

## THE MEDIATING EFFECT OF ORGANISATIONAL COMMITMENT ON THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EMPLOYEE'S PERFORMANCE IN HIGHER INSTITUTIONS OF LEARNING: A CONCEPTUAL PAPER

Maryam Abubakar MALAM<sup>A</sup>, Dr Aliyu M. DANEJI<sup>b</sup>  
& Dr. Muhammad Baffa SANI<sup>c</sup>

<sup>a,b,c</sup>Faculty of Management Science, Department of Business Administration and Entrepreneurship, Bayero University Kano.

Corresponding author: maryammalam93@gmail.com

### Abstract

*Emotional intelligence plays a significant role in organization and has become an important evaluation criterion for judgment of an effective employee. It increases productivity and trust within and across the organization. It helps an employee in knowing his capability, gives a better understanding of his job. There is a strong relationship between emotional intelligence and employee performance which leads to organizational commitment. Hence, if an employee scores high in emotional intelligence, then higher will be his/her performance and commitment towards organization. Employees with high emotional Intelligence are proven to be more successful at workplace, because they are able to understand their emotions and are able to behave in a particular situation, for having winning outcomes. The objective of this study is to investigate the mediating effect of organizational commitment on the relationship between emotional intelligence and employee performance in higher institutions of learning. It is recommended that higher learning institutions should impart training of emotional intelligence. These skills help to manage stress better, improve work culture in the organisation and enables employees to perform better.*

**Keywords:** *Emotional Intelligence, Organisational Commitment, Employee Performance*

### Introduction

The area of human resource is concerned with how people are managed to achieve organisational goals and objectives. Being one of the most important elements among other resources in an organisation, like machinery, materials and money the human resource is the most significant factor that contributes towards the attainment of organisational goals and objectives (Yong et.,al 2020). The quality of the human resource of an organisation is essential to its

success. As such, every organisation must seek to improve the quality of its workforce since they play a pivotal role in accomplishing organisational goals and objectives (Al Karim, 2019). Similarly, the performance of lecturers in higher education is also of paramount importance to the success of such educational institutions since the success of such institutions measurably depends on the teachers' performance. Global evidence shows that education contributes to national productivity as well as to individual

earnings. Therefore, education is considered as a leading determinant of economic growth, employment, and earnings throughout the world. That is why United Nations Educational, Scientific and Cultural Organisation (UNESCO) recommend the allocation of not less 26% of every country's budget to the education sector. And despite this, a sum of 691.07 billion constituting 6.7% has been allocated to Nigeria's Federal Ministry of Education in the 2020 national budget (Budget Office of the Federation, 2020).

However, teachers' motivation, commitment and performance were found to be falling at the global level, in which 13% of employees in the teaching profession across 142 countries worldwide are not engaged in their jobs because they are not emotionally invested and focused on creating value for their organisations (Morkevičiūtė, 2020). In Nigeria, there had been crisis in education sector for many years, the situation has recently been made worse by lack of qualified teachers, intention to leave, low levels of involvement and commitment and lack of trust in leadership (Akhtar & Nazarudin, 2020). Nigeria's higher education institution has not met the expectations of the global educational goals and objectives due to a number of factors such as limited infrastructure, poor funding, lack of conducive atmosphere, low salary, and socio-political interferences (Gbenu, 2013; Halidu, 2015; Ahmed, Umar & Paul, 2015; Mathew, 2015; Isa & Yusoff, 2015; Amadi & Precious, 2015). Heavy workload (Sunday & Ekechukwu, 2017), stress (Omoniyi, 2013), lack of sound educational development of lecturers and labor dispute

(Adetunji 2016). These problems have resulted in low quality outputs, lack of commitment, and lack of international competitiveness and comparability of outputs. Issues bedeviling the education sector in Nigeria, which decrease academic staff performance and subsequently make them to leave the system are evident. Kassim, Bambale and Jakada (2016) highlighted a fact from Doequier and Marfouk (2006) which says, in 2006, 10.7% of the human resource who were trained in Nigeria got a job abroad, and this resulted in a human resource deficit in the system which costs the region over \$4 billion to get foreign professionals.

