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Relationship Between Multiple Intelligence and Employees' Performance in Higher Institutions in Nigeria

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Abstract

Purpose: The purpose of this study is to investigate the relationship between multiple intelligences and the productivity of academic staff members in Nigerian tertiary institutions. Design/Methodology/Approach: The survey using the data collection instrument as at quantitative approach. The sample consisted of 301 academic staff members from various state polytechnics in Northeast Nigeria. The study employed both stratified and purposive sampling techniques. The collected data was analyzed using simple percentage for demographic information and linear regression analysis to assess the relationship between multiple intelligence and employee performance. Findings: The research unveils that multiple intelligence significantly and positively impacts educators' motivation and job performance within Nigerian institutions. Educators who encompass a spectrum of intellectual traits display higher motivation and enhanced performance, with moral commitment and self-efficacy forming a reciprocal relationship that drives vocational dedication. Moreover, educators who practice multiple intelligence foster positive attitudes, proactive organizational involvement, and contribute holistically, underscoring the interplay between individual development and institutional advancement. Research Limitations/Implications: These findings have important implications for organizations and managers in understanding the strengths and abilities of their employees. However, further analysis is needed to determine the specific intelligences that have the greatest impact on employee performance. Based on the results, organizations can tailor their strategies and practices to optimize employee performance by emphasizing and leveraging the relevant intelligences. Originality/Values: Overall, this study contributes to the understanding of the relationship between multiple intelligences and employee performance in the context of higher institutions in Nigeria.

Keywords: Relationship, Multiple intelligence, Employee performance, Higher Institutions.

Introduction

According to Valaei and Jiroudi (2016), the most important and productive asset of an organization is its employee resources. Basically, a company's performance is greatly influenced by the strength of its human resources. Similarly, the degree of education and training a person has or the range of their abilities and expertise impacts the quality of a company's human resources. Refer the Halawi and Haydar, 2018 describe the training and employee performance are clearly strongly correlated development, among other tasks, in general. The lecturers employed is important for these tasks to be carried out successfully. Although first degree holders and masters with strong grades are sometimes hired as lecturers by the majority of HEIs, preference is usually given to those who have obtained a doctorate in philosophy (PhD).

The colleges of education are likewise governed by the National Board for Technical Education (NBTE). Colleges of education are likewise governed by the National Commission for Colleges of Education (NCCE) (Olusola and Alimi, 2015). According to Agbionu et al. (2018), the regulatory organizations

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were established to support high-quality higher education in the nation. They are, however, expressly overseen by a number of bodies or commissions under the FME (Agbionu et al., 2018).

The universities were founded to offer instruction in almost all disciplines of study that leads to the award of degrees, while the polytechnics were specifically created to provide technical education that leads to the award of diplomas (Oluwatusin and Daisi, 2020). Institutions of education were specifically designed to provide teacher preparation leading to the issuing of the Nigeria Certificate in Education (NCE) (Olusola and Alimi, 2015).

Performance is crucial to both individuals and companies, or organizational level (Mensah, 2015). As a result, it has attracted a lot of interest from both researchers and practitioners. Employee performance was described as relevant for the goals of the organization by Campbell et al. (1990) (p. 314). A similar definition of work performance was provided by Audenaert et al. (2016) on page 1028, the quantity and quality of employee contribution to the organizational goals. Task performance and contextual performance are two dimensions of employee performance (Mensah, 2015). As stated in employees' job descriptions, task performance is recognized as one of the main job duties (Kiyani et al., 2016). According to Mensah (2015), contextual performance refers to behavioral patterns that support the social and psychological that its obligations that are formally imposed on employees.

Lecturers are educators who work as teachers in HEIs. "The extent to which lecturers complete the teaching, research, and community service tasks, responsibilities, and activities intended to facilitate student learning and achievement of educational outcomes" is how Namutebi (2019) defines a lecturer's work performance (p. 94). As a result, lecturers' main duties include planning and delivering lectures, seminars, and workshops to students, conducting research and publishing the findings, grading students' assignments, and supervising their projects (Kiyani et al., 2016; Namutebi, 2019). In 2019, Namutebi stated that in addition to setting, managing, and marking exams, professors' duties also included student mentorship, curriculum revision and development, and consulting services.

Intelligence, punctuality, resourcefulness, willingness to take on new responsibilities, and a positive attitude toward work are qualities of a successful lecturer (Kiyani et al., 2016). Behavioral performance at work is referred to (Sukirno and Siengthai, 2011). As members of society, lecturers offer societal services. They contribute to the growth of their communities by taking part in initiatives like public scholarship, community collaborations, participatory research, civil literacy scholarship, and public information networks (Namutebi, 2019).

According to Kiyani et al. (2016), intelligent lecturers are prompt, resourceful, willing to take on additional responsibilities, and have a positive attitude toward their work. Behavioral performance at work is referred to (Sukirno and Siengthai, 2011). Due of their status as citizens, lecturers provide services to society. To aid in the development of their communities, they participate in activities such as public scholarship, community collaborations, participatory research, civil literacy scholarship, and public information networks (Namutebi, 2019). The effectiveness of the instructor is influenced by various factors. Sukirno and Siengthai (2011) looked into how academic rank and democratic decision-making impacted professor performance in Indonesia and discovered that both variables had remarkably positive effects.

There is a growing body of research that believes that multiple intelligences and employee efficiency are related. Multiple intelligence is a theory that posits that there are multiple types of intelligence, rather than just one general intelligence. Studies have found that employees who have higher levels of certain types of intelligence, such as emotional intelligence, are more likely to perform better at their jobs (Kundi et al., 2021)

Study by Dipboye (2018), which found that there is a relationship between intelligence and performance in high-stakes environments, such as the workplace. They found that employees who score higher on

measures of intelligence, such as verbal, spatial, and numerical reasoning, tend to perform better at their jobs. In addition, the study found that the type of intelligence that is most predictive of performance varies depending on the specific job.

