

ASSESSING THE INFLUENCE OF LECTURERS' EMOTIONAL AND SOCIAL INTELLIGENCE ON QUALITY ACADEMIC SERVICE DELIVERY IN SOUTH-SOUTH NIGERIAN UNIVERSITIES

By

Awosley, N. O

awosley@gmail.com

Department of Educational Management,
College of Education

Michael Okpara University of Agriculture Umudike, Umuahia
Abia State

&

Dr Igwebuike, F. K

awosley@gmail.com

Department of Educational Management,
College of Education

Michael Okpara University of Agriculture Umudike, Umuahia
Abia State

Abstract

This study examined the relationship between Lecturers' Emotional and Social Intelligence on Quality Academic Service Delivery in South-South Nigerian Universities. A correlational survey research design was adopted, covering public universities in South-South states in Nigeria. With a population of 6,760, A sample of approximately 10% of the lecturers of public universities in South-South, Nigeria, which is 518 of 6,760 lecturers in public universities in South-South, Nigeria, was taken. A self-structured instrument of lecturers' social intelligence questionnaire (LSIMQ) and the item lecturers' emotional intelligence management questionnaire (LEIMQ) was formulated. The instrument is made up of two sections: sections 1 and 2. Section one sought information on the biodata of the respondents, while section two consists of 15 items in each instrument. Similarly, Lecturers' emotional intelligence management a positively and significantly extent jointly related to the quality of academic service delivery in universities in South East Nigeria. The study recommended that lecturers' relationship management to a very high and significant extent with the quality of academic service delivery in universities in South-South Nigeria. This implies that every lecturer needs to adopt good relationship management in their respective academic assignments in order to achieve quality service delivery.

Key words: Lecturers, Emotional. Social. Intelligence.

Introduction

In today's rapidly evolving academic environment, the demand for quality academic service delivery in universities has intensified, with increasing emphasis on student-centred learning, responsiveness, and academic accountability. Among the various factors influencing academic excellence, the personal attributes of lecturers, particularly their emotional and social intelligence, have become critical determinants (Goleman, 1995; Salovey & Mayer, 1990). Emotional intelligence, which refers to an individual's capacity to recognize, understand, and manage their emotions and those of others. Social intelligence, which denotes the ability to navigate social complexities and build positive relationships, are now regarded as essential skills for effective teaching, mentoring, and professional collaboration. (Bar-On, 2006; Mayer et al., 2008).

In the context of higher education, lecturers are not only knowledge transmitters but also facilitators of learning who influence students' academic engagement, motivation, and overall satisfaction (Akinboye, 2003). Hence, a lecturer's ability to demonstrate empathy, manage interpersonal relationships, and respond to students' emotional and academic needs significantly contributes to the delivery of high-quality academic services. Previous studies have established the positive relationship between emotional intelligence and teaching effectiveness (Brackett & Katulak, 2006; Adeyemo, 2007). Similarly, social intelligence has been linked to leadership, communication, and collaborative teaching practices (Riggio, 1986; Albrecht, 2006).

Despite the growing body of literature, most existing studies have either focused on emotional intelligence alone (e.g., Adeyemo, 2007; Nwokolo & Okeke, 2015) or have examined emotional and social intelligence in non-academic or corporate settings (Okoro & Udensi, 2014). Furthermore, while research has been conducted in broader educational contexts within Nigeria, there remains a paucity of empirical investigations specifically addressing the joint influence of emotional and social intelligence on academic service delivery. These universities are situated in the South-South geopolitical zone of Nigeria. This is an area with diverse sociocultural dynamics and unique educational challenges.

Statement of the Problem

Quality academic service delivery remains a central objective in Nigerian universities, yet many institutions continue to struggle with issues related to lecturer-student communication, engagement, feedback mechanisms, and responsiveness to students' academic and emotional needs. While administrative reforms and infrastructural improvements are often emphasized, the human dimension, particularly the role of lecturers' emotional and social competencies management receives less attention. Although studies such as Adeyemo (2007) and Nwokolo and Okeke (2015) have explored the role of emotional intelligence in education, few have holistically examined how both emotional and social intelligence interact to influence academic service delivery in higher education settings.

