

Influence of Emotional intelligence and Self-concept on Job Satisfaction Among Business Education Lecturers in Colleges of Education in North-west, Nigeria

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Abstract

The study investigates the influence of emotional intelligence and self-concept on job satisfaction among business education lecturers in colleges of education in North-west Nigeria. The study had two research objectives, two research questions and null hypotheses. Survey research design was used in the study. The population of the study was forty-one (41) business education lecturers from three colleges of education in north-west Nigeria. Whole population was used as sample. One instrument was used to generate data. The instrument was divided in three constructs namely; Emotional Intelligence Self-assessment Questionnaire (EISAQ), Self-concept Assessment Questionnaire (SCAQ), and Job Satisfaction Self-assessment Questionnaire (JSSAQ) units. The instrument was validated by experts of the ranks of senior lecturer and above. A pilot test was conducted at Federal College of Education Kontagora. Data collected from the pilot test were sorted through Gutman Split-half statistical method. The results of reliability of the instrument revealed a reliability index between 0.6 and 1.00. All the research questions were answered using mean and standard deviation. The hypotheses were tested using ANOVA. A Probability value, P-value of less than 0.05 (5%) denoted that a statistically significant influence existed between variables under study, otherwise not statistically significant. The findings of the study showed that emotional intelligence and self-concept had a significant influence on job satisfaction of business education lecturers in the study area. It was concluded that gender difference on emotional intelligence and self-concept had significant influence in job satisfaction among business education lecturers in the study area. Therefore recommended, institutions should integrate emotional intelligence training into staff development programmes to foster a more emotionally intelligent in academic environment and the colleges should introduce gender-sensitive policy adjustments in welfare programmes to enhance job satisfaction among business education lecturers in colleges of education.

Keywords: Emotional intelligence, Self-concept, Job Satisfaction, Business Education, Colleges of Education

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Introduction

Academic institutions generally run by teaching as well as non-teaching staff who work to achieve the goal of imparting knowledge to students. The teaching staff are referred to as lecturers who are particularly crucial in the process because they are the ones trained specifically to impart knowledge through teaching and research. Lecturers partake in the process of setting a national education policy that states the kind of knowledge, which meets the nation's development, human, technological as well as cultural needs. The lecturers also design and impart to learners the exact knowledge, which meets the set guidelines. As such, lecturers are major contributors to the formulation of policy that serve as the framework for the knowledge. It is not enough to recognize lecturers' position as educational policy implementers and human resource trainers; it is also worth investigating to know whether they are happy with their jobs or not.

Employees who are satisfied with their jobs are likely to devote more time, energy and effort to their jobs, resulting in increased output. Simply put, if lecturers are happy with their jobs, they can contribute significantly to accomplishing educational goals. Therefore, Job satisfaction is people's feelings about various elements of work. It is as a positive emotional response of workers or employees experiences when doing their jobs or when they are at their places of work (BasuMallick, 2021).

Emotional intelligence (EI) is a psychological construct, which refers to an individual's ability to understand their emotions and those of other people and making a selection among these; and operating this knowledge in thoughts and behaviours. According to Cherry (2022), EI is ability to perceive, interpret, demonstrate, control and use emotions to effectively and constructively communicate with and relate to colleagues. This ability that enables one to express and control emotions is essential because it allows one to be able to understand, interpret and respond to emotions of others. Emotional intelligence is essential in order to comprehend and sustain relationship with others. It is necessary for development of traits, such as compassion and empathy as well as maintenance of strong relationships. BasuMallick (2021) asserted that an individual's academic and professional successes are dependent on their ability to control both intrapersonal and interpersonal emotions. As a result, lecturers with better emotional intelligence are more

likely to effectively manage, analyze and control emotions in both themselves and their colleagues.

