

Impact of emotional intelligence on academic staff performance in Public Universities in Tanzania. The Mwalimu Nyerere Memorial Academy

Namnyaki Saimon Kivuyo¹

The Mwalimu Nyerere Memorial Academy Dar es Salaam, Tanzania
namnyakisaimon@gmail.com

Abstract: This study presents a systematic literature review about the impact of emotional intelligence on academic staff performance in public universities in Tanzania. The research design applied in the investigation was a descriptive survey design, and it was informed by the Ability model of emotional intelligence theory, which emphasized the critical role that emotional intelligence plays in public academic performance. The review analyzed empirical and conceptual studies published between 2019 and 2025. Using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). Structured questionnaires based on quantitative data analysis were applied to obtain data. Based to the investigation findings, there was a significant positive correlation between public academic performance and emotional intelligence the findings indicating that better performance is correlated with higher emotional intelligence. A conclusion was reached by the data analysis technique known as inferential analysis. The results of the investigation indicated that emotional intelligence has positive impacts towards performance of academic staff.

Keywords— Emotional intelligence, public university, academic performance, Tanzania

1. INTRODUCTION

Worldwide, Emotional intelligence is crucial for any human being to be able to adapt of various living condition, advance, and lead a balanced, self-fulfilling existence. (Mutuku, 2021). In the same vein, emotional intelligence is the ability to identify our own feelings as well as those of others, to inspire oneself, and to effectively regulate emotions in both our personal and interpersonal relationship is known as emotional intelligence. Zuma met al., (2023) this concept has grown in importance and necessity in practically every aspect of life, including team building, social skills development, realizing human potential, academic performance enhancement, and, most importantly, effective leadership. (Baba, 2020).

At the same time, Emotional intelligence is a crucial element of every institution human capital must align with emotional intelligence (EI). Investigators have been examining the relationship between academic performance and emotional intelligence in recent years. Tukur, et al., (2024). Whereby, is a crucial behavioral component that has a significant effect on performance is emotional intelligence. Mrisho. et al., (2024). Different degrees of emotional engagement are needed for different roles, such as manager and employee for the improving of organizational performance, (Padilla, 2023). Apart from that emotional intelligence can effectively enable academic staff to obtain better work offers and incentives, which will improving their wellbeing and sense of self-efficacy in the process. Al-Okaily. et al., (2024).

Even though, an increasing amount of study on emotional intelligence (EI) contends that an individual's ability to sense, recognize, and control their emotions is essential for making wise judgements, selecting the best course of action to address

issues, and adapting to change. Haricharan, (2022), Moreover, the global economic position of any country plays a major role in determining its comparative performance in the global arena. In similar way, Emotional Intelligence is one significant psychological factor that affects academic staff skills and performance, institutional analysis.

Along the same line, emotional intelligence in the workplace is thought to be a key indicator of career happiness. Selvi. et al., (2022). The purpose of emotional intelligence is to improve an individual's performance by fostering and focusing on the development of their own emotions. Punitha.et al., (2024). Academic staff with good emotional control are probably more productive. Academic staff with emotional intelligence are more motivated to improve their performance and are able to wisely settle challenges at work. And, emotional intelligence its entails how people think and act in the workplace and has an impact on work performance. Alhama mi. et al., (2020). Hower ever, the value of emotional intelligence support academic in recognizing and managing their feelings, performing well under duress, and adapting to changes. Ping Lu.et al., (2023).

When it comes among the goals is the transfer of the emotional intelligence is one of the important higher emotional intelligences (EI) academic exhibit prosocial behaviors, obliquely picking up the skills needed to act correctly in socially awkward circumstances, Supramaniam. et al., (2021). and various factors indicate that academic staff with low emotional intelligence (EI) struggle to control their emotions, are not empathetic, and cannot function at a higher level. Analyzed the between work performance and emotional intelligence in Tanzania; to gain a thorough understanding of the subject, the research used a mixed-methods approach that

included both qualitative interviews and quantitative questionnaires. The investigation included Tanzania academic staff as a sample. Semi structured interviews were applied to acquire qualitative data, whereas a structured questionnaire was applied to collect quantitative data. The investigation found that work performance is significantly influenced by emotional intelligence. In similar vein, Emotional intelligence it encourages academic staff to provide their best effort, retains top talent, enhance productivity and efficiency, and fortifies organizational commitment. Mbwaga. et al., (2024).

Various factors were focused on emotional intelligence for example, Kabagabe. et al., (2021), Tukur. et al., (2024), Abdullahi. et al., (2020), Sharjeel. et al., (2021). Nevertheless, they do not focus on effects of emotional intelligence on performance of academic staff. So, this investigation will be going to cover the gap of public academic in higher learning institutions on how to handle their emotional intelligence for the vital of performing better performance in their institutions.