Moreover, there is limited study focusing specifically on universities in South-South Nigeria, where educational institutions face distinctive challenges, including underfunding, cultural diversity, student unrest, and resource disparities. Understanding how lecturers' emotional and social intelligence awareness management contributes to addressing these challenges and enhancing academic quality remains an underexplored area. This study, therefore, seeks to fill this gap by assessing the influence of lecturers' emotional and social intelligence on quality academic service delivery in South-South Nigerian universities, with the aim of providing evidence-based recommendations for capacity building and policy interventions.

Lecturers' Situational Awareness Management and Quality Academic Service Delivery

Situational awareness management entails being informed of the emotional dynamics of a situation, understanding how to effectively navigate the situation. This entails being aware of one's feelings as well as those of those involved in the scenario. According to Albrecht (2020), situational awareness management is crucial for lecturers since it allows them to understand the emotional tone of the classroom and adapt their teaching tactics accordingly. Situational awareness management is critical for developing positive interactions with students and colleagues. Rock (2023) adds that situational awareness management enables lecturers to anticipate and manage disputes, resulting in a more positive and productive learning environment.

Lecturers' situational awareness management refers to their ability to observe and comprehend the dynamics of their teaching environment, including the social, emotional, and cognitive components of their students' experiences. This insight allows lecturers to tailor their teaching tactics to the various needs of their pupils. Social awareness is an important aspect of situational awareness management. Lecturers must be aware of their classroom's social dynamics, which include student interactions, group norms, and social hierarchies. Understanding these characteristics enables lecturers to foster an inclusive learning environment that encourages social interaction, cooperation, and student participation (Tinto, 2020). Emotional awareness is another essential part of situational awareness management. Lecturers must be mindful of their own emotions and how they affect their teaching practices, as well as their students' emotions (Hargie, 2020). Recognizing and managing their own emotions allows lecturers to foster a pleasant learning environment that fosters emotional well-being and student achievement

Cognitive awareness is also necessary for situational awareness management. Lecturers need to be aware of their students' cognitive processes, including their thinking styles, learning strategies, and metacognitive skills. By understanding these cognitive processes, lecturers can design instruction that meets the diverse cognitive needs of their students and promote deep learning (Boud, 2020).

In conclusion, lecturers' situational awareness management involves perceiving and understanding the social, emotional, and cognitive aspects of their teaching environment. By developing their situational awareness-management skills, lecturers can create an inclusive, supportive, and effective learning environment that promotes students' well-being. Effective situational awareness management allows lecturers to tailor their teaching tactics to fit their students' different needs, resulting in increased student satisfaction, engagement, and academic performance (Tinto 2020). Furthermore, situational awareness-management assists lecturers in identifying potential issues and proactively addressing them, resulting in a positive learning environment that Lecturers' situational awareness-management is an essential component of quality academic service delivery in universities and cannot be overstated.

In addition, situational awareness management enables lecturers to reflect on their teaching practices and make data-driven decisions to improve their instruction, leading to ongoing professional development and growth (Boud, 2020). By prioritizing situational awareness

management, lecturers may provide high-quality academic services that address their students' unique demands, resulting in better student results and institutional excellence. Segal and Smith (2013) define social awareness as the ability to understand a social group's emotions and emotional cues and use that information to solve problems that cause the emotions to arise. Social awareness is the understanding of the social and cultural significance of expressed and manifested emotions within a system. This means that social awareness is reading the emotions of a social group to understand and deal with the challenges that create the social emotions. This particular study focused on understanding the social climate of the institutions. It comprises: primal empathy, empathetic accuracy, social cognition, self-presentation, and institutional awareness.

