RELATIONSHIP BETWEEN DEMOGRAPHIC VARIABLE AND EMOTIONAL INTELLIGENCE IN EMPLOYABILITY SKILLS OF ELECTRICAL/ELECTRONIC TECHNOLOGY GRADUATE IN NORTH WESTERN NIGERIA

Ibrahim Haruna Bako, Yusmarwati Binti Yusof
Faculty of Technical and Vocational Education, University Tun Hussein Onn Malaysia
hb180009@student.uthm.edu.my, marwati@uthm.edu.my

Fatima Abashe and Yusuf Sani Abu
Faculty of Engineering, Department of Electrical Engineering, Federal University Dutsin-Ma
faycuty@gmail.com,saniabuyusuf@gmail.com

Abstract
The study was carried out to find out the relationship between demographic variables and emotional intelligence in employability skills of Electrical/electronic technology graduates in north western Nigeria. One research question was formulated and one null hypothesis was developed withing the research question for the study. Descriptive research design was adopted using quantitative approach with questionnaire for the study. The study population were final year students of Electrical/electronic technology from universities offering technical education in Northern Nigeria. A total population of 112 electrical/electrical technology students were used for the study, the whole population was used because of its manageable size. The instrument was validated by experts and the reliability coefficient value of 0.91 was obtained using Cronbach alpha reliability method. The data collected for the study were analysed using regression analysis to find the relationship between demographic variables and emotional intelligence in employability skills of Electrical/electronic technology in Northern Nigeria. The result of the model's parameters (Beta values) and significance values in the analysis indicated that the influence of Age, Gender, Qualifications, types of university and Locations of Electrical/electronic technology graduates on their emotional intelligence competency is not significant (p>0.05). The study recommended that the 21st century labour employers should not consider Age, Gender, Qualifications, types of university and Locations as a barrier prerequisite for employment of electrical electronics technology graduates with emotional intelligent competence, as indicated in the result of the study finding that those variables has no significant relationship with respect to the emotional intelligence competence of electrical/electronic technology graduate in north western Nigeria.

Keywords; Electrical/electronic technology, Emotional Intelligence, Demographic variables.

Introduction

Emotional intelligence has come to be a score goal by researchers and educators as it faces discrete conceptualizations by scholars and researchers. Emotional intelligence, according to renowned Scholars Salovey and Mayer (1990) is a mental ability, Daniel Goleman (2011) is an ability and traits, Reuven Bar-On, (1996) its traits and emotional competence, Petrides (1997) is a personality trait, Boyatzis and Sala (2004) an emotional and social intelligence competence. Additionally, Talarico, et al. (2013) view emotional intelligence as a collection of non-cognitive skills, proficiencies and abilities that guide an individual capacity in adapting new societal demand and stress. Again, Goleman (2011) further define emotional intelligence as the "capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship." Therefore, emotional intelligence (EI) is a set of emotional skills, work skills, and leadership skills that develop in individual and which may have relationship with demographic variable of that individuals.

Demographic variable in research concept is an information or common variables that are gathered for investigation of relationship between phenomena example age, sex, income level, race, employment among others (Eboh, 2009). Give examples of some of the demographic variables to be examined here. Employability skills is a collection of abilities such as communication skills, interpersonal skills, empathy and social skills (Bako & Yusof, 2022). Employability skills an attribute for employability among electricity/electronics technology (Bako & Yusof, 2022). Employability skills identified by scholars as emotional intelligence and a social competence an essential attribute for individual wellbeing. Scholar agreed that employability skills will positively complement electricity/electronics technology graduate for employment after graduation. Electrical/electronic

technology is an integral part of technical education which is designed with the intention of developing individual with technical skill to face the challenges of lack of employment, Odo (2017). Technical education entails the transmission of knowledge and acquisition of technical skills which are related to various occupations that lead to career success, a fulcrum for technology growth in the modern world as most technological transformation rely on electricity/electronics technology.