2. LITERATURE REVIEW

This research was guided by Ability model of emotional intelligence theory which was found by David C Caruso, Peter Salovey, Mark bracket top, and John Mayer in 1980. The theory capability to perceive emotion, integrate emotion to facilitate thoughts, understand emotions, and regulate emotions to promote personal growth for academic. This theory focuses on climax of the competences embodied by the other four branches in the capacity to regulate emotions in both oneself and others. Individual variations in the four domains of emotional intelligence (EI) have been analyzed previously recognizing emotions, using emotions to support cognition, comprehending emotions, and controlling emotions to enhance social interactions and personal development. American Psychological Association, (2001). The theory's application embraces four essential areas of emotional intelligence, offering a comprehensive grasp of how emotions might be viewed, applied, comprehended, and controlled. Moreover, the theoretical model's focus on controlling emotions to foster social relationship and personal development is extremely relevant in real-world contexts like higher learning institution.

Nevertheless, the theory its does not show the idea may need to be modified to take into consideration cultural variations in emotional expression and regulation, as the efficacy of emotional intelligence may fluctuate depending on the cultural setting. For the idea to applied effectively, a large investment in training programs is needed to give academic staff the requisite capability. Due to possible biases in self-reporting and observer assessments, evaluating emotional intelligence can be subjective.

Supramaniam. et al., (2021), analyze how emotional intelligence (EI) affects institutional performance (IP) in the

public sector in Malaysia. A survey instrument was disseminated to 700 Putrajaya-based ADOs across five designated ministries, yielding 375 valid replies. The results obtained, when examined applying the smart pls method, confirm the significant positive impact of emotional intelligence on institutional performance. This propose that emotional intelligence indicators and measures in the areas of workforce planning, succession planning, recruitment, learning and development, and institutional development should be included in efforts to raise the emotional intelligence of academic staff. Nevertheless, the investigation its does not entail on how emotional intelligence contributed academic staff performance on public higher learning institution also the methodology is different from the current study.

Sabie. et al., (2020), the aim of the investigation was to analyze the connection between public higher learning academic' performance and emotional intelligence. Furthermore, we analyze relationship between two emotional intelligence dimensions and two specific institutional performance factors. Employees from Romanian public sector institutions participated in this investigation, and to meet the research objectives, a quantitative technique based on questionnaires was created. Each of the measures was used in this investigation was specifically modified and customized for use with public sector employees, drawing from well-established prior investigation. In order to analyze the hypotheses, a conceptual deductive study approach based on conceptual framework was applied in the investigation quantitative methodology. The investigation was applied SPSS Statistics 22.0 package for the statistical analysis to explain the performance of public academic staff.

Gontur. et al., (2020), the aim of this investigation is to look into how the performance of local government system workers in Plateau State, Nigeria, is affected by emotional intelligence. 176 of the 240 participants who were given a structured questionnaire completed it completely and returned it, accounting for a 73% response rate. Ordinary least square regression analysis and relationship matrix were applied to analyses the study's data. The results of this investigation indicated a positive relationship between employees' performance and self-awareness, self-management, social awareness, and connect management. The investigation comes to the conclusion that emotional intelligence is a vital determinant that raises awareness, empower academic to pick up knowledge from others, and shares. This investigation focuses on how emotional intelligence contributed on performance in higher learning institutions.

Lucas Aidan (2023), work performance is impacted by assessments of emotional intelligence. To gain a thorough understanding of the subject in Tanzanian the investigation used a mixed-methods approach that included both qualitative interviews and quantitative questionnaires. The investigation included Tanzania academic staff in higher learning institution as a sample. Semi-structured interviews were

applied to acquire qualitative data, whereas a structured questionnaire was applied to collect quantitative data. The investigation found that work performance is significantly influenced by emotional intelligence.

2.1 Conceptual framework

This study was guided by conceptual frameworks in relation to problem identification and based on the impact of emotional intelligence on academic performance in public higher learning institutions. Emotional intelligence is the independent variable and work performance is the dependent variable. This is diagrammatically illustrated in the figure below.

