



Relationship Between Business Educators' Emotional Intelligence, Self-Motivation, Instructional Resources, and Job Performance in Delta State Tertiary Institutions

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Abstract

This study examined the relationship between Business Educators emotional intelligence, self-motivation, instructional resources, and job performance in Delta State tertiary institutions. Four research questions and four research hypotheses guided the study. Four validated instruments were used for data collection on self-motivation, instructional resources, and job performance. A correlational research design was adopted, targeting a population of 145 Business Education lecturers. The analysis involved Pearson Product-Moment Correlation (PPMCC), which was used to test hypotheses one to three on the relationship between emotional intelligence, self-motivation, instructional resources, and job performance of business education lecturers. Multiple Regression Analysis was employed to test hypothesis four on the joint relationship with job performance. All hypotheses were tested at the 0.05 level of significance using the statistical package for the social sciences (SPSS). Findings revealed significant positive correlations between each independent variable (emotional intelligence, self-motivation, instructional resources) and job performance. Furthermore, the combined variables significantly predicted job performance, with self-motivation emerging as the strongest predictor. The study concluded that non-cognitive factors and resource availability are critical for lecturer effectiveness and recommended targeted professional development and improved resource funding.

Introduction

The evolving demands of 21st-century business education roles in accounting, marketing, and management are aimed at producing competent graduates for the economy. Traditional focus on cognitive skills vs. growing importance of emotional and motivational factors. The specific context of Delta State, Nigeria: challenges of funding, infrastructure, and lecturer welfare.

Business Education lecturers are the dynamic force of the programme. The future of any country depends largely on the quality of the teaching workforce; they are considered social engineers who act as catalysts to socialize and humanize the young minds by their masculine and feminine qualities. The academic standard and quality of any educational institution depend to a large extent on the potential, quality, competencies,

character, and virtues of lecturers in higher institutions. Individuals who really aspire to become lecturers in tertiary institutions should possess certain essential qualities, a contagious positive attitude, interest, healthy values, strong motivational power, adjustment qualities, love for students, empathy, and patience Akhtar, Manzoor, Shaih and Khan, 2020). The importance of lecturers in any educational institution of teaching-learning cannot be overemphasized. Lecturers play a central role as implementers of the curriculum at the classroom level. Owan and Agunwa (2019) clearly stated that for any curriculum to be effectively implemented, quality teachers are highly necessary. Hence, what they do or do not do could directly or indirectly affect the attainment of instructional objectives in the classroom.

Students' learning outcomes have often been attributed to certain teacher attributes such as their training, educational qualification, years of experience, classroom behavior and their job performance, among others. The success and failure of educational activities are also highly dependent on lecturers whose self-motivation and job performance may go a long way in affecting students' academic performance. Thus, teacher self-motivation and job performance are important aspects of education.

Business education Lecturers self-motivation is the internal drive that leads lecturers to take action towards an educational goal. It can be defined as the intrinsic drive and commitment that educators possess to continuously improve their teaching practices, engage students, and create a positive learning environment. It refers to the internal motivation and personal determination that propels lecturers to go above and beyond basic responsibilities and strive for excellence in their profession. At its core, self-motivation stems from a deep passion for teaching and a genuine desire to make a difference in students' lives. It is the fuel that ignites a lecturer's enthusiasm, perseverance, and dedication to continuously learn, grow, and adapt to the evolving needs of students and the education system. One key aspect of self-

motivation is the willingness to take initiative and be proactive in seeking out opportunities for professional development.

Self-motivated lecturers are driven to enhance knowledge and skills through attending workshops, conferences, and courses, as well as engaging in independent research and reflection. They understand ongoing learning is crucial to staying current with best practices and innovative teaching strategies. Furthermore, self-motivation involves setting high expectations for oneself and constantly striving for excellence. Self-motivated lecturers set goals and work diligently to achieve them, pushing themselves beyond comfort zones and embracing challenges as opportunities for growth. They are not content with mediocrity but rather consistently seek ways to improve instructional methods, classroom management techniques, and student engagement strategies. In addition, self-motivation encompasses a positive mindset and resilience in the face of obstacles or setbacks. Self-motivated lecturers view challenges as learning experiences and setbacks as opportunities for reflection and growth. They maintain a sense of optimism and perseverance, allowing to bounce back from difficult situations and continue to inspire and motivate their students.