Electrical/electronic technology is one of the vital portions of technical education and also a pivot for technological development in today's world. It is observed that electricity/electronics technology is a ''cannot do without'' in today's technological transformation. Electrical/electronic technology contributions is immeasurable to nation's growth, so no nation can develop without electricity/electronics technology. According to Yusof, Bako, Roddin, Mukhtar and Hamid (2023) Electrical/electronic technology is a course of study aims at preparing individuals with technical skills and scientific knowledge about various electricity/electronics and their functions to solve societal difficulties. Similarly, Yusof *et.al.,* (2023) further described electrical/electronic technology as a programme of study designed to produce electrical/electronic technology personnel for power generation, transmission, distribution as well as installation and maintenance of electrical/electronic system in residential, commercial and industries. Bakare (2009) further stated that electrical/electronic technology has come to be an instrument in the employment of virtually all careers in human life cycles. Therefore, electrical/electronic technology has become the part and parcel of human life, and that bring about continues research on other means of energy to ease human problem. Ibrahim (2016 stressed that it is hardly for any social activity where electrical/electronic technology have not made relevance, all because of information and communication technology (ICT) and globalization. Electrical/electronic technology occupations is an application of theories used in resolving technical problems through the design, selection of materials, operations as well as installation and maintenance of electrical/electronic system in residential, commercial and industries, (Ibrahm,2016). Bakare, Zakka and Fittoka (2010) explained that electrical/electronic technology main concerned is for the students of electricity and electronics to be employed after graduation. The main objective of inculcating electrical/electronic technology in the syllabus of technical institutions globally as well as Nigeria is to equip and produce qualified graduates with the right skills e.g., electrical electronic technology to engage in a productive work in the industry as well as for self-reliance.

National Board for Technical Education (NBTE) as the regulator of the trades offered in electricity/electronic technology skills includes; manufacturing, assembling, servicing, power generation, transmission, distribution and utilization, telecommunications, as well as automobile electrician, radio and television maintenance and repairs, computer and mobile phone maintenance among others. It is obvious that electrical/electronic technology occupation need emotional intelligence competency for employability and career success. Electrical/electronic technology graduates are at the mercy of emotional intelligence competency due to the excessive demand of expertise in electrical installation and maintenance of electrical/electronic apparatus in residential, commercial and industries. Graduates of electrical/electronic technology need to have an ability of adaptation in this era of rigorous changes in technology and human behavior. The rigorous changes in technology and the advent and increasing demand of new employability skills from the employers of technology related occupations (Goleman,2011). The appropriate and skilful applications of hard or technical skill is relatively emotional skills dependent. Emotional intelligence most complement hard or technical skills for successful career (Goleman,2011).

Emotional intelligence engrossed on human talent, as it involves the intricacy of individual qualities (Boyatzis, Goleman &Kenneth, 2004). Goleman (2011) stressed that, emotional intelligence (EI) is a combination of abilities that allows to be aware of, understand, and to be in control of an individual emotional states and so instrumental for an individual to recognize and understand the emotional states of others to achieve success in employment. It is also the basics characteristics of an individual to have opportunity of been ahead of others and remain at the top in any area particularly in technology related career (Goleman, 2011).Mayer, Salovey & Caruso (2004, p. 197) defined emotional intelligence as a social intelligence can be define as the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Additionally, emotional intelligence refers to as an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the

basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them (Mayer, Caruso & Salovey, 1997). Similarly, Goleman, (2011) that hard or technical skill must to be complemented with employability skills (emotional intelligence) to achieve a successful career particularly in technology career related skills.

Employability is having something doing either self or get employ whereas unemployment is a circumstance where people with the intent of engaging in an employment in self or of giving wage cannot find works due to the lack of specific skills such as communication skills, emotional intelligence, non-cognitive skill, problem solving skills, interpersonal skills among others (Bako & Yusof, 2022). Employability skills is a combination of qualities, an characteristics, personal aptitude, and ability, a vital constituent for successful career and emotional competence (Bako & Yusof, 2022). Employability skills are cluster of productive personality traits that characterizes one's relationship in the mixed of million people, these productive personality traits include; social graces, communication abilities, language skills, personal habit, cognitive or personal empathy, time management, and team work and leadership traits (Brain, intelligence & models, n.d). Employability skills is an important attribute that contribute immensely in individual competence when seeking for employment or career. According to Rasul, Rauf, &Mansor, (2013) employability skill is a generic skill, as well as transferable core skill which individual use as a handy and a facilitating knowledge required by 21st century workforce. There is strong perception that job in the future will only need individuals that can apply knowledge into their work (Rasul, Rauf, &Mansor. 2013). Employability skills and its applicability when it comes to social factors such as demographics variable of age, gender, qualification, type of university and working environment is a worrisome attribute for electrical/electronic technology graduates in North Western Nigeria.

