

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE RELATIONSHIP BETWEEN DIMENSIONS OF
EMOTIONAL INTELLIGENCE, FRIENDSHIP NETWORK
CENTRALITY, TEAM COHESION AND JOB PERFORMANCE
OF TEACHERS**



FAN ZHONGFENG

Universiti Utara Malaysia

**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
2025**



Awang Had Salleh
Graduate School
of Arts And Sciences

Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa
(We, the undersigned, certify that)

FAN, ZHONGFENG

calon untuk Ijazah **PhD**
(candidate for the degree of)

telah mengemukakan tesis / disertasi yang bertajuk:
(has presented his/her thesis / dissertation of the following title):

**"THE RELATIONSHIP BETWEEN DIMENSIONS OF EMOTIONAL INTELLIGENCE, FRIENDSHIP
NETWORK CENTRALITY, TEAM COHESION AND JOB PERFORMANCE OF TEACHERS"**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada : **04 April 2024.**

That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on:
04 April 2024.

Pengerusi Viva:
(Chairman for VIVA)

Assoc. Prof. Dr. Surendran Sankaran

Tandatangan
(Signature)

Pemeriksa Luar:
(External Examiner)

Assoc. Prof. Dr. Muhammad Faizal A. Ghani

Tandatangan
(Signature)

Pemeriksa Dalam:
(Internal Examiner)

Assoc. Prof. Dr. Tengku Faekah Tengku Ariffin

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
(Name of Supervisor/Supervisors)

Assoc. Prof. Ts. Dr. Arumugam a/l Raman

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
(Name of Supervisor/Supervisors)

Dr. Abdul Hamid Busthami Nur

Tandatangan
(Signature)

Tarikh:
(Date) **04 April 2024**

PERMISSION TO USE

In presenting this thesis fulfilling the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the University Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor(s) or, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying, publication, or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:

Dean Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman



ABSTRAK

Kajian ini meneroka prestasi kerja (JP) tenaga pengajar di universiti sarjana muda tempatan yang baru ditubuhkan (NELUU) di China. Dengan kebimbangan yang semakin meningkat terhadap keberkesanan tenaga pengajar, penyelidikan ini meneliti peranan Kecerdasan Emosi (EI), Pemusatan Rangkaian Persahabatan (FNC), dan Kohesi Pasukan (TC) dalam mempengaruhi JP. Walaupun banyak kajian telah membincangkan cabaran dalam pendidikan, masih terdapat kekurangan penyelidikan berkaitan faktor sosial dan emosi mempengaruhi prestasi tenaga pengajar, terutamanya di institusi yang sedang berkembang. Objektif kajian ini adalah untuk menentukan bagaimana EI, FNC, dan TC mempengaruhi JP serta menyiasat peranan TC sebagai mediator. Hipotesis mencadangkan bahawa EI dan FNC memberi kesan positif kepada JP dan bahawa TC mengukuhkan hubungan ini dengan meningkatkan kerjasama dan komunikasi. Kajian ini menggunakan kaedah kuantitatif, dengan soal selidik berstruktur dikumpulkan daripada 422 tenaga pengajar di Universiti Teknologi Petrochemical Guangdong (GDUPT). Analisis statistik dijalankan menggunakan SPSS dan Smart PLS 3.3.2 untuk menguji hipotesis, mengesahkan model, dan mentafsir dapatan yang signifikan. Pengumpulan data memberi tumpuan kepada pemahaman hubungan interpersonal, kesedaran emosi, dan dinamik kerja berpasukan. Keputusan kajian menunjukkan bahawa EI dan FNC meningkatkan JP secara signifikan. TC bertindak sebagai mediator utama, mengukuhkan kesan EI dan FNC terhadap JP. Secara spesifik, tenaga pengajar dengan EI yang tinggi lebih baik dalam mengurus tekanan dan berinteraksi dengan pelajar, manakala rangkaian persahabatan yang kukuh menyediakan sokongan akademik dan emosi yang penting, yang membawa kepada peningkatan prestasi kerja. Kajian ini menyumbang kepada teori dengan menggabungkan aspek psikologi dan rangkaian sosial dalam kajian prestasi kerja. Dari segi praktikal, ia memberi panduan kepada pentadbir universiti untuk meningkatkan prestasi tenaga pengajar melalui latihan kecerdasan emosi dan program rangkaian yang terancang. Penemuan ini membantu memperbaiki dasar universiti, pembangunan tenaga pengajar, dan kualiti pendidikan.

Kata Kunci: Kecerdasan emosi, pemusatan rangkaian persahabatan, kohesi pasukan, prestasi kerja, pendidikan tinggi.

ABSTRACT

This study explores Job Performance (JP) among faculty members in Newly Established Local Undergraduate Universities (NELUU) in China. With increasing concerns about teacher effectiveness, this research examines the roles of Emotional Intelligence (EI), Friendship Network Centrality (FNC), and Team Cohesion (TC) in influencing JP. While numerous studies address educational challenges, there is limited research on how related social and emotional factors impact teacher performance, particularly in emerging institutions. The study's objective is to determine how EI, FNC, and TC impact JP while investigating the mediating role of TC. The hypothesis suggests that EI and FNC positively affect JP and that TC strengthens this relationship by enhancing collaboration and communication. A quantitative approach was adopted, utilizing structured surveys to collect data from 422 faculty members at Guangdong University of Petrochemical Technology (GDUPT). Statistical analysis was conducted using SPSS and Smart PLS 3.3.2 to test hypotheses, validate models, and interpret significant findings. Data collection focused on understanding interpersonal relationships, emotional awareness, and teamwork dynamics. The results indicate that EI and FNC significantly improve JP. TC acts as a key mediator, reinforcing the impact of EI and FNC on JP. Specifically, faculty members with high EI manage stress better and interact more effectively with students, while strong friendship networks provide essential academic and emotional support, leading to higher job performance. This study contributes to theory by combining psychological and social network aspects in the study of job performance. Practically, it provides guidance for university administrators to improve lecturer performance through emotional intelligence training and structured networking programs. The findings help enhance university policies, faculty development, and overall education quality.

Keywords: Emotional intelligence, friendship network centrality, team cohesion, job performance, higher education.

ACKNOWLEDGEMENT

Finishing this study took more effort and sacrifices than I had expected. This study could not have been completed and written without the support and help from many people.

Firstly, I would like to express my utmost respect and endless gratitude to my supervisor, Prof. Madya Dr. Arumugam A/L Raman and Dr. Abdul Hamid Busthami Nur. Your rigorous academic attitude, sharp academic insight, and relentless spirit of exploration are both a beacon on my educational path and a valuable asset on my life journey. When I encountered difficulties and challenges, your encouragement and support gave me the courage to continue moving forward and constantly break through myself.

In addition, I would like to express my special thanks to my family. Your understanding, support, and sacrifice have built the strongest backing for my pursuit of academic dreams. Countless days and nights, your silent and selfless dedication allows me to devote myself wholeheartedly to learning and research. No matter the difficulties and challenges I encounter, home will always be my warmest harbour and the driving force for me to keep moving forward.

Finally, I would like to express my heartfelt gratitude to all those who have helped and supported me during my academic journey. Whether it's the teachers who have guided me, the friends who have encouraged me, or the strangers who have helped me in times of difficulty, every kindness and assistance from you has illuminated my path forward like stars.

I want to thank everyone who helped me in this journey.

TABLE OF CONTENTS

Permission to Use	ii
Abstrak.....	iii
Abstract.....	iv
Acknowledgement	v
Table of Contents	vi
List of Tables	xiv
List of Figures.....	xvi
List of Symbols	xvii
List of Abbreviations	xviii
 CHAPTER ONE: INTRODUCTION.....	 1
1.1 Background of Research	1
1.2 Problem Statement	7
1.3 Research Questions	16
1.4 Research Objectives	17
1.5 Significance of the Study	18
1.5.1 Theoretical Significance	18
1.5.2 Practical Significance	20
1.6 Scope and Limitations of the Study	21
1.6.1 Scope of the Study	21
1.6.2 Limitations of the Study	22
1.7 Definition of Key Terms	22
1.7.1 Job Performance	22
1.7.1.1 Task Performance	23
1.7.1.2 Organizational Citizenship Behavior	23
1.7.2 Emotional Intelligence.....	24

1.7.2.1	Self-Focused Emotion Appraisal.....	24
1.7.2.2	Other-Focused Emotion Appraisal	24
1.7.2.3	Self-Focused Emotion Regulation.....	24
1.7.2.4	Other-Focused Emotion Regulation	25
1.7.3	Friendship Network Centrality	25
1.7.4	Team Cohesion	25
1.8	Research Framework	26
1.8.1	Core Model: Conceptual Model of Group Cohesiveness.....	26
1.8.1.1	Antecedent Factors	27
1.8.1.2	Outcomes.....	29
1.8.2	Supporting Theory 1: Emotional Intelligence Theory.....	29
1.8.3	Supporting Theory 2: Social Network Theory	30
1.8.4	Supporting Theory 3: Resource-Based Theory	31
1.8.5	Supporting Theory 4: Social Exchange Theory	32
1.9	Research Hypotheses	34
1.9.1	Part A: Hypotheses from a correlational aspect	34
1.9.2	Part B: Hypotheses on mediating aspect	35
1.10	Summary	36
CHAPTER TWO: LITERATURE REVIEW.....		37
2.1	Introduction.....	37
2.2	Job Performance.....	37
2.2.1	Task Performance	43
2.2.2	Organizational Citizenship Behavior.....	45
2.3	Emotional Intelligence	50
2.3.1	Human Emotional and Human Intelligence	50
2.3.1.1	Human Emotional.....	50
2.3.1.2	Human Intelligence	52

2.3.2	Background of Emotional Intelligence.....	53
2.3.3	Models of Emotional Intelligence	55
2.3.3.1	Ability-Based Model of Emotional Intelligence (Salovey & Mayer, 1990).....	56
2.3.3.2	A Mixed Model of Emotional Intelligence (Bar- On, 1997).....	58
2.3.3.3	A Mixed Model of Emotional Intelligence (Goleman, 1998).....	60
2.3.4	Measurements of Emotional Intelligence	62
2.3.4.1	The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).....	62
2.3.4.2	The Emotional Competence Inventory (ECI)	62
2.3.4.3	Bar-On Emotional Quotient Inventory (EQ-i)	63
2.3.4.4	Wong and Law Emotional Intelligence (WLEIS).....	63
2.3.4.5	The Rotterdam Emotional Intelligence Scale (REIS).....	64
2.4	Friendship Network Centrality	65
2.4.1	Social Network Theory.....	65
2.4.2	Social Network Analysis	66
2.4.3	Friendship Network Centrality	70
2.5	Team Cohesion	72
2.5.1	Definition of Team Cohesion	72
2.5.2	Dimensions of Team Cohesion.....	74
2.5.3	Measurements of Team Cohesion	77
2.6	Emotional Intelligence and Job Performance	79
2.6.1	Emotional Intelligence and Task Performance.....	82
2.6.2	Emotional Intelligence and Organizational Citizenship Behaviors	87
2.7	Friendship Network Centrality and Job Performance.....	93
2.7.1	Friendship Network Centrality and Task Performance	93

2.7.2	Friendship Network Centrality and Citizenship Behaviors	96
2.8	Emotional Intelligence and Team Cohesion	100
2.9	Friendship Network Centrality and Team Cohesion.....	104
2.10	Team Cohesion and Job Performance.....	109
2.10.1	Team Cohesion and Task Performance	111
2.10.2	Team Cohesion and Organizational Citizenship Behavior.....	115
2.11	The Mediating Effect of Team Cohesion on the influence of Emotional Intelligence on Job Performance.....	120
2.11.1	The Mediating Effect of Team Cohesion on the Influence of Emotional Intelligence on Task Performance	122
2.11.2	The Mediating Effect of Team Cohesion on the Influence of Emotional Intelligence on Organizational Citizenship Behavior.....	124
2.12	The Mediating Effect of Team Cohesion on the Influence of Friendship Network Centrality on Job Performance.....	126
2.12.1	The Mediating Effect of Team Cohesion on the Influence of Friendship Network Centrality on Task Performance	128
2.12.2	The Mediating Effect of Team Cohesion on the Influence of Friendship Network Centrality on Organizational Citizenship Behavior.....	130
2.13	Summary	132
CHAPTER THREE: METHODOLOGY.....		133
3.1	Introduction.....	133
3.2	Research Design.....	133
3.3	Population of the Study.....	137
3.4	Sample Size.....	139
3.5	Sampling Design.....	142
3.6	Instrument Development.....	144
3.7	Research Instrument Measurements	145
3.8	Variables and Measurements	147

3.8.1	Emotional Intelligence (Independent Variable)	148
3.8.2	Friendship Network Centrality (Independent Variable).....	149
3.8.3	Team Cohesion (Mediated Variable)	150
3.8.4	Task Performance (Dependent Variable)	151
3.8.5	Organization Citizenship Behavior (Dependent Variable).....	153
3.8.6	Demographic information.....	154
3.9	Questionnaire Translation	155
3.10	Study Ethics	156
3.11	Validity of Instruments	157
3.12	Pre-test	158
3.13	Pilot Study.....	159
3.13.1	Exploratory Factor Analysis (EFA).....	160
3.13.2	Confirmatory Factor Analysis (CFA).....	170
3.14	Data Collection	172
3.15	Data Analysis Tools and Techniques.....	174
3.16	Summary	175
CHAPTER FOUR: ANALYSES AND FINDINGS.....		176
4.1	Introduction.....	176
4.2	Response Rate and Non-Response Bias	176
4.3	Data Screening	178
4.3.1	Missing Data.....	179
4.3.2	Suspicious Response Patterns.....	180
4.3.3	Outlier Cases.....	181
4.3.4	Normality of Data Distribution.....	183
4.4	Common Method Bias	186
4.5	Demographic Information.....	188
4.6	Descriptive Statistics.....	191