Primal empathy refers to sensing the emotions of other individuals and using the information to empathize with them. Empathy describes thoughtful consideration of other individuals' emotions before making decisions (Change-Management.com, 2012). It is asserted that empathy entails active listening to understand the other person's viewpoint and show compassion (Primal Leadership and Goleman, 2013). The researchers investigated primary empathy in dealing with professional, intellectual, and institutional problems.

Lecturers' Presence Management and Quality Academic Service Delivery.

Presence management involves being present in the moment and fully engaged with others. This includes being aware of one's own and others' emotions in the present time. According to Albrecht (2020), presence management is essential for professors since it allows them to establish trust and credibility with their students. He points out that presence management is critical for effective communication and relationship building. Rock (2023) adds that presence management assists lecturers in creating a sense of safety and support in the classroom, which leads to enhanced student involvement and motivation.

Lecturers' presence management implies their ability to: Establish a strong physical presence: Being visible, approachable, and engaged in the classroom and on campus. Create a positive online presence: Maintain an up-to-date and professional online profile, including social media and academic platforms. Develop a clear and consistent teaching personality (Ellis, Hoskin & Ratasingam, 2018). Being authentic, transparent, and consistent in their teaching approach and communication style. Fostering a sense of community involves developing relationships,

promoting collaboration, and instilling a sense of belonging in pupils (Eliadis, 2023). Managing boundaries entails setting clear expectations and establishing appropriate professional limits with pupils. Being adaptable and flexible involves adjusting their presence management strategies to meet the needs of diverse students and situations (Cowen & Keltner, 2017).

Use technology effectively centers on the lecturer leveraging technology to enhance their presence and engagement with students (Ellis *et al.*, 2018). A lecturer's Continuous improvement is easily achieved by reflecting on and refining their presence management strategies to optimize their teaching effectiveness (Dennison, 2020).

Effective presence management enables lecturers to: Enhance student engagement and motivation. Build trust and rapport with students. Create a positive learning environment. Increase their teaching effectiveness and reputation. Stay connected with students and colleagues. Demonstrate their dedication to teaching and learning. By adding these characteristics, lecturers may efficiently control their presence while also creating a supportive, engaging, and inclusive learning environment that promotes academic performance, student progress, and well-being (Wentzel, 2017).

The lecturers' presence management correlates with quality academic service delivery in the university system (Wentzel, 2017) by improving student engagement; lecturers' presence management leads to increased student participation, motivation, and attendance. Improved teaching quality, combined with effective presence management, leads to better teaching practices and academic outcomes. Lecturers' presence management leads to a healthy learning environment, resulting in increased student satisfaction. Better student support, lecturers' availability, and approachability lead to timely support and guidance for students.

Improved academic counselling, lecturers' presence management enables them to provide informed and effective academic advising. Increased research opportunities, lecturers' presence management, can lead to increased research collaborations and opportunities for students. Enhanced reputation, effective presence management contributes to a positive reputation for the lecturer and the university.

Increased student retention is achieved by lecturers' presence management, which contributes to the creation of a friendly learning environment. Improved feedback mechanisms, lecturers'

presence management enables them to solicit and respond to student feedback effectively. Continuous improvement, lecturers' presence management leads to ongoing reflection and improvement in teaching practices. Increased interdisciplinary collaboration, lecturers' presence management, can lead to increased collaboration and knowledge sharing across disciplines. Improved student outcomes, effective presence management result in better academic outcomes, including grades, graduation rates, and employability.

The study is related to the present work in these ways: there exists a significant positive correlation between social intelligence and the academic quality of service delivery, indicating that lecturers with a high level of social intelligence deliver higher academic quality service. The lecturer's use of social intelligence skills is essential for high academic quality service delivery, and promoting the lecturer's social intelligence development, thus enhancing quality academic service delivery. The study differed in the study area. Hence, these form the gap in the literature that the present study will fill.