Demographic in research is information or common variables that are gathered to investigate a relationship between phenomena example age, sex, income level, race, employment among others (Eboh, 2009). Emotional intelligence in relation to demographic variable may be a concerning factors when it comes to job attributes and it may possibly vary according to age, gender, qualifications, types of university and working environment (Afolabi, Awosola, & Omole, 2010; Morembo, et.al., 2018). Gender is a cultural and social differences of identities of sex binary of male and female within societies. World health organisation (2018), define gender as a socially constructed characteristics of women and men according to norms. Whilst, age is the development of overall human life cycle from birth to childhood, adolescent to the adulthood. Goleman, (1998) stated that, our level of emotional intelligence is not fixed genetically nor does it develop only in early childhood. The propionate authors of emotional intelligence Mayer, Caruso and Salovey (1997) asserted that for emotional intelligence to be considered a standard intelligence, it should increase with age encountering or of undergoing events within an environment either institutional or working environment. Environment is everything that makes up our surroundings in which an individual operates, interacts, and adapts to work interchangeably with others to achieve a common goal. Pandita (2012), stated that emotional intelligence is the concept of "social intelligence" as an ability to get along with other people's environmental concepts, whilst institutions is defined as system of established and prevalent social rules that structure social interaction (Hudgson, 2022). Though, according to Hudgson (2022) observation there is no unanimity in the definitions of the concept. Ismail, et.al. (2010) recognises institution as a concept as in other discipline as academic environment or institution. Institutions are clarified into four, thus; family, economy, government and educational institutions. Naeem, et. al., (2014); Chand, Kumar and Mittal (2019) defined educational institution as a certificate awarding institution in various fields such as education, educational technology, technical and vocational education among others. These institutions were established with aims of equipping the graduates with skill and ability to be self-employ after graduations. Scholars like (Oludeyi, 2015; Mathews and khann 2016) define institutions as an environment for educational activities that combine various factors to produce professionals in the field of choice, all these factors have an impact on the performance of its members.

Demographic variables of gender, age and environmental concept on emotional intelligence in employability skills were measured by many researchers to ascertain the relationship level between the variable (Ibrahim, & Ado, 2018; Morembo, et.al., 2018). Pandita (2012) pointed out that emotional intelligence as a" social intelligence." can make individual more efficient in work environment. Emotional intelligence increases with age and differs with gender (Morembo, et.al., 2018). These scholars view

encourage the researcher to investigate the relationship of demographic variables and emotional intelligence in employability skills of electrical/electronic technology graduate in North western Nigeria. Emotional intelligence as an employability skill (Coetzee & Beukes, 2010) is consider across all age, gender and environmental concepts as a necessity for graduates. (Chinyere &Afeez, 2022) among which is electrical/electronic technology graduates as a basic or a fundamental requirement for employability in 21st century. According to Ibrahim and Ado, (2018) individuals' that are emotionally intelligent perform better than those with lower emotional intelligence, individuals with low EI find it difficult to emphasize, exchange feelings appropriately, join forces to achieve goals, consequence to the loss of confidence in identifying priority upon employment opportunity as well as a deficiency in ones' ability in employability. Emotional intelligence can serve as a key factor for successful employment opportunity amongst electrical/electronic technology graduates in Northern Nigeria, literatures postulate that individuals with high emotional intelligence competencies are likely to be more successful in 21st century world of work (Goleman, 2011; Boyatzis, R. E., & Sala, F. 2004). Empirical studies proved that labour employers prefer individuals with new skills such as emotional intelligence due to globalization and technology civilization for them to fit into the 21st century competitive market (Bakar &Hanafi, 2007; Singh & Singh, 2008; Overtoom, 2000; Cassidy, 2012; Omar, et. al., 2012; Tripney, et. al., 2013; & Lippmann, 2015). The applicability of emotional intelligence is more appropriate when considering an individual's demographic influence (Ranganath, 2011; Shukla, 2014; Naeem, et al., 2014; Nguyen, 2019). In addition, Sanchez-Ruis, Perez-Gonzalez and Petrides (2010) Reported that there is an interaction effect on gender and discipline on students' emotional intelligence. According to study by P'Rayan and Shetty (2006) the industry has moved forward rapidly and technology also has changed but the educational institutions and the curriculum have not changed that rapidly, and it is necessary for the institutions to adapt the changes in order to give the graduate needed skills and ability to compete in the modern-day working environment. Responsibility of developing technical education student with emotional intelligence competency and employability skills lays in the TVET offering institutions, Suarta (2017) further observed that it is necessary for the institutions to prepare graduates to have the skills and ability to adapt with different environment in order to succeed in today's world of work. Hence the need for the study.