Another study, by Afsar et al., (2020), found that emotional intelligence is a predictor of employee performance in terms of both task performance and citizenship behavior. This suggests that emotional intelligence is not only important for interpersonal interactions, but also for completing job tasks and going above and beyond the call of duty. A better predictor of achievement than fundamental cognitive ability or personality, based on the study, is emotional intelligence.

McAndrews et al. (2020), which found that creative thinking ability is positively related to both job performance and career success. The study found that creative thinking ability was a stronger predictor of job performance than other cognitive abilities, such as fluid intelligence and crystallized intelligence. Furthermore, the study found that creative thinking ability had a positive effect on career success, as measured by salary and promotions.

Another study, by Boxall et al. (2019), found that problem-solving ability is an important predictor of job performance, especially in jobs that require a high level of critical thinking and decision-making. The study used a measure of problem-solving ability that assessed the ability to identify and solve problems, as well as the ability to generate creative solutions. It was found that problem-solving ability was positively related to both task performance and contextual performance.

Varshney and Varshney's (2023) study examined the connection between self-perception and job performance. According to the study, people who have a favorable self-concept—a conviction that they are capable and competent—perform better at work. The study also found that challenging jobs that demand a high level of competence had a greater correlation between self-concept and job performance.

A study by Hamzah et al. (2020) that looked at the relationship between learning orientation and job performance. Learning orientation is defined as the motivation to seek out and acquire new knowledge and skills. The study found that individuals with a high learning orientation tend to have higher job performance, as measured by task performance, organizational citizenship behavior, and creativity. Additionally, the study found that this relationship is stronger when individuals have a growth mindset, or the belief that abilities can be developed.

Multiple intelligence theory provides a valuable framework for understanding the diverse cognitive capabilities of individuals. The alignment between employees' multiple intelligences and their work tasks significantly influences employee performance, job satisfaction, and motivation. By recognizing and leveraging these intelligences, organizations can optimize employee performance, enhance job satisfaction, and create a more productive work environment.

In order to emphasize productivity, the academic performance of employees and competencies—measured through trainability, efficiency, competence, and effectiveness—are generally evaluated and rated. Understanding the relationship between multiple intelligence and employee performance among academicians is vital for academic institutions. By recognizing and leveraging the diverse intelligences of academicians, academic institutions can enhance teaching effectiveness, research productivity, job satisfaction, and overall performance Obam et.al (2023).

As a result, this study offers empirical support for the association between multiple intelligence and academicians' performance in Nigeria. Therefore, the study considerably adds to the body of knowledge on multiple intelligences and worker performance. The study's findings are significant because they shed light on the fundamental causes of the exodus of academics from institutions of higher education, particularly in developing nations like Nigeria. Policymakers in the tertiary education sector, regulatory bodies like the FME

and the NBTE, regulatory agencies, and the administration of polytechnics or other enterprises dealing with the loss of their key and productive employees would all benefit from this study, Duan.et.al (2023).

The main objectives of this paper are the examine the relationship between multiple intelligence and employee performance among academicians of Higher Institution in Nigeria. The objectives of the study are:

To determine whether employees' multiple intelligences significantly affect their performance.

Literature Review

Multiple Intelligence

Harvard professor Howard Gardner has identified eight different types of intelligence. This idea, developed through modern cognitive research, "documents the extent to which students possess different types of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). We can all "know the world through language, logical-mathematical analysis, spatial representation, musical thinking, using the body to solve problems or make things, understanding others, and understanding ourselves," this idea claims. The ability is varied to use these intelligences—called intelligence profiles—singly or in combination to complete tasks, deal with problems, and advance in various professions (Lane, 2008).

Professor of education at Harvard University Dr. Howard Gardner created the theory of multiple intelligences in 1983. It implies that the current, I.Q.-based understanding of intelligence is considerably too constrained. Instead, in order to accommodate a greater diversity of abilities in both children and adults, Dr. Gardner suggests eight different intelligences. Some of these intelligences include:

- Linguistic intelligence - Word smart
- Logical-mathematical intelligence - Number/Reasoning smart
- Spatial intelligence - Picture smart
- Bodily-Kinesthetic intelligence - Body smart
- Musical intelligence - Music smart
- Interpersonal intelligence - People smart
- Intrapersonal intelligence - Self-smart
- Naturalist intelligence - Nature smart [Gardner, 1983].

According to Gardner (2000), the verbal and logical-mathematical aspects of intelligence receive most of the attention in our culture and educational system. We value our culture's extremely intelligent or rational individuals. According to Dr. Gardner, persons who have skills in the other intelligences, such as those who are artists, architects, performers, naturalists, designers, dancers, therapists, entrepreneurs, and others. Unfortunately, many kids with these talents don't get much encouragement at school.

The leadership of our schools is suggested to undergo a significant change by the idea of multiple intelligences. It suggests that teachers be provided with the expertise and skills needed to teach in a variety of settings, including music, group projects, art projects, role-playing, multimedia, field trips, introspective activities, and much more. The good news is that a lot of teachers in the country are interested in how hundreds of schools are currently reevaluating how they educate students in view of the theory of multiple intelligences (Armstrong, 2009).

The idea of many intelligences implies that a significant change in educational leadership is necessary. Giving teachers the skills, they need to instruct in a variety of settings, including music, group projects, art projects, role-playing, multimedia, field travel, introspective activities, and much more, is part of this process. The good

news is that many teachers across the nation are curious about how hundreds of schools are currently revising their student instruction in light of the notion of multiple intelligences (Armstrong, 2009).

