|---------|-------------|
| Relationship between Emotional Intelligence and Quality of Work Life | 0.189                 | 0.049   | Significant |

Source: Field survey, (2021)

**Hypothesis Three (H<sub>03</sub>) : Table shows the result of test of difference between emotional intelligence, and quality of work life across the selected universities.**

Further analysis of the result using the Students' T-test as indicated in Table 12, showed that there was no significant difference in the emotional intelligence ( $t=0.888$ ,  $p>0.05$  and quality of work life ( $t=0.860$ ,  $p>0.05$ ) of staff of both universities at a significance level of 0.05. This means that Federal University Staff in Nigeria have similar emotional intelligence levels and have equal quality of work life. The results obtained are because the activities of Federal Universities in Nigeria are being regulated

by the Federal government of Nigeria and the Nigeria University Commission (NUC). According to the NUC Act, CAP. N81 (1974), the commission is to undertake periodic reviews of the terms and conditions of service of personnel engaged in the universities and also to make recommendations thereon to the Federal Government of Nigeria where appropriate. Additionally, Taiwo (2011) noted that the Nigeria University Commission (NUC), for instance, is charged with the responsibility of advising the federal and state governments on all aspects of university education and the general development of universities in Nigeria.

**Table 12: Difference in emotional intelligence and quality of work life across the universities**

| Variables              | Institution | Mean   | SD    | t-Value | Sig.  | Decision        |
|------------------------|-------------|--------|-------|---------|-------|-----------------|
| Emotional Intelligence | FUNAAB      | 145.11 | 14.36 | 0.888   | 0.722 | Not significant |
| Quality of Work Life   | FUNAAB      | 152.96 | 10.21 | 0.860   | 0.071 | Not significant |
|                        | OAU         | 149.43 | 19.25 |         |       |                 |

Source: Field survey, (2021)

### Conclusion and Recommendations

From the study findings and based on the objectives of the study, it can be concluded that the staff of the universities under review

have high emotional intelligence. All the aspects of emotional intelligence were prevalent among staff but some aspects (self-awareness and emotional receptivity) need to

be improved. The study also concluded that socioeconomic characteristics play a significant role in determining the quality of work life of university staff. In addition, the study also concluded emotional intelligence has a significant relationship with the quality of work life.

The study therefore makes the following recommendations:

1. University management, and governing board should organize training, seminars and symposiums on emotional intelligence for their staff. These will equip, maintain and improve the emotional intelligence quotient of the staff. This will enable staff to have a stable emotion, improve mental health and reduce conflict that may arise among staff as a result of individual differences.
2. Also, NUC should mount pressure on the Nigerian government to ensure that the government provides adequate facilities, funds, and necessary resources that will help improve the quality of work life of staff. This will help to improve the overall image and productivity of Federal Universities in Nigeria. Individual staff should also exhibit and promote good emotional intelligence status in order to be able to avoid emotional outbursts that can create unnecessary tension at work, as this can prevent them and other staff from enjoying their day at work.

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