

Job Performance of Teaching Staff in Public Universities in Rivers State, Nigeria in Relation to Social Intelligence

Kaumi Umara, Aruna Singh and Indu Singh

School of Education, Noida International University, Plot 1, Yamuna Expy, Sector 17A, Uttar Pradesh, 203201, India

Corresponding author: Kaumi Umara

School of Education, Noida International University, Plot 1, Yamuna Expy, Sector 17A, Uttar Pradesh, 203201, India

ONOMÁZEIN 63 (March 2024): 39-50
ISSN: 0718-5758



Abstract

The research focused on exploring the correlation between social intelligence and the job performance of teaching staff in public universities located in Rivers State, Nigeria. The study was guided by two research questions and two null hypotheses. The research encompassed all teaching staff members in public universities within Rivers State as its target population. The chosen research design was correlation-based, aiming to ascertain the connection between social intelligence factors related to personnel development and social roles, and how they impact job performance. To conduct the research, a sample was randomly selected, consisting of two public universities and 133 respondents. Data collection was accomplished through a structured questionnaire named the 'Social Intelligence and Job Performance Questionnaire (SIJPQ).' This questionnaire was validated by experts from the Department of Guidance and Counseling at Ignatius Ajuru University of Education. The instrument's reliability was assessed using the test-retest method, yielding a reliability coefficient value of 0.78. Data analysis involved computing the mean and standard deviation. Additionally, the Pearson product-moment correlation coefficient was employed to test the null hypotheses at a significance level of 0.05. The significant findings of the study indicated a robust relationship between social intelligence variables pertaining to personnel development and social roles, and the job performance of teaching staff. In light of these findings, the study recommends the implementation of regular capacity-building programs for teaching staff to enhance their job performance.

Keywords: Public Universities, Social intelligence, Job performance, Staff and River State

1. Introduction

In today's interconnected global economy, businesses are engaged in a fierce struggle for survival within an intensely competitive landscape. An organization may possess managers who boast an array of impressive technical talents and extensive educational backgrounds. However, the question arises: can these managers genuinely connect with their employees and fellow colleagues? Currently, the issue of retaining employees presents a widespread challenge for managers, irrespective of the company's scale, technological sophistication, or market orientation (Manzoor, 2011).

The concept of social intelligence in management has gained prominence in academia due to its positive influence on employee performance (Goleman, 2006, Riggio & Reichard, 2008, Goleman & Boyatzis, 2008, Albercht, 2009 & Emmerling & Boyatzis, 2012). Consequently, numerous companies are adopting this concept. Embracing social intelligence principles is seen as part of the solution to effectively manage a multigenerational workforce, as it offers practical methods for handling diversity. A socially intelligent workforce can collaborate effectively as a cohesive team and build relationships and business networks that benefit the organization's workforce (Emmerling & Boyatzis, 2012).

Social intelligence is rapidly becoming a global imperative and a crucial factor in organizational success. Enhancing social intelligence involves understanding what motivates, drives, and influences people (Sternberg, 2007). Managers lacking social intelligence often lack interpersonal skills and struggle to connect with and inspire their teams. In contrast, socially intelligent managers prioritize people and excel at motivating them to achieve high levels of performance. They empower their employees to reach their full potential and model the emotions and behaviors they want their teams to exhibit. This aspect of social intelligence allows managers to cultivate an inclusive, motivated, and diverse workplace culture. A socially intelligent organization gains deeper insights into individual motivations and how to leverage the diversity of a multigenerational workforce. Social intelligence serves various purposes, including fostering individual identity, emphasizing self-management and interpersonal skills, and focusing on thinking and behavior within social contexts.

Organizations that embrace both emotional and social intelligence as part of their culture can harness their employees' potential and achieve remarkable success. Social intelligence is a valuable skill that can enhance one's career by strengthening personal and professional relationships, aligning with overarching goals.

This study aims to provide a comprehensive overview of the concept of social intelligence as an integral aspect of employee performance in Public Universities in Rivers State.