The research by Semeraro & Morrison (2019) on multiple intelligences and employee performance has also shown that individuals with high spatial and bodily-kinesthetic intelligence are more likely to be effective in jobs that require creative problem-solving and innovation. In addition, individuals with high naturalist intelligence are more likely to be effective in jobs that involve working with animals or the environment.

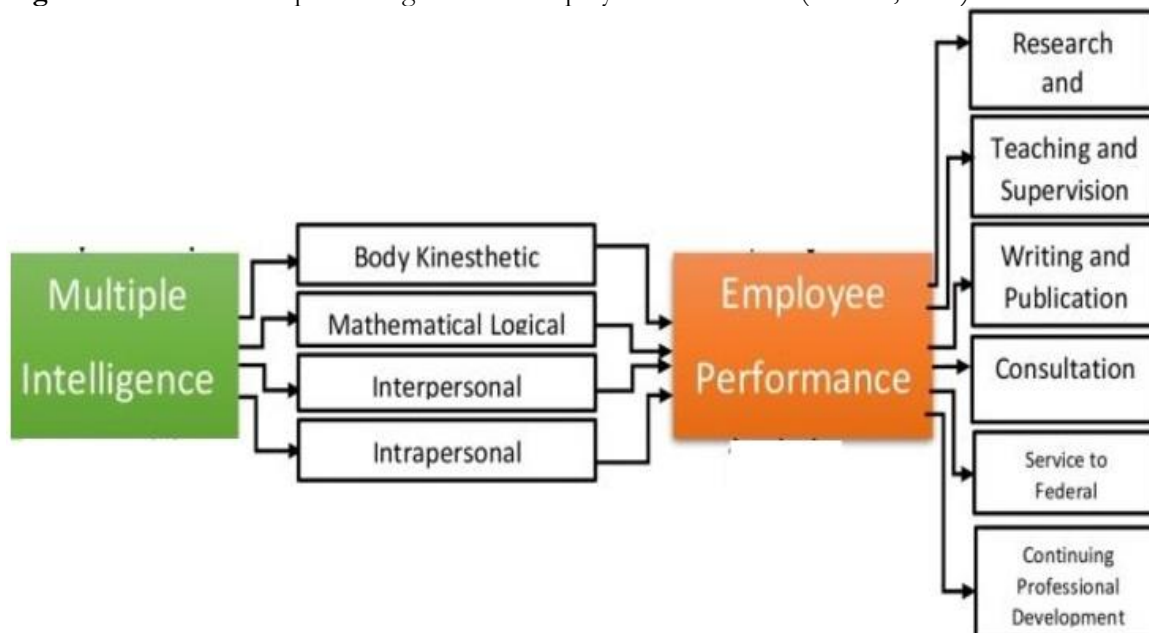
According to Gokler (2019), those with high levels of intrapersonal and interpersonal intelligence are more willing to take initiative at work. This means that these individuals were more likely to take initiative and make changes in the workplace. Proactivity has been linked to positive outcomes such as job satisfaction, work engagement, and job performance.

According to Kiboi and Onsongo's research, those with high verbal-linguistic IQs are more likely to have transformational leadership traits. These actions include motivating others, stimulating their minds, and showing support. The study also discovered individuals with high levels of logical and mathematical intelligence were more likely to display transactional leadership characteristics. These tasks include making goals and giving feedback.

This study found that individuals with high interpersonal and intrapersonal intelligence were more likely to be innovative Winton and Sabol (2022). Innovation is defined as introducing new ideas, products, or services to an organization. This study also found that individuals with high spatial intelligence were more likely to be creative to define generating new and useful ideas.

According the Park et al., 2021, they found that individuals with high interpersonal intelligence were more likely to exhibit servant leadership behaviors. That are type of leadership that focuses on the needs of others and aims to serve and develop followers. Additionally, this study found that individuals with high bodily-kinesthetic intelligence were more likely to exhibit authentic leadership behaviors. Authentic leadership involves being true to oneself and having a strong sense of purpose.

Figure 1: Model of Multiple Intelligence and Employee Performance (Ahmed, 2023)



Employee Performance

In accordance with research conducted by Nehra (2023) an intrinsic factor crucial to employee motivation and engagement is the perception of work meaningfulness. Their study reveals that employees who perceive their tasks as meaningful and impactful are more prone to exhibit heightened motivation and engagement levels.

The scholarly investigation carried out by crimpshire et al. (2022) demonstrates a positive association between employee motivation, engagement, and organizational performance. The study posits that employees driven by intrinsic motivation and engaged in their roles contribute more substantially to the overall productivity and success of the organization.

Yadav et al. (2021) contribute to the discourse by revealing a favorable connection between work-life balance and employee motivation and engagement, which subsequently positively influence performance outcomes. Their research advocates for organizations to actively promote a balanced work-life structure to enhance employee motivation, engagement, and overall performance.

A comprehensive study by Marodin et al. (2023) emphasizes the importance of feedback mechanisms in influencing the intricate interplay between motivation, engagement, and employee performance. Their findings underscore the potency of constructive feedback concerning job performance, work environment, and future growth prospects in effectively motivating and engaging employees.

In line with these findings, Nguyen and Tsang (2023) study accentuates the indispensable role of supportive leadership styles in fostering employee motivation and engagement, which in turn translates to improved performance. Supportive leadership practices encompass the provision of resources, encouragement, and guidance to employees, thereby aiding them in overcoming workplace challenges.

Jnaneswar and Gayathri (2022) research elucidates the positive effect of motivation on job satisfaction, subsequently impacting employee performance. Their results go beyond that and show that motivation has a direct positive impact on performance outcomes, highlighting the crucial part that motivation plays in encouraging job performance.

Al Zeer, Ajouz. and Salahat (2023) mediating role of work engagement in the intricate relationship between motivation and performance. Their study emphasizes the interdependence of these factors and acknowledges the role of job demands and resources in shaping the dynamics of work engagement and motivation.