Nurul and Hassan (2019) investigated the association between emotional intelligence and teaching effectiveness among lecturers. The research was conducted at the University of Malaysia in Malaysia. The study sought to evaluate the association between emotional intelligence and teaching effectiveness among lecturers in higher education institutions. The population included all teachers who worked in Malaysian higher education institutions. A sample of 350 instructors was drawn from seven (7) universities. The sample was selected using stratified random sampling. The study found a substantial positive link between emotional intelligence and teaching effectiveness ($r = 0.78$, $p < 0.01$). Emotional intelligence significantly predicted teaching efficiency ($R = 0.72$, $F = 30.10$, $p < 0.01$). Lecturers with strong emotional intelligence demonstrated greater teaching efficacy ($t = 6.80$, $p < 0.01$). The Pearson correlation coefficient (r) and Multiple Regression Analysis (R^2) were utilized as test statistics. The questionnaires used for data collection were the Emotional Intelligence Questionnaire (EIQ), Lecturer Evaluation Questionnaire (LEQ), and Teaching Effectiveness Questionnaire (TEQ). The study revealed that emotional intelligence is a significant component in the efficacy of lecturers in higher education institutions.

It is related to the work at hand through the use of the emotional intelligence variable and lecturers as the population. The study differed from the present study in the area of study, scope,

purpose of study, and method of data analysis. Hence, this forms the gap in the literature that the present study will fill.

Nguyen, Maclaran, and Campbell (2019) conducted a study titled "Service Quality in higher education: A Systematic Review and future directions". The study was conducted in the United Kingdom. The study's goal was to conduct a systematic evaluation of the literature on service quality in higher education and identify research gaps in this area. The study was led by four research questions and two hypotheses. The population consists of universities and higher education institutions. The sample size was 62 articles from various higher education publications and databases, and the sampling technique was a systematic literature review with Gap Theory as a framework. The study found that service quality is an important element in student happiness and loyalty. The literature on service quality in higher education contains considerable gaps, particularly in terms of professors' emotional and social intelligence. Lecturers' emotional intelligence and social skills are critical for providing quality academic services and closing service gaps. The relationship between lecturers' emotional and social intelligence reveals that lecturers' emotional intelligence and social skills are crucial in recognizing students' needs and expectations and providing personalised help (bridging the Knowledge and Expectations Gaps). Emotional intelligence and social skills enable professors to communicate effectively and empathize with students, hence lowering the Communication Gap and Delivery Gap. Using gap theory, the study emphasizes the relevance of lecturers' emotional and social intelligence in providing quality academic services and addressing service delivery gaps, hence boosting student happiness and loyalty in higher education. Indicate future directions for increasing service quality in universities.

The study is similar to the present study due to the fact that it assessed service quality, emotional intelligence, and social skills. However, it differed from the present study in study area, scope and purpose of the study, as well as methodology. Hence, these form the gap in literature, which the present study will fill.

Muhammad and Sobia (2019) investigated emotional intelligence, social intelligence, and teaching performance: a correlational study. The study was conducted at the University of Punjab in Pakistan. The study's purpose was to look at the relationship between emotional intelligence, social intelligence, and teaching performance among schoolteachers. The study's

population included all of Pakistan's school instructors. The sample consisted of 250 teachers picked from ten (10) schools. The sampling strategy utilized was stratified random sampling to select the sample. The following are the findings: Emotional intelligence and teaching performance showed a substantial positive association ($r = 0.75$, $p < 0.01$). A substantial positive link was found between social intelligence and teaching performance ($r = 0.80$, $p < 0.01$). Teachers with strong emotional and social intelligence had better teaching performance ($t = 7.50$, $p < 0.01$). Pearson correlation coefficient (r), multiple regression analysis (R^2), and analysis of variance (ANOVA) were employed in the test statistics. The questionnaires used for data collection included the Social Intelligence Questionnaire (SIQ), Teaching Performance Evaluation Form Questionnaire (TPEF), Lecturer Evaluation Questionnaire (LEQ), and Student Evaluation of Teaching (SET) Questionnaire. The study concluded that emotional intelligence and social intelligence are crucial elements in schoolteachers' teaching performance.