2. Statement of Problem

It has been observed that in most organizations, employees find it difficult to get along with others. Some of these behaviors are exhibited in forms of malice, acrimony, strife, e.t.c which in turn lead to poor job performance of these employees since they find it very difficult to work with one another in carrying out their duties. This behavior is also common among workers in Public Universities. Therefore, the researcher intends to find out if social intelligence can be a panacea to this underlying problem among teaching staff in Public Universities in Rivers State.

Purpose of Study

The primary objective of this research was to explore the connection between social intelligence and the job performance of teaching staff within public universities in Rivers State. In particular, the study aimed to investigate the following aspects:

1. The correlation between personnel development and the job performance of teaching staff in Public Universities in Rivers State.
2. The link between social roles and the job performance of teaching staff in Public Universities in Rivers State.

Research Questions

The study was guided by the following research questions:

1. How does personnel development relate to the job performance of teaching staff in Public Universities in Rivers State?
2. What is the connection between social roles and the job performance of teaching staff in Public Universities in Rivers State?

Hypotheses

The study examined the following null hypotheses at a significance level of 0.05:

1. There is no statistically significant association between personnel development and the job performance of teaching staff in Public Universities in Rivers State.
2. There is no statistically significant association between social roles and the job performance of teaching staff in Public Universities in Rivers State

3. Literature Review

Social intelligence refers to an individual's capacity to interact effectively with others and comprehend them. It encompasses a range of communication-related abilities, including: Proficiency in verbal and nonverbal communication: Effective use of spoken language and body language constitutes the core components of social intelligence. These skills aid in conveying one's intentions to others.

Knowledge of social rules: Social rules are the basic understanding of interactions in a group based on social status. Understanding social rules can lead to more positive interactions by considering the age, experience and position of your peers.

Active listening: Listening to your peers may allow you to connect with them more easily by learning about their perspectives. It may facilitate better conflict resolution by helping

you understand a peer's emotions, allowing you to take that information and create a positive outcome.

Understanding emotions: Having strong social intelligence can allow you to better empathize with team members. Empathy can lead to communication that takes people's attributes and sensibilities into consideration, which makes your conversations more authentic.

Enhancing your social intelligence can enable you to effectively address conflicts through the establishment of rapport with colleagues, fostering approachability. Additionally, it can enhance your overall communication proficiency, aiding in the expression of your thoughts. Social intelligence can also contribute to more successful collaboration on team projects as it provides insight into your peers' objectives

Examples of social intelligence in the workplace

Here are some examples that show how social intelligence may help you in the workplace:

Respect:

Enhancing one's social intelligence can cultivate greater respect for colleagues, as it facilitates a deeper understanding of their emotions and motivations. This can foster improved collaboration and productivity, encouraging team members to express their thoughts and ideas openly. Such respect can contribute to a positive workplace culture, where all team members share a common goal of enhancing their professional performance.

Impression Management

Impression management involves strategically selecting words and actions to influence how peers perceive you. For example, during business meetings, you can apply these skills by highlighting the strongest aspects of your proposals to impress your colleagues. Social intelligence equips you with a better understanding of your peers' emotions, aiding in tailoring your approach to appeal to them effectively.

Conflict Resolution

Social intelligence enhances the ability to resolve conflicts through effective communication. Building strong relationships among colleagues can make it easier to find compromises when disagreements arise in projects or issue resolution. The understanding of peers fostered by social intelligence enables collaborative brainstorming of conflict solutions, ultimately improving overall operations and workplace morale.

Personal Development

A valuable aspect of social intelligence is the capacity to assess one's own skills, achievements, and associated emotions. This self-awareness can lead to personal and professional growth, enabling you to enhance your professionalism and establish a link

between your work and personal life. High social intelligence can boost self-confidence, career advancement, and the attainment of long-term career goals.

Motivation

High social intelligence can facilitate self-motivation and the motivation of others by providing a deeper understanding of their feelings and aspirations. Building stronger relationships can encourage cooperation, fostering effective workplace relationships. Individuals with high social intelligence can inspire others through their communication, contributing to a positive workplace environment, robust relationships, and improved outcomes.