Wang et al. (2022) research underscores the salient influence of social support in moderating the association between motivation, job satisfaction, and employee performance. Social support, encompassing emotional and practical aid from colleagues, superiors, and the organization, emerges as a pivotal factor to consider when examining the intricate link between motivation and employee performance.

Finally, Pandey and Tripathi's (2021) study uncovers the differing impacts of intrinsic and extrinsic motivation on employee performance. Their research indicates that while intrinsic motivation significantly bolsters employee performance, the effect of extrinsic motivation is of a more moderate nature. This differential impact underscores the nuanced interplay between the various forms of motivation and their respective implications for employee performance.

Lecturer Performance

Lecturers carry out the duties, responsibilities, and activities related to teaching, research, and volunteer work that are necessary to support student learning and the achievement of educational goals is how Namutebi (2019) defines a lecturer's work performance (p. 94). Therefore, the responsibilities of

lecturers are to prepare and present lectures, seminars, and workshops to students; to conduct research and publish the results of that study, evaluate students' coursework, and supervise students' projects (Kiyani et al., 2016; Namutebi, 2019). Beside the setting, administration, and marking exams, lecturers also teach students, review, and revise curriculum, and provide consulting services (Namutebi, 2019).

The characteristics of performance include intellectual, timeliness, resourcefulness, readiness to duties, and good attitude toward work (Kiyani et al., 2016) and behavioral according by (Sukirno and Siengthai, 2011). Lecturers provide societal services since they are members of society. Participate the activities public such as scholarship, community partnerships, research, civil literacy scholarship, and public information networks to develop their communities (Namutebi, 2019).

When Efanga et al. (2015) conducted a study on the topic in Nigeria, they found a strong and significant correlation between organizational justice and professor performance. Instructional leadership (Namutebi, 2019), organizational commitment and self-efficacy (Shiqian, 2018), interventions for staff training and development (Sarheng, 2013), performance evaluation (Shah, 2014), working conditions (Macutay, 2020), motivation (Handayani, 2019), psychological capital and professionalism (Shaleh et al., 2017), and leadership styles (Shiqian, 2018) each have an effect on lecturers' effectiveness.

Hypothesis Development

Multiple Intelligence and Employee Performance

There is research that suggests that employees with different types of intelligence (multiple intelligences) can contribute to organizational performance in different ways. Referring a study by Black et al. (2018) found that emotional intelligence was positively associated with individual and team performance, while analytical intelligence was negatively associated with team performance. This suggests that a diverse mix of intelligences can be beneficial for organizations. Other study found that individuals with high spatial and bodily-kinesthetic intelligence were more likely to be creative and innovative. Additionally, individuals with high interpersonal intelligence were also found to be more creative and innovative. This is thought to be because these individuals are able to understand and interpret social situations, which can lead to novel ideas and solutions (Semeraro & Morrison, 2019). It has shown that individuals with high verbal-linguistic and interpersonal intelligence were more likely to be satisfied with their jobs. This is thought to be because these individuals are able to communicate effectively and to build positive relationships with others. Individuals with high intrapersonal intelligence were also found to be more satisfied with their jobs, likely due to their ability to understand and regulate their own emotions. In terms of the relationship between multiple intelligences and stress, individuals with high spatial and bodily-kinesthetic intelligence reported lower levels of stress (Veingerl et al., 2018). Multiple intelligences, specifically verbal-linguistic and interpersonal intelligence, have a significant effect on organizational citizenship behavior. This means that individuals with high verbal-linguistic and interpersonal intelligence are more likely to engage in positive and helpful behaviors at work, such as helping others and participating in team activities (Baskaran et al., 2019).

H1: *Employee performance is significantly impacted by multiple intelligence.*

Methodology

The nature of this study is descriptive. It provides quantifiable information about the academicians at Nigeria's polytechnics' level of multisensory performance. As a result, a descriptive correlational research strategy was used for the study. The study was cross-sectional as well because information was acquired from the sample at a specific moment in time.

Research Design

The survey for data collecting, the study utilized a quantitative data strategy. In research, a quantitative approach is gathering and analyzing data to address research questions or hypotheses. It focuses on objective measurements, statistical analysis, and numerical representations of data. The survey design defines the research objectives and research questions that the survey aims to address. This helps in formulating appropriate survey items and selecting the target population. This study's respondents were contacted through email with the survey questionnaire, which was sent using the Google Forms platform.

Operationalitism

To ascertain the relationship between multiple intelligence and employee performance, the study created 10 indicators. The measurement instruments of the multiple intelligences include bodily-kinesthetic, mathematical logical, intrapersonal, and interpersonal, for the employee performance these includes teaching and supervisor, service to polytechnics, research, and innovation, writing and publications, consultation and continuing professional development.

Sample and Sample Size

Seven State polytechnics in Northern and Eastern Nigeria made up the sample size of academicians from Nigerian polytechnic institutions. Hair et al. (2014) assert that PLS-SEM analysis requires a sufficient sample size. The study used probability sampling, however it was unable to collect data from the full population due to time and cost restrictions (Raman *et al.*, 2016). According cooper (2018) stated that if the study followed the probability sampling method, each person in the population should have an equal chance of being randomly selected. The total population of the academic staff in all the polytechnics are 1782 staffs. However, for the purpose of the study, only 500 staff were purposively selected for the survey. The samples were then divided into groups according to rank (Chief Lecturers, Princy. The samples were then divided into groups according to rank (Chief Lecturers, Principal Lecturer, Senior Lecturer I, Lecturer II, Lecturer III, and Assistant Lecturer) based on the respondent's available status. In light of Nigerian experience with electronic forms and the fact that respondents were reached via the Google Forms platform, this study anticipated difficulty in obtaining 100% responses; as a result, only 301 questionnaires were deemed suitable for the study.