Self-concept is one of the characteristics that contribute to effective workplace relations. Self-concept refers to how people see and carry themselves as well as how they see other people and how they believe others see them. (Bulus, 2021). Self-concept has to do with a system of acquired attitudes, beliefs and evaluative judgments that people have about themselves. If they have low self-esteem, it may cause them to lose confidence in themselves which can influence how they interact with their co-workers. Teachers' self-concept is formed based on their experiences and how they perceive themselves in the teaching profession. (Kapenda & Pieters, 2017)

Both men and women work as lecturers in educational institutions. Gender disparities in the labour market are long-standing phenomena that have been studied empirically. Job satisfaction may be linked to gender. Studies have found out that women are more satisfied with their jobs than their male counterparts (Carrillo-Garca, et al, 2013; Zou, 2015). The authors are also of the view that, inequalities in job satisfaction between men and women may be caused by differing job expectations and values in job incentives, in addition to systemic variations in work quality as perceived by men and women. As a result of the relationship of above variables, a study is conducted on influence of emotional intelligence and self-concept on job satisfaction among business education lecturers in colleges of education in North-west Nigeria.

Studies on the influence of emotional intelligence and self-concept on job satisfaction have received a major focus in terms of research work in recent year by researcher. Researchs that contributed to the study of these variables among others include:

Okafor, (2023) examined the relationship between *Emotional Intelligence and Job Satisfaction among Business Education Lecturers in South-East Nigerian Colleges of Education*" investigated the link between emotional intelligence and job satisfaction. The study adopted a **correlational research design** with a population comprised **all 312 business education lecturers** in public colleges of education southeastern states and **180 lecturers** were selected. **Structured questionnaire** was used to gather data. The **reliability coefficient**, determined through Cronbach's Alpha, was **0.87**. Findings revealed a **significant positive relationship** between emotional intelligence

and job satisfaction was established. The study concluded that emotional intelligence plays a critical role in enhancing lecturers' satisfaction. It recommended that institutions should integrate emotional intelligence training into staff development programs. The study is related to the present study because both studies used emotional intelligence as independent variables and job satisfaction as dependent variable. While the past examined only emotional intelligence as independent variable, the present study considered influence of emotional intelligence, self-concept and gender as independent variable and job satisfaction as the dependent variable. A total population sampling procedure was used on the present study, while the past used a proportion of the respondents.

Usman, (2022) examined "An Empirical Analysis of Self-Concept as a Predictor of Job Satisfaction among Business Education Lecturers in North-West Nigerian Colleges of Education." Descriptive survey research design was used with a target population of 320 business education lecturers from colleges of education in the North-West zone using 160 lecturers as sample. Self-structured questionnaire was used for data collection. The instrument validated using test-retest with a validity coefficient of 0.89. Results indicated a significant positive correlation between self-concept and job satisfaction, with self-esteem and professional identity emerging as key components influencing job satisfaction. The study concluded that self-concept significantly shapes lecturers' job satisfaction levels. Recommendations included the integration of self-awareness modules in professional development workshops. The present study considered more other variables as they relate to job satisfaction. However, the present study differed from the past study in terms of research design and sample size. Both studies differed in the choice of instrument, research design and sampling size and sampling procedures.

Maureen *et al.* (2019) carried out a study on gender and job satisfaction. The with a population of 8,280 male and female members across the countries. Total population sampling procedure was used. Four research questions and four hypotheses were formulated. Both descriptive and inferential statistics were used to answer research questions and test the null hypotheses. The study used non-panel longitudinal data from the 2015 International Social Survey Programme (ISSP) Work Orientation Module IV- various survey question on job characteristics and job quality. The International Social Survey Programme Work Orientation modules utilized a multi-stage stratified

probability sample to collect data for each of the countries for target population. To investigate if gender, country and work-based factors make a difference on employee level of job satisfaction. Extrinsic rewards, intrinsic rewards, work–life balance and gender were examined as variables. The results showed that there were no differences between women's and men's job satisfaction. In only one country was women's job satisfaction significantly high. Extrinsic outcomes were significantly low for women. The study is related to the present study because both studies used gender as independent variables and job satisfaction as dependent variable. While the past study considered more variable in the conduct of the study. Share similarities in total population sampling procedure with past having wider scope of coverage as targeted population.

Onuoha *et al.* (2014), conducted a study on gender and job satisfaction of library staff in private university libraries in Ogun State, Nigeria. Three research questions were raised as a guide for the study with a descriptive survey research design, a population of 162 library staff in seven private university libraries and an enumerative sampling technique was used. Questionnaire was used for data collection. The study revealed that gender had no significant influence on job satisfaction in the study. Based on the findings, the study recommended that library administrators adopt a policy of equal treatment for both genders. Both past and present studies share similarities in dependent, independent variable, instrument for data collection and statistical instrument for data analysis.