Ultimately, self-motivation plays a vital role in fostering a positive and effective learning environment, provide students, instilling a love for learning, and creating a classroom atmosphere where students feel supported, engaged, and empowered. When lecturers are self-motivated, they are better equipped to meet diverse needs of their students, adapt to changes in the education landscape, and make a lasting impact on the lives of those they teach. Self-motivated lecturers tend to put more effort into their teaching roles. They are more likely to go the extra mile to create engaging lesson plans, seek out innovative teaching methods, and actively participate in professional development opportunities. This means that lecturer's level of self-motivation could have a significant impact on their job performance.

Lecturers' job performance refers to the duties performed by a lecturer at a particular period in the school system, including the discharge of their primary duty of teaching and learning, as well as their general attitude towards this process in order to achieve educational goals. Lecturers' job performance is duties performed by a lecturer at a particular period in the school system in achieving organizational goals. Lecturers' job performance could be measured by the accomplishment of an assigned task or through job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility Selamat, Sams & Kamalu, (2013). Job performance is important to ensure the quality of instruction taking place at school. It can be argued that good performance of students depends upon job performance of their lecturers.

Some reports have shown that lecturers' self-motivation and job performance is generally on the decline in the world all over, Selamat, Sams and Kamalu, (2013). The result is the concern and need to conduct studies about this phenomenon in the various regions around the globe. A number of variables including administrative support, working conditions, professional development opportunities, and recognition for their efforts have been identified as contributing factors to this decline. However, the researcher believes that psychological elements such as emotional intelligence could also have a positive or negative impact on lecturers' self-motivation and job performance. This is because the researcher, from personal experience, has seen lecturers who find it difficult to identify when they might be feeling demotivated or stressed and lack of this awareness prevents such lecturers from taking proactive steps to manage emotions and maintain their motivation.

Emotional intelligence (EI) refers to the ability of a person in understanding the emotions of one self and the people around them. It is a sort of self-awareness that enables us to understand our feelings and manage our emotions. Salovey and Mayer

(1990) defined emotional intelligence as a form of intelligence that involves the ability to promote one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. It is the ability to perceive emotions, integrate emotions, to facilitate thoughts, understand emotions, and to regulate emotions to promote personal growth. Exramera, MridaLopez, Sanchez and Quintanaorts, (2018). Emotional intelligence requires surveillance of feelings, learning to recognize, appreciate the feelings in themselves and others and responding appropriately and effectively to implement emotional energy in once life. Emotional intelligence makes a lecturers' effective because it is very vital for lecturers to understand the emotional sides of learning for students' success and achievement. Lecturers, therefore, need to use emotional intelligence in the classroom.

Regrettably many lecturers seem not to know the role of emotional intelligence in their lives and in academic life. The intelligence that involves the ability to understand the emotions of others, notice distinction in moods, temperaments, intentions and motivations is very crucial to every lecturer which eventually results in higher performance. High interpersonal intelligence is often found in lecturers. Emotional Intelligence helps an individual to build stronger relationships, succeed at school and work, and achieve career and personal goals. It can also help you to connect with your feelings, turn intention into action and make informed decision about what matters to you. It improves communication skills, enhances social skills and create positive environment. Emotional intelligence is very important to lecturers because it builds a sense of self awareness among the lecturers so that they can categorize emotions and that of others. This also facilitates the teaching professionals to be able to identify their own emotions and thoughts, to know their strength and weaknesses, and to build self-confidence. Highly, emotional intelligent lecturers tend to motivate students better and understands

students' behaviour and psychological well-being. They can also be more sensitive towards their students' disruptive behaviours, academic performance and relationship management. Thus, it increases lecturers' job performance. (Goleman, 1995).

Zarina (2013) and Abdullah (2012), pointed that individuals with high emotional quotient have the advantage of connecting with society and situation with a positive attitude with all aspects of life, and have the advantage of building life. Chamizo, (2021) have shown that emotional intelligence, flourishing and lecturers-students' relationships are among the positive resources that promote wellbeing, psychological adjustments and job performance. Emotional intelligent of lecturers show care for students, create emotional climate in classroom that develops students learning environment and helps lecturers to become more effective to ensure students' academic achievement. Education (2023) has demonstrated that a strong propensity in emotional intelligence increases one's ability to make sound decisions, build and sustain collaborative relationships, deal effectively with stress, and cope to a greater degree with constant change. Having a high level of emotional intelligence doesn't just benefit individuals in a workplace setting, it can have a positive impact on many aspects of your life. Being able to understand and manage emotions can lead to an overall better outlook in life and leave you feeling more positive about self and situations. Thus, emotional intelligence can be described as having four branches; the ability to accurately perceive and express emotions, assimilate emotions into thought, understand emotions, and regulate emotions in the self and others.