The issues of employee being exposed to stress, depression and other poor attitudes are all symptoms of emotion which lower employee morale as well as performance thereby resulting in low productivity, frustration, low team spirit, shattered group cohesion and job dissatisfaction (Uwa, 2021). Therefore, this study will examine the mediating effect of organisational commitments on the relationship between emotional intelligence looking at self-awareness, self-management, social awareness and relationship management in determining employee's performance in higher learning institutions.

## Literature Review

### 1. Employee performance

Performance is the work of quality and quantity achieved by an employee in performing their duties in accordance with responsibilities given. The work alone can be divided into two, namely hard work and smart or intelligent work. Hard work includes people who always exert all their

strength to work but the results are less satisfactory, while smart or intelligent work is a work that uses a strategy to minimize the energy to do a job to get better outcome than hard work (Mangkunegara 2005). Employee performance plays an important role for organisational performance. Employee performance is originally what an employee does or does not do. Performance of employees could include: quantity of output, quality of output, timeliness of output, presence at work, cooperativeness (Gungor, 2011). Researchers and authors agreed that performance is a multi-dimensional concept (Sonnetag & Frese, 2002). Borman and Motowidlo (1993) divided performance in two: task and contextual performance. Later Allworth and Hesketh (1999), Pulakos et al. (2000), Sinclair and Tucker (2006) and Griffin et.,al. (2007) came up with the concept of adaptive performance.

### **Task performance**

Task performance has to do with behavior's that contribute to the core transformation and maintenance activities in an organisation (Van Scotter et al., 2000) It requires more cognitive ability and is primarily facilitated through task knowledge (requisite technical knowledge or principles to ensure job performance and having an ability to handle multiple assignments), task skill (application of technical knowledge to accomplish task successfully without much supervision), and task habits (an innate ability to respond to assigned jobs that either facilitate or impede the performance) (Conway, 1999).

Contextual performance

This has to do with factors that are not directly concerned with the job. (Van Scotter et al., 2000). Contextual performance consists of multiple sub dimensions such as teamwork, allegiance, and determination. Contextual performance is a kind of attitude like volunteering for extra work, helping others in solving difficult task, upholding enthusiasm at work, cooperating with others at the time of need, sharing critical resources and information for organisational development, abiding by the prescribed rules and regulations, and supporting organisational decisions for a better change (Coleman, & Borman, 2000).

### **Adaptive Performance**

Griffin et al. (2007) define adaptive performance as the extent to which an individual adapts to changes in a work system or work roles. Hence, Pulakos et., al. (2000) presents an eight-dimensional taxonomy of adaptive performance: handling emergencies or crisis situations, handling work stress, solving problems creatively, dealing with uncertain and unpredictable work situations, learning work tasks, technologies and procedures; demonstrating interpersonal adaptability, demonstrating cultural adaptability, and demonstrating physically oriented adaptability.

## **2. Concept of Emotional Intelligence**

According to Emmerling and Goleman (2003) there are various definitions of emotional intelligence that are complementary to each other; each one aims at understanding one's own and others emotions. Mayer and Salovey (2007) define emotional intelligence as the ability to perceive emotions, to access, and generate

emotions so as to assist thought to understand emotions and emotional knowledge, and reflectively regulate emotions so as to promote emotional and intellectual growth. Emotional intelligence is the ability to determine emotions in ourselves and to become sensitive to what was perceived from the environment and the circle of people we interact with. It is also possible that emotional intelligence is the use of emotional knowledge to handle the situation and make plans and decisions based on emotions that felt (Khokhar & Kush, 2009). According to Jorfi et al. (2010), emotional intelligence refers to an effective understanding of ourselves and others, have a good relationship with other people, and to adapt and cope with their environment to become more successful in dealing with environmental demands.

#### **Models of Emotional Intelligence**

There have been several models that have put forth the efforts in order to completely describe and define emotional intelligence. The three main models have been stated as follows: (Emotional Intelligence, 2010).