Cultural Intelligence

In a diverse team with members from various cultural backgrounds, social intelligence helps in understanding different approaches to projects and collaboration. It allows you to grasp your peers' cultures by contextualizing their actions and emotions, fostering improved understanding and empathy for differing opinions and perspectives.

Leadership

Social intelligence can lead to effective leadership by enabling you to motivate peers toward shared objectives. Understanding your teammates' preferences, reading their expressions, and assessing their reactions to ongoing projects can enhance your leadership skills. Leaders with social intelligence tend to exude optimism, confidence, friendliness, and approachability.

Social Roles

Social intelligence aids in adapting to the workplace by comprehending social roles and their significance within the team. Understanding each member's role in a project and knowing when to support others in fulfilling their roles can promote a more cohesive team effort. Upholding proper behaviors in oneself and others contributes to enhanced team unity.

Numerous studies have established a positive correlation between social intelligence and employee performance in various tasks. For instance, Jex (2002) emphasized the significance of employee behaviors in the workplace, a viewpoint supported by Goleman (2006), who argued that emotionally intelligent individuals tend to excel in organizations. Research culture in organizations is also influenced by job performance, as revealed by Scullen et al. (2000). High job performance leads to team effectiveness, recognition, employee retention, and a positive work attitude (Lathesh & Avadhani, 2018).

Several studies have explored the relationship between social intelligence and various factors. For example, Saxena and Jain (2013) examined social intelligence among graduate college students, while Bhilai et al. (2013) studied the relationship between social intelligence and organizational performance among managers. Jug (2015) investigated personality traits, social intelligence, social support, and juvenile delinquency, and Dhanda and Ninaniya (2017) studied the dimensions of social

intelligence in adolescents. Additionally, Eketu and Edeh (2015) explored the relationship between social intelligence and employee intention to stay.

In conclusion, employees with high emotional and social intelligence tend to be more attentive to the needs of global customers, resulting in improved service offerings. Such employees tend to achieve better work performance in successful service encounters, contributing to overall higher work performance levels (Husin *et al.*, 2013).

4. Theoretical Review

The foundation of this work is based on Thurstone's theory of intelligence, which revolves around the concept of Primary Mental Abilities (PMA). Thurstone's perspective stands in contrast to Spearman's theory of general intelligence, as he believed that variations in performance on intellectual tasks could be attributed to one or more of seven distinct abilities. These seven abilities are denoted as Space, Verbal Comprehension, Word Fluency, Number Facility, Induction, Perceptual Speed, Deduction, Rote Memory, and Arithmetic Reasoning.

The Space PMA pertains to the capacity to identify similarities between two shapes, even when one has been subjected to rotation. Perceptual Speed encompasses the ability to discern likenesses and differences between pairs of stimuli. Verbal Comprehension entails the recognition of synonyms and antonyms, while Induction involves the establishment of rules or patterns within a given set. Deduction, on the other hand, centers on drawing logical inferences from a set of facts or premises.

This theory was adopted for the present study because it is imperative for employees to comprehend one another's diverse abilities, facilitating effective interactions aimed at achieving organizational objectives

EMPIRICAL REVIEW

Social Intelligence in Organizations

Social intelligence is an essential aspect often emphasized by organizations today. Vernon (1933) characterized it as an individual's capacity to interact effectively with others, encompassing skills in societal interactions, understanding of group dynamics, and insight into the transient moods and underlying personality traits of strangers. Karl Albrecht (2006) more recently defined social intelligence as enhanced social skills, fostering cooperation and positive relationships with others.

Social intelligence provides a practical framework for comprehending, evaluating, and nurturing interpersonal skills. It covers a wide spectrum of human relationships, aiding in the development of mutually beneficial connections. In organizational settings, individuals are expected to be sensitive, tactful, and attuned to their social environment, alongside traits like cooperation and confidence. These attributes facilitate fundraising, crisis management, scheme development, and awareness campaigns within teams. Cooperation, self-assurance, empathy, and tactfulness are key attributes that contribute to effective teamwork in diverse situations (Chadha and Ganesan 1986).