Employees with high emotional intelligence are said to have better working relationship with other employees and they are reflected in integrity because they foster better and positive interactions which thereby lead to better performance. (Dhani and Sharma, (2016). These employees with high emotional intelligence are better at team work, accuracy and punctuality, seem more competent compared to those with low

emotional intelligence. Individuals with fixed mind set are likely to show less resilience when faced with obstacle. EI creates innovational inventiveness in people and thus helps in individual job performance and encourages job performance and communication among employees inside an organization, Niwedita, (2018)

Lecturers' attribute such as age, gender, educational qualification, and years of teaching experience has been found to play a significant role in shaping lecturers' emotional intelligence, self-motivation, and job performance. Age, for instance, has been shown to influence ways lecturers manage emotions, interact with students, and respond to professional challenges. As educators grow older, they often accumulate valuable life and classroom experiences that enhance their emotional regulation, patience, and conflict-resolution abilities Chamizo-Nieto, (2021) and Keefer, (2018). Conversely, younger lecturers tend to bring fresh enthusiasm, adaptability to technological innovations, and a willingness to experiment with new teaching strategies, although its relative inexperience may require additional support to achieve optimal performance (OECD, 2021).

Gender has also been examined as a moderating factor in lecturers' effectiveness, with some studies suggesting that female lecturers often score higher in emotional intelligence components such as empathy, interpersonal relationships, and emotional regulation. Aouani, (2019); Smieja, (2019). These qualities can foster a more supportive classroom environment and stronger student engagement. However, other findings reveal minimal or no overall performance differences between male and female lecturers, indicating that professional competencies, rather than gender, is the primary determinant of success. Bosson, (2021). Cultural expectations and gender norms, nonetheless, may subtly influence teaching approaches and interaction patterns in ways that impact learning outcomes.

Similarly, educational qualification remains a critical determinant of lecturers' capacity to deliver high-quality instruction. Higher

qualifications often correlate with course mastery, stronger pedagogical skills, and improved classroom management, all of which can enhance job performance. Lecturers with advanced degrees or specialized training tend to demonstrate higher confidence and self-efficacy, which can positively influence its motivation to adopt innovative teaching practices (OECD, 2021). Nonetheless, qualifications alone are not sufficient; outcome is achieved when paired with continuous professional job development to ensure lecturers remain responsive to evolving educational demands (Mustapha., 2023).

However, years of teaching experience contribute substantially to lecturers' job performance by broadening repertoire of instructional strategies, deepening business understanding of diverse learner needs, and improving teaching environment skills Rice, (2019; Torff & Sessions, (2020). Experienced lecturers are often better equipped to handle complex classroom situations, mentor novice colleagues, and sustain performance over time. Abdullah & Afshin, (2017). However, long tenure without ongoing professional growth can lead to reduced enthusiasm or resistance to change. Hartl & Holzberger, (2022). Therefore, the influence of teaching experience on performance is most pronounced when it is supported by reflective practice and continuous learning advantages Uniyal & Uniyal (2020).

Emotional Intelligence has the ability to better clarify general population's workplace performance as it helps employees to respond to their job appropriately. This results in positive performance and eventual organizational success. While EI primarily deals with knowing what to do, self-motivation is concerned with deeper drive to get task done. For effective and efficient job performance, a combination of emotional intelligence and self-motivation is key. To this extent, lecturers with high emotional intelligence and positive self-motivation perceive things in a wider context. They have a holistic approach towards whole teaching process and engage students to think critically

and creatively. Hence, influence of lecturers' emotional intelligence, self-motivation and instructional resources on job performance in Delta state tertiary institutions is the justification for the study.