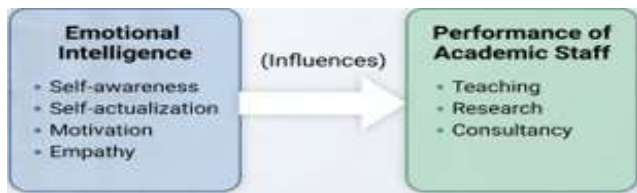


Figure 1: Researcher own Construct: 2026

3. RESEARCH METHODOLOGY

3.1 RESEARCH PARADIGM AND DESIGN

In order to gather information from participant regarding the impact of emotional intelligence in public higher learning institutions and work performance for academic staff. The investigation applied a descriptive survey design. Descriptive survey research is applied in preliminary and exploratory studies to enable the investigator to gather information, summaries, present, and interpret data for clarification (Orodho, 2009). Academic staff made up the targeted respondents. The investigation used Tanzania academic staff in higher learning institutions according to their ranks like professor, senior lecturers, assistant lecturers and tutorial assistant.

3.2 Study area

The study was conducted at the University of Dar es Salaam (UDSM), one of the leading public universities in Tanzania, renowned for its wide range of academic programs and research activities. UDSM was selected as the study area because it has a large and diverse population of academic staff, making it an appropriate setting for investigating the impact of emotional intelligence on academic performance. The diversity of academic disciplines and the availability of experienced academic staff provide valuable insights into how emotional intelligence influences teaching effectiveness, research productivity, and overall academic performance.

3.3 Study Sample and Sampling Techniques

The study involved academic staff from the University of Dar es Salaam (UDSM), including professors, associate professors, senior lecturers, lecturers, assistant lecturers, and tutorial assistants who are actively engaged in teaching, research, and other academic responsibilities. A purposive sampling technique was employed to select participants who were considered knowledgeable and experienced regarding the role of emotional intelligence in academic work. This technique enabled the researcher to obtain rich and relevant information from individuals directly involved in academic activities (Patton, 2015). A total of 70 academic staff members were purposively selected to participate in the study.

3.4 Ethical Considerations

The study strictly adhered to ethical standards. Approval was obtained from the University of Dar es Salaam (UDSM). Research Ethics Committee, and all participants provided informed consent (Israel & Hay, 2006). Confidentiality and anonymity were guaranteed through the use of pseudonyms, and participants were informed of their right to withdraw at any time. Data were securely stored and used solely for research purposes.

4. DATA ANALYSIS AND MODEL SPECIFICATION

According to Mugenda, et al., (2003), data analysis is a synthesis and logical process that gives the vast amount of information gathered university, order, and significance. Statistical Package for the Social Science (SPSS Version 16) was applied to analyses the data based on statistical concepts, such as frequencies and percentages.

5. RESULTS FINDINGS AND DISCUSSION

The Tanzanian respondents reply, the investigation primary aims were to determine how emotional intelligence affected academic staff performance UDSM university in Tanzania. Descriptive statistics were applied to analyses the data, which were then displayed using tables and charts. In order to statistically determine whether or not independent variables influence dependent variables, analysis and discussion were also conducted at the conclusion of each variable. The investigation based on quantitative data analysis which the SPSS was used in data analysis.

6. CONCLUSION AND RECOMMENDATION

The investigation aimed to examine the impact of emotional intelligence on the performance of academic staff in Tanzanian public universities. Findings revealed a significant positive relationship between emotional intelligence and staff performance (correlation coefficient = 0.765), indicating that higher levels of emotional intelligence are strongly associated with improved performance. To strengthen emotional intelligence among academic staff, several measures should be considered. These include organizing seminars and workshops, as well as conducting regular training sessions to

enhance skills such as motivation, self-control, self-awareness, empathy, and social competence. Online classes can also provide access to resources and courses offering practical strategies for developing emotional intelligence. Furthermore, standardized emotional intelligence tests should be applied to assess current levels and identify areas requiring improvement. Constructive feedback is equally essential, as it enables staff to receive regular, supportive guidance on their interpersonal skills and emotional growth. Collectively, these initiatives can foster a more emotionally intelligent academic workforce, thereby enhancing overall institutional performance