This study is related to the present work because social intelligence is one of the variables, and it is research conducted using the university environment. The study differed in study area and sub-variables of emotional and social intelligence concepts. Hence, these form the gap in the literature, which the present study will fill.

Nurhamizah and Leele (2019) evaluated the level of emotional intelligence among lecturers at a foundation studies center run by a public university in Selangor. The sample size for this study was determined to be 140 academics who are currently employed at this centre. Nonetheless, after two weeks of data collecting, only 86 of 140 instructors returned the surveys. These academics worked in six distinct departments: science, engineering, education, law, Islamic studies, and language studies. The major data collection instrument in this study was a questionnaire. Cronbach's coefficient alpha for this questionnaire is .83, indicating that its reliability is quite strong. The questionnaire was divided into two portions, A and B. Section A focuses on the professors' demographic data. It consisted of five items: gender, age, academic qualification, course taught, and lecturing experience. Section B focused on the emotional intelligence variable. It consists of both open and closed-ended things. The closed-ended items in this section were modified from Wong and Law's Emotional Intelligence Scale (WLEIS) (2002). These items are intended to test four aspects of emotional intelligence: 1) self-emotional appraisal; 2) emotion management; 3) emotional appraisal of others; and 4) emotion use. In

addition, this section has two open-ended questions: i) On a scale of 1–6, how would you evaluate your general emotional intelligence? and ii) Please explain the reasoning behind the above ratings. The inclusion of these open-ended questions is intended to elicit extra information about the respondents' justifications for their emotional intelligence grade. The completed questionnaires were analyzed using the Statistical Package for the Social Sciences software (SPSS version 22). Thus, to aid in the understanding of quantitative data, outcomes on the six-point Likert scale of emotional intelligence were compressed into high and low emotional intelligence categories. The sample was found to have a high overall emotional intelligence level as well as a high emotional intelligence level in all four categories that were tested, including emotion use, emotion management, self-emotional evaluation, and emotional appraisal of others. In addition, there were substantial variations between emotional intelligence and demographic characteristics such as age, academic credentials, and department. In terms of implications, this study adds to the body of knowledge on emotional intelligence in the local context and provides empirical data to assist the Ministry of Higher Education in conducting strategic planning to improve emotional intelligence among lecturers in higher education institutions (IHE).

This study is related to the present work because emotional intelligence is one of the variables, and it is research conducted using the university environment. The study differed in study area and sub-variables of emotional and social intelligence concepts. Hence, these form the gap in the literature, which the present study will fill.

Bonnici and Aquilina (2019) investigated how lecturers' emotional intelligence (EI) might positively impact students' lives, both in the classroom and at the workplace. The findings of this study are based on data collected from participants; hence, it employs a grounded theory approach. Through in-depth interviews and an interpretive approach with four lecturers working within an Institute at MCAST, the researcher investigates and evaluates the staff's perception of the importance of EI at work. EI in the role of the lecturer, and EI in building trust between employees and students. It is hoped that the patterns emerging from this research will be useful to both professors and students. This study gives a framework for lecturers to better manage their students by controlling unpleasant emotions and urges, resulting in a more successful class delivery time. Furthermore, EI may increase motivation among both staff and students. As a result, increased student retention and eagerness to study may lead to self-development and

personal progress for humans. The work is related to the present research because the study assessed a key variable, “emotional intelligence,” that the present study also researched. d one was carried out within a university environment, just like the present study. The study differed in choice of study area and research methodology. For instance, the former study adopted a quantitative method while the present study adopted a correlational study and Pearson Product-Moment Correlation Analysis. Hence, the above from the gap in literature, the present study will fill

Situational Leadership Theory by Paul and Ken (1969 and 1985)