#### **The Ability- Based Model**

In this case, emotional intelligence is described as the ability to perceive emotion, integrate emotion to facilitate through, understand emotions and regulate emotions to lead to personal growth. These four areas came to be known as the four-branch model (Mayer, Salovey, & Caruso, 2004). The four main types of emotional abilities that are proposed by this model include: emotional perception, emotional use, emotional management and emotional understanding.

- a. Emotional Perception: is the ability to be self-aware of emotions and to

express emotions and emotional needs accurately to others. It also includes the ability to distinguish between accurate and inaccurate or honest and tricky emotional expressions.

- b. Emotional Assimilation: is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes by directing attention to important information. Just like Emotional mood swings change the individual's thinking pattern from optimistic to pessimistic, encouraging consideration of multiple points of view. Emotional states distinctively encourage specific problem-solving approaches such as happiness state facilitates inductive reasoning and creativity.
- c. Emotional Understanding: is the ability to understand complex emotions and the ability to identify transitions from one emotion to the other such as the transition from anger to satisfaction or from anger to shame. Lastly, the fourth branch,
- d. Emotion Management: is the ability to stay open to both pleasant and unpleasant feelings, the ability to reflectively connect or detach from an emotion depending upon it being judged to be informative or utility and regulate emotions in both ourselves and in others. Mayer et.,al (2004) explain that the four branches function hierarchically with the perception of emotions acting as the most basic or bottom

branch, and emotional management as the most complex or top branch.

### **The Trait Model**

This is the most recent model that is published by Petrides (2009). This model identifies the break from the idea that emotional intelligence is ability based. It takes into account that individuals have as part of their personalities a number of emotional self-perceptions and emotional traits. These traits cannot be measured in the scientific sense, but instead they are measured by the respondent's self-report. The respondent will be able to accurately describe his or her own traits. This model of emotional intelligence can be viewed only in combination with an all-inclusive examination of an individual's personality.

### **The Mixed Model**

The Mixed Model considers emotional intelligence as ability and a trait as well (Goleman, 1998). The mixed model was introduced by Daniel Goleman and it focuses on emotional intelligence as a wide array of competencies and skills that drive leadership performance. It is the most widely used and accepted model of emotional intelligence. This model involves a range of competencies and these are divided into skill sets and which form the picture of an individual's level of emotional intelligence. Each of these competencies and skills include: Self-awareness, social awareness, social skills and self-management.

### **Determinant of emotional Intelligence**

The famous theory presented by Goleman's (1995) was highlighted by Seiyefa (2012). This helped in the identification of some

prime factors associated with emotional intelligence at the workplace including; self-regulation, social awareness (empathy), self-awareness, self-motivation, and relationship management (social skills). Goleman (1995) suggested that these five components of emotional intelligence substantially impact an individual's perception and reaction to organizational events (Seiyefa, 2012). Boyatzis et al. (1998) reduced these five components to four that included; self-management, relationship management, self-awareness, and social awareness

Emotional intelligence can be organized into four dimensions representing the recognition of emotions in one-selves and in others, as well as the regulation of emotions in ourselves in others, each dimension consists of a set of emotional competencies that people must possess to fulfill that dimensions of emotional intelligence (Goleman, 1998). The dimensions are as follows self-management, self-awareness, social awareness and relationship management.

**Self-management:** is the ability to regulate distressing effects like anxiety and anger and to inhibit emotional impulsivity (Goleman, 1995). This means managing your emotional reactions and responding appropriately to different situations. The dimensions of self-management are stress management, emotional self-control, optimism, trustworthiness, motivation, achievement orientation, adaptability, self-regulation, motivation, time management, transparency and initiative.

**Self-awareness:** is the ability to detect which emotion, moods, and impulses one is

experiencing and why are they experiencing them and how do they affect others and their performance. It refers to a better and deeper understanding of one's own emotions as well as strengths, weaknesses, values and motives. The dimensions of self-awareness are emotional self-awareness, accurate self-assessment and self-confidence.