Data Analysis Technique

The descriptive statistics will be showed to calculate the malicious and normal nonconformity for each variable. Pearson correlation also uses to indicate the direction and asset of the relationship among two variables for each item postulated in the questionnaire (Ramayah *et al.*, 2018) namely Meaningfulness, choice, competence, progress, external regulation, interjected regulation, identified rule, integrated regulation, Bodily-kinaesthetic, Mathematical, Logical, Interpersonal, and Intrapersonal Intelligence and employee's performance as the dependent variable. This study is more variance-based because it predicts and explains the target construct, and SEM-PLS is the preferred method when the research goal is theory development and variance explanation (prediction of the construct). This investigation clearly

necessitates the use of SEM-PLS as a statistical analysis tool.

Results

Descriptive results Respondents Demography

Table 1: Respondents Demography.

Demographic Variable		Frequency	Percentage (%)
Age	25 and below	21	7.0
	26-35	93	31
	36-45	102	33.9
	46 and above	85	28.2
Gender	Male	205	68.1
	Female	96	31.9
Academic Qualification	Diploma	14	4.7
	Degree	152	50.5
	Masters	120	39.9
	PhD	15	5.0
Marital status	Married	207	68.7
	Single	94	31.3
Your Rank in the Place of work	Chef Lectures	30	10
	Principal lectures	55	18.3
	Senior lectures	60	19.9
	lecture I	50	16.6
	lecture II	35	11.6
	Lecturer III	22	7.3
	Assistant Lecturer	49	16.3
Years of Working Experience	Less Than 1 Year	23	7.6
	2-3	50	16.6
	4-5	33	11.0
	6-8	45	15.0
	9-10	66	21.9
	10 and above	84	27.9

Table 1 presents the descriptive statistics outlining the characteristics of the surveyed participants. The distribution of respondents' age reveals that the predominant age group is within the range of 36-45 years, constituting 33.9% of the sample, followed by the 26-35 years group at 31%. The age distribution pattern signifies a notable male majority, accounting for 68.1%, while the remaining 31.9% corresponds to female respondents. In terms of academic qualifications, the majority of participants hold a first degree, comprising 50.5%, followed by Master's Degree holders at 39.9%, and individuals with a PhD making up 5% of the sample.

Turning to the marital status of respondents, a significant proportion of academicians are married, constituting 68.7%, while the remaining 31.3% identify as single. Furthermore, the ranking of respondents based on their academic positions highlights a preponderance of senior lecturers at 19.9%, followed by principal lecturers. Delving into the working experience of participants, the distribution indicates that a substantial segment, encompassing 27.9%, possess a work history of 10 years or more.

In sum, the above statistical findings provide insight into the demographic composition of the surveyed academic cohort, reflecting age distribution, gender balance, academic qualifications, marital status,

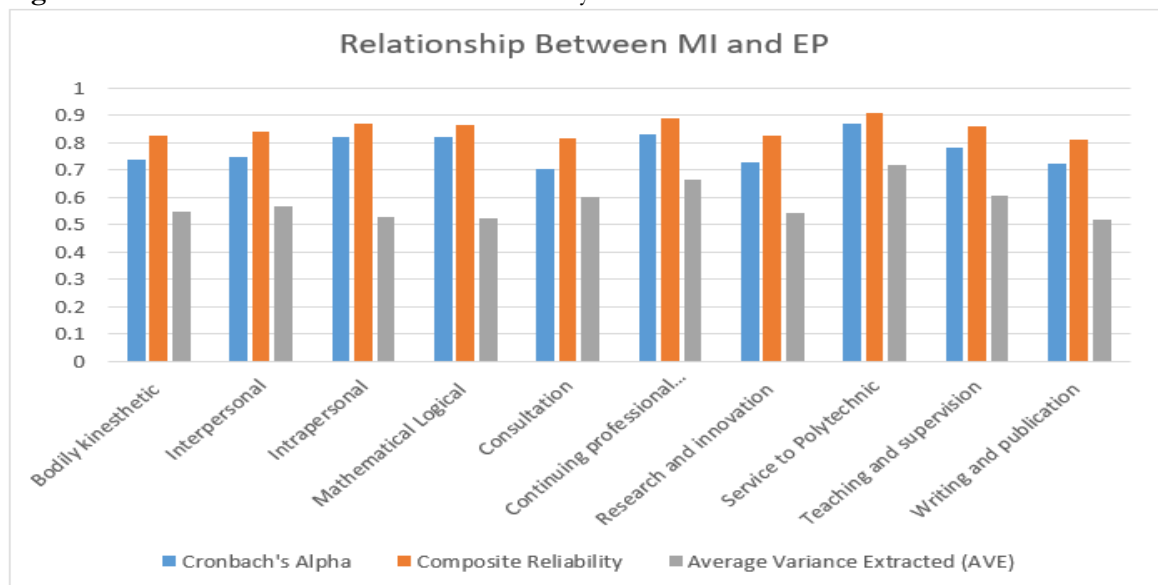
academic positions, and tenure in the academic profession.

Reflective Measurement Model Summary

Table 2: Reflective Measurement Model Summary.

Constructs	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Bodily kinesthetic	0.736	0.828	0.547
Interpersonal	0.748	0.841	0.569
Intrapersonal	0.820	0.869	0.526
Mathematical Logical	0.819	0.867	0.522
Consultation	0.702	0.818	0.600
Continuing professional development	0.833	0.889	0.667
Research and innovation	0.729	0.826	0.545
Service to Polytechnic	0.872	0.911	0.720
Teaching and supervision	0.783	0.860	0.606
Writing and publication	0.722	0.810	0.520

Figure 2: Reflective Measurement Model Summary.