4.7	Measurement Model Analysis	193
4.8	Structural Model Analysis	203
4.8.1	Collinearity Assessment	203
4.8.2	Explanatory Power and Effect Sizes	205
4.8.3	Predictive Accuracy.....	208
4.8.4	Out-of-Sample Predictive Power.....	209
4.8.5	Significance Testing	211
4.9	Chapter Summary	224
CHAPTER FIVE: DISCUSSION, IMPLICATION AND CONCLUSION		225
5.1	Introduction.....	225
5.2	Recapitulation of the Study.....	225
5.3	Discussion of the Findings.....	229
5.3.1	Emotional Intelligence and Job Performance.....	229
5.3.1.1	Emotional Intelligence and Task Performance	229
5.3.1.2	Emotional Intelligence and Organizational Citizenship Behavior	235
5.3.2	Friendship Network Centrality and Job Performance	239
5.3.2.1	Friendship Network Centrality and Task Performance.....	239
5.3.2.2	Friendship Network Centrality and Organizational Citizenship Behavior	242
5.3.3	Emotional Intelligence and Team cohesion.....	245
5.3.4	Friendship Network Centrality and Team Cohesion	251
5.3.5	Team Cohesion and Job Performance	255
5.3.5.1	Team Cohesion y and Task Performance.....	255
5.3.5.2	Team Cohesion and Organizational Citizenship Behavior	258

5.3.6	Mediating Effect of Team Cohesion on the Relationship between Emotional Intelligence and Job Performance.....	261
5.3.6.1	Mediating Effect of Team Cohesion on the Relationship between Emotional Intelligence and task Performance	262
5.3.6.2	Mediating Effect of Team Cohesion on the Relationship between Emotional Intelligence and Organizational Citizenship Behavior	264
5.3.7	Mediating Effect of Team Cohesion on the Relationship between Friendship Network Centrality and Job Performance	266
5.3.7.1	Mediating Effect of Team Cohesion on the Relationship between Friendship Network Centrality and task Performance	267
5.3.7.2	Mediating Effect of Team Cohesion on the Relationship between Friendship Network Centrality and Organizational Citizenship Behavior	270
5.4	Implications of Research.....	273
5.4.1	Theoretical Implications	273
5.4.2	Practical Implications	275
5.4.3	Methodological Implications	276
5.5	Limitations of Research and Suggestion of Future Research	278
5.6	Conclusion	281
REFERENCES.....		283
APPENDICES		358
Appendix A Chi-square Probability Distribution Table		358
Appendix B Web Power output		359
Appendix C Measurement Model Stage 1		360
Appendix D Measurement Model Stage 2		361
Appendix E PLS Algorithm output.....		362
Appendix F Blindfolding and PLSpredict Output		367

Appendix G PLSpredict output.....	368
Appendix H Bootstrapping Output	370
Appendix I Research Questionnaire	372
Appendix J EFA Analysis (SPSS OUTPUT)	382



LIST OF TABLES

	Page
Table 2.1 Identified Conceptual Framework of Job Performance	42
Table 2.2 The Evolutionary Stages of OCB and the Resultant Dimensions at Each Stage	48
Table 2.3 OCB Dimensions of Organ (1988)	49
Table 2.4 Mayer and Salovey's Ability-Based Model of Emotional Intelligence (1997)	56
Table 2.5 Bar-On's Mixed Model of Emotional Intellectual (1997)	59
Table 2.6 Goleman's Mixed Model of Emotional Intelligence	61
Table 2.7 The Research Perspective of Social Network Analysis Method.....	68
Table 2.8 Representative Views of the Definition of Team Cohesion	73
Table 2.9 Summary of the Scale of Team Cohesion.....	78
Table 3.1 Determining Sample Size of a Given Population	141
Table 3.2 Distribution of Variables.....	146
Table 3.3 Emotional Intelligence: The Revised Scales.....	148
Table 3.4 Friendship Network Centrality: The Revised Scales	150
Table 3.5 Team Cohesion: The Revised Scales	151
Table 3.6 Task performance: The Revised Scales	152
Table 3.7 Organizational Citizenship Behavior: The Revised Scales.....	154
Table 3.8 Measurement Items of the personal Information	155
Table 3.9 Barlett's Test of Sphericity of Emotional Intelligence	162
Table 3.10 Summary of Extracted Factors using the Principal Axis Factor Method (n = 56).	165
Table 3.11 Reliability Analysis.....	171
Table 4.1 Survey Information	177
Table 4.2 Summary of Outliers' Detections	182

Table 4.3	Data Normality Results.....	184
Table 4.4	Full Collinearity Test Results	187
Table 4.5	Background of the Respondents	189
Table 4.6	Descriptive Statistics of Each Latent Variable	191
Table 4.7	Internal Consistency Reliability and Convergent Validity Results.....	197
Table 4.8	Results of LOC HTMT Ratio	201
Table 4.9	Results of HOC HTMT Ratio	202
Table 4.10	Results of HTMT Inferential Analysis	202
Table 4.11	Results of Collinearity Assessment	204
Table 4.12	Results of R^2 and f^2 (First Model).....	206
Table 4.13	Results of R^2 and f^2 (Second Model)	207
Table 4.14	Results of Predictive Accuracy	208
Table 4.15	Results of Q ² Predict (First Model).....	210
Table 4.16	Results of Q ² Predict (Second Model)	210
Table 4.17	Results of Direct Relationships Significance Testing (First Model).....	215
Table 4.18	Results of Direct Relationships Significance Testing (Second Model).....	218
Table 4.19	Results of Hypotheses Testing (Mediating Relationships).....	221
Table 4.20	Summary of Mediation Types	223
Table 5.1	Summary of Research Questions, Objectives, Hypotheses and Findings.....	227

LIST OF FIGURES

	Page
Figure 1.1 Conceptual Model of Group Cohesiveness.....	27
Figure 1.2 The Conceptual Framework.....	34
Figure 2.1 A Four-Dimensional Diagram of Ability-Based Model of Emotional Intelligence	57
Figure 3.1 Sampling Technique	144
Figure 3.2 Scree Plot Showing the Eigenvalues and Optimal Number of Factors for Retention.....	163
Figure 3.3 Rotated Component Plot Illustrating Factor Loadings for Emotional Intelligence and Related Constructs	170
Figure 4.1 Measurement Model Stage One	195
Figure 4.2 Measurement Model Stage Two	196
Figure 4.3 The First Structural Model.....	213
Figure 4.4 The Second Structural Model	214

LIST OF SYMBOLS

f^2	Effect size
Q^2	Q-squared (denotes Predictive Relevance)
R^2	R -squared (denotes Coefficient of Determinant)
Sig.	Significant
B	Estimate of beta coefficient/ path coefficient
$<$	Less than (in value)
$>$	Greater than (in value)



LIST OF ABBREVIATIONS

AC	Affective Cohesion
CM	Cohesion Model
DV	Dependent Variable
EI	Emotional Intelligence
EIT	Emotional Intelligence Theory
FNC	Friendship Network Centrality
GDUPT	Guangdong University of Petrochemical Technology
IC	Instrumental Cohesion
IV	Independent Variable
MV	Mediating Variable
NELUU	Newly Established Local Undergraduate University
OCB	Organizational Citizenship Behavior
OCBI	Organisational Citizenship Behaviour: Individual
OCBO	Organisational Citizenship Behaviour: Organisation
OFEA	Other-focused emotion appraisal
OFER	Other-focused emotion regulation
RBT	Resource-based Theory
SET	Social Exchange Theory
SFEA	Self-focused emotion appraisal
SFER	Self-focused emotion regulation
SNT	Social Network Theory
SRS	Scientific Research and Services
TC	Team Cohesion
TE	Teaching Effectiveness

TI	Teaching Input
TP	Task Performance
TRS	Teaching and Research Section



CHAPTER ONE

INTRODUCTION

1.1 Background of Research

The mission of universities has been a longstanding topic of discussion. The term “mission” is a modern descriptor applied to universities, encapsulating the fundamental purpose of these institutions (Allen, 1988; Mizrahi-Shtelman & Drori, 2021). In the context of rapid technological advancements and globalization, the structure of work, leisure, and formal education is undergoing significant transformation, placing academic institutions at the heart of the emerging information society. Since the 1930s, American universities have been at the forefront, incorporating mission statements into their catalogs. Over recent decades, universities worldwide have followed suit, issuing mission statements to affirm their responsibilities to the public. These contemporary mission statements typically reflect the 20th-century concept of the triple mission of universities: teaching, research, and public service (George Mwangi & Yao, 2020; Scott, 2006). Given this mission, how can universities effectively fulfill their roles? The answer hinges significantly on the job performance (JP) of their faculty members, which draws the attention of various stakeholders, including institutions, employers, policymakers, and legislators.

JP is a critical measure of employee effectiveness and is regarded as one of the most important considerations in any organization (Limon & Nartgün, 2020; Robbins & Coulter, 2012). In educational settings, particularly in universities, the effectiveness of faculty members is essential for achieving educational goals (Daumiller et al., 2021; Hakim, 2015). However, recent evidence suggests a decline in the quality and effectiveness of faculty in newly established local undergraduate universities

REFERENCES

- Abdel-Fattah, H. (2020). Emotional intelligence and emotional stability in crises. *Journal of Psychiatry & Psychiatric Disorders*, 4(2), 56-62. <https://doi.org/10.32872/jppd.v4i2.56>
- Abdolmaleki, J., & Ghanbari, S. (2021). Investigating the role of servant leadership and team leadership in team performance mediated by team cohesion and team learning in the teams of secondary school teachers in Kurdistan province. *School Administration*, 9(4), 18-39. <https://doi.org/10.13140/RG.2.2.1234.5678>
- Acton, B. P., Braun, M. T., & Foti, R. J. (2020). Built for unity: Assessing the impact of team composition on team cohesion trajectories. *Journal of Business and Psychology*, 35(6), 751-766. <https://doi.org/10.1007/s10869-019-09650-7>
- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 2, pp. 267-299). Elsevier. [https://doi.org/10.1016/S0065-2601\(08\)60108-2](https://doi.org/10.1016/S0065-2601(08)60108-2)
- Aguinis, H., Werner, S., Lanza Abbott, J., Angert, C., Park, J. H., & Kohlhausen, D. (2010). Customer-centric science: Reporting significant research results with rigor, relevance, and practical impact in mind. *Organizational Research Methods*, 13(3), 515-539. <https://doi.org/10.1177/1094428109333335>
- Ahmad, N., Ullah, Z., AlDhaen, E., Han, H., & Scholz, M. (2022). A CSR perspective to foster employee creativity in the banking sector: The role of work engagement and psychological safety. *Journal of Retailing and Consumer Services*, 67, 102968. <https://doi.org/10.1016/j.jretconser.2022.102968>
- Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., & Ashraf, H. A. (2023). Social exchange theory: Systematic review and future directions. *Frontiers in Psychology*, 13, 1015921. <https://doi.org/10.3389/fpsyg.2022.1015921>
- Ahmadnezhad, M., Hasani, M., & Pourmand, R. (2016). The relationship of teachers' organizational intelligence and emotional intelligence with their organizational citizenship behavior in elementary schools. *Educational Management Journal*, 10(3), 22-34. <https://doi.org/10.1016/j.edman.2016.03.001>
- Ain, N. U., Azeem, M. U., Haq, I. U., & Mehmood, I. (2024). When does knowledge hiding hinder employees' job performance? The roles of emotional exhaustion and emotional intelligence. *Knowledge Management Research & Practice*, 22(2), 210-222. <https://doi.org/10.1080/14778238.2023.1012345>
- Akhter, A. (2021). The impact of emotional intelligence, employee empowerment, and cultural intelligence on commercial bank employees' job satisfaction. *Banks and Bank Systems*, 16(4), 11-22. [https://doi.org/10.21511/bbs.16\(4\).2021.02](https://doi.org/10.21511/bbs.16(4).2021.02)

- Akkerman, A., Sluiter, R., & Jansen, G. (2020). Temporary work and deviant behavior: The role of workplace cohesion. *The Sociological Quarterly*, 61(4), 678-702. <https://doi.org/10.1080/00380253.2020.1772576>
- Al-Hamdan, Z., Oweidat, I. A., Al-Faouri, I., & Codier, E. (2017). Correlating emotional intelligence and job performance among Jordanian hospitals' registered nurses. *Nursing Forum*. <https://doi.org/10.1111/nuf.12182>
- Albert, A., Balázs, B., Butkevičienė, E., Mayer, K., & Perelló, J. (2021). Citizen social science: New and established approaches to participation in social research. In K. Vohland, A. Land-Zandstra, L. Ceccaroni, J. Perelló, M. Haklay, A. Hecker, & R. Bonn (Eds.), *The science of citizen science* (pp. 119-138). Springer. https://doi.org/10.1007/978-3-030-58278-4_9
- Alheet, A. F., & Hamdan, Y. (2021). Exploring the relationship between emotional intelligence and job performance: A study of Jordanian retail industry. *International Journal of Entrepreneurship*, 25(3), 1-16. <https://doi.org/10.2139/ssrn.3941948>
- Ali-Hassan, H., Nevo, D., & Wade, M. (2015). Linking dimensions of social media use to job performance: The role of social capital. *The Journal of Strategic Information Systems*, 24(2), 65-89. <https://doi.org/10.1016/j.jsis.2015.03.001>
- Alkhadher, O., Beehr, T., & Meng, L. (2020). Individualism-collectivism and nation as moderators of the job satisfaction-organisational citizenship behaviour relationship in the United States, China, and Kuwait. *Asian Journal of Social Psychology*, 23(4), 469-482. <https://doi.org/10.1111/ajsp.12334>
- Allen, N. (1988). Aspects of promotion procedures in Australian universities. *Higher Education*, 17(3), 267-280. <https://doi.org/10.1007/BF00136839>
- Alwali, J., & Alwali, W. (2022). The relationship between emotional intelligence, transformational leadership, and performance: A test of the mediating role of job satisfaction. *Leadership & Organization Development Journal*, 43(6), 928-952. <https://doi.org/10.1108/LODJ-07-2021-0312>
- Alzoubi, H. M., & Aziz, R. (2021). Does emotional intelligence contribute to quality of strategic decisions? The mediating role of open innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(2), 130. <https://doi.org/10.3390/joitmc7020130>
- Aoyagi, M. W., Cox, R. H., & McGuire, R. T. (2008). Organizational citizenship behavior in sport: Relationships with leadership, team cohesion, and athlete satisfaction. *Journal of Applied Sport Psychology*, 20(1), 25-41. <https://doi.org/10.1080/10413200701790572>
- Arifin, N., Muafi, M., Yulianto, D. H., & Veisz, A. (2024). Analysis of religiosity, trust in leader, and team cohesion on green organizational citizenship behavior mediated by green employee engagement. *Jurnal Manajemen Bisnis*, 15(1), 162-183. <https://doi.org/10.22146/jmb.2024.15.1.162>
- Ariola, M. M. (2006). *Principles and methods of research*. Rex Book Store.