Paul Hersey and Ken Blanchard proposed Situational Leadership Theory between 1969 and 1985. According to situational leadership theory, effective leaders adjust their leadership style based on their followers' maturity and competence, situational conditions, and the work at hand. It recommends that leaders utilize a blend of directive, supportive, and delegative behaviors to meet the requirements of their team members. Situational Leadership Theory, established by Paul Hersey and Ken Blanchard, emphasizes the significance of leaders (lecturers) tailoring their leadership style to the specific situation and individual requirements of their pupils. In the context of lecturers' emotional and social intelligence management and quality academic service delivery, the research can be anchored on situational leadership as follows:

Lecturers' emotional intelligence (EI) allows them to comprehend and regulate their own and their students' emotions in a variety of settings. Emotional intelligence (EI) enables professors to tailor their leadership style to students' emotional requirements, create trust, and foster a helpful learning environment. Social Intelligence: Lecturers' social intelligence (SI) allows them to understand and navigate complicated social dynamics, form strong relationships, and inspire students to take responsibility for their learning. Social intelligence (SI) enables lecturers to tailor their leadership style to fit the social needs of their students, foster a healthy academic culture, and encourage successful communication.

Lecturers' emotional and social intelligence management has a direct impact on the quality of academic services provided, such as teaching, mentoring, and advising. Effective emotional and social intelligence management leads to improved student outcomes, increased student happiness, and a better institution reputation. According to Situational Leadership Theory, lecturers' emotional and social intelligence management is directly tied to the provision of high-

quality academic services. Lecturers who tailor their leadership style to students' emotional and social needs are more likely to provide high-quality academic services. Lecturers who demonstrate situational leadership characteristics such as flexibility, adaptability, and emotional intelligence are more likely to effectively manage their emotional and social intelligence. This improves their ability to provide quality academic services, empower students, and foster a pleasant academic environment.

Using Situational Leadership Theory, we can understand how lecturers' emotional and social intelligence management affects the quality of academic services provided, as well as how modifying leadership styles to fit student demands strengthens this link. This approach emphasizes the significance of developing lecturers' emotional and social intelligence, as well as situational leadership skills, in order to improve the quality of academic service delivery and, ultimately, student results.

Situational leadership theory emphasizes the need for emotional intelligence in leaders, stating that they must be aware of their own emotions as well as those of their teammates. Social intelligence is also important since leaders must be able to communicate effectively, form connections, and adapt to changing circumstances. Empathy, self-awareness, and social skills are all necessary for lecturers to manage their emotional and social intelligence while providing high-quality academic services.

In conclusion, this theory is pertinent to the current study because it emphasizes the need for adaptive leadership, which is largely reliant on emotional and social intelligence. Developing these abilities helps professors become more successful leaders, control their emotions and social connections, and improve academic service delivery in universities. Though SLT has an overemphasis on leadership style, as it places considerable attention on the leader's style and behavior, potentially missing the role of follower emotions, wants, and expectations in achieving goals, anchoring it on another is currently not obvious.

Methodology

The population for the study is made up of 6,760 lecturers from all the federal universities whose job experience was not less than five years in the South-South states of Nigeria, with a sample size that represents 10% of the entire population, 518. The instrument for data collection were

three, they include: a 24-item lecturers' emotional intelligence management questionnaire (LEIMQ), a 24-item lecturers' social intelligence questionnaire (LSIMQ) and an 11-item lecturers' quality service delivery questionnaire (LQSDQ) and to ascertain the face validity of the instruments, each copy was given to three (3) experts. They included an expert in Measurement and Evaluation and two (2) other experts from Educational Administration and Planning, Michael Okpara University of Agriculture Umudike. The three instruments were subjected to a reliability test using the test-retest method. For the reliability of the instruments for this study, 20 copies of the questionnaires were administered twice within two weeks to 20 lecturers from Abia State University, Uturu (ABSU) in the South East. This is outside the South-South states where the study was conducted, but with similar characteristics. The stability of the instruments was determined using Pearson Product-Moment Correlation Coefficient, which yielded indices of 0.89, 0.86, and 0.88 for LEIQ, LSIQ and LQASDQ, respectively

Research Questions

- 1) To what extent does situational awareness management correlate with the quality of academic service delivery?
- 2) To what extent does the lecturers' presence management correlate with the quality of academic service delivery?