**Social awareness:** is the ability to accurately detect emotions in other people and understand how they impact on the situation of interest or concern. It is mainly about empathy, having understanding and sensitivity to the feelings, thoughts and situations of others. Social awareness dimension has the following competencies: empathy, service orientation and organisational orientation. The dimensions of social-awareness are organisational awareness, service orientation, and empathy.

**Relationship management:** is the ability to influence, guide, and handle other people's emotions while managing conflict. It's include the identification, analysis, and management of relationships with people inside and outside your team. It also incorporates an individual's ability to communicate. The dimensions of relationship management are conflict resolution, collaboration and teamwork, influence and persuasion, leadership, relationship building and communication.

### 3. Concept of Organisational Commitment

Organisational commitment is the level of commitment and loyalty that workforce demonstrates to employers. As part of this concept, determining the level of task that

employees feel toward an employer is important. The fundamental idea is that if an employee is truly committed to the objectives and plans of the organisation, he or she will manifest that commitment in terms of individual work ethic, the support of organisational goals and generally be dedicated to the enduring success of the employer's business (Mowday 1982).

Organisational commitment is the degree to which employees believe and accept the organisation's goals and values, input highly strenuous value commitment and effort commitment to the organisation, and hope to become or remain a member of that organisation (Robbins, 1998). There are at least three components or dimensions of commitment: affective, normative, and continuance (Allen & Meyer, 1990; Meyer & Allen, 1991; 1997).

**Affective commitment:** This describes a person's emotional attachment with the organisation; that is, there is a strong bond between the identity of the individual and the identity of the organisation (Allen and Meyer, 1990). Affective commitment is defined as employee emotional attachment to, identification with, and involvement in the organisation and its goals (Dunham et.,al 1994).

**Normative commitment:** This describes an individual's feelings of obligation and loyalty to the organisation. These feelings may stem from familial or cultural socialization processes which portray the organisation's mission as worthy (Allen and Meyer, 1990).

**Continuance commitment:** Continuance commitment is the willingness to remain in an organisation because of the investment

that the employee has with “non-transferable” investments. Non-transferable investments include things such as retirement, relationships with other employees, or things that are special to the organization. Miller and Lee (2001) further explain that employees who share continuance commitment with their employer often make it very difficult for an employee to leave the organization.

### **Review of Empirical Studies**

This section is aimed at reviewing relevant empirical studies related to the study variables.

#### **1. Emotional Intelligence and Employee Performance**

Different studies by different scholars were conducted to examine the relationship between emotional intelligence and employee performance some of these works include the work of Naqvi and Siddiqui (2023). In a study between emotional intelligence, has a positive and significant effect on employee performance. Manickam and Latha (2021) in a study on emotional Intelligence and its impact on Employee Performance in service sectors was found to have significant effect on employee performance. In this context, a study titled “the Influence of Emotional Intelligence on Employee’s Job Performance in the Southern State of Malaysia.” was conducted by Razali et.,al (2022) emotional intelligence was found to have positive effect employee performance.

#### **2. Emotional Intelligence and Organisational Commitment**

Different studies were also conducted to examine the relationship between emotional intelligence and organisational commitment. Ahad et.,al (2021) in their study titled “The the relationship between work attitudes, organisational commitment and emotional intelligence among vocational college teachers in Malaysia. The study found that there was a significant positive relationship between organisational commitment and emotional intelligence. Similarly Alsughayir (2020), found that emotional intelligence had a positive effect on employee’s performance.