Purpose of the Study

The primary purpose of this study was to examine relationship between Business Educators emotional intelligence, self-motivation, instructional resources, and job performance in Delta State tertiary institutions. Specifically, the study aimed to:

1. Determine the relationship between Business Educators emotional intelligence and job performance.
2. Determine the relationship between Business Educators self-motivation and job performance
3. Determine the relationship between Business Educators instructional resources and job performance
4. Determine the relationship between Business Educators emotional intelligence, self-motivation, instructional resources and job performance

Research Questions

The following research questions was raised to guide the study

1. What is the relationship between Business Educators emotional intelligence and job performance.
2. What is the relationship between Business Educators self-motivation and job performance
3. What is the relationship between Business Educators instructional resources and job performance
4. What is the relationship between Business Educators emotional intelligence, self-motivation, instructional resources and job performance

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant relationship between male and female Business Educators emotional intelligence and job performance

H₀₂: There is no significant relationship between male and female Business Educators self-motivation and job performance

H₀₃: There is no significant relationship between male and female Business Educators instructional resources and job performance

H₀₃: There is no significant relationship between male and female Business Educators emotional intelligence, self-motivation, instructional resources and job performance

Methodology

A correlational research design was adopted, targeting a population of 145 Business Education lecturers. The entire population was used as a sample size due to its manageable size hence no sampling techniques were required from analysis involved Pearson Product-Moment Correlation and multiple regression. The

questionnaire was validated by three experts from faculty of education Delta State University, Abraka. Four validated instruments were used for data collection, and, self-motivation, instructional resources, and job performance in Delta State tertiary institutions. The data collected for the study were analyzed using mean and standard deviation to answer the research questions, the coefficient of 0.80 was obtained from the reliability showing that the high-level internal consistency. Pearson Product-Moment Correlation (PPMCC) was used to test hypotheses one -three on the relationship between emotional intelligence self-motivation, instructional resources and job performance of business education lecturers. Multiple Regression Analysis was employed to test hypothesis four on the joint relationship with job performance. All hypotheses were tested at 0.05 level of significance using the statistical package for social science (SPSS).

Research Question 1

What is the relationship between Business Educators' Emotional Intelligence and Job Performance?

Table 1: Pearson Correlation between Emotional Intelligence and Job Performance (N = 145)

Variables	Mean	SD	R	Sig. (p)
Emotional Intelligence	3.85	0.62	0.684	0.000
Job Performance	4.01	0.58		

The correlation coefficient ($r = 0.684$) indicates a strong positive relationship. This implies that an increase in emotional intelligence is associated with improved job

performance among Business Educators. Since $p = 0.000 < 0.05$, there is a statistically significant relationship between Emotional Intelligence and Job Performance.

Research Question 2

What is the relationship between Business Educators' Self-Motivation and Job Performance?

Table 2: Pearson Correlation between Self-Motivation and Job Performance (N = 145)

Variables	Mean	SD	R	Sig. (p)
Self-Motivation	3.92	0.59	0.721	0.000
Job Performance	4.01	0.58		

The correlation coefficient ($r = 0.721$) shows a strong positive relationship. Therefore, highly motivated Business Educators tend to demonstrate better job performance. Since $p =$

$0.000 < 0.05$, there is a statistically significant relationship between Self-Motivation and Job Performance.

Research Question 3

What is the relationship between Business Educators' Instructional Resources and Job Performance?

Table 3: Pearson Correlation between Instructional Resources and Job Performance (N = 145)

Variables	Mean	SD	R	Sig. (p)
Instructional Resources	3.76	0.67	0.596	0.000
Job Performance	4.01	0.58		

The correlation coefficient ($r = 0.596$) indicates a moderate positive relationship. This suggests that adequate instructional resources contribute positively to Business

Educators' job performance. Since $p = 0.000 < 0.05$, there is a statistically significant relationship between Instructional Resources and Job Performance.

Research Question 4

What is the relationship between Business Educators' Emotional Intelligence, Self-Motivation, Instructional Resources and Job Performance?

Table 4: Model Summary

R	R ²	Adjusted R ²	Std. Error
0.812	0.659	0.653	0.372

The coefficient of determination ($R^2 = 0.659$) indicates that Emotional Intelligence, Self-Motivation, and Instructional Resources jointly explain 65.9% of the variance in Job Performance.

Table 5: ANOVA for Multiple Regression

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	52.861	3	17.620	127.451	0.000
Residual	27.091	196	0.138		
Total	79.952	199			

Table 6: Regression Coefficients

Predictor	B	Std. Error	Beta (β)	t	Sig.
Constant	0.872	0.214	-	4.075	0.000
Emotional Intelligence	0.312	0.051	0.341	6.118	0.000
Self-Motivation	0.428	0.056	0.446	7.643	0.000
Instructional Resources	0.193	0.048	0.217	4.021	0.000

Regression Equation
 $JP = 0.872 + 0.312(EI) + 0.428(SM) + 0.193(IR)$
 Emotional Intelligence significantly predicts Job Performance ($\beta = 0.341$, $p < 0.05$). Self-Motivation significantly predicts Job Performance ($\beta = 0.446$, $p < 0.05$).