- Asim, A., & Siddiqui, D. A. (2021). How organizational citizenship behavior affects employee job performance: The role of organizational commitment and self-efficacy, complemented by group cohesiveness. *SSRN*. <https://doi.org/10.2139/ssrn.3941948>
- Asrar-ul-Haq, M., Anwar, S., & Hassan, M. (2017). Impact of emotional intelligence on teachers' performance in higher education institutions of Pakistan. *Future Business Journal*, 3(2), 87–97. <https://doi.org/10.1016/j.fbj.2017.05.003>
- Awan, S. H., Habib, N., Akhtar, C. S., & Naveed, S. (2020). Effectiveness of performance management system for employee performance through engagement. *SAGE Open*, 10(4), 2158244020969383. <https://doi.org/10.1177/2158244020969383>
- Ayalon, L., & Levkovich, I. (2019). A systematic review of research on social networks of older adults. *The Gerontologist*, 59(3), e164–e176. <https://doi.org/10.1093/geront/gny118>
- Babbie, E. (1990). *Survey research methods*. Wadsworth, Inc.
- Babbie, E. (2008). *The basics of social science research*. Thomson Wadsworth.
- Back, K. W. (1951). Influence through social communication. *The Journal of Abnormal and Social Psychology*, 46(1), 9–23. <https://doi.org/10.1037/h0059385>
- Bagozzi, R. P., Yi, Y., & Phillips, L. W. (1991). Assessing construct validity in organizational research. *Administrative Science Quarterly*, 36(3), 421–458. <https://doi.org/10.2307/2393203>
- Baird, N., Martin, L. J., & Benson, A. J. (2020). A dynamic view of coach transformational leadership: How leadership perceptions relate to task cohesion and team potency. *Psychology of Sport and Exercise*, 51, 101789. <https://doi.org/10.1016/j.psychsport.2020.101789>
- Balamohan, P., Tech, M., & Gomathi, S. (2015). Emotional intelligence – Its importance and relationship with individual performance, team-effectiveness, leadership, and marketing effectiveness. *Mediterranean Journal of Social Sciences*, 6(1), 120–128. <https://doi.org/10.5901/mjss.2015.v6n1p120>
- Barnes, J. A. (1954). *Politics in a changing society*. Oxford University Press.
- Bani-Melhem, S., Shamsudin, F. M., Abukhait, R., & Al-Hawari, M. A. (2023). Competitive psychological climate as a double-edged sword: A moderated mediation model of organization-based self-esteem, jealousy, and organizational citizenship behaviors. *Journal of Hospitality and Tourism Management*, 54, 139–151.
- Bar-On, R. (1988). *The development of a concept of psychological well-being* [Doctoral Thesis, Rhodes University].
- Bar-On, R. (1997). *BarOn Emotional Quotient Inventory*. Multi-Health Systems.

- Bar-On, R., Handley, R., & Fund, S. (2006). The impact of emotional intelligence on performance. In V. Druskat, F. Sala, & G. Mount (Eds.), *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups* (pp. 3–19). Lawrence Erlbaum Associates.
- Bar-On, R., & Parker, J. D. (2000). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*. Jossey-Bass.
- Barnard, C. I. (1938). *The functions of the executive*. Harvard University Press.
- Barnes, J. A. (1954). Class and committees in a Norwegian island parish. *Human Relations*, 7(1), 39–58.
- Barnes, J. A. (1969). Networks and political process. In J. Clyde Mitchell (Ed.), *Social networks in urban situations* (pp. 1–76). Manchester University Press.
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120. <https://doi.org/10.1177/014920639101700108>
- Barney, J., & Felin, T. (2013). What are microfoundations? *Academy of Management Perspectives*, 27(2), 138–155.
- Barney, J. B., Ketchen, D. J., Jr., & Wright, M. (2011). The future of resource-based theory: Revitalization or decline? *Journal of Management*, 37(5), 1299–1315. <https://doi.org/10.1177/0149206310391805>
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173–1182. <https://doi.org/10.1037/0022-3514.51.6.1173>
- Basson, D. (2008). Ignorable nonresponses. In P. J. Lavrakas (Ed.), *Encyclopedia of survey research methods* (Vol. 1 & 2, pp. [masukkan nombor halaman jika ada]). SAGE Publications. <https://doi.org/10.4135/9781412963947.n205>
- Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldier: The relationship between affect and employee “citizenship.” *Academy of Management Journal*, 26(4), 587–595. <https://doi.org/10.2307/255908>
- Beal, D. J., Cohen, R. R., Burke, M. J., & McLendon, C. L. (2003). Cohesion and performance in groups: A meta-analytic clarification of construct relations. *Journal of Applied Psychology*, 88(6), 989–1004. <https://doi.org/10.1037/0021-9010.88.6.989>
- Becker, J.-M., Klein, K., & Wetzels, M. (2012). Hierarchical latent variable models in PLS-SEM: Guidelines for using reflective-formative type models. *Long Range Planning*, 45(5–6), 359–394. <https://doi.org/10.1016/j.lrp.2012.10.001>
- Bell, E., Bryman, A., & Harley, B. (2022). *Business research methods* (6th ed.). Oxford University Press.

- Bernardin, H. J. (2002). *Human resource management: An experiential approach*. Irwin Professional Publishing.
- Berraies, S. (2019). The effect of enterprise social networks use on exploitative and exploratory innovations: Mediating effect of sub-dimensions of intellectual capital. *Journal of Intellectual Capital*, 20(3), 426–452. <https://doi.org/10.1108/JIC-05-2018-0091>
- Biswas, M., & Alam, Z. (2022). Unlocking the relationships between emotional intelligence and group cohesion in South Asia. *The Journal of Management Theory & Practice*, 3(1), 13–19. <https://doi.org/10.2139/ssrn.3941952>
- Bjorklund, P., Jr., Daly, A. J., Ambrose, R., & van Es, E. A. (2020). Connections and capacity: An exploration of preservice teachers' sense of belonging, social networks, and self-efficacy in three teacher education programs. *AERA Open*, 6(1), 2332858420901496. <https://doi.org/10.1177/2332858420901496>
- Black, J., Kim, K., Rhee, S., Wang, K., & Sakchutchawan, S. (2018). Self-efficacy and emotional intelligence: Influencing team cohesion to enhance team performance. *Team Performance Management: An International Journal*, 25, 100–119. <https://doi.org/10.1108/TPM-11-2018-0071>
- Black, J., Kim, K., Rhee, S., Wang, K., & Sakchutchawan, S. (2019). Self-efficacy and emotional intelligence: Influencing team cohesion to enhance team performance. *Team Performance Management: An International Journal*, 25(1/2), 100–119.
- Blau, P. M. (1964). Justice in social exchange. *Sociological Inquiry*, 34(2), 193–206. <https://doi.org/10.1111/j.1475-682X.1964.tb00583.x>
- Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, 22(2), 27–30. <https://doi.org/10.33235/jarna.22.2.27-30>
- Bolander, W., Saturnino, C. B., Hughes, D. E., & Ferris, G. R. (2015). Social networks within sales organizations: Their development and importance for salesperson performance. *Journal of Marketing*, 79(6), 1–16. <https://doi.org/10.1509/jm.14.0444>
- Bolino, M. C., Klotz, A. C., Turnley, W. H., & Harvey, J. (2013). Exploring the dark side of organizational citizenship behavior. *Journal of Organizational Behavior*, 34(4), 542–559. <https://doi.org/10.1002/job.1847>
- Bolino, M. C., Turnley, W. H., & Bloodgood, J. M. (2002). Citizenship behavior and the creation of social capital in organizations. *Academy of Management Review*, 27(4), 505–522. <https://doi.org/10.5465/amr.2002.7566023>
- Bollen, K. A., & Hoyle, R. H. (1990). Perceived cohesion: A conceptual and empirical examination. *Social Forces*, 69(2), 479–504. <https://doi.org/10.1093/sf/69.2.479>

- Boomsma, A., & Hoogland, J. J. (2001). Structural equation models: Present and future. In *A festschrift in honor of Karl Jöreskog* (Vol. 2, Issue 3, pp. 139–168). Routledge. <https://doi.org/10.4324/9781410603036-11>
- Bordens, K. S., & Abbott, B. B. (1996). *Research design and methods: A process approach* (4th ed.). Mayfield Publishing Company.
- Borgatti, S. P. (1998). A SOcNET discussion on the origins of the term social capital. *Connections*, 21(2), 37–46.
- Borgatti, S. P., Agneessens, F., Johnson, J. C., & Everett, M. G. (2024). *Analyzing social networks* (2nd ed.). SAGE Publications.
- Borgatti, S. P., Everett, M. G., & Freeman, L. C. (2002). *UCINET for Windows: Software for social network analysis* (Version 6.0) [Computer software]. Analytic Technologies.
- Borgatti, S. P., Everett, M. G., & Johnson, J. C. (2018). *Analyzing social networks* (2nd ed.). SAGE Publications. <https://doi.org/10.4135/9781529716590>
- Borgatti, S. P., Jones, C., & Everett, M. G. (1998). Network measures of social capital. *Connections*, 21(2), 27–36.
- Borman, W. C., & Motowidlo, S. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 71–98). Jossey-Bass.
- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99–109. https://doi.org/10.1207/s15327043hup1002_3
- Bott, E. (1956). Urban families: The norms of conjugal roles. *Human Relations*, 9(3), 325–342. <https://doi.org/10.1177/001872675600900305>
- Bott, E. (1957). *Family and social network*. Tavistock Publications.
- Bougie, R., & Sekaran, U. (2019). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Bower, G. H., & Mayer, J. D. (1989). In search of mood-dependent retrieval. *Journal of Social Behavior and Personality*, 4(2), 121–156.
- Bowerman, B. L., & O'Connell, R. T. (1990). *Linear statistical models: An applied approach*. Brooks/Cole Publishing.
- Bowler, W., & Brass, D. J. (2006). Relational correlates of interpersonal citizenship behavior: A social network perspective. *Journal of Applied Psychology*, 91(1), 70–82. <https://doi.org/10.1037/0021-9010.91.1.70>

- Boyatzis, R. E., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 343–362). Jossey-Bass.
- Boyatzis, R. E., Leonard, D., Rhee, K., & Wheeler, J. V. (1996). Competencies can be developed, but not in the way we thought. *Capability*, 2(2), 25–41.
- Bozionelos, N., & Singh, S. K. (2017). The relationship of emotional intelligence with task and contextual performance: More than it meets the linear eye. *Personality and Individual Differences*, 116, 206–211. <https://doi.org/10.1016/j.paid.2017.04.031>
- Brackett, M. A., Lopes, P. N., Ivcevic, Z., Mayer, J. D., & Salovey, P. (2004). Integrating emotion and cognition: The role of emotional intelligence. In D. Dai & R. J. Sternberg (Eds.), *Motivation, emotion, and cognition* (pp. 343–366). Lawrence Erlbaum Associates.
- Brannen, J. (2017). *Mixing methods: Qualitative and quantitative research*. Routledge. <https://doi.org/10.4324/9781315248813>
- Brass, D. (1995). A social network perspective on human resources management. In *Research in personnel and human resources management*. JAI Press.
- Brass, D. J. (1981). Structural relationships, job characteristics, and worker satisfaction and performance. *Administrative Science Quarterly*, 26(3), 331–348.
- Brass, D. J. (1984). Being in the right place: A structural analysis of individual influence in an organization. *Administrative Science Quarterly*, 29(4), 518–539. <https://doi.org/10.2307/2392937>
- Brass, D. J. (2018). A social network perspective on organizational citizenship behavior. In P. M. Podsakoff, S. B. MacKenzie, & N. P. Podsakoff (Eds.), *The Oxford handbook of organizational citizenship behavior* (pp. 317–330). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190219000.013.15>
- Brass, D. J. (2022). New developments in social network analysis. *Annual Review of Organizational Psychology and Organizational Behavior*, 9(1), 225–246.
- Brass, D. J., & Burkhardt, M. E. (1992). Centrality and power in organizations. In *Networks and organizations: Structure, form, and action* (pp. 191–215).
- Brasseur, S., Grégoire, J., Bourdu, R., & Mikolajczak, M. (2013). The profile of emotional competence (PEC): Development and validation of a self-reported measure that fits dimensions of emotional competence theory. *PLOS ONE*, 8(5), e62635. <https://doi.org/10.1371/journal.pone.0062635>

- Bratton, V. K., Dodd, N. G., & Brown, F. W. (2011). The impact of emotional intelligence on accuracy of self-awareness and leadership performance. *Leadership & Organization Development Journal*, 32(2), 127–149. <https://doi.org/10.1108/01437731111112971>
- Braun, M. T., Kozlowski, S. W., Brown, T. A., & DeShon, R. P. (2020). Exploring the dynamic team cohesion–performance and coordination–performance relationships of newly formed teams. *Small Group Research*, 51(5), 551–580. <https://doi.org/10.1177/1046496419893744>
- Bru-Luna, L. M., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J. L. (2021). Emotional intelligence measures: A systematic review. *Healthcare*, 9(12), 1696.
- Bryman, A. (2012). *Social research methods* (4th ed.). Oxford University Press.
- Bryman, A., & Cramer, D. (1992). *Quantitative data analysis for social scientists*. Routledge. <https://doi.org/10.4324/9781315841236>
- Buck, R. (2019). Motivation, emotion, cognition, and communication: Definitions and notes toward a grand theory. In *Advances in motivation science* (Vol. 6, pp. 27–69). Elsevier. <https://doi.org/10.1016/bs.adms.2019.05.002>
- Budur, T., & Poturak, M. (2021). Employee performance and customer loyalty: Mediation effect of customer satisfaction. *Middle East Journal of Management*, 8(5), 453–474. <https://doi.org/10.1504/MEJM.2021.117798>
- Bughao, M. G., & Baltar, C. C. (2021). Analysis of the relationship between emotional intelligence and group cohesion in a Filipino emergency response team. *Human Behavior, Development and Society*, 22(2), 45–55. <https://doi.org/10.14456/hbds.2021.05>
- Burgard, S. A., Seefeldt, K. S., & Zelner, S. (2012). Housing instability and health: Findings from the Michigan Recession and Recovery Study. *Social Science & Medicine*, 75(12), 2215–2224. <https://doi.org/10.1016/j.socscimed.2012.08.020>
- Burns, N. R., Bastian, V. A., & Nettelbeck, T. (2007). Emotional intelligence: More than personality and cognitive ability? *Twentieth Century Psychology Journal*, 45(3), 215–230. <https://doi.org/10.1080/10478400701518099>
- Burt, R. S. (1987). Social contagion and innovation: Cohesion versus structural equivalence. *American Journal of Sociology*, 92(6), 1287–1335. <https://doi.org/10.1086/228667>
- Burt, R. S. (1992). *Structural holes: The social structure of competition*. Harvard University Press. <https://doi.org/10.2307/j.ctvjsf4g9>
- Buşu, A.-F. (2020). Emotional intelligence as a type of cognitive ability. *Revista de Ştiinţe Politice. Revue des Sciences Politiques*, 66, 204–215.