Objectives of the Study

The general objective of this study was to find the relationship between demographic variables and emotional intelligence of employability skills of electrical electronic technology graduate in Northern Nigeria. Specifically, the sought to determine the relationship between demographic variables of age, gender, qualifications, types of university and locations of technical education graduates and emotional intelligence

Research Questions

What is the relationship between Demographic variables of age, gender, qualifications, types of university and locations and emotional intelligence of employability skills of electrical electronic technology graduate in North western Nigeria?

Hypotheses

Ho1 There is no significant relationship between Demographic variables of age, gender, qualifications, types of university and locations and emotional intelligence competency of employability skills of electrical electronic technology graduate in North western Nigeria

Methodology

Descriptive research design was adopted using quantitative approach with questionnaire as an instrument for data collection. The study was conducted at some selected Universities offering technical and vocational education in North western Nigeria with a total population of 112 electrical/electrical technology students, the whole population was used because of its manageable size. Emotional Intelligence Competency Scale (EICS) was adopted as the instrument for the data collection for the study. The instrument was validated and subjected to a reliability test, with 0.91 Cronbach alpha reliability coefficients substantial alpha value, this is in line with the recommendation of (Taber, 2018). The structured questionnaire used to collect the data from the respondents to ascertain the relationship between demographic variable and emotional intelligence in employability skills of electrical/electronic technology graduate in North Western Nigeria was analysed using regression analyses with SPSS version 23.0 and result indicated no significant relationship between the variables. As indicated in table 1

Table 1 Regression Analysis showing the Relationship between Demographic Variables and Emotional Intelligence Competence of Employability Skills of electrical electronic technology graduate in northern Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	47.246	1.867		25.299	.000
	1. Age	-1.965	1.321	-1.256	-1.488	.211
	2. Gender	-.155	1.089	-.044	-.142	.894
	3. Qualifications	-.055	.755	-.024	-.072	.946
	4. types of university	.931	1.409	.554	.661	.545
	5. Locations	.343	.272	.358	1.263	.275

Table 1 provides details of models' parameters (Beta values) and significance of these values. However, the influence of Age, Gender, Qualifications, types of university and Locations of electrical electronic technology graduate on their emotional intelligence competency is not significant (p>0.05). Therefore, the null hypothesis is accepted. It may be concluded that there was no significant relationship between the demographic variables and emotional intelligence competency of electrical electronic technology graduates.

Results and discussion

The main objective of this is to finds the relationship between demographic variables and emotional intelligence competency of electrical electronic technology graduates in north western Nigeria. This was achieved through the statistical analysis conducted and the findings of the research were discussed based on the research question linked to this study. The research was carried out in some selected universities offering electrical/electronic technology in north western Nigeria on the electrical/electronic technology students. To achieve the research objective, one research question and one hypothesis were formulated within the research question and the results shown very high eligibility on the relationship between demographic variables of age, gender, qualifications, types of university and locations do not have significant influence on emotional intelligence competency of employability skills of electrical electronic technology graduate in Northern Nigeria. The researcher would agree with assertions of Udoudo and Essien (2016) which found no significant factor in the mean score of emotional competencies with demographic variables of mechanical technology workers in South-South Nigeria. But contradicts with the finding of Morembo, et.al., (2018) that the overall emotional intelligence effect on work success varied by age, ethnicity, years of academic experience and gender. However, the variation was small, with only age and gender contributing a significant 0.013 to the change in the R2 value. The change was important for the perception and regulation of emotions which had significant influence on work performance (WP). In Shamsuddin and Rahman (2014) relevance of gender emotional intelligence relationship of job performance in indicates significant result. Furthermore, emotional intelligence and gender influence on job performance of Nigerian police officers existed according to (Afolabi *et.al.,* 2010). Moreover, assessment instrument can be used for performance measures or self-report to identified relationship gender and the emotional intelligence (Sanchez-Nunez *et.al.,* 2008).

Conclusion

This research indicates the relationship between the demographic variables and emotional intelligence of electrical electronic technology graduates in north western Nigeria. The review of related literature indicated the influence of emotional intelligence on employability skills as regards to demographic variables of age, Gender, Qualifications, types of university and Locations of electrical electronic technology graduate. The data collected were analysed using regression analysis and results indicated that there was no significant relationship between the demographic variables and emotional intelligence competency of electrical electronic technology graduates. Therefore, based on the findings of this study and other related studies, the study recommended that, emotional intelligence should not be a barrier for employment of electrical electronic technology graduate based on the demographic variables of age, Gender, Qualifications, types of university and Locations.