The samples were then divided into groups according to rank (Chief Lecturers, Princy. An overview of the results of the reflecting measurement model is provided in the figure and table. The internal consistency reliability, which measures the degree of interdependence between the indicators inside each latent concept, is measured using this model. Cronbach's Alpha values over a certain threshold indicate increased reliability. All constructions have Cronbach's Alpha values range from 0.702 to 0.872, as seen in the summary, indicating a range of moderate to high dependability.

Additionally, another reliability measure akin to Cronbach's Alpha is utilized, known as composite reliability. This metric evaluates the extent to which the observed indicators accurately reflect the underlying latent construct. Analogous to Cronbach's Alpha, higher composite reliability values (ranging

from 0.818 to 0.911 in the summary) denote stronger reliability.

To ascertain the convergent validity, the average variance extracted (AVE) is employed. AVE quantifies the proportion of variance encompassed by the latent construct within the observed variables. On a scale of 0 to 1, elevated AVE values signify enhanced validity. The AVE values presented in the summary oscillate between 0.520 and 0.720, indicating a spectrum of moderate to high convergent validity.

In essence, the reflective measurement model's outcomes underscore the constructs' well-founded reliability and validity. This implies that the model effectively captures the nuanced interrelations between the various types of intelligences and the indicators of employee performance. Heightened reliability and validity engender a greater degree of confidence in utilizing these constructs to explore and elucidate the intricate connection between multiple intelligences and employee performance.

Figure 3: Path Diagram for four Dimensions of Multiple Intelligence.

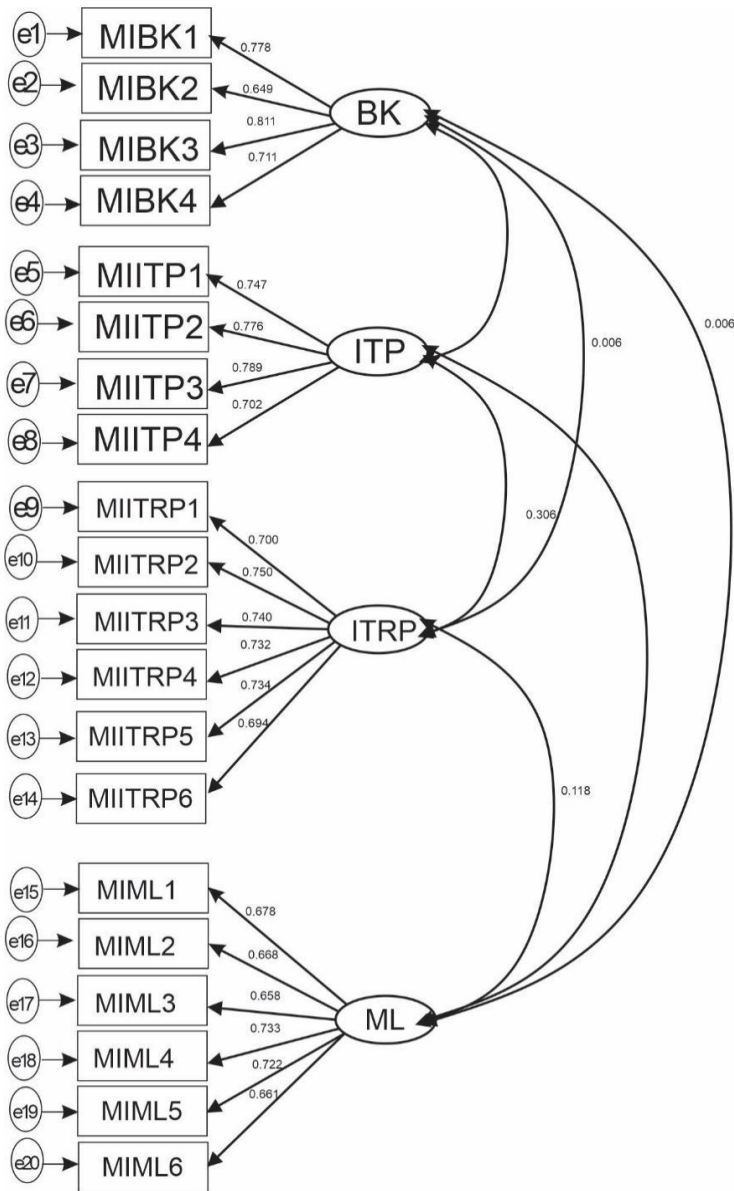


Figure 4: Path Diagram for four Dimensions of Employee Performance.