#### **3. Organisational Commitment and Employee Performance**

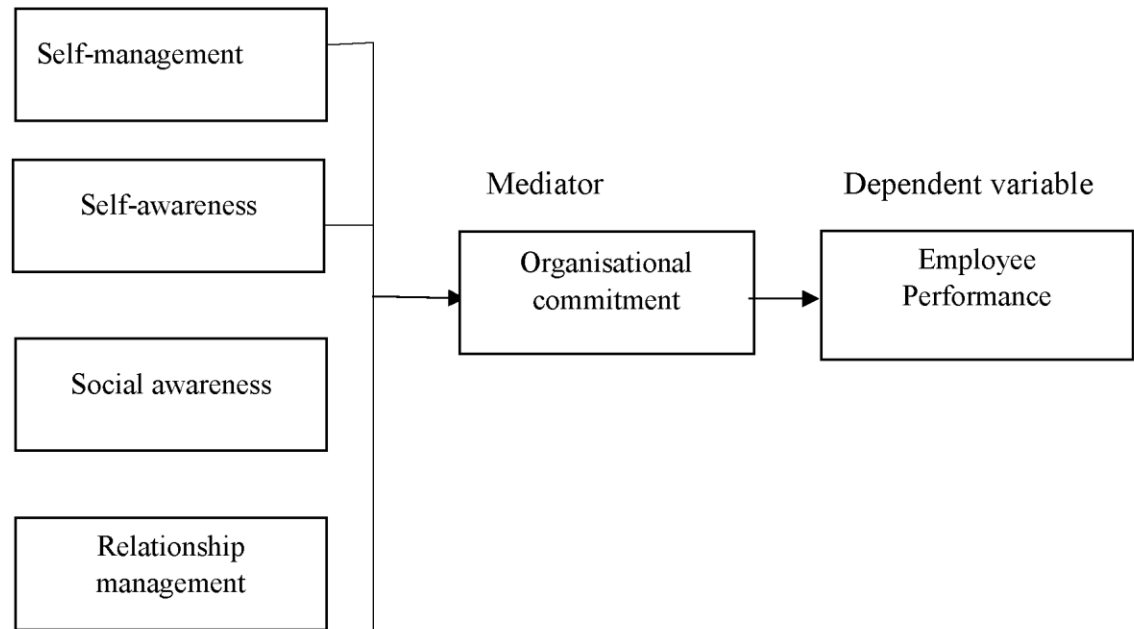
Thi and Loan (2020) in their study, found out that there is a positive relationship between emotional intelligence and organisational commitment. In addition, Al-Fakeha et.,al in their study titled “the moderating effects of organisational commitment on the relationship between employee satisfaction and employee performance in Jordanian Islamic banks” organisational commitment found a positive effect on employee’s performance and employee satisfaction. Conceptual Model

Below is the Conceptual Model formulated for the mediating variable (Organisational Commitment), dependent variable (employee performance) and the independent variable (emotional intelligence) i.e self-management, self-awareness, social awareness and relationship management.

- Ahmad, T., Umar, K., & Paul, C. (2015). Analysis of factors enhancing pitfall in research and teaching of the Nigerian University System. *International Journal of Higher Education*, 4(3), 82-89.
- Akhtar, R., & Nazarudin, M. N. (2020). Synthesizing literature of leadership, job Satisfaction and trust in leadership. *African Journal of Hospitality, Tourism and Leisure*, 9(2), 23-27.
- Al Karim, R. (2019). Impact of different training and development programs on employee performance in Bangladesh perspective. *International Journal of Entrepreneurial Research*, 2(1), 8-14.
- Al-fakeh, F. A., Padlee, S. F., Omar, K., & Salleh, H. S. (2020). The moderating effects of organizational commitment on the relationship between employee satisfaction and employee performance in Jordanian Islamic banks. *Management Science Letters*, 10, 3347–3356.
- Al-fakeh, F. A., Padlee, S. F., Omar, K., & Salleh, H. S. (2020). The moderating effects of organizational commitment on the relationship between employee satisfaction and employee performance in Jordanian Islamic banks. *Management Science Letters*, 10, 3347–3356.
- Alsughayir, A. (2020). The effect of emotional intelligence on organizational commitment : Understanding the me- diating role of job satisfaction. *11*, 1309–1316.
- Alsughayir, A. (2020). The effect of emotional intelligence on organizational commitment : Understanding the me- diating role of job satisfaction. *11*, 1309–1316.
- Amadi, E.C., & Precious, U. (2015) Educational management planners view of strike action and it's effect on educational management in universities in Rivers State. Singaporean. *Journal of Business Economics, and management Studies*, 4(7), 45-55.
- Borrman, W.C. and Motowidlo, S.M. (1993), "Expanding the criterion domain to include elements of contextual performance" *Psychology faculty publications*. 111 Florida. 15(7/8), pp.343-354. Allworth, E. and Hesketh, B. (1999), "Construct-oriented biodata: capturing change-related and contextually relevant future performance", *International Journal of Selection and Assessment*.
- Conway, J.M. (1999), "Distinguishing contextual performance from task performance for managerial jobs", *Journal of Applied Psychology*, Vol. 84 No. 1, pp. 3-13.
- Conway, J.M. (1999), "Distinguishing contextual performance from task performance for managerial jobs", *Journal of Applied Psychology*, Vol. 84 No. 1, pp. 3-13.
- Docquier F.& Marfouk A. (2006), "Brain drain in developing countries". *Oxford Journals of Economics and Social Sciences. World Bank Economic Review*, 2(2), 193-218
- Dunham, R. B., Grube, J. A., & Castenada, M. B. (1994). "Organizational commitment: The utility of an integrative definition". *Journal of Applied Psychology*, 79: 370–380.176-189.
- Gbenu, J.P. (2013). Academic staff turnover, national development and emerging policy issues. *Scholars Journal of Arts, Humanities and Social Sciences*. 1(1), 1-7
- Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. Bantam.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). Relation of employee and manager emotional intelligence to job satisfaction and performance. *Journal of Vocational Behavior*. 68, 461–473.