A holistic perspective considers social intelligence as a multi-dimensional construct, often intertwined with emotional intelligence. Scholars such as Albrecht (2006), Rahim (2014), and Boyatzis et al. (2015) have drawn connections between social and emotional intelligence. Social intelligence comprises social awareness, knowledge of others, and the ability to engage effectively. These facets of social intelligence have been shown, through literature and secondary data, to enhance motivation and performance in organizational settings (Ebrahimpour et al., 2013; Rasuli et al. 2013; Rahim 2014).

Social intelligence evolves through interpersonal interactions, enhancing the understanding of others' emotions and facilitating effective communication (Gardner, 1985). Learning from experiences, both successes and mistakes, in social situations contributes to the development of social intelligence, often described as 'common sense' or 'TACT.' It enables individuals to better understand and respond to others, promoting active listening and encouragement over criticism. Socially adept individuals possess heightened self-awareness, monitoring their judgments and reactions. In terms of interpersonal skills, behavior can have either a detrimental or a nurturing impact on others, as highlighted by Albrecht (2006).

Rather than being a fixed personality trait, social intelligence, according to Gardner (1985), is one of several 'intelligences' within the 'multiple intelligence' framework. It becomes especially critical when forging workplace relationships (Vernon 1933). Social intelligence encompasses a range of human interactions and is characterized by patience, cooperativeness, confidence, sensitivity to interpersonal issues, adaptability in social situations, a good sense of humor, and a strong recall. It is pivotal for maintaining positive interpersonal relationships and aids in managing challenges and crises effectively.

Individuals with social intelligence possess critical skills in social information processing, social awareness, and social desirability (Ebrahimpour et al., 2013). These skills help them gauge others' strengths and weaknesses, handle feedback constructively, and manage stress better. Social awareness involves recognizing the issues, crises, and needs of others, facilitating conflict resolution and the cultivation of positive relationships. Social desirability pertains to managing emotional crises.

Furthermore, self-awareness, the ability to understand oneself and, by extension, others, is integral to social intelligence. Honeywill (2015) emphasizes the art of reading people, developing empathy, and assisting others. The capacity to read others' emotions is referred to as social comprehension, which aids individuals in distinguishing, comprehending, and responding to others' thoughts (Sternberg 1985). Handling disagreements and receiving constructive criticism are vital aspects of social intelligence, promoting self-improvement and fostering strong relationships with superiors. Socially intelligent individuals demonstrate focus, goal orientation, and resilience in their professional endeavors. They adeptly navigate diverse historical and contemporary contexts, optimizing performance by streamlining and evaluating varied activities. This, in turn, leads to higher dedication and fulfillment among employees (Crossman and Abou-Zaki 2003).

Engagement is a critical outcome in organizations, characterized by an enthusiastic, interconnected, focused, and aligned workforce. It can be significantly enhanced through improved social intelligence skills, making it a fundamental building block for technological innovation, innovative environments, and successful business outcomes (Pittenger 2015; Katou et al. 2021; Dazel 2013). In India, organizations increasingly seek individuals with high intelligence and diverse talents, valuing various social and emotional competencies. These competencies contribute to policy development, problem-solving, stress management, and fostering connections with management (Morgeson 2005). Social intelligence also benefits entrepreneurs, enabling them to understand the strengths and weaknesses of individuals and effectively handle feedback and stress. Socially intelligent employees are known for their strong working relationships with superiors, high-quality work, strategic involvement, problem-solving abilities, improved performance, and engagement (Boyatzis et al. 2017; Perez-Fuentes et al. 2018; Rahim et al. 2019; Ebrahimpour et al. 2013).

In conclusion, social intelligence is a dynamic and vital component in today's organizational landscape, shaping workplace engagement and fostering success.