Hypotheses

H₀₁: There is no significant relationship between the lecturers' situational-awareness management and the quality of academic service delivery.

H₀₂: There is no significant relationship between the lecturers' presence management and the quality of academic service delivery.

Research Question One

To what extent does lecturers' situational awareness management correlate with the quality of academic service delivery?

Data for answering research question 1 are presented in Table 1.

Table 1: Correlation Matrix of Relationship between Lecturers’ Situational-Awareness Management and Quality Academic Service Delivery in South-South, Nigeria

		STA	QASD
STA	Pearson	1	.776
	Sig (2-tailed)		.006
	N	486	486
	R ²	(0.602)	
QASD	Pearson	.776	1
	Sig. (2-tailed)	.006	
	N	486	486
		60.2%	

STA= Situational Awareness Management, QASD= Quality Academic Service Delivery

The results in Table 1 reveal a correlation coefficient (r) of .776 which is which is positive and within the coefficient limit of $\pm 0.60 - \pm 0.80$, indicating a strong, positive, and high extent relationship. This however implies that lecturers’ situational-awareness management has a strong, positive, and a high extent relationship with the quality academic service delivery in South-South, The coefficient of determination (R^2) of 0.602 indicates that 60.2% of the variance observed in the quality academic service delivery in South-South was attributed to lecturers’ situational-awareness management.

Hypothesis one

There is no significant relationship between the lecturers’ situational-awareness management and the quality of academic service delivery.

Data for testing hypothesis 1 are presented in Table 2.

Table 2: Linear Regression Analysis of the Relationship between Lecturers’ Situational-Awareness Management and Quality Academic Service Delivery in South-South, Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3838.341	1	3838.341	128.920	.006 ^b
Residual	14439.671	485	29.773		
Total	18278.012	486			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The results in Table 2 showed a P- P-value of 0.006, which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha value, it implies that the null hypothesis stated was rejected. Therefore, there is a significant relationship between lecturers’ situational-awareness management and quality academic service delivery in South-South, Nigeria.

Research Question Two

What is the extent of correlation between lecturers’ presence management and the quality of academic service delivery?

Data for answering research question 2 are presented in Table 3.

Table 3: Correlation Matrix of Relationship between Lecturers’ Presence Management and Quality Academic Service Delivery in South-South, Nigeria

		PMT	QASD
PMT	Pearson	1	.514
	Sig (2-tailed)		.000
	N	486	486
	R ²	(0.264) 26.4%	
QASD	Pearson	.514	1
	Sig. (2-tailed)	.000	
	N	486	486

PMT= Presence Management, QASD= Quality Academic Service Delivery

The results in Table 3 indicate a correlation coefficient (r) of .514, which is positive and within the coefficient limit of $\pm 0.40 - \pm 0.60$, indicating a strong, positive, and a moderate extent relationship. This, however, implies that lecturers' presence management has a strong, positive, and moderate extent relationship with the quality of academic service delivery in South-South, Nigeria. The coefficient of determination (R^2) of 0.264 indicates that 26.4% of the variance observed in the quality of academic service delivery in South-South was attributed to lecturers' presence management.

Hypothesis two

There is no significant relationship between the lecturers' presence management and the quality of academic service delivery.

Data for testing hypothesis 2 are presented in Table 4.

Table 4. Linear Regression Analysis of the Relationship between Lecturers' Presence Management and Quality Academic Service Delivery in South-South, Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3789.909	1	3789.909	122.885	.000 ^b
Residual	14958.007	485	30.841		
Total	18747.916	486			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data in Table 4 showed a P- P-value of 0.000, which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha value, it indicates that the null hypothesis stated was rejected. Therefore, there is a significant relationship between lecturers' presence management and quality academic service delivery in South-South, Nigeria.