**Independent variable**



**Figure 1: Source Researcher, (2023)**

**Conclusion**

The research aims at studying the mediating effect of organisational commitment on the relationship between emotional intelligence and employee performance in higher learning institutions. It concludes that emotional intelligence is a key analyst for employees to supervise their own emotions as. Studies have shown that employees with high emotional intelligence competencies have better job performance than

employees with low emotional intelligence competencies. It is found that high emotional intelligence of employees leads to better work performance and thereby increasing the organization commitment. It is recommended that higher learning institutions should impart training of emotional intelligence. It helps manage stress better, improves work culture in the organisation and enables employees to perform better.

**References**

Adetunji, A.T. (2016). Problems Hindering quality provision in Nigeria universities: a review of academic officers. *International Journal of Management and Social Sciences Research (IJMSSR)*, 5(2), 38-45.

Ahad, R., Mustafa, M. Z., Mohamad, S., Hanim, N., Abdullah, S., & Nordin, M. N. (2021). Work Attitude , Organizational Commitment and Emotional Intelligence of Malaysian Vocational College Teachers. *Journal of Technical Education and Trainin*, 13, 15–21.

- Griffin, M.A., Neal, A. and Parker, S.K. (2007), "A new model of work role performance: positive behaviour in uncertain and interdependent contexts", *Academy of Management Journal*. 50(2), pp. 327-347.
- Güngör, P. (2011). The Relationship between Reward Management System and. *Procedia Social and Behavioral Sciences*, 1510–1520. Retrieved from <http://www.sciencedirect.com>
- Halidu, S.G.(2015). Assessment of funding of federal universities in Nigeria: evidence from Ahmad's Bello University. *Yobe Journal of Economics (YOJE)*, 2(1) 272-283.
- Isa, A., Yusif, W.Z. (2015). State of physical facilities of higher education institutions in Nigeria. *International Journal of Scientific and Research Publications*, 5(4), 1-5.
- Jorfi, H., Jorfi, S.& Moghadam, K. 2010.Impact of Emotional Intelligence on Performance of Employees in Postmodern Openings. 4 (4).
- Kassim, S. I., Bambale, A. J., & Jakada, B. A. (2016). Emotional Intelligence and Job Satisfaction among Lecturers of Universities in Kano State: Empirical Evidence. *Journal of Education and Practice*, 7(10), 53–59.
- Kaur, N., & Hirudayaraj, M. (2021). The Role of Leader Emotional Intelligence in Organizational Learning: A literature Review Using 4I Framework. *New Horizons in Adult Education and Human Resource Development*, 33(1), 51-68.
- Management: An International Journal of Entrepreneurial Research*, 2(1), 8-14.
- Mangkunegara, A. P. (2005). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung, Pakistan, Remaja Rosdakarya.
- Manickam, D & Latha, A. (2021). A study on Emotional Intelligence and its impact on Employee Performance in service sectors of Coimbatore District. *Turkish Journal of Computer and Mathematics Education* 12(11) 4636-4646.
- Matthew, I.K. (2014). Combating brain drain menace in tertiary institutions in Nigeria: the way forward. *International Journal of Novel Research in Education and Learning*, 1(2), 20-33.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503-517.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional Intelligence: Theory, Findings, and Implications. *Psychological Inquiry*, 15(3), 197-215.