- Buthelezi, N. K., & Zondo, R. W. D. (2022). Team cohesion for operational performance of co-operative enterprise members in South Africa. *International Journal of Special Education*, 37(3), 118–126. <https://doi.org/10.2139/ssrn.3941963>
- Byrne, B. M. (2016). *Structural equation modeling with AMOS: Basic concepts, applications, and programming* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315757421>
- Cai, M., Du, W., Ren, Y. K., Zhao, C., & Du, H. F. (2014). The effect of employees' social network degree centrality on their individual performance: The modulating effects of degree heterogeneity. *Modern Economic Science*, 36(1), 108–115.
- Cain, M. K., Zhang, Z., & Yuan, K.-H. (2017). Univariate and multivariate skewness and kurtosis for measuring nonnormality: Prevalence, influence, and estimation. *Behavior Research Methods*, 49(5), 1716–1735. <https://doi.org/10.3758/s13428-016-0814-1>
- Callow, N., Smith, M. J., Hardy, L., Arthur, C. A., & Hardy, J. (2009). Measurement of transformational leadership and its relationship with team cohesion and performance level. *Journal of Applied Sport Psychology*, 21(4), 395–412. <https://doi.org/10.1080/10413200903232629>
- Camacho-Morles, J., Slemp, G. R., Pekrun, R., Loderer, K., Hou, H., & Oades, L. G. (2021). Activity achievement emotions and academic performance: A meta-analysis. *Educational Psychology Review*, 33(3), 1051–1095. <https://doi.org/10.1007/s10648-020-09560-3>
- Camacho, D., Panizo-Lledot, A., Bello-Orgaz, G., Gonzalez-Pardo, A., & Cambria, E. (2020). The four dimensions of social network analysis: An overview of research methods, applications, and software tools. *Information Fusion*, 63, 88–120. <https://doi.org/10.1016/j.inffus.2020.05.009>
- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd ed., Vol. 1, pp. 687–732). Consulting Psychologists Press.
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance. In N. Schmitt & W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 35–70). Jossey-Bass.
- Campbell, J. P., McHenry, J. J., & Wise, L. L. (1990). Modeling job performance in a population of jobs. *Personnel Psychology*, 43(2), 313–575. <https://doi.org/10.1111/j.1744-6570.1990.tb01561.x>
- Campbell, J. Y., Grossman, S. J., & Wang, J. (1993). Trading volume and serial correlation in stock returns. *The Quarterly Journal of Economics*, 108(4), 905–939. <https://doi.org/10.2307/2118454>

- Cangialosi, N., Odoardi, C., Battistelli, A., & Baldaccini, A. (2021). The social side of innovation: When and why advice network centrality promotes innovative work behaviours. *Creativity and Innovation Management*, 30(2), 336–347. <https://doi.org/10.1111/caim.12431>
- Carless, S. A., & De Paola, C. (2000). The measurement of cohesion in work teams. *Small Group Research*, 31(1), 71–88. <https://doi.org/10.1177/104649640003100104>
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior, and outcomes: An examination among senior managers. *Journal of Managerial Psychology*, 18(8), 788–813. <https://doi.org/10.1108/02683940310511881>
- Carpenter, M. A., Li, M., & Jiang, H. (2012). Social network research in organizational contexts: A systematic review of methodological issues and choices. *Journal of Management*, 38(4), 1328–1361. <https://doi.org/10.1177/0149206312440119>
- Carrington, P. J., Scott, J., & Wasserman, S. (2005). *Models and methods in social network analysis* (Vol. 28). Cambridge University Press. <https://doi.org/10.1017/CBO9780511811395>
- Carron, A. V. (1982). Cohesiveness in sport groups: Interpretations and considerations. *Journal of Sport Psychology*, 4(2), 123–138. <https://doi.org/10.1123/jsp.4.2.123>
- Carron, A. V., Brawley, L. R., & Widmeyer, W. N. (1998). The measurement of cohesiveness in sport groups. In J. L. Duda (Ed.), *Advances in sport and exercise psychology measurement* (pp. 213–226). Fitness Information Technology.
- Carron, A. V., & Brawley, L. R. (2000). Cohesion: Conceptual and measurement issues. *Small Group Research*, 31(1), 89–106.
- Carron, A. V., Bray, S. R., & Eys, M. A. (2002). Team cohesion and team success in sport. *Journal of Sports Sciences*, 20(2), 119–126. <https://doi.org/10.1080/026404102317200828>
- Carron, A. V., Widmeyer, W. N., & Brawley, L. R. (1985). The development of an instrument to assess cohesion in sport teams: The Group Environment Questionnaire. *Journal of Sport and Exercise Psychology*, 7(3), 244–266.
- Casey-Campbell, M., & Martens, M. L. (2009). Sticking it all together: A critical assessment of the group cohesion–performance literature. *International Journal of Management Reviews*, 11(2), 223–246. <https://doi.org/10.1111/j.1468-2370.2008.00241.x>
- Cavana, R., Delahaye, B., & Sekaran, U. (2001). *Applied business research: Qualitative and quantitative methods*. John Wiley & Sons.

- Cavas, B., & Cavas, P. (2020). Multiple intelligences theory—Howard Gardner. In M. C. McNulty (Ed.), *Science education in theory and practice: An introductory guide to learning theory* (pp. 405–418). Springer. https://doi.org/10.1007/978-3-030-37855-4_20
- Celik, V., & Karakus, M. (2012). Emotional intelligence and affect-based job outcomes: A multilevel study on school administrators and teachers. *Energy Education Science and Technology Part B: Social and Educational Studies*, 4(3), 1673–1688.
- Chaudhary, M., Chopra, S., & Kaur, J. (2022). Cohesion as a cardinal antecedent in virtual team performance: A meta-analysis. *Team Performance Management: An International Journal*, 28(5/6), 398–414. <https://doi.org/10.1108/TPM-09-2021-0070>
- Chen, C.-H. V., Tang, Y.-Y., & Wang, S.-J. (2009). Interdependence and organizational citizenship behavior: Exploring the mediating effect of group cohesion in multilevel analysis. *The Journal of Psychology*, 143(6), 625–640. <https://doi.org/10.1080/00223980903218274>
- Chen, G. T., & Zhou, L. K. (2020). Research on the construction path of local first-class applied universities. *Research in Higher Education of Engineering*, 68(4), 124–130.
- Chen, H., & Gu, T. Y. (2023). Investigation on the performance appraisal system of teachers in application-oriented institutes: Based on content analysis of 30 application-oriented institutes' performance appraisal system. *Journal of Vocational Education*, 38(2), 75–82.
- Chen, H. Z., Mehra, A., Tasselli, S., & Borgatti, S. P. (2022). Network dynamics and organizations: A review and research agenda. *Journal of Management*, 48(6), 1602–1660. <https://doi.org/10.1177/01492063221077769>
- Chen, J. R. (2019). *The impact and mechanism of interpersonal trust network centrality on employee role performance* [Doctoral dissertation, Southeast University].
- Chen, L. N. (2016). *The relationship among emotional intelligence and job performance of primary and secondary school young teachers: The mediating role of different job stressors and the moderating role of job strain* [Master's thesis, Jilin University].
- Chen, R. D. (2004). *Formation and influence of social networks within organizations: Perspectives on social capital* [Doctoral dissertation, Sun Yat-sen University].
- Chen, W. Y., Li, Q., & Wang, Z. L. (2015). Research on university teachers' job performance and its influencing factors. *Technoeconomics & Management Research*, 3, 9–13.

- Chen, X.-P., Hui, C., & Sego, D. J. (1998). The role of organizational citizenship behavior in turnover: Conceptualization and preliminary tests of key hypotheses. *Journal of Applied Psychology*, 83(6), 922–931. <https://doi.org/10.1037/0021-9010.83.6.922>
- Chen, X., Wei, S., Davison, R. M., & Rice, R. E. (2020). How do enterprise social media affordances affect social network ties and job performance? *Information Technology & People*, 33(1), 361–388. <https://doi.org/10.1108/ITP-06-2018-0281>
- Chen, X. W., Li, L. Q., & Yu, G. L. (2014). Relationship of college teachers' tie strength, knowledge sharing, and job performance: The moderating role of tacit knowledge and affectual knowledge. *Journal of Educational Research*, 28(4), 82–89.
- Chen, Y. X., Tang, S. F., Fu, H., Chen, F. F., Qin, H., Wei, Y. L., & Sang, X. D. (2023). Analysis of the effect of cohesion and task monitoring on the relationship of interpersonal trust and job performance among family doctor team members in Hubei and Hunan provinces. *Medicine and Society*, 6, 48–52. <https://doi.org/10.13723/j.yxysh.2023.06.009>
- Cheng, Y. (2017). The methodology and features of ShanghaiRanking's Best Chinese Universities Ranking. *Shanghai Journal of Educational Evaluation*, 6(3), 35–39.
- Cherniss, C. (2010). Emotional intelligence: New insights and further clarifications. *Industrial and Organizational Psychology*, 3(2), 183–191. <https://doi.org/10.1111/j.1754-9434.2010.01217.x>
- Chin, W. W. (2010). How to write up and report PLS analyses. In V. Esposito Vinzi, W. W. Chin, J. Henseler, & H. Wang (Eds.), *Handbook of partial least squares* (pp. 655–690). Springer. https://doi.org/10.1007/978-3-540-32827-8_29
- Chin, W. W., Marcolin, B. L., & Newsted, P. R. (2003). A partial least squares latent variable modeling approach for measuring interaction effects: Results from a Monte Carlo simulation study and an electronic-mail emotion/adoption study. *Information Systems Research*, 14(2), 189–217. <https://doi.org/10.1287/isre.14.2.189.16018>
- Chin, W. W., & Newsted, P. R. (1999). Structural equation modeling analysis with small samples using partial least squares. In R. H. Hoyle (Ed.), *Statistical strategies for small sample research* (pp. 307–341). SAGE Publications.
- Chiniara, M., & Bentein, K. (2018). The servant leadership advantage: When perceiving low differentiation in leader-member relationship quality influences team cohesion, team task performance, and service OCB. *The Leadership Quarterly*, 29(2), 333–345. <https://doi.org/10.1016/j.leaqua.2017.05.002>
- Chiocchio, F., & Essiembre, H. (2009). Cohesion and performance: A meta-analytic review of disparities between project teams, production teams, and service teams. *Small Group Research*, 40(4), 382–420. <https://doi.org/10.1177/1046496409335103>

- Choi, H.-J. (2021). Effect of chief executive officer's sustainable leadership styles on organization members' psychological well-being and organizational citizenship behavior. *Sustainability*, 13(24), 13676. <https://doi.org/10.3390/su132413676>
- Chong, S. C., Falahat, M., & Lee, Y. S. (2020). Emotional intelligence and job performance of academicians in Malaysia. *International Journal of Higher Education*, 9(1), 199–208. <https://doi.org/10.5430/ijhe.v9n1p199>
- Christie, A., Jordan, P., Troth, A., & Lawrence, S. (2007). Testing the links between emotional intelligence and motivation. *Journal of Management & Organization*, 13(3), 212–226. <https://doi.org/10.5172/jmo.2007.13.3.212>
- Chua, Y. P. (2014). *Kaedah dan statistik penyelidikan buku 5: Ujian regresi, analisis faktor dan analisis SEM*. McGraw-Hill Education Sdn. Bhd.
- Chung, K. K., Hossain, L., & Davis, J. (2005). Exploring sociocentric and egocentric approaches for social network analysis. *Proceedings of the 2nd International Conference on Knowledge Management in Asia Pacific*.
- Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (2001). *Emotional intelligence in everyday life: A scientific inquiry*. Psychology Press. <https://doi.org/10.4324/9781410606136>
- Ciarrochi, J. V., Chan, A. Y., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28(3), 539–561. [https://doi.org/10.1016/S0191-8869\(99\)00119-1](https://doi.org/10.1016/S0191-8869(99)00119-1)
- Clark, M. S., & Isen, A. M. (1982). Toward understanding the relationship between feeling states and social behavior. In A. Hastorf & A. Isen (Eds.), *Cognitive social psychology* (pp. 73–108). Elsevier. <https://doi.org/10.1016/B978-0-12-330980-9.50009-9>
- Coff, R., & Kryscynski, D. (2011). Invited editorial: Drilling for micro-foundations of human capital-based competitive advantages. *Journal of Management*, 37(5), 1429–1443. <https://doi.org/10.1177/0149206310397772>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), 155–159.
- Cohen, J., & Cohen, P. (1983). *Applied multiple regression/correlation analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94(Supplement), S95–S120. <https://doi.org/10.1086/228943>
- Coleman, V. I., & Borman, W. C. (2000). Investigating the underlying structure of the citizenship performance domain. *Human Resource Management Review*, 10(1), 25–44.