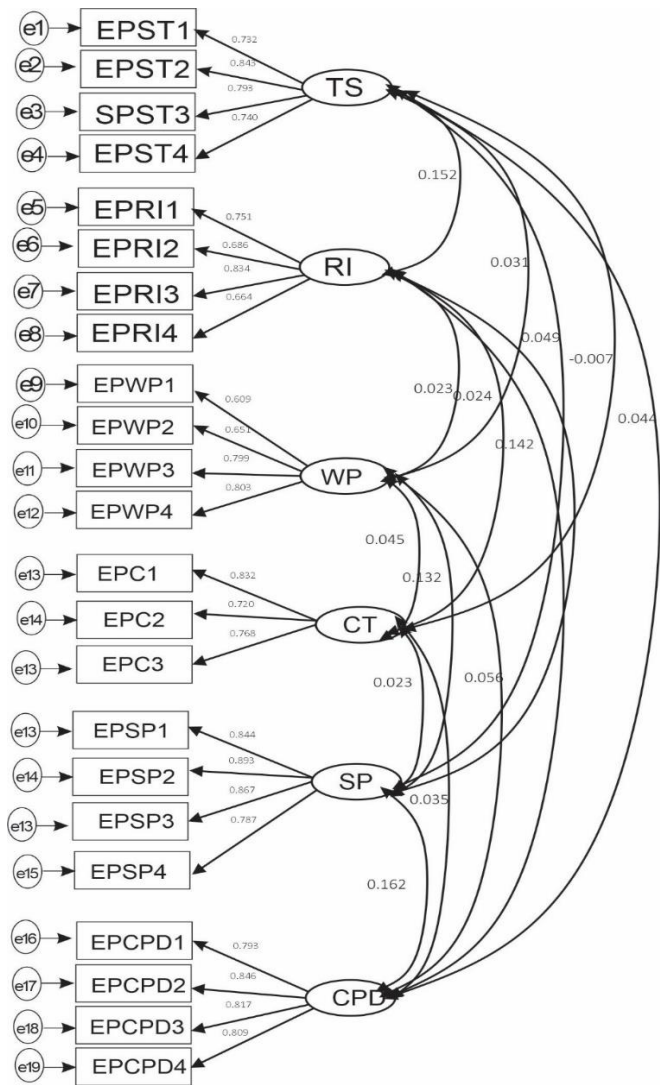


Figure 5: Relationship between Multiple intelligence and Employee Performance.

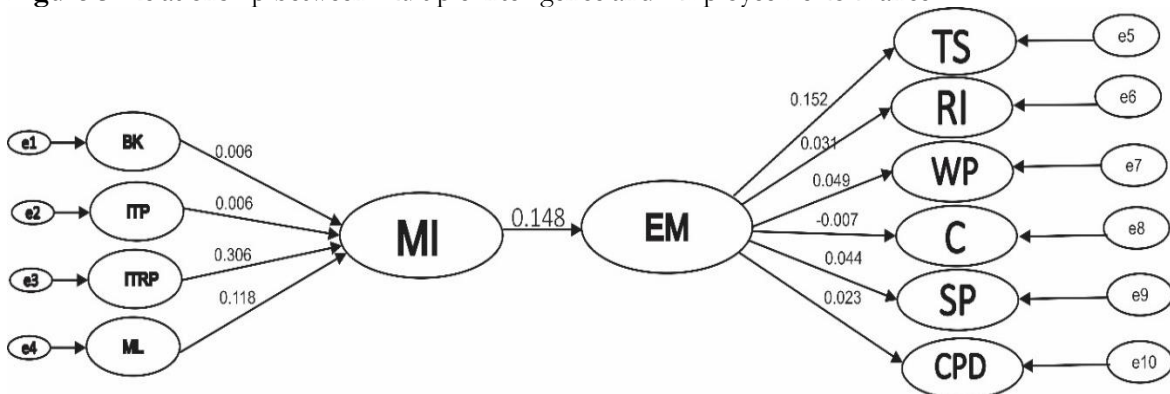
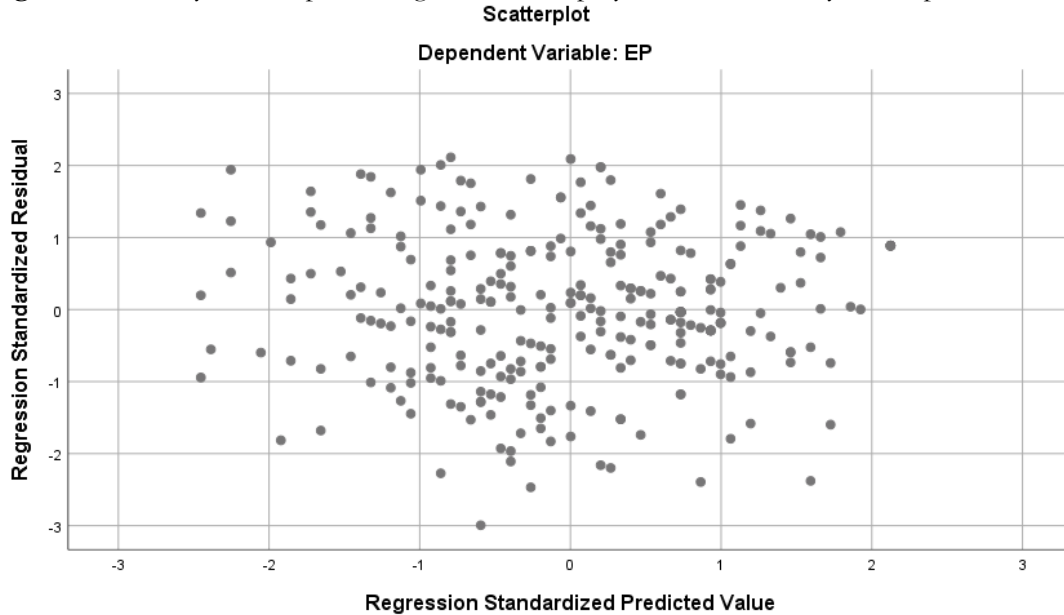


Figure 6: Linearity of Multiple Intelligence and Employee Performance by Scatterplots.

SEM Analysis

The findings of the study showed that multiple intelligence and both motivation and work performance in Nigerian educational institutions had a significant and positive relationship. It's noteworthy to emphasize that characterizing numerous intellectual traits in a trait-like manner may impede the development of employees. Employee behavior in work environments functions as a fundamental avenue through which individuals acquire and retain work-related behaviors. Furthermore, the application of multiple intelligence not only facilitates the resolution of performance-related issues but also aids in cultivating desirable work habits and assisting employees in attaining their objectives. This observation might be attributed, in part, to a moral imperative to contribute to the welfare of others, thus instilling a heightened sense of purpose and commitment to performance among educators.