- Miller, D., & Lee, J. (2001). The People Make the Process: Commitment to Employees, Decision- Making and Performance. *Journal of Management*, 27, 163–189.
- Morkevičiūtė, M., & Endriulaitienė, A. (2020). Explaining work motivation through perceived transformational leadership: what to expect in a sample of female employees. *Gender in Management: An International Journal of Entrepreneurial Research*, 2(1), 8-14.
- Naqvi S. T. A. & Siddiqui, A., N. (2023). The Impact of Emotional Intelligence on Job Performance with a Mediating Role of Job Satisfaction. *Market Forces* 18(1), 63-96.
- Omoniyi, M.B.I (2013). Sources of workplace stressors among university lecturers in south west Nigeria: implication for counseling. *1st Annual International Interdisciplinary Conference, AIIC 2013, 24-26 April, Azores, Portugal*.
- performance domain. *Human Resource Management Review*, 10(2), 24–44.
- Petrides, K.V. (2009). Technical Manual for the Trait Emotional Intelligence Questionnaires (TEIQue). London: London Psychometric Laboratory

- Pulakos, E.D., Arad, S., Donovan, M. A & Plamondon, K. E. (2000) Adaptability in the work Place: Development of a taxonomy of adaptive Performance, *Journal of applied Psychology*, 85(4), 612-624.
- Razali, R. A., Wahab, S. R. A., Shaari, R., Azlan, S. N., & Taek-Hyun, S. (2022). The Influence of Emotional Intelligence on Employee's Job Performance in the Southern State of Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 12(8), 1678 – 1695.
- Robbins, S. P. (2001). *Organizational Behavior: Global and Southern African Perspectives*. NJ: Prentice Hall International Inc.
- Seiyefa, A. (2012). The Impact of Emotional Intelligence on Employee Performance. Retrieved from <https://korisamuel.wordpress.com/2015/10/03/the-impact-of-emotional-intelligence-on-employee-performance>.
- Sinclair, R.R. & Tucker, J.S. (2006), "Stress-CARE: an integrated model of individual differences in soldier performance under stress", in Britt, T.W., Castro, C.A. and Adler, A.B. (Eds), *Military Life: The Psychology of Serving in Peace*. Smart PLS
- Sunday, O. D., & Ekechukwu, R (2017). Managing Workload of Academic Staff for Job Effectiveness in Nigeria Universities: A Study of University of port Harcourt in South-South Geopolitical Zone of Nigeria. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 4(12), 102-108.
- Thi, L., & Loan, M. (2020). The influence of organizational commitment on employees' job performance: The mediating role of job satisfaction. *Journal of Management Science*, 10, 3307–3312. <https://doi.org/10.5267/j.msl.2020.6.007>
- Uwa, K. L. (2021). Emotional Intelligence and Employee Performance in Akwa Ibom State Local Government: A study of selected local Governmenr Councils. *Journal of Administration and Corporate Governance* 1(1).
- Van Scotter, J.R., Motowidlo, S.J. and Cross, C.T. (2000), "Effects of task and contextual performance on reward systems", *Journal of Applied Psychology*, 85(4), pp. 526-535.
- Yong, J. Y., Yusliza, M. Y., Ramayah, T., Chiappetta Jabbour, C. J., Sehnem, S., & Mani, V. (2020). Pathways towards sustainability in manufacturing organizations: Empirical evidence on the role of green human resource management. *Business Strategy and the Environment*, 29(1), 212-228