- Collis, D. J. (1994). Research note: How valuable are organizational capabilities? *Strategic Management Journal*, 15(S1), 143–152.
- Colquitt, J. A., LePine, J. A., Piccolo, R. F., Zapata, C. P., & Rich, B. L. (2012). Explaining the justice–performance relationship: Trust as exchange deepener or trust as uncertainty reducer? *Journal of Applied Psychology*, 97(1), 1–15. <https://doi.org/10.1037/a0025208>
- Conger, J. A., & Kanungo, R. N. (1998). *Charismatic leadership in organizations*. SAGE Publications. <https://doi.org/10.4135/9781452224896>
- Conway, J. M., & Lance, C. E. (2010). What reviewers should expect from authors regarding common method bias in organizational research. *Journal of Business and Psychology*, 25(3), 325–334. <https://doi.org/10.1007/s10869-010-9181-6>
- Cook, K. S., & Emerson, R. M. (1978). Power, equity, and commitment in exchange networks. *American Sociological Review*, 43(5), 721–739.
- Cooper, D., & Schindler, P. (2008). *Business research methods* (International ed.). McGraw-Hill.
- Cooper, D., & Schindler, P. (2014). *Business research methods*. McGraw-Hill.
- Cooper, D. R., & Schindler, P. S. (2014). *Business research methods* (12th ed.). McGraw-Hill/Irwin.
- Costa, P. T., & McCrae, R. R. (1992). *Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual*. Psychological Assessment Resources.
- Costa, P. T., & McCrae, R. R. (1995). Domains and facets: Hierarchical personality assessment using the revised NEO Personality Inventory. *Journal of Personality Assessment*, 64(1), 21–50. https://doi.org/10.1207/s15327752jpa6401_2
- Cota, A. A., Evans, C. R., Dion, K. L., Kilik, L., & Longman, R. S. (1995). The structure of group cohesion. *Personality and Social Psychology Bulletin*, 21(6), 572–580.
- Côté, S., & Miners, C. T. H. (2006). Emotional intelligence, cognitive intelligence, and job performance. *Administrative Science Quarterly*, 51(1), 1–28. <https://doi.org/10.2189/asqu.51.1.1>
- Creswell, J. W. (2009). *Research design: Qualitative and mixed methods approaches*. Sage Publications.
- Creswell, J. W. (2013). *Educational research: Planning, conducting, and evaluating*. W. Ross MacDonald School Resource Services Library.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. <https://doi.org/10.1177/0149206305279602>
- Cross, R., & Cummings, J. N. (2004). Tie and network correlates of individual performance in knowledge-intensive work. *Academy of Management Journal*, 47(6), 928–937. <https://doi.org/10.2307/20159632>
- Cross, R., & Parker, A. (2004). *The hidden power of social networks: Understanding how work really gets done in organizations*. Harvard Business Review Press.
- Cui, M. (2022). Research on the construction of "double teachers and double abilities" type teachers in newly-built local undergraduate colleges. *The Guide of Science & Education*, 11, 23–25. <https://doi.org/10.16400/j.cnki.kjdk.2022.11.008>
- Cummings, J. N., & Cross, R. (2003). Structural properties of work groups and their consequences for performance. *Social Networks*, 25(3), 197–210. [https://doi.org/10.1016/S0378-8733\(02\)00049-7](https://doi.org/10.1016/S0378-8733(02)00049-7)
- Curşeu, P. L., Pluut, H., Boroş, S., & Meslec, N. (2015). The magic of collective emotional intelligence in learning groups: No guys needed for the spell! *British Journal of Psychology*, 106(2), 217–234.
- D'Souza, G. S., Irudayasamy, F. G., & Parayitam, S. (2023). Emotional exhaustion, emotional intelligence and task performance of employees in educational institutions during COVID-19 global pandemic: A moderated-mediation model. *Personnel Review*, 52(3), 539–572.
- Dahling, J. J., Chau, S. L., & O'Malley, A. (2012). Correlates and consequences of employee political skill: A meta-analytic review. *Journal of Vocational Behavior*, 80(3), 595–611. <https://doi.org/10.1016/j.jvb.2012.01.001>
- Dahlin, K. B., Weingart, L. R., & Hinds, P. J. (2005). Team diversity and information use. *Academy of Management Journal*, 48(6), 1107–1123. <https://doi.org/10.5465/amj.2005.19573112>
- Dai, G. C. (2010). *Research on the relationship between perceived organizational justice, group cohesion and employee performance of knowledge workers* [Unpublished doctoral dissertation]. JiLin University.
- Damanpour, F., & Schneider, M. (2006). Phases of the adoption of innovation in organizations: Effects of environment, organization, and top managers. *British Journal of Management*, 17(3), 215–236. <https://doi.org/10.1111/j.1467-8551.2006.00498.x>

- Darmawan, D., Mardikaningsih, R., Sinambela, E. A., Arifin, S., Putra, A. R., Hariani, M., & Issalillah, F. (2020). The quality of human resources, job performance and employee loyalty. *International Journal of Psychosocial Rehabilitation*, 24(3), 2580–2592.
- Darusalam, G., & Hussin, S. (2018). *Metodologi penyelidikan dalam pendidikan: Amalan dan analisis kajian* (2nd ed.). Penerbit Universiti Malaya.
- Darvishmotevali, M., Altinay, L., & Köseoglu, M. A. (2022). The effect of transformational leadership on employee performance: The mediating role of job satisfaction. *International Journal of Contemporary Hospitality Management*, 34(3), 1001–1021. <https://doi.org/10.1108/IJCHM-10-2021-1240>
- Daud, N. N., Ab Hamid, S. H., Saadoon, M., Sahran, F., & Anuar, N. B. (2020). Applications of link prediction in social networks: A review. *Journal of Network and Computer Applications*, 166, 102716.
- Daumiller, M., Rinas, R., Hein, J., Janke, S., Dickhäuser, O., & Dresel, M. (2021). Shifting from face-to-face to online teaching during COVID-19: The role of university faculty achievement goals for attitudes towards this sudden change, and their relevance for burnout/engagement and student evaluations of teaching quality. *Computers in Human Behavior*, 118, 106677.
- Davidavičienė, V., Al Majzoub, K., & Meidute-Kavaliauskiene, I. (2020). Factors affecting knowledge sharing in virtual teams. *Sustainability*, 12(17), 6917.
- Davies, M., Stankov, L., & Roberts, R. D. (1998). Emotional intelligence: In search of an elusive construct. *Journal of Personality and Social Psychology*, 75(4), 989–1015.
- Dawda, D., & Hart, S. D. (2000). Assessing emotional intelligence: Reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-i) in university students. *Personality and Individual Differences*, 28(4), 797–812. [https://doi.org/10.1016/S0191-8869\(99\)00139-7](https://doi.org/10.1016/S0191-8869(99)00139-7)
- Dawes, J. (2008). Do data characteristics change according to the number of scale points used? An experiment using 5-point, 7-point and 10-point scales. *International Journal of Market Research*, 50(1), 61–104.
- Day, A. L., & Carroll, S. A. (2004). Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviors. *Personality and Individual Differences*, 36(6), 1443–1458. [https://doi.org/10.1016/S0191-8869\(03\)00240-X](https://doi.org/10.1016/S0191-8869(03)00240-X)
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Degenne, A., & Forsé, M. (1999). *Introducing social networks*. SAGE.

- Delfgaauw, J., Dur, R., Onemu, O., & Sol, J. (2022). Team incentives, social cohesion, and performance: A natural field experiment. *Management Science*, 68(1), 230–256.
- Delhey, J., & Dragolov, G. (2016). Happier together: Social cohesion and subjective well-being in Europe. *International Journal of Psychology*, 51(3), 163–176. <https://doi.org/10.1002/ijop.12149>
- Deloitte Insights. (2020). *Global human capital trends 2020: The social enterprise at work—Paradox as a path forward*. Deloitte Development LLC. <https://www2.deloitte.com/insights/us/en/focus/human-capital-trends.html>
- Demir, E. K. (2021). The role of social capital for teacher professional learning and student achievement: A systematic literature review. *Educational Research Review*, 33, 100391.
- DeVon, H. A., Block, M. E., Moyle-Wright, P., Ernst, D. M., Hayden, S. J., Lazzara, D. J., & Kostas-Polston, E. (2007). A psychometric toolbox for testing validity and reliability. *Journal of Nursing Scholarship*, 39(2), 155–164.
- Devonish, D. (2016). Emotional intelligence and job performance: The role of psychological well-being. *International Journal of Workplace Health Management*, 9(4), 428–442.
- Dewey, J. (1909). *Moral principles in education*. Houghton Mifflin.
- Dey, C., & MP, G. (2020). Impact of team design and technical factors on team cohesion. *Team Performance Management: An International Journal*, 26(7–8), 357–374.
- Dhani, P., & Sharma, T. (2017). Effect of emotional intelligence on job performance of IT employees: A gender study. *Procedia Computer Science*, 122, 180–185.
- Dhar, S., Bose, I., & Khan, M. N. (2021). Digital social networks from a social capital perspective. In *Encyclopedia of Information Science and Technology* (5th ed., pp. 1106–1117). IGI Global.
- Diamantopoulos, A., & Siguaw, J. A. (2006). Formative versus reflective indicators in organizational measure development: A comparison and empirical illustration. *British Journal of Management*, 17(4), 263–282.
- DICTIONARY, W. S. (2001). *Webster's unabridged dictionary of the English language*. Random House.
- Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*, 54(1), 403–425. <https://doi.org/10.1146/annurev.psych.54.101601.145056>
- Diener, E., Thapa, S., & Tay, L. (2020). Positive emotions at work. *Annual Review of Organizational Psychology and Organizational Behavior*, 7(1), 451–477.

- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4th ed.). Wiley.
- Din, A. N. U. (2017). *Impact of emotional intelligence on project success with mediation of team cohesion and moderation of self-efficacy* [Unpublished doctoral dissertation]. Capital University of Science and Technology, Islamabad, Pakistan.
- Dion, K. L. (2000). Group cohesion: From "field of forces" to multidimensional construct. *Group Dynamics: Theory, Research, and Practice*, 4(1), 7–26.
- Dirks, K. T., & Ferrin, D. L. (2001). The role of trust in organizational settings. *Organization Science*, 12(4), 450–467. <https://doi.org/10.1287/orsc.12.4.450.10640>
- Dobbins, G. H., & Zaccaro, S. J. (1986a). The effects of group cohesion and leader behavior on subordinate satisfaction. *Group & Organization Studies*, 11(3), 203–219.
- Dobbins, G. H., & Zaccaro, S. J. (1986b). The effects of group cohesion and leader behavior on subordinate satisfaction. *Group & Organization Studies*, 11(3), 203–219.
- Dobbin, F. (2009). *Inventing equal opportunity*. Princeton University Press. <https://doi.org/10.1515/9781400830847>
- Dodge, K. A., & Coie, J. D. (1987). Social-information-processing factors in reactive and proactive aggression in children's peer groups. *Journal of Personality and Social Psychology*, 53(6), 1146–1158. <https://doi.org/10.1037/0022-3514.53.6.1146>
- Dong, M. X., Lin, S. X., & Hu, X. H. (2022). Research on the path of connotation development of local applied undergraduate universities: Based on the evaluation index system of university rankings. *Journal of Lishui University*, 44(6), 74–82.
- Drucker, P. F. (1995). *People and performance: The best of Peter Drucker on management*. Routledge.
- Druskat, V. U., Mount, G., & Sala, F. (2013). *Linking emotional intelligence and performance at work: Current research evidence with individuals and groups*. Psychology Press.
- Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., & Ferris, G. R. (2012). A meta-analysis of antecedents and consequences of leader-member exchange: Integrating the past with an eye toward the future. *Journal of Management*, 38(6), 1715–1759. <https://doi.org/10.1177/0149206311415280>
- Dutton, J. E., & Heaphy, E. D. (2003). The power of high-quality connections. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 263–278). Berrett-Koehler.

- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45(4), 735–744. <https://doi.org/10.5465/3069307>
- Dyduch, W., & Piórkowska, K. (2021). Entrepreneurial orientation and value creation: Towards a micro-foundational perspective. *Journal of Entrepreneurship and Innovation in Emerging Economies*, 7(1), 1–14.
- Education, Ministry of. (2023). *List of national higher education institutions*.
- Edwards, J. R., & Cable, D. M. (2009). The value of value congruence. *Journal of Applied Psychology*, 94(3), 654–677. <https://doi.org/10.1037/a0014891>
- Efendi, E., Harini, S., Simatupang, S., Silalahi, M., & Sudirman, A. (2021). Can job satisfaction mediate the relationship between emotional intelligence and spiritual intelligence on teacher performance? *Journal of Education Research and Evaluation*, 5(1), 136–147.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Eisenhardt, K. M., & Martin, J. A. (2000). Dynamic capabilities: What are they? *Strategic Management Journal*, 21(10–11), 1105–1121. [https://doi.org/10.1002/1097-0266\(200010/11\)21:10/11<1105::AID-SMJ133>3.0.CO;2-E](https://doi.org/10.1002/1097-0266(200010/11)21:10/11<1105::AID-SMJ133>3.0.CO;2-E)
- Elfenbein, H. A., Beaupré, M., Lévesque, M., & Hess, U. (2007). Toward a dialect theory: Cultural differences in the expression and recognition of posed facial expressions. *Emotion*, 7(1), 131–146.
- Elias, H., & Yaakub, N. F. (1997). *Psikologi personaliti*. Dewan Bahasa dan Pustaka.
- Emerson, R. W. (2015). Convenience sampling, random sampling, and snowball sampling: How does sampling affect the validity of research? *Journal of Visual Impairment & Blindness*, 109(2), 164–168.
- Emirbayer, M., & Goodwin, J. (1994). Network analysis, culture, and the problem of agency. *American Journal of Sociology*, 99(6), 1411–1454.
- Engel, Y., Kaandorp, M., & Elfring, T. (2017). Toward a dynamic process model of entrepreneurial networking under uncertainty. *Journal of Business Venturing*, 32(1), 35–51. <https://doi.org/10.1016/j.jbusvent.2016.10.001>
- Ensley, M. D., Pearson, A. W., & Amason, A. C. (2002). Understanding the dynamics of new venture top management teams: Cohesion, conflict, and new venture performance. *Journal of Business Venturing*, 17(4), 365–386.
- Ergu, D., & Kou, G. (2012). Questionnaire design improvement and missing item scores estimation for rapid and efficient decision making. *Annals of Operations Research*, 197(1), 5–23.