References

Afolabi, O. A., Awosola, R. K., & Omole, S. O. (2010). Influence of emotional intelligence and gender on job performance and job satisfaction among Nigerian policemen. *Current Research Journal of Social Sciences*, *2*(3), 147-154.

Bako, I.H. & Yusof, T.D.Y.B. Promoting of Emotional Intelligence in Enhancing Employability Skills for 21st Century Among Nigerian Technical Education Graduates.

Bar-On, R. (2007). Reuven Bar-On.org: Age differences in EQ-i and EQ-i:YV scores. Retrieved September 4, 2011, from http://www.reuvenbaron.org/bar-on-model/essay.php?i=24

Boyatzis, R. E., & Sala, F. (2004). Assessing emotional intelligence competencies. The measurement of emotional intelligence, 147-180.

Bakar, A. R., & Hanafi, I. (2007). Assessing employability skills of technical-vocational students in Malaysia. *Journal of Social Sciences*, *3*(4), 202-207.

Bakare, J.A. Zakka, B. and Fittoka, B.S. (2010). Integration of Mechatronics into Electrical/Electronic Technology Programme of Colleges of Education for Occupational Quality Assurance of Graduates in the 21st Century Nigeria. *A Paper presented at the Conference of Curriculum Development and Instructional Materials Centre, university of Nigeria, Nsukka on 17th June 2010.*

Boyatzis, R. E., & Sala, F. (2004). Assessing emotional intelligence competencies. *The measurement of emotional intelligence*, 147-180.

Cassidy, S. (2006). Developing employability skills: Peer assessment in higher education. *Education+ training*.

Coetzee, M., & Beukes, C. J. (2010). Employability, emotional intelligence and career preparation support satisfaction among adolescents in the school-to-work transition phase. *Journal of Psychology in Africa*, *20*(3), 439-446. Eboh E.O, (2009). Social and economic research: principles and methods. (2nd edition) 128 Park Avenue G.R.A. PO Box 2147 Enugu, Nigeria. www.aiaenigeria.org; African institute for applied economics.

Chand, P. K., Kumar, A. S., & Mittal, A. (2019). Emotional Intelligence and Its Relationship to Employability Skills and Employer Satisfaction with Fresh Engineering Graduates. *International Journal for Quality Research*, *13*(3).

Chinyere, O. T. & Afeez, Y.S. (2022). Influence of emotional intelligence ability level of electrical/electronic technology university students on academic motivation and attitude to study. *The Journal of Electrical Engineering and Education 59 (3), 191-231.*

Goleman, D. (2011). Leadership: The power of emotional intelligence. Northampton: More than Sound.

Hudgson, C. (2022). Reflection. *Australian Midwifery News*, *28*(1), 21-21.

Ibrahim, H. B. (2016). *Competency Improvement Needs of Electrical/Electronic Lecturers of Polytechnics in North Western Nigeria* (master dissertation).

Ibrahim, D. S., & Ado, Z. (2018). The Influence of Gender and Parental Background on Emotional-Intelligence Among Senior Secondary School Students in Jigawa State, Nigeria. Journal of Teaching and Teacher Education, 6(02), 157-167.

Ismail, A., Yao, A., Yeo, E., Lai-Kuan, K., & Soon-Yew, J. (2010). Occupational stress features, emotional intelligence and job satisfaction: An empirical study in private institutions of higher learning. *Negotium*, *6*(16), 5-33.

Lippman, L. H., Ryberg, R., Carney, R., & Moore, K. A. (2015). Workforce Connections: Key "soft skills" that foster youth workforce success: toward a consensus across fields. *Washington, DC: Child Trends*.

Mayer, J. D., CARUSO, D. R., & SALOVEY, P. (1997). Emotional intelligence meets.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). TARGET ARTICLES:" emotional intelligence: Theory, findings, and Implications". *Psychological inquiry*, *15*(3), 197-215.

Mathews, C., &Khann, I. K. (2016). Impact of Work environment on performance of employees in manufacturing sector in India: literature review. International journal of science and research (IJSR), 5(4), 852-855.