5. Methodology

The research employed a correlation design methodology, aiming to establish a connection between social intelligence and the job performance of teaching staff in public universities within Rivers State.

Populations: A target populations consisted of all teaching staff of public universities in Rivers State.

Sample and sampling Techniques: A sample of two universities, namely Rivers State University and University of Port Harcourt was randomly selected for the study. The sample size was determined by using 20% of the populations, see table below.

Table 1: Sample Distribution Table

Faculty	Uniport	RSU	Uniport	RSU
Education	92	118	18	24
Social Sciences	84	92	17	18
Management Science	65	75	13	15
Sciences	62	82	12	16
	323	367	60	73

Source: Personnel Dept. of the Two Universities

A total sample of 133 respondents was randomly selected for the study.

Instrument for data collections: - A structured questionnaire was self-developed by the researcher titled: Social Intelligence and job performance questionnaire was used for data collection.

Validity and reliability of the instrument: the instrument was validated by experts from the department of Educational Counseling while the reliability was determined using test

retest statistics to yield a coefficient index of 0.78. The data collected were analyzed using mean and standard deviation for the research questions while the hypotheses were tested using Pearson correlation.

6. Result

Research question 1: what is the relationship between personnel development and job performance of teaching staff in public universities in Rivers State?

Table 2: mean and standard deviation scores on the relationship between personnel development and job performance

S/No.	Item statement	Mean	Std.	Remarks
1	Personnel development improves career opportunities and job satisfaction.	2.96	1.73	Agreed
2	Good personnel development helps build self-confidence which enhances career prospect of staff.	2.89	1.69	Agreed
3	It encourages co-operation which builds effective work place relationship.	2.91	1.71	Agreed
4	Improved job performance result when staff work together and feel motivated	2.94	1.72	Agreed
Aggregate X & Std		2.93	1.71	

Source: field survey, 2023

Analysis of data on table 2 indicates that items 1 – 4 had all the mean scores above the criteria mean of 2.5 and a corresponding standard deviation, which reveals that respondents are in agreement that personnel development improves career opportunities and job satisfactions, good personnel development helps build self-confidence which enhances career prospects of staff members among others.

Research Question 2: What is the relationship between social roles and job performance of teaching staff in public universities in Rivers state?

Table 3: Mean and standard deviation scores on the relationship between social roles and job performance

S/No.	Item statement	Mean	Std.	Remarks
5	Social role has positive influence on individual's job performance.	2.76	1.61	Agreed
6	Positive activities towards work performance enhance job performance.	2.81	1.62	Agreed
7	Team effectiveness leads to high job performance	2.69	1.59	Agreed

8	Enforcing appropriate behavior patterns leads to better overall performance in work place	2.88	1.67	Agreed
Aggregate mean & Std		2.79	1.67	

Source: field survey, 2023

Analysis of data on table 3 reveals that items 5-8 had all the mean scores above the criteria of 2.5 showing that respondents agreed that social role has a positive influence on. Individual job performance, positive attitudes towards work performance enhances job performance team effectiveness leads to high job performances; these affirm that social roles relates with job performance.

Hypothesis 1: there is no significant relationship between personnel development and job performance of teaching staff of public universities in Rivers State.

Table 4: Test of relationship between personnel development and job performance

		Personnel Development	Job performance
Personnel development	Correlation	1	0.794
	sig 2 tailed		0.000
	N	133	133
Job performance	Correlation	0.794	1
	Sig 2tailed	0.000	
	N	133	133

Source: Field Survey, 2023

From the table 4 above the correlation coefficient value is 0.794 indicating it can be concluded that, there is an evidence of a direct relationship between personnel development and job performance of teaching staff in public universities in Rivers State. Hypothesis 2: There is no significant relationship between social roles and job performance of teaching staff in public universities in Rivers State.