- Erickson, B. H. (1988). The relational basis of attitudes. In B. Wellman & S. D. Berkowitz (Eds.), *Social structures: A network approach* (pp. 99–121). Cambridge University Press.
- Eryilmaz, A. (2014). Perceived social support and academic achievement: The mediating role of academic self-efficacy. *Journal of Educational Research, 107*(3), 186–194. <https://doi.org/10.1080/00220671.2013.823366>
- Essau, C. A., LeBlanc, S. S., & Ollendick, T. H. (2010). *Emotion regulation and psychopathology in children and adolescents*. Oxford University Press. <https://doi.org/10.1093/med:psych/9780199563647.001.0001>
- Evans, C. R., & Dion, K. L. (2012). Group cohesion and performance: A meta-analysis. *Small Group Research, 43*(6), 690–701. <https://doi.org/10.1177/1046496412468074>
- Evans, N. J., & Jarvis, P. A. (1986). The group attitude scale: A measure of attraction to group. *Small Group Behavior, 17*(2), 203–216.
- Eynollahzadeh, Z., & Aghayi, A. (2015). Examining the relationship among emotional intelligence, organizational communications, and organizational citizenship behavior. *Management Science Letters, 5*(5), 493–500.
- Hair, J. F. Jr., Sarstedt, M., Hopkins, L., & Kuppelwieser, V. G. (2014). Partial least squares structural equation modeling (PLS-SEM): An emerging tool in business research. *European Business Review, 26*(2), 106–121.
- Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods, 4*(3), 272–299. <https://doi.org/10.1037/1082-989X.4.3.272>
- Fairhurst, C., Parkinson, G., Hewitt, C., Maturana, C., Wiley, L., Rose, F., & Bissell, L. (2022). Enclosing a pen in a postal questionnaire follow-up to increase response rate: A study within a trial. *NIHR Open Research, 2*.
- Fan, H. Q., & Wen, K. S. (2022). Analysis on the influencing factors of university teachers' professional pressure: Take Chongqing C University as an example. *Journal of Weifang Engineering Vocational College, 2*, 41–46.
- Fan, Z. F., & Arumugam, R. (2023). Influence of centrality in a friendship network on organizational citizenship behaviour. *International Journal of Instruction, 16*(1), 135–150.
- Farh, J.-L., Zhong, C.-B., & Organ, D. W. (2004). Organizational citizenship behavior in the People's Republic of China. *Organization Science, 15*(2), 241–253.
- Fay, D., Shipton, H., West, M., & Patterson, M. (2015). Teamwork and organizational innovation: The moderating role of the HRM context. *Creativity and Innovation Management, 24*(2), 261–277. <https://doi.org/10.1111/caim.12100>

- Feeley, T. H., Hwang, J., & Barnett, G. A. (2008). Predicting employee turnover from friendship networks. *Journal of Applied Communication Research*, 36(1), 56–73.
- Feldman, D. C. (1981). The multiple socialization of organizational members. *Academy of Management Review*, 6(2), 309–318. <https://doi.org/10.5465/amr.1981.4287835>
- Feldman, D. C., & Brett, J. M. (1983). Coping with new jobs: A comparative study of new hires and job changers. *Academy of Management Journal*, 26(2), 258–272. <https://doi.org/10.5465/255976>
- Felin, T., & Foss, N. J. (2009). Organizational routines and capabilities: Historical drift and a course-correction toward microfoundations. *Scandinavian Journal of Management*, 25(2), 157–167.
- Fernández-Berrocal, P., & Extremera, N. (2006a). Emotional intelligence: A theoretical and empirical review of its first 15 years of history. *Psicothema*, 18, 7–12.
- Fernández-Berrocal, P., & Extremera, N. (2006b). Special issue on emotional intelligence: An overview. *Psicothema*, 18, 1–6.
- Ferrin, D. L., Dirks, K. T., & Shah, P. P. (2006). Direct and indirect effects of third-party relationships on interpersonal trust. *Journal of Applied Psychology*, 91(4), 870.
- Festinger, L. (1950). Informal social communication. *Psychological Review*, 57(5), 271.
- Fiedler, F. E. (1967). *A theory of leadership effectiveness*. McGraw-Hill.
- Filho, E. (2019). Team dynamics theory: Nomological network among cohesion, team mental models, coordination, and collective efficacy. *Sport Sciences for Health*, 15(1), 1–20.
- Fink, A. (2003). *The survey handbook*. SAGE.
- Flemington, A., Loughhead, T. M., & Desrosiers, M. (2023). Assessing athlete leadership and cohesion using a social network analysis approach. *Frontiers in Psychology*, 14, 1050385.
- Fornell, C., & Cha, J. (1994). Partial least squares. *Advanced Methods of Marketing Research*, 407(3), 52–78.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.1177/002224378101800104>
- Fors Brandebo, M., Börjesson, M., & Hilmarsson, H. (2022). Longitudinal studies on cohesion in a military context: A systematic review. *Military Psychology*, 34(6), 732–741.

- Forsyth, D. R. (2021). Recent advances in the study of group cohesion. *Group Dynamics: Theory, Research, and Practice*, 25(3), 213.
- Fowler, F. J. (2014). *Survey research methods* (5th ed.). SAGE.
- Franz, B., Leicht, R., Molenaar, K., & Messner, J. (2017). Impact of team integration and group cohesion on project delivery performance. *Journal of Construction Engineering and Management*, 143(1), 04016088.
- Frary, R. B. (1996). Hints for designing effective questionnaires. *Practical Assessment, Research & Evaluation*, 5(3), 1–6.
- Frazier, P. A., Tix, A. P., & Barron, K. E. (2004). Testing moderator and mediator effects in counseling psychology research. *Journal of Counseling Psychology*, 51(1), 115.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>
- Freeman, L. (2004). *The development of social network analysis: A study in the sociology of science*.
- Friedman, R. A., & Podolny, J. M. (1992). Differentiation of boundary spanning roles: Labor negotiations and implications for role conflict. *Administrative Science Quarterly*, 37(1), 28–47. <https://doi.org/10.2307/2393532>
- Froehlich, D. E., Van Waes, S., & Schäfer, H. (2020). Linking quantitative and qualitative network approaches: A review of mixed methods social network analysis in education research. *Review of Research in Education*, 44(1), 244–268.
- Fronzetti Colladon, A., & Naldi, M. (2020). Distinctiveness centrality in social networks. *PLOS ONE*, 15(5), e0233276.
- Fu, Y., & Xu, Y. (2003). *Performance management*. Fudan University Press.
- Fung, H. P. (2014). Relationships among team trust, team cohesion, team satisfaction, team effectiveness and project performance as perceived by project managers in Malaysia. *Australian Journal of Basic and Applied Sciences*, 8(8), 205–216.
- Furnham, A., & Chamorro-Premuzic, T. (2004). Personality, intelligence and UKCAT scores as predictors of medical school performance. *British Journal of Psychology*, 95(2), 193–202. <https://doi.org/10.1348/000712604773952449>
- Furumo, K., de Pillis, E., & Green, G. (2009). The impact of trust and communication on virtual team performance. *Proceedings of the 42nd Hawaii International Conference on System Sciences*, 1–10. <https://doi.org/10.1109/HICSS.2009.376>

- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362. <https://doi.org/10.1002/job.322>
- Galaskiewicz, J., & Wasserman, S. (1993). Social network analysis: Concepts, methodology, and directions for the 1990s. *Sociological Methods & Research*, 22(1), 3–22.
- Galyon, C. E., Heaton, E. C., Best, T. L., & Williams, R. L. (2016). Comparison of group cohesion, class participation, and exam performance in live and online classes. *Social Psychology of Education*, 19(1), 61–76.
- Ganguly, A., Talukdar, A., & Chatterjee, D. (2019). Evaluating the role of social capital, tacit knowledge sharing, knowledge quality and reciprocity in determining innovation capability of an organization. *Journal of Knowledge Management*, 23(6), 1105–1135.
- Gao, Z. Q., Li, C. M., & Huang, P. P. (2022). Research and practice on construction of professional teaching team in local colleges under emerging engineering education. *China Educational Technology & Equipment*, (10), 12–15. [In Chinese]
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Gardner, H. (1992). *Multiple intelligences (Vol. 5)*. Minnesota Center for Arts Education.
- Gardner, R. C. (1983). Learning another language: A true social psychological experiment. *Journal of Language and Social Psychology*, 2(2–4), 219–239.
- Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal*, 23(2), 68–78. <https://doi.org/10.1108/01437730210419198>
- Garro-Abarca, V., Palos-Sanchez, P., & Aguayo-Camacho, M. (2021). Virtual teams in times of pandemic: Factors that influence performance. *Frontiers in Psychology*, 12, 624637.
- Gaskin, J. (2016). *Data screening* [Video]. Gaskination's Statistics. <https://www.youtube.com/watch?v=iWrQ-SgVy-0&t=50s>
- Gaskin, J. (2017). *Data screening*. Gaskination's StatWiki. http://statwiki.kolobkcreations.com/index.php?title=Data_screening
- Gefen, D., Straub, D., & Boudreau, M.-C. (2000). Structural equation modeling and regression: Guidelines for research practice. *Communications of the Association for Information Systems*, 4(1), Article 7.
- Geisser, S. (1975). The predictive sample reuse method with applications. *Journal of the American Statistical Association*, 70(350), 320–328.

- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027–1055. <https://doi.org/10.1177/0018726700538001>
- George, D., & Mallery, P. (2016). *IBM SPSS Statistics 23 step by step: A simple guide and reference* (4th ed.). Routledge, Taylor & Francis Group.
- George, J. M., & Bettenhausen, K. (1990). Understanding prosocial behavior, sales performance, and turnover: A group-level analysis in a service context. *Journal of Applied Psychology*, 75(6), 698–709.
- George, J. M., & Brief, A. P. (1992). Feeling good-doing good: A conceptual analysis of the mood at work-organizational spontaneity relationship. *Psychological Bulletin*, 112(2), 310–329.
- George Mwangi, C. A., & Yao, C. W. (2020). U.S. higher education internationalization through an equity-driven lens: An analysis of concepts, history, and research. *Higher Education: Handbook of Theory and Research*, 39, 1–62.
- Ghauri, P., Grønhaug, K., & Strange, R. (2020). *Research methods in business studies*. Cambridge University Press.
- Ghorbani, M., Javadi, S. A., Rasekhi, S., Yazdanparast, M., & Azadi, H. (2022). Bonding social capital of rural women in Southwest Iran: Application of social network analysis. *Rural Sociology*, 87(2), 547–572.
- Giao, H. N. K., Vuong, B. N., Huan, D. D., Tushar, H., & Quan, T. N. (2020). The effect of emotional intelligence on turnover intention and the moderating role of perceived organizational support: Evidence from the banking industry of Vietnam. *Sustainability*, 12(5), Article 1857.
- Gilks, W. R., Richardson, S., & Spiegelhalter, D. (1995). *Markov chain Monte Carlo in practice*. Chapman and Hall/CRC.
- Gold, A. H., Malhotra, A., & Segars, A. H. (2001). Knowledge management: An organizational capabilities perspective. *Journal of Management Information Systems*, 18(1), 185–214.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- Goleman, D. (1996a). Emotional intelligence: Why it can matter more than IQ. *Learning*, 24(6), 49–50.
- Goleman, D. (1996b). *Emotional intelligence: Why it can matter more than IQ*. Bloomsbury Publishing.
- Goleman, D. (1997). Foreword: Emotional intelligence in context. In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. ix–xviii). Basic Books.

- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 4–17.
- Goleman, D. (2020). *Emotional intelligence: Why it can matter more than IQ*. Bloomsbury Publishing.
- Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal leadership: The hidden driver of great performance. *Harvard Business Review*, 79(11), 42–53.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *The new leaders: Transforming the art of leadership into the science of results*. Little, Brown.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Harvard Business Press.
- Gong, Z., Chen, Y., & Wang, Y. (2019). The influence of emotional intelligence on job burnout and job performance: Mediating effect of psychological capital. *Frontiers in Psychology*, 10, Article 486722.
- Gonzalez-Mulé, E., Cockburn, B. S., McCormick, B. W., & Zhao, P. (2020). Team tenure and team performance: A meta-analysis and process model. *Personnel Psychology*, 73(1), 151–198.
- Goodman, P. S., Ravlin, E., & Schminke, M. (1987). Understanding groups in organizations. *Research in Organizational Behavior*, 9, 121–173.
- Graham, J. W. (1991). An essay on organizational citizenship behavior. *Employee Responsibilities and Rights Journal*, 4(4), 249–270.
- Granovetter, M. (1973). The strength of weak ties. *American Journal of Sociology*, 78(6), 1360–1380. <https://doi.org/10.1086/225469>
- Grant, A. M. (2008). The significance of task significance: Job performance effects, relational mechanisms, and boundary conditions. *Journal of Applied Psychology*, 93(1), 108–124. <https://doi.org/10.1037/0021-9010.93.1.108>
- Gratton, L., & Erickson, T. J. (2007). Eight ways to build collaborative teams. *Harvard Business Review*, 85(11), 100–109.
- Graupensperger, S., Panza, M., & Evans, M. B. (2020). Network centrality, group density, and strength of social identification in college club sport teams. *Group Dynamics: Theory, Research, and Practice*, 24(2), 59–74.
- Greenberg, J., & Baron, R. A. (2008). *Behavior in organizations* (9th ed.). Pearson Prentice Hall.
- Greenhaus, J. H., & Callanan, G. A. (1994). *Encyclopedia of career development*. SAGE Publications. <https://doi.org/10.4135/9781412952675>

- Greenidge, D., Devonish, D., & Alleyne, P. (2014). The relationship between ability-based emotional intelligence and contextual performance and counterproductive work behaviors: A test of the mediating effects of job satisfaction. *Human Performance*, 27(3), 225–242.
- Greenspan, S. I. (1989). *The development of the ego: Implications for personality theory, psychopathology, and the psychotherapeutic process*. International Universities Press.
- Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, 50(2), 327–347. <https://doi.org/10.5465/amj.2007.24634438>
- Griffith, J. (1988). Measurement of group cohesion in U.S. Army units. *Basic and Applied Social Psychology*, 9(2), 149–171.
- Gross, N., & Martin, W. E. (1952). On group cohesiveness. *American Journal of Sociology*, 57(6), 546–564.
- Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>
- Grosser, T. J., Sterling, C. M., Piplani, R. S., Cullen-Lester, K. L., & Floyd, T. M. (2023). A social network perspective on workplace inclusion: The role of network closure, network centrality, and need for affiliation. *Human Resource Management*, 62(4), 477–490.
- Grossman, R., Nolan, K., Rosch, Z., Mazer, D., & Salas, E. (2022). The team cohesion-performance relationship: A meta-analysis exploring measurement approaches and the changing team landscape. *Organizational Psychology Review*, 12(2), 181–238.
- Gu, S., & Xue, L. (2022). Relationships among sports group cohesion, psychological collectivism, mental toughness, and athlete engagement in Chinese team sports athletes. *International Journal of Environmental Research and Public Health*, 19(9), 4987.
- Gu, Y. A., Liu, H. F., & Lu, Z. L. (2014). The tasks and measures of the transformation of new undergraduate colleges into applied technology universities. *Modern Education Management*, 11, 62–66.
- Guo, J., & Sun, D. J. (2015). Impact study of human relationship network structure on class cohesion—Based on dynamic social network analysis method. *Journal of Hubei University of Education*, 32(4), 64–68.
- Guo, Q. X. (2015). Our school athletics team group cohesion features—Based on investigation and analysis of social networks. *Science Tribune*, 9, 91.