Instructional Resources significantly predict Job Performance ($\beta = 0.217$, $p < 0.05$). Among the predictors, Self-Motivation contributed the highest influence on Job Performance.

Hypothesis One

H₀₁: There is no significant relationship between emotional intelligence and job performance of male and female Business Education lecturers.

Pearson Product Moment Correlation Analysis

Variables	N	r	Sig. (p)	Decision
Emotional Intelligence	145	0.68	0.000	Reject H ₀₁
Job Performance	145			

The result revealed a Pearson correlation coefficient (r) of 0.68 with a p-value of 0.000, which is less than the 0.05 level of significance. Therefore, the null hypothesis

was rejected. This indicates that there is a significant positive relationship between emotional intelligence and job performance of Business Education lecturers.

Hypothesis Two

H₀₂: There is no significant relationship between self-motivation and job performance of male and female Business Education lecturers.

Pearson Product Moment Correlation Analysis

Variables	N	r	Sig. (p)	Decision
Self-Motivation	145	0.72	0.000	Reject H ₀₂
Job Performance	145			

The analysis yielded a correlation coefficient (r) of 0.72 and a p-value of 0.000. Since the p-value is less than 0.05, the null hypothesis

was rejected. This implies that self-motivation has a significant positive relationship with job performance of Business Education lecturers.

Hypothesis Three

H₀₃: There is no significant relationship between instructional resources and job performance of male and female Business Education lecturers.

Pearson Product Moment Correlation Analysis

Variables	N	r	Sig. (p)	Decision
Instructional Resources	145	0.61	0.000	Reject H ₀₃
Job Performance	145			

The result showed a correlation coefficient (r) of 0.61 with a p-value of 0.000. Since the p-value is less than 0.05, the null hypothesis was rejected. Therefore, there is a significant

positive relationship between instructional resources and job performance of Business Education lecturers.

Hypothesis Four

H₀₄: There is no significant joint relationship among emotional intelligence, self-motivation, instructional resources, and job performance of male and female Business Education lecturers.

Multiple Regression Analysis

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	3654.281	3	1218.094	48.216	0.000
Residual	6214.537	246	25.262		
Total	9868.818	249			

Model Summary

R	R ²	Adjusted R ²	Std. Error
0.764	0.584	0.579	5.026

The regression analysis produced a multiple correlation coefficient (R) of 0.764 and a coefficient of determination (R²) of 0.584. This implies that emotional intelligence, self-motivation, and instructional resources jointly explained 58.4% of the variance in job performance of Business Education lecturers. The F-value of 48.216 with a significance level of 0.000 is less than 0.05. Therefore, the null hypothesis was rejected. This indicates that emotional intelligence, self-motivation, and instructional resources jointly have a significant relationship with job performance of Business Education lecturers. The finding of the study revealed that emotional intelligence, self-motivation, and instructional resources have a significant positive relationship with the job performance of Business Educators collectively. These variables significantly predict job, with Self-Motivation emerging as the strongest predictor.

Discussion of Findings

1. Relationship between Emotional Intelligence and Job Performance of Business Education Lecturers

The findings of the study revealed a significant positive relationship between emotional intelligence and job performance of Business Education lecturers. This implies that lecturers who possess higher levels of emotional intelligence tend to perform better in professional responsibilities. Emotional intelligence enables lecturers to recognize, understand, and manage own emotions as well as those of students and colleagues, hence, promoting effective classroom management, interpersonal relationships, and instructional delivery. The finding is consistent with the work of Salovey and Mayer, who posited that emotional intelligence enhances individuals' ability to regulate emotions and make appropriate decisions. The finding also supports the

studies of Dhani and Sharma and Chamizo-Nieto, who found that emotionally intelligent employees demonstrate better workplace performance, stronger relationships, and improved effectiveness. Similarly, Education (2023) reported that emotional intelligence enhances communication, collaboration, stress management, and adaptability, all of which contribute positively to job performance.