Table 5: Test of relationship between social roles and job performance

		Social roles	Job performance
Social roles	Correlation	1	Performance
	Sig. 2 tailed		0.811
	N		0.000 133
Job performance	Correlation	0.811	1
	Sig. 2 tailed	0.000	
	N	133	133

Field Survey, 2023

Data analysis on table 5 reveals that the Pearson Correlation coefficient value is 0.811, showing a strong relationship $P\{000$. Hence, it can be concluded that there is a strong relationship between social roles and Job performance of teaching staff of public universities in River State.

7. Discussion Of Finding

The findings on research question one and hypothesis one reveals that personnel development relates with Job performance of staff, in that, personnel development improves career prospects and builds confidence among staff to enhance their performance. This finding is affirmed by Osborne & Hammond (2017) who asserts that enhanced social skill, engaged work force is more capable in working for the continuous improvement of the organization.

Result of research questions two and hypothesis two indicates that there is a positive relationship between social roles and job performance, meaning that positive activities towards work performance enhances job performance and enforcing appropriate behaviour patterns leads to better and overall work performance. This finding agrees with Morgeson (2005), pittenger (2015) and Dazel (2013) who posted that employees with various social and emotional competences perform better at work place, because they have great working connections with their superiors as they produce high quality work.

8. Conclusion

The study focused on social intelligence and job performance of teaching staff in Public Universities. The Study conclude that the variables of social intelligence such as personnel development and social roles are very important in improving Job Performance of teaching staff in Public Universities, this is because through personnel development and social roles staff improves career opportunities and feel motivated. These factors spurs staff and builds confidence in them to enhance work performance and it shows that the human resource (staff) are a valued resource that has to be developed from time to time to enhance Job performance.

9. Recommendations

Based on the findings, the following recommendations were made:

1. The management of universities should organize regular capacity building programmes to enhance Job Performance of staff members.
2. The University authorities should encourage mentorship, coaching as well as evaluate staff performance from time to time.
3. Corporate Organizations should develop a culture that encourages excellent performance, which influences the strategy of achieving set goals.
4. Teaching staff of public universities should be adequately remunerated to boost their moral in the work place.

References

1. Albrecht, K. (2006). *Social intelligence: The new science of success*. John Wiley & Sons.
2. Boal, K. B., & Hooijberg, R. (2000). Strategic leadership research: Moving on. *The Leadership Quarterly*, 11(4), 515–549. [https://doi.org/10.1016/S1048-9843\(00\)00057-6](https://doi.org/10.1016/S1048-9843(00)00057-6)
3. Boyatzis, R. E., Gaskin, J., & Wei, H. (2015). Emotional and social intelligence and behavior. In *Handbook of intelligence* (pp. 243–262). Springer, New York, NY. https://doi.org/10.1007/978-1-4939-1562-0_17
4. Boyatzis, R., Rochford, K., & Cavanagh, K. V. (2017). Emotional intelligence competencies in engineer's effectiveness and engagement. *Career Development International*. <https://doi.org/10.1108/CDI-08-2016-0136>
5. Brunetto, Y., Teo, S. T., Shacklock, K., & Farr-Wharton, R. (2012). Emotional intelligence, job satisfaction, well-being, and engagement: Explaining organisational commitment and turnover intentions in policing. *Human Resource Management Journal*, 22(4), 428–441. <https://doi.org/10.1111/j.1748-8583.2012.00198.x>
6. Chadha, N. K., & Ganesan, U. (1986). *Publication manual for social intelligence scale*. National Psychological Corporation, 4, 230.
7. Dazel, J. (2013). Examining the effects of leader social intelligence on employee engagement.
8. Ebrahimpoor, H., Zahed A, Elyasi A (2013) "The study of relationship between Social Intelligence and Organizational Performance (Case Study: Ardabil Regional Water Company's Managers). *International Journal of Organizational Leadership*, 2(1), 1–10. <https://doi.org/10.33844/ijol.2013.60352>
9. Gardner, H. (1985). *The Mind's New Science: A History of the Cognitive Revolution*.
10. Honeywill, R. (2015). Social intelligence is also being able to make important social decisions which can change your life *The Man Problem: Destructive masculinity in Western culture*. Palgrave Macmillan.
11. Katou, A. A., Budhwar, P. S., & Patel, C. (2021). A trilogy of organizational ambidexterity: Leader's social intelligence, employee work engagement, and environmental changes. *Journal of Business Research*, 128, 688–700. <https://doi.org/10.1016/j.jbusres.2020.01.043>
12. Kong, E., Chadee, D., & Raman, R. (2012). Social intelligence and top management team: An exploratory study of external knowledge acquisition for strategic change in global IT service providers in India. *International Journal of Learning and Change*, 6(1–2), 1–17. <https://doi.org/10.1504/IJLC.2012.045853>
13. Marlowe, H. A. (1986). Social intelligence: Evidence for multidimensionality and construct independence. *Journal of Educational Psychology*, 78(1), 52. <https://doi.org/10.1037/0022-0663.78.1.52>
14. Osborne, S., & Hammoud, M. S. (2017). Effective employee engagement in the workplace. *International Journal of Applied Management and Technology*, 16(1), 4. <https://doi.org/10.5590/IJAMT.2017.16.1.04>
15. Pittenger, L. M. (2015). Emotional and social competencies and perceptions of the interpersonal environment of an organization as related to the engagement of