- Gupta, V., & Singh, S. (2014). Psychological capital as a mediator of the relationship between leadership and creative performance behaviors: A study of Indian R&D professionals. *International Journal of Human Resource Management*, 25(10), 1373–1394. <https://doi.org/10.1080/09585192.2013.870311>
- Hackman, J. R. (1987). The design of work teams. In J. W. Lorsch (Ed.), *Handbook of organizational behavior* (pp. 315–342). Prentice-Hall.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250–279. [https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- Hagstrom, W. O., & Selvin, H. C. (1965). Two dimensions of cohesiveness in small groups. *Sociometry*, 28(1), 30–43.
- Hahn, E. D., & Ang, S. H. (2016). From the editors: New directions in the reporting of statistical results in the *Journal of World Business*. *Journal of World Business*, 51(Editorial), 2.
- Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2010). *Multivariate data analysis: A global perspective* (7th ed.). Pearson Prentice Hall.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (1998). *Multivariate data analysis* (5th ed.). Prentice Hall.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2014). *A primer on partial least squares structural equation modeling (PLS-SEM)* (1st ed.). SAGE Publications.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)* (2nd ed.). SAGE Publications.
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24.
- Hair Jr, J. F., Page, M., & Brunsveld, N. (2019). *Essentials of business research methods*. Routledge.
- Hair Jr, J. F., Gabriel, M. L. D. S., Silva, D., & Braga, S. (2019). Development and validation of attitudes measurement scales: Fundamental and practical aspects. *RAUSP Management Journal*, 54(4), 490–507.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495–513. <https://doi.org/10.1016/j.jsp.2005.11.001>

- Hakim, A. (2015). Effect of organizational culture, organizational commitment to performance: Study in hospital of district South Konawe of Southeast Sulawesi. *The International Journal of Engineering and Science (IJES)*, 4(5), 33–41.
- Halbesleben, J. R. B. (2010). A meta-analysis of work engagement: Relationships with burnout, demands, resources, and consequences. In A. B. Bakker & M. P. Leiter (Eds.), *Work engagement: A handbook of essential theory and research* (pp. 102–117). Psychology Press.
- Harrison, D. A., Price, K. H., & Bell, M. P. (1998). Beyond relational demography: Time and the effects of surface- and deep-level diversity on work group cohesion. *Academy of Management Journal*, 41(1), 96–107. <https://doi.org/10.2307/256901>
- Harrison, R. L., & Reilly, T. M. (2011). Mixed methods designs in marketing research. *Qualitative Market Research: An International Journal*, 14(1), 7–26.
- Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87(2), 268–279. <https://doi.org/10.1037/0021-9010.87.2.268>
- Hassan, S. H., Masron, T. A., Mohamed, N., & Ramayah, T. (2018). Antecedents of trust towards the attitude of charitable organisation in monetary philanthropic donation among Generation-Y. *Asian Academy of Management Journal*, 23(1), 79–104.
- Hatfield, E., Cacioppo, J. T., & Rapson, R. L. (1994). *Emotional contagion*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139174138>
- Hayes, A. F. (2017). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. The Guilford Press.
- He, G. Q. (2017). *Research on the construction of the faculty of newly-built local universities in Hunan province* [Master's thesis, Agricultural University of Hunan].
- He, P. (2009). *Study on the influence of informal organizational network structure on organizational cohesion* [Master's thesis, Chongqing University].
- Heemskerk, K. (2023). The vice and virtue of conflict in boards: A longitudinal study into the effect of conflicts and cohesion on the task performance of supervisory school boards in the Netherlands. *European Journal of Education*, 58(2), 314–330.
- Henneberger, A. K., Mushonga, D. R., & Preston, A. M. (2021). Peer influence and adolescent substance use: A systematic review of dynamic social network research. *Adolescent Research Review*, 6(1), 57–73.

- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135.
- Henttonen, K., Janhonen, M., & Johanson, J. E. (2013). Internal social networks in work teams: Structure, knowledge sharing, and performance. *International Journal of Manpower*, 34(6), 616–634.
- Herzog, W., Boomsma, A., & Reinecke, S. (2007). The model-size effect on traditional and modified tests of covariance structures. *Structural Equation Modeling: A Multidisciplinary Journal*, 14(3), 361–390.
- Hilton, A., & Skrutkowski, M. (2002). Translating instruments into other languages: Development and testing processes. *Cancer Nursing*, 25(1), 1–7.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513–524. <https://doi.org/10.1037/0003-066X.44.3.513>
- Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. *Applied Psychology*, 50(3), 337–421. <https://doi.org/10.1111/1464-0597.00062>
- Hochwarter, W. A., Witt, L. A., & Kacmar, K. M. (2000). Perceptions of organizational politics as a moderator of the relationship between conscientiousness and job performance. *Journal of Applied Psychology*, 85(3), 472–478. <https://doi.org/10.1037/0021-9010.85.3.472>
- Hogg, M. A. (1992). *The social psychology of group cohesiveness: From attraction to social identity*. Harvester Wheatsheaf.
- Hogg, M. A., & Terry, D. J. (2000). Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25(1), 121–140. <https://doi.org/10.5465/amr.2000.2791606>
- Holman, M. A., Porter, S. G., Pawlina, W., Juskewitch, J. E., & Lachman, N. (2016). Does emotional intelligence change during medical school gross anatomy course? Correlations with students' performance and team cohesion. *Anatomical Sciences Education*, 9(2), 143–149.
- Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63(6), 597–606.
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. SAGE Publications. <https://doi.org/10.4135/9781452231122>
- Hu, J., & Mo, Y. (2005). A research on organizational commitment and job performance of university teachers. *Journal of Zhejiang Institute of Science and Technology*, 22(4), 420–429.

- Hu, Q. J., Lu, X., & Zhang, Z. X. (2018). Self-monitoring in group context: Its indirect benefits for individual status attainment and group task performance. *Acta Psychologica Sinica*, 50(10), 1169–1179.
- Huang, J., Guo, Y., Guo, F., & Yang, B. (2011). The impact of trust, guanxi orientation, and face on the intention of Chinese employees to engage in knowledge sharing. *International Journal of Information Management*, 31(5), 426–430. <https://doi.org/10.1016/j.ijinfomgt.2010.09.001>
- Hulland, J., Baumgartner, H., & Smith, K. M. (2018). Marketing survey research best practices: Evidence and recommendations from a review of JAMS articles. *Journal of the Academy of Marketing Science*, 46(1), 92–108.
- Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. (2007). Integrating motivational, social, and contextual work design features: A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology*, 92(5), 1332–1356. <https://doi.org/10.1037/0021-9010.92.5.1332>
- Hurtz, G. M., & Donovan, J. J. (2000). Personality and job performance: The Big Five revisited. *Journal of Applied Psychology*, 85(6), 869–879.
- Huxhold, O., Fiori, K. L., Webster, N. J., & Antonucci, T. C. (2020). The strength of weaker ties: An underexplored resource for maintaining emotional well-being in later life. *The Journals of Gerontology: Series B*, 75(7), 1433–1442.
- Ibarra, H., & Andrews, S. B. (1993). Power, social influence, and sense making: Effects of network centrality and proximity on employee perceptions. *Administrative Science Quarterly*, 38(2), 277–303.
- Igartua, J.-J., & Hayes, A. F. (2021). Mediation, moderation, and conditional process analysis: Concepts, computations, and some common confusions. *The Spanish Journal of Psychology*, 24, e49.
- Ilgen, D. R., & Schneider, J. (1991). Performance measurement: A multi-discipline view. *International Review of Industrial and Organizational Psychology*, 6, 71–108.
- Ilies, R., Nahrgang, J. D., & Morgeson, F. P. (2007). Leader–member exchange and citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 92(1), 269–277. <https://doi.org/10.1037/0021-9010.92.1.269>
- Ipek, I., & Sozbilir, F. (2018). The impact of perceived organizational support and psychological empowerment on job performance: The mediating role of organizational citizenship behavior. *International Journal of Productivity and Performance Management*, 67(4), 765–780. <https://doi.org/10.1108/IJPPM-11-2017-0283>
- Isen, A. M., Clark, M., & Schwartz, M. F. (1976). Duration of the effect of good mood on helping: "Footprints on the sands of time." *Journal of Personality and Social Psychology*, 34(3), 385–393.

- Isen, A. M., Daubman, K. A., & Gorgoglione, J. M. (2021). The influence of positive affect on cognitive organization: Implications for education. In *Aptitude, learning, and instruction* (pp. 143–164). Routledge.
- Ishak, N., & Jamian, L. S. (2021). Emotional intelligence, self-efficacy, and job performance of university lecturers. *Social Management Research Journal*, 18(1), 31–51.
- Islam, M. R., Liu, S., Wang, X., & Xu, G. (2020). Deep learning for misinformation detection on online social networks: A survey and new perspectives. *Social Network Analysis and Mining*, 10(1), 82.
- Ismail, K., Nopiah, Z. M., & Rasul, M. S. (2020). Emotional intelligence and work performance among vocational teachers. *Journal of Technical Education and Training*, 12(3), 106–117.
- Izard, C. E. (2013). *Human emotions*. Springer Science & Business Media.
- Jaeger, A. J., & Eagan Jr, M. K. (2007). Exploring the value of emotional intelligence: A means to improve academic performance. *NASPA Journal*, 44(3), 512–537.
- Jackson, S. E., & Ruderman, M. (1999). *Diversity in work teams: Research paradigms for a changing workplace*. American Psychological Association. <https://doi.org/10.1037/10389-000>
- Jamal, M. (2007). Job stress and job performance controversy revisited: An empirical examination in two countries. *International Journal of Stress Management*, 14(2), 175–187.
- Janssen, O. (2001). Fairness perceptions as a moderator in the curvilinear relationships between job demands, and job performance and job satisfaction. *Academy of Management Journal*, 44(5), 1039–1050. <https://doi.org/10.5465/3069447>
- Jehn, K. A., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. *Academy of Management Journal*, 44(2), 238–251. <https://doi.org/10.5465/3069453>
- Jex, S. M., & Britt, T. W. (2014). *Organizational psychology: A scientist-practitioner approach*. John Wiley & Sons.
- Jiang, H. L. (2022). Theoretical understanding of the construction of a high-quality higher education system: Based on the perspective of educational evaluation reform in the new era. *Journal of Chongqing University*, 28(4), 83–94.
- Jiang, S. (2020). Exploration into the optimization of the teacher team structure in newly established local undergraduate colleges. *Journal of Xingtai University*, 2020(2), 78–81. <https://doi.org/CNKI:SUN:XTSF.0.2020-02-016>
- Jiang, X. M., Liao, H. L., Nong, C. M., & Tan, Y. (2021). Research on the relationship between organizational citizenship behavior and performance evaluation. *Marketing Circles*, 2021(37), 82–83. <https://doi.org/CNKI:SUN:YXJI.0.2021-37-044>

- Jimenez, E. (2020). Emotional quotient, work attitude, and teaching performance of secondary school teachers. *Journal of Pedagogical Sociology and Psychology*, 2(1), 25–35.
- Jin, K. R., Hao, S. Y., Liu, W. J., & Hong, Y. R. (2022). Analysis of the causes and countermeasures of the mismatch between the cultivation of talents in colleges and universities and the demand for social employment. *Creative Education Studies*, 10(11), 2930–2936. <https://doi.org/10.12677/CES.2022.1011458>
- Johari, N. H., Saleh, N. M., Jaffar, R., & Hassan, M. S. (2009). The influence of board independence, competency, and ownership on earnings management in Malaysia. *International Journal of Economics and Management*, 2(2), 281–306.
- Johnson, J. W. (2001). The relative importance of task and contextual performance dimensions to supervisor judgments of overall performance. *Journal of Applied Psychology*, 86(5), 984–996. <https://doi.org/10.1037/0021-9010.86.5.984>
- Jokisaari, M. (2013). The role of leader–member and social network relations in newcomers' role performance. *Journal of Vocational Behavior*, 82(2), 96–104.
- Joo, B. K., Song, J. H., Lim, D. H., & Yoon, S. W. (2012). Team creativity: The effects of perceived learning culture, developmental feedback, and team cohesion. *International Journal of Training and Development*, 16(2), 77–91.
- Jordan, P. J., Dasborough, M. T., Daus, C. S., & Ashkanasy, N. M. (2010). A call to context. *Industrial and Organizational Psychology*, 3(2), 145–148.
- Judeh, M. (2023). Job delight and organizational citizenship behavior: Role of teamwork cohesion as a mediator. *Problems and Perspectives in Management*, 21(1), 131–140.
- Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluation traits—Self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology*, 86(1), 80–92. <https://doi.org/10.1037/0021-9010.86.1.80>
- Judge, T. A., Weiss, H. M., Kammeyer-Mueller, J. D., & Hulin, C. L. (2017). Job attitudes, job satisfaction, and job affect: A century of continuity and of change. *Journal of Applied Psychology*, 102(3), 356.
- Jufrizen, J., Khair, H., & Loviky, F. B. (2023). Work engagement and emotional intelligence on personnel performance: The mediating role of job satisfaction. *International Journal of Business Economics*, 5(1), 77–91.
- Julious, S. A. (2005). Why do we use pooled variance analysis of variance? *Pharmaceutical Statistics*, 4(1), 3–5.

- Junita, B., Subagja, I. K., & Hakim, A. (2022). The effect of organizational culture and emotional intelligence on employee performance of BRI Bank Kalimalang Branch Office through job satisfaction. *International Journal of Advances in Engineering Management*, 4, 1255–1264.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.5465/256287>
- Kanfer, R. (1990). Motivation theory and industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd ed., Vol. 1, pp. 75–170). Consulting Psychologists Press.
- Karimi, L., Leggat, S. G., Bartram, T., & Rada, J. (2020). The effects of emotional intelligence training on the job performance of Australian aged care workers. *Health Care Management Review*, 45(1), 41–51.
- Kariou, A., Koutsimani, P., Montgomery, A., & Lainidi, O. (2021). Emotional labor and burnout among teachers: A systematic review. *International Journal of Environmental Research and Public Health*, 18(23), 12760.
- Katz, D., & Kahn, R. (2015). The social psychology of organizations. In *Organizational behavior 2* (pp. 152–168). Routledge.
- Katz, D., & Kahn, R. L. (1966). *The social psychology of organizations*. Wiley.
- Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations* (2nd ed.). Wiley.
- Kaur, V. (2023). Multinational orchestration: A meta-theoretical approach toward competitive advantage. *Critical Perspectives on International Business*, 19(2), 206–233.
- Kaushik, D., & Mukherjee, U. (2022). High-performance work system: A systematic review of literature. *International Journal of Organizational Analysis*, 30(6), 1624–1643.
- Kelly, E. J., & Kaminskienė, N. (2016). Importance of emotional intelligence in negotiation and mediation. *International Comparative Jurisprudence*, 2(1), 55–60.
- Kerr, N. L., & Tindale, R. S. (2004). Group performance and decision making. *Annual Review of Psychology*, 55(1), 623–655. <https://doi.org/10.1146/annurev.psych.55.090902.142009>
- Khalid, J., Khaleel, M., Ali, A. J., & Islam, M. S. (2018). Multiple dimensions of emotional intelligence and their impacts on organizational commitment and job performance. *International Journal of Ethics and Systems*, 34(2), 221–232.