Morembo, M., Chinyamurindi, W, T., Mjoli, T., (2018). Emotional intelligence Influences on the Work Performance of Early career Academics: An exploratory study, Journal of Psychology in Africa, 28:5, 407-410. Retrieved on 20/8/2019 from www.researchgate.net./publication / 328449171.

National Board for Technical Education (2004). Curriculum for Technical Colleges Kaduna: NBTE Press.

Naeem, N., Van Der Vleuten, C., Muijtjens, A. M., Violato, C., Ali, S. M., Al-Faris, E. A. ... & Naeem, N. (2014). Correlates of emotional intelligence: results from a multi-institutional study among undergraduate medical students. *Medical Teacher*, *36*(sup1), S30-S35.

Nguyen, Q. (2019). *Exploring emotional intelligence: a study of Vietnamese hotel workers* (Doctoral dissertation, Bournemouth University).

Omar, N. H., Manaf, A. A., Mohd, R. H., Kassim, A. C., & Aziz, K. A. (2012). Graduates' employability skills based on current job demand through electronic advertisement. *Asian Social Science*, *8*(9), 103.

Overtoom, C. (2000). Employability Skills: An Update. ERIC Clearinghouse.

Odo, J. U., Okafor, W. C., Odo, A. L., Ejikeugwu, L. N., & Ugwuoke, C. N. (2017). Technical Education--The Key to Sustainable Technological Development. *Universal Journal of Educational Research*, *5*(11), 1878-1884.

Oludeyi, O. S. (2015). A review of literature on work environment and work commitment: implication for future research in citadels of learning. Journal of Human Resource Managemnt, 18(2), 32-46.

Pandita, D. (2012). Emotional Intelligence for Workplace Leaders. Samvad, 5, 63-73. Retrieved on 20/8/2019 from google scholar.

P'Rayan, A., & Shetty, R. T. (2008). Developing engineering students' communication skills by reducing their communication apprehension. English for Specific Purposes World, 4(20), 1-24.

Ranganath, D. (2011). Development and Validation of an Instrument for measuring the Emotional Intelligence of Individuals in the Work Environment–In the Indian Context R. Krishnaveni PSG Institute of Management, India. *International Journal*, *7*(2), 94-108.

Rasul M, S., Rauf, R, A, A., &Mansor, A, N., (2013). Employability skill indicator as perceive by manufacturing employers; Asian Social science, 9(8), 42. Retrieved on 26/11/2019 from google scholar.

Shamsuddin, N., & Rahman, R. A. (2014). The relationship between emotional intelligence and job performance of call centre agents. *Procedia-Social and Behavioral Sciences*, *129*, 75-81.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, *9*(3), 185-211.

Sanchez-Nunez, M., Fernández-Berrocal, P., Montañés, J., & Latorre, J. M. (2008). Does emotional intelligence depend on gender? The socialization of emotional competencies in men and women and its implications.

Sánchez-Ruiz, M. J., Perez-Gonzalez, J. C., & Petrides, K. V. (2010). Trait emotional intelligence profiles of students from different university faculties. *Australian Journal of Psychology*, *62*(1), 51-57.

Suarta, I. M., Suwintana, I. K., Sudhana, I. F. P., & Hariyanti, N. K. D. (2017, September). Employability skills required by the 21st century workplace: A literature review of labor market demand. In *International Conference on Technology and Vocational Teachers (ICTVT 2017)*. Atlantis Press.

Shukla, s., (2014). The influence of demographic variables on emotional intelligence: a case study of leading retail store chain in India. Retrieved on 20/8/2019 from *www.researchgate.net./publication / 316666698*

Taber, K.S. The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. *Res Sci Educ* **48,** 1273–1296 (2018). https://doi.org/10.1007/s11165-016-9602-2. Retrieved on 10/6/2020 from Springer Links.

Tripney, J., Hombrados, J., Newman, M., Hovish, K., Brown, C., Steinka-Fry, K., & Wilkey, E. (2013). Technical and vocational education and training (TVET) interventions to improve the employability and employment of young people in low-and middle-income countries: A systematic review. *Campbell Systematic Reviews*, *9*(1), 1-171.

Udoudo, N.J. & Essien, E.O. (2016) Demographic Variables and Emotional Competency of Workers in Mechanical Technology Occupations in South-South, Nigeria

Yusof, Y., Bako, I.H., Roddin, R., Mukhtar, M.I., & Hamida, H. (2023). Competencies Needed for Improving Teaching Among Lecturers of Polytechnics in North Western Nigeria. Journal of Technical Education and Training, 15(1),1-8.