

**MULTIGROUP MEDIATION MODELLING OF EMOTIONAL
INTELLIGENCE, JOB SATISFACTION AND LECTURERS'
PERSISTENCE TO PUBLISH IN SCOPUS-INDEXED
JOURNALS IN THE UNIVERSITY OF
CALABAR, NIGERIA**

BY

**OWAN, VALENTINE JOSEPH
(REG. NO.: EDT/M.Ed/20/002)**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
UNIVERSITY OF CALABAR,
CALABAR, NIGERIA.**

NOVEMBER, 2023.

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EDT/M.Ed/20/002**

**A MASTER'S DEGREE THESIS CARRIED OUT IN THE
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UNIVERSITY OF CALABAR-CALABAR, NIGERIA**

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**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER'S DEGREE IN EDUCATION (M.ED)
(RESEARCH, MEASUREMENT AND EVALUATION)**

NOVEMBER, 2023.

ON

I Owan, Valentine Joseph, with registration number EDT/M.Ed./20/002, hereby declare that this thesis on Multigroup Mediation Modelling of Emotional Intelligence, Job Satisfaction and Lecturers' Persistence to Publish in Scopus-Indexed Journals in the University of Calabar, Nigeria, is original, and has been written by me. It is a record of my research work and has not been presented before in any previous publication.

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Date: 14/12/2023

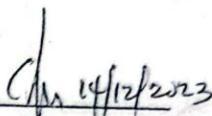
CERTIFICATION

We certify that this thesis entitled Multigroup Mediation Modelling of Emotional Intelligence, Job Satisfaction and Lecturers' Persistence to Publish in Scopus-Indexed Journals in the University of Calabar, Nigeria, By Owan, Valentine Joseph (Reg. No.: EDT/M.Ed./20/002), carried out under our supervision, has been found to have met the regulations of the University of Calabar. We, therefore, recommend the work for the award of Master's Degree in Educational Research, Measurement and Evaluation.

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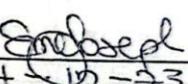
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ABSTRACT

This study assessed the extent to which job satisfaction mediates the relationship between emotional intelligence and lecturers' persistence to publish in Scopus-indexed journals in the University of Calabar, Nigeria. The study was guided by 12 specific objectives, with their corresponding research questions that were further converted into null hypotheses. The researcher adopted the cross-sectional survey research design for this study. Through a systematic random sampling procedure, 681 participants were selected from a population of 1,253 lecturers in the University of Calabar with at least one document in the Scopus database. Academic Staff Emotional Intelligence Questionnaire (ASEIQ), Lecturers' Job Satisfaction Questionnaire (LJSQ), and the "Persistence to Publish Questionnaire (PPQ) were used for data collection. The instruments were assessed for face and content validity. Exploratory factor analysis provided the dimensionality structure of the three instruments. Cronbach's alpha measure of internal consistency was employed for reliability analysis, with coefficients ranging from .858 to .989 across all the subscales. Primary data were collected for this study through the physical and electronic administrations of the instruments. Although 681 participants were targeted, usable data were gathered from 644 respondents. All the hypotheses of this study were tested at .05 alpha level using Partial Least Squares Structural Equation Modelling and Multigroup Analysis (where applicable). Findings revealed, among others, that job satisfaction significantly mediated the relationship between emotional intelligence and lecturers' persistence to publish in Scopus-indexed journals. This mediation effect is observed even though there is no significant direct association between emotional intelligence and job satisfaction, and job satisfaction itself did not directly predict lecturers' persistence to publish to a significant extent. Gender moderated the mediation effect of job satisfaction in the relationship between emotional intelligence and persistence to publish in Scopus-indexed journals. Job satisfaction was more influential in motivating and explaining persistence in female lecturers compared to males. In contrast, education level did not significantly moderate the mediation effect, with emotional intelligence and job satisfaction being equally important for both master's degree and Ph.D. holders. Marital status does not alter the mediation significantly, indicating that emotional intelligence and job satisfaction are equally

crucial for both single and married lecturers. It was concluded that emotional intelligence alone does not directly predict lecturers' persistence to publish in Scopus-indexed journals; instead, job satisfaction serves as the critical bridge connecting emotional intelligence with the various aspects of lecturers' persistence to publish in Scopus-indexed journals. It is lecturers with higher emotional intelligence and job satisfaction in key aspects of their work who exhibit the dedication, motivation, and adherence to academic publishing standards that drive their scholarly productivity. It was recommended, among others, that universities should consider implementing emotional intelligence training programs tailored to the specific needs of academic staff. These programmes can help lecturers develop skills in self-awareness, self-regulation, motivation, empathy, and social skills, which, in turn, may bolster their resilience and commitment to scholarly publishing.

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