This commitment to a moral imperative is often aligned with a strong sense of self-efficacy, which in turn gets translated into a vocational mission within the workplace. Notably, this study underscores that lecturers' enhancement of their moral commitment is contingent on their comprehension of performance dynamics. As a result, educators bear a responsibility to continually enhance their roles, making multiple intelligence a pivotal determinant of their performance. The influential role of multiple intelligence is corroborated by prior research, exemplified by Kundi et al., 2021 et al., (2019) findings, which highlight the significant impact of multiple intelligence on a global scale.

It is crucial to note that educators who embrace the principles of multiple intelligence tend to foster motivation by accentuating positive attributes rather than dwelling on shortcomings. A positive demeanor holds particular significance for educators as it cultivates a sense of accomplishment, thus minimizing criticism directed at institutions. Instead, these educators are inclined to provide constructive feedback aimed at organizational improvement. This proactive engagement not only communicates educators' willingness to contribute to organizational enhancement but also raises the organization's awareness of their sincere intentions to assist.

Moreover, the study underscores that educators who leverage multiple intelligence exhibit a propensity to actively participate in organizational activities. This inclination is deemed vital for achieving success and indicates the pivotal role educators play in determining an organization's outcomes based on their level of involvement. This recognition of educators' contributions indirectly mirrors their performance in the eyes of the broader audience. Consequently, this underscores the significant role of diverse intelligences in enhancing employee performance.

The findings presented in this research bolster the assertion that intelligence positively influences educators' performance. Notably, competent employees are not solely those who exhibit individual productivity, but rather individuals who contribute to enhancing the productivity of others, as previously emphasized by (Eyal et al., 2019). Various approaches within management literature have linked multiple intelligence to job performance, one of which is the reciprocity norm. Thus, educators attributing "excellent employees" to those demonstrating citizenship behaviors alongside high job performance are likely to perform better than those who do not manifest multifaceted intelligence.

Expanding upon this point, the discussion elaborates that educators' increasing acts of benevolence, voluntary initiatives, active participation in campus affairs, proactive engagement with the organization's growth, and positive outlook toward it all benefit the institution. This is accompanied by exceeding the mandated minimums, willingly supporting organizational operations, upholding responsibilities with integrity, and a commitment to ethical conduct. This multifaceted approach to performance enhancement underscores the integral role of multiple intelligence in achieving heightened performance outcomes.

The outcomes of this research illuminate a robust and affirmative correlation between multiple intelligence and key aspects of the educational landscape within Nigerian institutions, namely motivation and job performance. A notable nuance that emerges from the study is the potential drawback of characterizing diverse intellectual traits in a static and trait-like manner, which could inadvertently stifle the developmental trajectory of employees. This observation underscores the dynamic and evolving nature of human intelligence and the importance of recognizing its multifaceted manifestations.

As posited by the study, employee behavior within the intricate tapestry of work environments operates as a fundamental conduit through which individuals assimilate and perpetuate work-related behaviors. The application of multiple intelligence offers a multifunctional toolset, not only for the resolution of performance-related challenges but also for the cultivation of desirable work habits. By leveraging the diverse facets of intelligence, educators can effectively guide their peers toward achieving their professional objectives. This phenomenon could be underpinned by an intrinsic moral commitment shared among educators to contribute to the welfare of others, fostering a sense of purpose that, in turn, catalyzes heightened dedication to their role.

The interplay between this moral commitment and self-efficacy, as illuminated by the study, manifests in educators who embrace this ethos translating it into a compelling vocational mission within their professional domains. This resonates with the concept of moral agency, where educators align their values and beliefs with their professional responsibilities, resulting in a profound impact on their performance. This underscores the symbiotic relationship between personal convictions and vocational efficacy, exemplifying how educators who harness this interplay can potentially drive greater outcomes.

A nuanced understanding of the dynamics of educators' moral commitment and performance enhancement is underscored by the notion that their proficiency in the realm of multiple intelligence profoundly influences their self-perception and capacity to fulfill their responsibilities. This reciprocal relationship underscores educators' evolving obligations to continually enhance their roles and is buttressed by the capacity of multiple intelligence to inform their performance strategies.

Additionally, the global reverberations of multiple intelligence are highlighted by the research of Kundi et al., 2021 et al. (2019), further accentuating its influential role in diverse settings beyond national boundaries. This reinforces the universality of the concept, signifying its cross-cultural and cross-contextual relevance in shaping employee performance outcomes.

The adoption of multiple intelligence principles by educators is also shown to wield a transformative impact on their motivational approach. By focusing on strengths rather than weaknesses, educators cultivate a positive ethos that reverberates throughout their interactions, fostering an environment conducive to intrinsic motivation. The propagation of positivity has the ancillary effect of diminishing institutional criticism and instead catalyzing proactive contributions toward institutional growth.

In line with the study's findings, educators who espouse multiple intelligence also showcase a proclivity to actively participate in organizational activities. This behavioral inclination denotes their commitment to organizational objectives and underscores their role as active architects of the institution's fortunes. Their enthusiastic engagement serves as a testament to the crucial role educators play in shaping an organization's trajectory, validating the assertion that they are more than passive contributors.

Moreover, the interplay between educators' utilization of multiple intelligence and their engagement in organizational activities establishes a virtuous cycle. Their participation becomes an avenue for the manifestation of their diverse intelligence facets, contributing to a culture of innovation, collaboration, and multifaceted growth. This reciprocal dynamic further amplifies educators' performance and fosters an environment where their holistic contributions are valued.

Conclusion and Recommendations

In conclusion, the research delves into the multifaceted dynamics of multiple intelligence's impact on educators' motivation and job performance. By shedding light on the intricate interplay between moral commitment, self-efficacy, positive attitudes, and active participation, the study underscores the holistic significance of multiple intelligence in shaping employee performance. As educators harness the diverse dimensions of intelligence, they not only catalyze their own growth but also contribute to the institution's transformative journey, creating a symbiotic relationship between individual and organizational advancement.

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