Statement of the Problem

The researchers observed that business education lecturers irrespective of their gender in Nigerian colleges of education play a vital role in equipping student-teachers with the skills, competencies, and character needed to produce effective teachers for secondary schools. However, beyond acknowledging their crucial role, it is important to examine whether these lecturers are satisfied with their jobs. Job satisfaction is essential because satisfied employees are more likely to demonstrate commitment, energy, and productivity in their duties. Recent observations reveal a disturbing trend: the exit of highly qualified and experienced business education lecturers from colleges of education to universities, government ministries, parastatals, and private organizations. Administrative records indicate that between 2020 and 2025, lecturers ranging from Lecturer I to Chief Lecturer have resigned from

various colleges in the North-west. For instance, at Shehu Shagari College of Education, Sokoto, seven lecturers two of which were female (35% of the department's workforce) left for universities. Similarly, Adamu Augie College of Education, Argungu, lost two lecturers (0.18% of its workforce), while Federal college of Education, Gidan Madi, lost three lecturers (0.36%).

If this trend continues unchecked, it could lead to poorly trained NCE graduates, thereby undermining the objectives of business education at both junior and senior secondary school levels. Previous studies have highlighted factors influencing job satisfaction, including good wages, job security, respectful treatment, healthy environments, safety, and career progression. Yet, these have not adequately addressed the challenge. This study, therefore, seeks to explore additional factors specifically emotional intelligence, self-concept, and colleagues' work environment as potential determinants of job satisfaction among business education lecturers in colleges of education in North-west Nigeria.

Research Objectives

The objectives of this research is to:

- I. Determine the gender difference on the influence of emotional intelligence on job satisfaction among business education lecturers in colleges of education in Northwest Nigeria.
- II. Assess the gender difference on the influence of self-concept on job satisfaction among business education lecturers colleges of education in Northwest Nigeria.

Research Questions

- I. What is the gender difference on the influence of emotional intelligence on job satisfaction among business education lecturers in colleges of education in Northwest Nigeria?
- II. What is the gender difference on the influence of self-concept on job satisfaction of among lecturers in colleges of education in Northwest Nigeria?

Null Hypothesis

- I. There is no significant difference between gender on the influence of emotional intelligence on job satisfaction among business education lecturers in colleges of education in Northwest Nigeria
- II. There is no significant difference between gender on the influence of self-concept on job satisfaction among business education lecturers in colleges of education in Northwest Nigeria

METHODOLOGY

Survey research design was used for the study. A survey research design enables the researcher to gather data from a large number of respondents allowing for statistical analysis and generalization to broader population (Goodd fellow, 2023). The population for the study comprised 41 male and female business education lecturers from three 3 colleges of education in Northwest, Nigeria, the entire population of 41 lecturers was used as sample of the study using a census survey procedure. The instrument was validated by experts of the rank of senior lecturers and above. A validity coefficient of Emotional Intelligence 0.754 and Self-concept 0.809 0.679 were obtained using Guttman split-half method. The data was generated through the administration of questionnaire. Mean and standard deviation were employed to answer research questions. All the null hypotheses were tested using ANOVA at 0.05 level of significance. ANOVA was chosen to test null hypotheses because it analyses the variance within and between groups to determine if the observed differences are statistically significant (Bulus, 2021).

Results

The results of data used to answer the three research questions are presented in Tables 1 - 2.

Research Question 1: What is the difference on the influence of emotional intelligence on job satisfaction of male and female business education lecturers in colleges of education in Northwest Nigeria?

Table 1: Mean and standard deviation on difference on the influence of emotional intelligence on job satisfaction of male and female business education lecturers in colleges of education in Northwest Nigeria