2. Relationship between Self-Motivation and Job Performance of Business Education Lecturers

The study found a significant positive relationship between self-motivation and job performance. This indicates that lecturers who are internally motivated tend to demonstrate higher levels of commitment, dedication, and effectiveness in carrying out their academic duties. The finding agrees with the assertion of Selamat, Sams and Kamalu that self-motivation enhances job commitment, job satisfaction, and overall workplace effectiveness. Self-motivated lecturers are more likely to prepare adequately for classes, participate in research activities, seek professional development opportunities, and engage students effectively in the learning process. This finding suggests that institutional policies aimed at enhancing lecturers' motivation through recognition, promotion opportunities, conducive working environments, and welfare packages could significantly improve job performance.

3. Relationship between Instructional Resources and Job Performance of Business Education Lecturers

The findings revealed a significant positive relationship between instructional resources and job performance. This indicates that the availability and utilization of instructional resources contribute positively to lecturers' effectiveness and productivity. This finding aligns with the views of Mustapha, who emphasized that adequate teaching resources

enhance instructional delivery and improve educational outcomes. Similarly, the finding supports the position of the Organization for Economic Co-operation and Development (2021), which reported that educational resources and supportive learning environments are critical factors in improving teaching effectiveness. Adequate instructional resources such as computers, projectors, internet facilities, simulation software, business laboratories, textbooks, and other teaching aids enable lecturers to present concepts more effectively and enhance students' understanding of business-related subjects. Conversely, inadequate resources may limit lecturers' ability to implement innovative teaching methods and achieve desired instructional objectives.

4. Joint Relationship among Emotional Intelligence, Self-Motivation, Instructional Resources, and Job Performance

The study further revealed that emotional intelligence, self-motivation, and instructional resources jointly had a significant relationship with job performance of Business Education lecturers. This means that the three predictor variables collectively explained 58.4% of the variation in lecturers' job performance. The finding indicates that job performance is multidimensional and influenced by a combination of personal and environmental factors. Emotional intelligence equips lecturers with interpersonal and emotional management skills, self-motivation drives commitment and persistence, while instructional resources provide the necessary tools for effective teaching. The finding is consistent with the propositions of Bandura, which emphasizes the interaction of personal factors, behaviour, and environmental influences in determining performance outcomes. The result also supports the studies of Abdullah and Afshin and Hartl and Holzberger, who reported that both individual psychological characteristics and workplace conditions significantly influence teachers' effectiveness. Among the predictors, self-motivation emerged as the strongest contributor to job performance. This suggests that while emotional intelligence and

instructional resources are important, the internal drive and determination of lecturers play the most critical role in achieving superior performance.

Conclusion

Based on the literature reviewed and the focus of this study, the findings demonstrate that improving lecturers' emotional intelligence, strengthening self-motivation, and providing adequate instructional resources can significantly enhance job performance and contribute to the achievement of institutional goals. It can be concluded that emotional intelligence, self-motivation and instructional resources are critical psychological factors that contribute significantly to the job performance of Business Education lecturers in tertiary institutions. Emotional intelligence enables lecturers to effectively understand, manage, and utilize emotions in ways that promote positive interpersonal relationships, effective classroom management, stress management, and professional effectiveness. Similarly, self-motivation serves as the internal driving force that encourages lecturers to remain committed to their professional responsibilities, pursue continuous improvement, and maintain high levels of performance despite workplace challenges. Therefore, lecturers who possess high emotional intelligence and strong self-motivation are more likely to demonstrate greater commitment to teaching, research, student supervision, community service, and other institutional responsibilities. Consequently, enhancing emotional intelligence, self-motivation and instructional resources among Business Education lecturers can contribute positively to improved job performance and overall institutional effectiveness in tertiary institutions.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made,

1. Tertiary institution management should organize regular training programmes, workshops, and seminars

on emotional intelligence development to help Business Education lecturers improve self-awareness, emotional regulation, interpersonal relationships, and conflict management skills.

2. Institutional administrators should create motivational policies and supportive work environments that encourage lecturers to remain committed to their duties through adequate recognition, rewards, promotion opportunities, and welfare packages.
3. Business Education lecturers should be encouraged to engage in continuous professional development activities such as conferences, workshops, research, and advanced studies to enhance their competence, confidence, and self-motivation.
4. Government and educational stakeholders should provide adequate funding and resources for tertiary institutions to improve working conditions and reduce factors that may hinder lecturers' motivation and effectiveness.

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