7. REFERENCES

- [1] Abdullahi, A. Z., Anarfo, E. B., & Anyigba, H. (2020). The impact of leadership style on organizational citizenship behavior: Does leaders' emotional intelligence play a moderating role? Department of Business Administration, Nobel International Business School; Department of Accounting and Finance, Ghana Institute of Management and Public Administration.
- [2] Alhamami, N. M. (Year). Linking Emotional Intelligence and Transformational Leadership to Job Performance in a Conflict-Stricken Environment. Publisher.
- [3] Alomia-Padilla, B., Alvarez-Guzman, C., Alvarez-Guzman, A., Morales-García, M., Sarita-.
- [4] Al-Okaily, N. S. (2023). Examining the impacts of emotional intelligence on tour guide citizenship performance. Publisher.
- [5] Baba, M. M. (2020). Emotional Intelligence and Personal Demographic Profile in the Education System of India. Publisher.
- [6] Boothman, A. T., Madume, F. J., & Owulo, J. O. (2024). Effect of emotional intelligence on employee performance in Bureau of Public Enterprises. Publisher.
- [7] Gontur & Dekom (2017), The Impact of Emotional Intelligence on the Performance of Local Government Employees in Plateau State, North Central Nigeria. Source, volume (issue), pages. Publisher. DOI.
- [8] Haricharan, S. J. (2022). Is the leadership performance of public service executive managers related to their emotional intelligence? SA Journal of Human Resource Management, 20, 1773
- [9] (PDF) The Role of Emotional Quotient in Enhancing Employee Performance and Organizational Success in the Service Industry. Available from: https://www.researchgate.net/publication/391206271_The_Role_of_Emotional_Quotient_in_Enhancing_Employee_Performance_and_Organizational_Success_in_the_Service_Industry [accessed Apr 29 2026].
- [10] Israel, M., & Hay, I. (2006). Research ethics for social scientists. SAGE Publications.
- [11] Lucas, Aidan (2023) Assessment of Emotional Intelligence impacts on Job Performance in Tanzania: A case of Tanzania Education Authority. Master's thesis, The Open University of Tanzania.
- [12] Kabagabe, J. B., & Kriek, D. (2021). Employee perceptions of organizational emotional intelligence and psychological capital amongst public servants in Uganda. Makerere University.
- [13] Mbwaga, T. B., & Tefurukwa, O. W. (2024). "Influence of Emotional Intelligence on Job Satisfaction: Moderating Effect of Organizational Commitment." Journal of Policy and Leadership (JPL), 11(1).
- [14] Mugenda, O.M. and Mugenda, A.G. (2003) Research Methods, Quantitative and Qualitative Approaches. ACT, Nairobi.
- [15] Mutuku, K., Asatsa, S., & Adibo, J. (2021). Emotional intelligence and adjustment to community living among consecrated women religious in Karen, Nairobi, Kenya. International Journal of Research and Innovation in Social Science, 5(6), 2454–6186. <https://www.rsisinternational.org/journals/ijriss/Digital-Library/volume-5-issue-6/611-618.pdf>
- [16] Mrisho, D. H., & Mseti, S. (2024). Emotional intelligence: Concept, theoretical perspectives and its relevance on job performance. East African Journal of Interdisciplinary Studies.
- [17] Orodho, J. A. (2009). Elements of Education and Social Science Research Methods. (2nd Ed.).
- [18] Tukur, A., Madume, F. J., & Owulo, O. (2024). Impact of Emotional Intelligence on Employee Performance within the Bureau of Public Enterprises (BPE) in Nigeria.
- [19] Patton, M. Q. (2015). Qualitative research & evaluation methods (4th ed.). SAGE Publications.
- [20] Punitha, N. (2024). Work-life balance, job satisfaction, job performance: The mediating role of emotional intelligence. Publisher.
- [21] Padilla, J. (2023). Impact of Emotional Intelligence on Performance of Public [Sector/Organizations.
- [22] Sanchez, L. Z., Morales-García, S. B., Álvarez-Manrique, V., Paredes Saavedra, M., & Morales-García, W. C. (2023). Sociodemographic factors, work motivation, emotional intelligence, quality of work life, and their association with work performance in Peruvian health workers. Publisher.
- [23] Ping Y., Qing G. (2021). Research on performance appraisal system of administrative departments in large public hospitals based on structured perspective. Modern Hospital Management, 19(3), 57–60.
- [24] Sabie, M. O., Brişcariu, R. M., Pîrvu, C., Burcea, Ştefan G., & Gătan, M. L. (2020). The relationship between Emotional Intelligence and Human Resources Employee Performance: A case study for Romanian Companies. Management Research and Practice, 12(3), 45–59.
- [25] Selvi, A. J. A., & Aiswarya, B. (2023). Examining the relationship between emotional intelligence and work

- engagement of automobile sector employees in Chennai. Rajagiri Management Journal, 17(2), 156–169.
- [26] Supramaniam, S., & Singaravelloo, K. (2021). Impact of emotional intelligence on organizational performance: An analysis in the Malaysian Public Administration. Administrative Sciences, 11(3), 76.
- [27] Shanil J. Haricharan1 (2023). Is the leadership performance of public service executive managers related to their emotional intelligence? Publisher.
- [28] Sharjeel, M. Y., Niazi, S., & Haider, S. (2021). Statistical evidence of organizational commitment and emotional intelligence among secondary school teachers in Lasbela: A case of job satisfaction. Habibie Islamicus: The International Journal of Arabic & Islamic Studies.
- [29] Zumam, W., Amiruddin, M., & Habibi, N. S. (2023). The effect of COVID-19 on students' emotional intelligence in language learning. Publisher.