S/N	EMOTIONAL INTELLIGENCE	Mean	Std
1	I recognize when I am stressed and I realize immediately when I lose my temper at any given situation at work	2.55	0.75
2	I usually know when I am unreasonable and can account for the reason(s) when I feel anxious	2.60	0.76
3	Awareness of my own emotions is very important to me at all times, whether with my colleagues, in the lecture room or with my superiors	2.05	0.85
4	I know what makes me happy, I can let anger 'go' quickly so that it no longer affects me	2.08	0.78
5	I am aware when being emotional	2.20	0.76
6	Others can tell what kind of mood I am in	2.12	0.81
7	I know how to get along with difficult people	2.10	0.79
8	I allow stressful situations to affect me once I am alone	2.15	0.75
9	I can suppress my emotions when I need to	2.25	0.74
10	Others often know how I feel about things	2.55	0.68
11	I get motivated when doing difficult tasks	2.60	0.65
12	I am usually able to prioritize important activities at work and get on with them	2.05	0.77
13	I always meet deadlines	2.20	0.69
14	I believe that I should do difficult tasks first before others	2.15	0.72
15	I can always motivate myself even when I feel downcast and that has been the way to my success	2.08	0.83
16	I can tell if someone is not happy with me and able to see things from the other person's viewpoint	2.12	0.79
17	I am excellent at empathizing with someone else's problem	2.05	0.84
18	I can tell if a team of people are not getting along with each other	2.10	0.76
19	I can usually understand why people are being difficult towards me	2.15	0.78
20	Reasons for disagreements are always clear to me	2.10	0.70
21	I can understand if I am being unreasonable and can sometimes see things from the point of view of others	2.15	0.75
22	I never interrupt other people's conversations	2.30	0.73
23	I love to meet new people, get to know what makes them happy and what is important to them	2.20	0.77
24	I generally build solid relationships with people I work with	2.44	0.77

25	I am good at reconciling difference with people	3.04	0.62
Grand Mean		2.41	

The results in Table 1 shows the difference in how emotional intelligence influences job satisfaction among male and female business education lecturers in colleges of education in North-west Nigeria. The emotional intelligence scores have a grand mean of 2.41, with standard deviations ranging from 0.62 to 0.85. This suggests that lecturers possess a *moderate level* of emotional intelligence, though the consistency of their responses varies across different aspects of emotional awareness and self-management.

The highest-rated statement, “I am good at reconciling differences with people” (mean = 3.04, SD = 0.62), indicates that lecturers generally excel in resolving conflicts and maintaining harmony. This ability is important for teamwork, smooth departmental operations, and maintaining positive workplace relationships. Another relatively high-rated item, “I usually know when I am unreasonable and can account for the reason(s) when I feel anxious” (mean = 2.60, SD = 0.76), suggests that lecturers have some level of self-awareness, particularly in recognizing their emotional triggers.

However, several items scored noticeably lower. For example, “Awareness of my own emotions is very important to me at all times...” (mean = 2.05, SD = 0.85) and “I am excellent at empathizing with someone else's problem” (mean = 2.05, SD = 0.84) indicate that some lecturers struggle with emotional awareness and empathy, which are essential components of emotional intelligence. Similarly, statements such as “I can always motivate myself even when I feel downcast” (mean = 2.08, SD = 0.83) and “I know how to get along with difficult people” (mean = 2.10, SD = 0.79) show that self-motivation and interpersonal adaptability may be challenging for some lecturers.

Mixed scores were also observed in areas related to stress control and communication. Items like “I recognize when I am stressed...” (mean = 2.55, SD = 0.75) and “Others often know how I feel about things” (mean = 2.55, SD = 0.68) show that lecturers are somewhat aware of their emotional state, though this awareness does not always translate into effective emotional management. The item “I generally build solid relationships with people I work with” (mean = 2.44, SD = 0.77) suggests room for improvement in forming strong workplace relationships.

Overall, the findings suggest that emotional intelligence among business education lecturers is moderate, with strengths in conflict resolution but weaknesses in empathy, emotional awareness, and self-motivation. These variations imply that male and female lecturers may experience emotional intelligence differently, which can influence their overall job satisfaction levels in different ways.

Research Question 2: What is the difference on the influence of self-concept on the job satisfaction of male and female business education lecturers in colleges of education in Northwest Nigeria?