- IT professionals. *Frontiers in Psychology*, 6, 623. <https://doi.org/10.3389/fpsyg.2015.00623>
16. Rahim, M. (2014). A structural equations model of leaders' social intelligence and creative performance. *Creativity and Innovation Management*, 23(1), 44–56. <https://doi.org/10.1111/caim.12045>
 17. Riggio, R. E., & Reichard, R. J. (2008). The emotional and social intelligences of effective leadership: An emotional and social skill approach. *Journal of Managerial Psychology*. <https://doi.org/10.1108/02683940810850808>
 18. Sanwal, T. (2009). Comparative Study of Social Intelligence Children from Planned
 19. Sanwal, T., & Sareen, P. (2021). The Relevance of Social Intelligence for Effective Optimization of Retirement and Successful Ageing. *Ageing International*, 1–16,. <https://doi.org/10.1007/s12126-021-09469-z>
 20. Sterelny, K. (2007). Social intelligence, human intelligence, and niche construction. *Philosophical Transactions of the Royal Society b: Biological Sciences*, 362(1480), 719–730. <https://doi.org/10.1098/rstb.2006.2006>
 21. Vernon, P. E. (1933). Some characteristics of the good judge of personality. *Journal of Social Psychology*, 4, 42–57. <https://doi.org/10.1080/00224545.1933.9921556>
 22. Zaccaro, S. J., Gilbert, J. A., Thor, K. K., & Mumford, M. D. (1991). Leadership and social intelligence: Linking social perceptiveness and behavioral flexibility to leader effectiveness. *The Leadership Quarterly*, 2(4), 317–342. [https://doi.org/10.1016/1048-9843\(91\)90018-W](https://doi.org/10.1016/1048-9843(91)90018-W)
 23. D Goleman (2006). *Social Intelligence: The New Science of Social Relationships*, (New York, Bantam Books).
 24. Boyatzis R., & Goleman D. (2008). Social intelligence and the biology of leadership, *Growth: Journal of the Management Training Institute* . 36 (2)
 25. Social Intelligence: The New Science of Success. K Albrecht. *Personal Excellence* 2009. 10 (12) p. 5.
 26. Q Manzoor., (2011) *Impact of employees motivation on organizational effectiveness*, .
 27. Riggio R E, Reichard R J (2008) The emotional and social intelligences of effective leadership: an emotional and social skill approach. . *Journal of Managerial Psychology* . 23 (2)
 28. Emotional and social intelligence competencies: cross cultural implications. Cross Cultural Management. R J Emmerling, R E Boyatzis. *An International Journal* 2012. 19 (1)
 29. R J Sternberg. (2007) *Intelligence, competence, and expertise. Handbook of Competence and Motivation*, .