The results revealed that lecturers' situational management, to a positive and significant extent related to the quality of academic service delivery in universities in South-South, Nigeria. The results specifically showed that lecturers' situational awareness management allows them to build relationships with students and colleagues. Diverse strategies to resolve conflicts and negotiate with others, communicating effectively with students, colleagues, and other

stakeholders, among others, enhance the quality of academic service delivery. The results agreed with Mohammad and Sobia (2019), who found from their study that one's ability to understand and manage situations effectively determines the extent his goals can be achieved. The results are indications that the ability of individuals to manage every situation as it occurs goes a long way in taking his steps to attain success.

It was found from the study that lecturers' presence management to a positive and significant extent related to the quality of academic service delivery in universities in South-South, Nigeria. In other words, lecturers' ability to manage their presence effectively during instructional delivery significantly determines the quality-of-service delivery in Nigerian universities. Specifically, the results showed that lecturers' ability to manage their presence through the use of social intelligence in their interactions, building trust and credibility with the students, recognizing and managing their social biases and assumptions, among others. This enhances their quality-of-service delivery. The result corroborated Seyed and Mahnaz (2016), who conducted a similar study and found that lecturers who manifest presence management as social intelligence recorded higher teaching effectiveness. The results equally agreed with **Rock** (2023), who added that presence management helps lecturers to create a sense of safety and support in the classroom, leading to increased students' engagement and motivation. The effectiveness of lecturers' presence management in attaining quality service delivery in universities could help them to build trust and credibility with their students, and is very essential for effective communication and relationship building.

The results showed that lecturers' authenticity management to a positive and significant extent related to the quality of academic service delivery in universities in South-South, Nigeria. The results indicated that lecturers being genuine and authentic in their interactions with others, especially the students, significantly relate to the quality of academic service delivery. In other words, their being aware of their own emotions and the emotions of others and being true to themselves relate to a high extent with the quality of academic service delivery in the universities. The results specifically showed that their authenticity management involves effective communication in the classroom with diverse strategies, managing team dynamics and collaboration well as well as building strong relationships with students, among others, which enhances their quality service delivery. The result supported Adebisi and Adewuyi (2019), who

found from a similar study that authenticity management by lecturers significantly influences quality service delivery in higher institutions of learning. The results show that authenticity management is one of the traits of lecturers that are capable of enhancing effective communications between the teachers and the students, creating a positive and favourable learning environment that supports effective teaching and learning.

It was found from the study that lecturers' situational awareness management, to a positive and significant extent related to the quality of academic service delivery in universities in South-South, Nigeria. This implies that every lecturer needs to be aware of the situations around them and make each more friendly to render quality service delivery.

It was found from the study that lecturers' presence management to a positive moderate and significant extent related to the quality of academic service delivery in universities in South-South, Nigeria. This implies that presence management is not a major determinant of the quality of academic service delivery of lecturers. In other words, they could achieve quality academic service delivery with or without presence management.

Since the results showed that lecturers' authenticity management has a positive and significant extent related to the quality of academic service delivery in universities in South-South Nigeria. It implies that every university authority or administration is desirous of achieving quality academic service delivery. They need to create an atmosphere that could accommodate lecturers' authenticity management.

Recommendations

1. Lecturers should learn how to adapt and adjust to all situational changes and challenges in the course of carrying out their service delivery to enable them to navigate educational shifts, technological advancements, student needs, and institutional policies effectively. This is for positive adjustment to every situational change and challenge as well as for enhanced teaching quality, students' success, and high maintenance of professional growth.
2. Lecturers should, as a matter of urgency and necessity, cultivate strong presence management skills through self-awareness, empathy, effective communication, and

adaptability to enhance engagement, motivation, classroom effectiveness, overall academic contributions, and professional relationships.

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