Table 2: Mean and standard deviation on difference on the influence of self-concept on job satisfaction of male and female business education lecturers in colleges of education in Northwest Nigeria

Item	SELF-CONCEPT	Mean	Std
26	I have control over my own life.	2.15	0.85
27	I easily like people and new acquaintances	2.10	0.88
28	I feel dejected if left inactive for a very long.	2.05	0.82
29	I can achieve anything worthwhile.	2.08	0.89
30	There are lots of things I would like to change about myself if I could.	2.20	0.84
31	I am embarrassed to let people know my opinions.	2.12	0.86
32	I care a lot to what happens to me.	2.10	0.81
33	I am very lucky to be me	2.15	0.83
34	Most people find me reasonably attractive.	2.25	0.80
35	Most people would take advantage of me if they had the opportunity.	2.55	0.75
36	I am a reliable person.	2.60	0.76
37	I have a pleasant personality.	2.05	0.87
38	If a task is difficult, that just makes me all the more determined.	2.20	0.79
39	I can always make up my mind and adhere to my decisions	2.15	0.82
40	Everyone else appears to be much more confident and contented than I am.	2.08	0.88
41	I always worry about what other people think about me.	2.12	0.84
42	If I really try, I can overcome most of my problems.	2.05	0.90
43	I feel emotionally mature.	2.10	0.85
44	When people criticise me, I feel helpless and rated second class.	2.15	0.92
45	When progress is difficult, I find myself thinking it's just not worth the effort.	2.10	0.83
46	I like myself even when others do not	2.15	0.81
Grand Mean		2.22	

The results in Table 2 show the difference in how self-concept influences job satisfaction among male and female business education lecturers in colleges of education in North-west Nigeria. The self-concept scores have a grand mean of 2.22, with standard deviations ranging from 0.75 to 0.92, indicating a *moderate level of self-concept* among the lecturers. The variation in standard deviations shows that responses differ considerably across items, suggesting

that while some lecturers feel confident and positive about themselves, others struggle with self-esteem and self-belief.

The highest-rated items include “I am a reliable person” (mean = 2.60, SD = 0.76) and “Most people would take advantage of me if they had the opportunity” (mean = 2.55, SD = 0.75). The first highlights that lecturers generally see themselves as dependable and trustworthy, which is important for professionalism and job performance. The second item, however, may indicate a feeling of vulnerability or low trust in others, which could affect interpersonal relationships and satisfaction at work.

Moderately high scores were also observed for “Most people find me reasonably attractive” (mean = 2.25, SD = 0.80) and “There are lots of things I would like to change about myself if I could” (mean = 2.20, SD = 0.84). These responses show that while some lecturers have a positive view of their appearance and personality, many still wish to improve certain aspects of themselves, reflecting a mixed or developing self-concept.

On the other hand, several items scored lower. For example, “I feel dejected if left inactive for a very long time” (mean = 2.05, SD = 0.82), “I feel emotionally mature” (mean = 2.10, SD = 0.85), and “If I really try, I can overcome most of my problems” (mean = 2.05, SD = 0.90) suggest that some lecturers may struggle with emotional stability, resilience, and the confidence needed to handle challenges, which can influence job satisfaction negatively.

Furthermore, items such as “I always worry about what other people think about me” (mean = 2.12, SD = 0.84) and “When people criticise me, I feel helpless and rated second class” (mean = 2.15, SD = 0.92) highlight concerns related to self-esteem and sensitivity to criticism. These tendencies may reduce confidence and contribute to lower levels of workplace satisfaction.

Overall, the findings reveal that lecturers possess a moderate self-concept, with strengths in reliability and determination, but weaknesses in emotional stability, self-confidence, and resilience. These variations suggest that the level of self-concept influence job satisfaction differently for male and female lecturers, particularly in areas such as confidence, decision-making, and ability to cope with criticism.

Test of Hypotheses

Results of the test of null hypotheses are presented in Tables 3 - 4.

Null Hypothesis One: There is no significant difference between gender on the Influence of emotional intelligence on job satisfaction among business education lecturers in colleges of education in Northwest Nigeria

Table 3: One-way Analysis of Variance (ANOVA) on the influence of emotional intelligence on job satisfaction of male and female business education lecturers in colleges of education in Northwest Nigeria

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	3.214	1	3.214	5.882	0.020	Rejected
Within Groups	21.309	39	0.546			
Total	24.523	40				

The ANOVA results indicate that the calculated **F-value of 5.882** is significant at **p = .020**, which is less than the 0.05 level. This means there is a significant difference between male and female business education lecturers regarding the influence of emotional intelligence on their job satisfaction. Therefore, the null hypothesis is **rejected**, and the study concludes that emotional intelligence significantly influences job satisfaction across the two groups.

Null Hypothesis Two: There is no significance difference between gender on the Influence of self-concept on job satisfaction among business education lecturers in colleges of education in Northwest Nigeria

Data on self-concept has no significant difference on job satisfaction between male and female business education lecturers in colleges of education in Northwest Nigeria were analyzed using simple regression statistics as presented in Table 4

Table 4: One-way Analysis of Variance (ANOVA) on the influence of self-concept on job satisfaction of male and female business education lecturers in colleges of education in Northwest Nigeria

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	2.876	1	2.876	5.204	0.028	Rejected
Within Groups	21.570	39	0.553			
Total	24.446	40				

The ANOVA results indicate that the calculated **F-value of 5.204** is significant at **p = .028**, which is less than the 0.05 level. This means there is a

significant difference between male and female business education lecturers regarding the influence of self-concept on their job satisfaction. Therefore, the null hypothesis is **rejected**, and the study concludes that self-concept significantly influences job satisfaction across the two groups.

Findings of the Study

Based on the data analyses conducted in this study, the following major findings were arrived at:

- I. The results revealed that emotional intelligence had a significant difference in the job satisfaction of male and female business education lecturers in colleges of education in North-west Nigeria ($F = 5.882$, $p = 0.020$).
- II. The results revealed that self-concept had a significant difference in the job satisfaction of male and female business education lecturers in colleges of education in North-west Nigeria ($F = 5.204$, $p = 0.028$).

Discussion

Based on the findings of the study, emotional intelligence was found to have a significant gender difference on job satisfaction among male and female business education lecturers in colleges of education in North-west Nigeria, with an F-value of 5.882 and a p-value of 0.020. This indicates that there is gender difference on the emotional intelligence on job satisfaction among male and female business lecturers. The result suggests that male and female lecturers differ significantly in how their emotional intelligence affects their satisfaction with their jobs. Lecturers according to their sex are better able to recognize, understand, and regulate their emotions are more likely to experience higher levels of job satisfaction. This aligns with the observation that lecturers can identify when they are stressed, manage their emotional reactions, and remain aware of their feelings while interacting with colleagues and students—all of which promote a positive job satisfaction.

This finding is consistent with Adebayo, (2022), who reported a significant difference on influence of emotional intelligence on job satisfaction among male and female business education lecturers in north-central Nigeria. Similarly, Okafor, (2023) found a significant difference between gender on the influence of emotional intelligence among lecturers of business education in

south-east Nigeria. However, the result differs from the findings of Sunita, et, al (2016), who reported no difference on the influence of emotional intelligence among gender in their empirical investigation. Likewise, Mohamad & Mohd, (2014) found that some clusters of emotional intelligence specifically self-awareness, self-management, and social awareness did not find significant difference among male and female employees among Malaysian information technology professionals.

Furthermore, findings of the study, self-concept was found to have a significant difference on job satisfaction among male and female business education lecturers in colleges of education in North-west Nigeria, with an F-value of 5.204 and a p-value of 0.028. This implies that gender disparity does influence self-concept on job satisfaction. This stay in concur with study conducted by Chidiebere, (2022): which investigated an analysis of gender based job satisfaction among business education lecturers in southeast Nigeria. The study finds no significant overall difference in job satisfaction between male and female lecturers, though domain-specific difference were noted. This is also in line with the finding of Usman, (2022): who examined An empirical analysis of self-concept as a predictor of job satisfaction among business education in northwest Nigeria study concluded that self-concept significantly shape lecturers job satisfaction level. However, Oladosu and Adeniji, (2015) who investigated gender influence on jjob satisfaction and job commitment among lectures of Osun state college of education. The study revealed no significant difference among between male and female lecturers.

Conclusion

Based on the outcome of this study, it was concluded that gender difference on emotional intelligence and self-concept influence job satisfaction. Meaning that lecturer's gender is a significant influence of emotional intelligence, self-concept on job satisfaction.

Recommendations

Based on the findings of the study, the following recommendations are made:

- I. Institutions should integrate emotional intelligence training into staff development programs to foster a more emotionally intelligent academic environment,

- II. The integration of self-awareness modules in professional development workshops and provision of a supportive work environment that boosts lecturers' confidence and identity.
- III. The creation of mentoring systems and collaborative platforms to strengthen interpersonal bonds among lecturers.
- IV. The colleges should introduce gender-sensitive policy adjustments in staff welfare programmes.
- V. The college authorities should provide policy harmonization to reduce the disparity.

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