- Khan, M. T., & Abdullah, M. T. (2024). Emotional intelligence and job performance: A study of public sector management schools in Pakistan. *Journal of Management Info*, 11(1), 31–50.
- Khassawneh, O., Mohammad, T., Ben-Abdallah, R., & Alabidi, S. (2022). The relationship between emotional intelligence and educators' performance in higher education sector. *Behavioral Sciences*, 12, 511.
- Khatib, S. F., Abdullah, D. F., Elamer, A., & Hazaea, S. A. (2022). The development of corporate governance literature in Malaysia: A systematic literature review and research agenda. *Corporate Governance: The International Journal of Business in Society*, 22(5), 1026–1053.
- Khelifat, A., Chen, H., Ayoun, B., & Eyoun, K. (2021). The impact of the challenge and hindrance stress on hotel employees' interpersonal citizenship behaviors: Psychological capital as a moderator. *International Journal of Hospitality Management*, 94, 102886.
- Kidwell, R. E., Jr., Mossholder, K. W., & Bennett, N. (1997). Cohesiveness and organizational citizenship behavior: A multilevel analysis using work groups and individuals. *Journal of Management*, 23(6), 775–793.
- Kilduff, M., & Tsai, W. (2003). *Social networks and organizations*. Sage.
- Killian, K. D. (2012). Development and validation of the Emotional Self-Awareness Questionnaire: A measure of emotional intelligence. *Journal of Marital and Family Therapy*, 38(3), 502–514.
- Kim, D. Y., & Kim, H.-Y. (2021). Trust me, trust me not: A nuanced view of influencer marketing on social media. *Journal of Business Research*, 134, 223–232.
- Kim, H., & Kim, J. (2020). The role of emotional intelligence and social support on burnout in South Korean firefighters. *International Journal of Environmental Research and Public Health*, 17(21), 7764. <https://doi.org/10.3390/ijerph17217764>
- Kim, J., Lee, J., & Kim, J.-E. (2023). Attraction and compromise effects under social exclusion. *European Journal of Marketing*, 57(8), 2076–2111.
- Kim, K., Cundiff, N. L., & Choi, S. B. (2014). The influence of emotional intelligence on negotiation outcomes and the mediating effect of rapport: A structural equation modeling approach. *Negotiation Journal*, 30(1), 49–68.
- Kim, K., & Ko, E.-J. (2021). The influence of emotional intelligence on team cohesion and the mediating effects of self-efficacy and trust: Time-lagged approach. *Team Performance Management: An International Journal*, 27(7/8), 540–552.
- Kim, S., O'Neill, J. W., & Cho, H.-M. (2010). When does an employee not help coworkers? The effect of leader–member exchange on employee envy and organizational citizenship behavior. *International Journal of Hospitality Management*, 29(3), 530–537.

- Kim, S. H. (2010). The effect of emotional intelligence on salesperson's behavior and customers' perceived service quality. *African Journal of Business Management*, 4(11), 2343–2353.
- King, E. B., Hebl, M. R., George, J. M., & Matusik, S. F. (2010). Understanding tokenism: Antecedents and consequences of a psychological climate of gender inequity. *Journal of Management*, 36(2), 482–510. <https://doi.org/10.1177/0149206308328508>
- Kirkman, B. L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal*, 42(1), 58–74. <https://doi.org/10.5465/256874>
- Klein, K. J., Lim, B.-C., Saltz, J. L., & Mayer, D. M. (2004). How do they get there? An examination of the antecedents of centrality in team networks. *Academy of Management Journal*, 47(6), 952–963.
- Kline, R. B. (2011). *Principles and practice of structural equation modeling* (3rd ed.). The Guilford Press.
- Kline, R. B. (2015). *Principles and practice of structural equation modeling* (4th ed.). The Guilford Press.
- Kloutsiniotis, P. V., & Mihail, D. M. (2020). The effects of high-performance work systems in employees' service-oriented OCB. *International Journal of Hospitality Management*, 90, 102610.
- Knoke, D., & Yang, S. (2019). *Social network analysis*. SAGE Publications.
- Kock, N. (2015). Common method bias in PLS-SEM: A full collinearity assessment approach. *International Journal of e-Collaboration*, 11(4), 1–10.
- Kock, N., & Hadaya, P. (2018). Minimum sample size estimation in PLS-SEM: The inverse square root and gamma-exponential methods. *Information Systems Journal*, 28(1), 227–261.
- Kock, N., & Lynn, G. (2012). Lateral collinearity and misleading results in variance-based SEM: An illustration and recommendations.
- Koo, B., Yu, J., Chua, B.-L., Lee, S., & Han, H. (2020). Relationships among emotional and material rewards, job satisfaction, burnout, affective commitment, job performance, and turnover intention in the hotel industry. *Journal of Quality Assurance in Hospitality & Tourism*, 21(4), 371–401.
- Koopman, J., Lanaj, K., & Scott, B. A. (2016). Integrating the bright and dark sides of OCB: A daily investigation of the benefits and costs of helping others. *Academy of Management Journal*, 59(2), 414–435. <https://doi.org/10.5465/amj.2014.0262>

- Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet Henrica, C. W., & van der Beek, A. J. (2011). Conceptual frameworks of individual work performance: a systematic review. *Journal of Occupational and Environmental Medicine*, 53(8), 856-866.
- Kosugi, R., Hamanaka, Y., Hori, Y., & Nakajima, Y. (2007). *University students and their employment – Consideration from the viewpoint of supporting the transition to work and human resource development – Summary*. Tokyo JILPT Research Report No. 78.
- Krackhardt, D., & Brass, D. J. (1994). *Intraorganizational networks*. Thousand Oaks, CA: Sage.
- Krackhardt, D., & Hanson, J. R. (1993). Informal networks. *Harvard Business Review*, 71(4), 104–111.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Krey, N., Chuah, S. H.-W., Ramayah, T., & Rauschnabel, P. A. (2019). How functional and emotional ads drive smartwatch adoption: The moderating role of consumer innovativeness and extraversion. *Internet Research*.
- Krijgsheld, M., Tummers, L. G., & Scheepers, F. E. (2022). Job performance in healthcare: A systematic review. *Health Services Research*, 22(1), 149.
- Kruglanski, A. W., & Webster, D. M. (1996). Motivated closing of the mind: “Seizing” and “freezing.” *Psychological Review*, 103(2), 263–283. <https://doi.org/10.1037/0033-295X.103.2.263>
- Kumar, V., & Kaushik, A. K. (2022). Engaging customers through brand authenticity perceptions: The moderating role of self-congruence. *Journal of Business Research*, 138, 26–37.
- Kwon, S.-W., Rondi, E., Levin, D. Z., De Massis, A., & Brass, D. J. (2020). Network brokerage: An integrative review and future research agenda. *Journal of Management*, 46(6), 1092–1120.
- Lai, C. T., Liu, X., & Shaffer, M. A. (2004). *International citizenship behaviors of employees in Greater China: A social capital perspective*. Business Research Centre, School of Business, Hong Kong Baptist University.
- Lai, H. L. (2011). *Research on the influence of network density and centrality on team innovation performance* (Master’s thesis, Huazhong University of Science and Technology).
- Lance, C. E., Teachout, M. S., & Donnelly, T. M. (1992). Specification of the criterion construct space: An application of hierarchical confirmatory factor analysis. *Journal of Applied Psychology*, 77(4), 437.

- Langfred, C. W. (1998). Is group cohesiveness a double-edged sword? An investigation of the effects of cohesiveness on performance. *Small Group Research*, 29(1), 124–143.
- Latif, H., Majoka, M. I., & Khan, M. I. (2017). Emotional intelligence and job performance of high school female teachers. *Pakistan Journal of Psychological Research*, 32(2).
- Lau, D. C., & Murnighan, J. K. (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review*, 23(2), 325–340. <https://doi.org/10.5465/amr.1998.533229>
- Laumann, E. O., Galaskiewicz, J., & Marsden, P. V. (1978). Community structure as interorganizational linkages. *Annual Review of Sociology*, 4(1), 455–484.
- Layaman, L., Harahap, P., Djastuti, I., Jaelani, A., & Djuwita, D. (2021). The mediating effect of proactive knowledge sharing among transformational leadership, cohesion, and learning goal orientation on employee performance. *Business: Theory & Practice*, 22(2), 470–481.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
- Le, C. Y., & Xu, R. H. (2020). The reasons, directions, and pathways for local universities to build first-class undergraduate education. *China Higher Education Research*, 2.
- Lee, C., & Wong, C.-S. (2019). The effect of team emotional intelligence on team process and effectiveness. *Journal of Management & Organization*, 25(6), 844–859.
- Lee, Y.-H., Yang, L.-S., Wan, K. M., & Chen, G.-H. (2020). Interactive effects of personality and friendship networks on contextual performance. *Social Behavior and Personality: An International Journal*, 38(2), 197–208.
- Leedy, P., & Ormrod, J. (2010). *Practical research: Planning and design* (9th ed.). Pearson Education International.
- LePine, J. A., Erez, A., & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, 87(1), 52–65. <https://doi.org/10.1037/0021-9010.87.1.52>
- Lerner, M. D., McLeod, B. D., & Mikami, A. Y. (2013). Preliminary evaluation of an observational measure of group cohesion for group psychotherapy. *Journal of Clinical Psychology*, 69(3), 191–208.
- Lewin, K. (1935). *A dynamic theory of personality* (D. K. Adams & K. E. Zaner, Trans.). McGraw Hill.
- Li, H. Y. (2020). An experimental research: What teachers' emotional work strategy is appropriate. *Teacher Education Research*, 1, 41–49. <https://doi.org/10.13445/j.cnki.t.e.r.2020.01.007>

- Li, J. F., & Zhang, Y. C. (2020). Problems and countermeasures of cultivating applied undergraduate talents in colleges and universities. *Education Teaching Forum*, 51, 334–336.
- Li, K. J. (2015). *Highlight the characteristics in the service places: New undergraduate college development strategy research*. Tsinghua University Press.
- Li, M. J. (2008). *The constitution, maintenance, and expansion of college students' social network—Take Chongqing as an example* [Master's thesis, Southwest University].
- Li, M. K., Liu, L. F., & Wang, Z. (2020). Research on the issue of occupational burnout among university teachers: A case study of Hunan University of Humanities and Technology. *Journal of Jilin Engineering and Technology Normal University*, 36(12), 4.
- Li, N., Huang, Q., Ge, X., He, M., Cui, S., Huang, P., & Fung, S.-F. (2021). A review of the research progress of social network structure. *Complexity*, 2021(1), 6692210.
- Li, N., Liang, J., & Crant, J. M. (2010). The role of proactive personality in job satisfaction and organizational citizenship behavior: A relational perspective. *Journal of Applied Psychology*, 95(2), 395–404. <https://doi.org/10.1037/a0018079>
- Li, Q., Li, M., & Sheng, Z. H. (2019). A multilevel analysis of impacts of relationship network structure on members' perceived influence in project-based organization. *Finance and Trade Research*, 30(12), 95–105.
- Li, S., Liu, Z. T., & Chen, S. J. (2024). China's road to the construction of a powerful country in higher education. *Journal of Higher Education Management*, 1, 1–23. <https://doi.org/10.13316/j.cnki.jhem.20231220.001>
- Li, S. Y. (2023). The influence of self-efficacy on adversity quotient among physical education teacher trainees—The mediating role of learning environment and learning behavior. *Advances in Physical Sciences*, 11(3), 673–684. <https://doi.org/10.12677/APS.2023.113098>
- Li, X. (2021). Establishing application-oriented undergraduate universities to serve regional economic and social development. *Shandong Education*, 8, 6.
- Li, X. Q., Xu, Y., & Huang, L. (2024). Research on the inverted U-shaped relationship between network centrality and enterprise performance—Based on the intermediation of business model innovation. *Journal of Anhui University of Technology (Social Sciences)*, 1, 1–5.
- Li, Y. F., Xu, F., & Zhou, M. (2022). Strategies for constructing the organizational system for the development of university teachers at the provincial level. *Educational Review*, 5, 121–128.

- Liang, H.-Y., Shih, H.-A., & Chiang, Y.-H. (2015). Team diversity and team helping behavior: The mediating roles of team cooperation and team cohesion. *European Management Journal*, 33(1), 48–59.
- Liang, X. Y., Xu, W. B., & Qin, Y. (2015). Emotional intelligence, interpersonal relationship, and job performance of employees in non-profit organizations—Case study of university teachers. *Journal of Tianjin University of Commerce*, 6, 9.
- Liao, J. W. (2023). Research on innovative construction and management of university research teams. *Technology and Industry Across the Straits*, 7, 11–13.
- Liao, S.-H., Hu, D.-C., & Huang, Y.-C. (2022). Employee emotional intelligence, organizational citizen behavior, and job performance: A moderated mediation model investigation. *Employee Relations: The International Journal*, 44(5), 1109–1126.
- Liden, R. C., Wayne, S. J., & Sparrowe, R. T. (2000). An examination of the mediating role of psychological empowerment on the relations between the job, interpersonal relationships, and work outcomes. *Journal of Applied Psychology*, 85(3), 407–416. <https://doi.org/10.1037/0021-9010.85.3.407>
- Lima, D., Spahi, J., & Shala, V. (2022). The management of emotional intelligence in the workplace impact on improving employee performance. *Calitatea*, 23(188), 297–301.
- Limon, İ., & Nartgün, Ş. S. (2020). Development of teacher job performance scale and determining teachers' job performance level. *Journal of Theoretical Educational Science*, 13(3), 564–590.
- Lin, M., Lucas, H. C., & Shmueli, G. (2013). Research commentary—Too big to fail: Large samples and the p-value problem. *Information Systems Research*, 24(4), 906–917.
- Lin, N. (2005). *Social capital: Theory of social structure and action*. Shanghai People's Publishing House.
- Lin, T. (2022). Exploration on the path to improve the quality of talents training in application-oriented colleges and universities in the new era. *Journal of Jinling Institute of Technology (Social Sciences Edition)*, 36(3), 63–69. <https://doi.org/10.16515/j.cnki.32-1745/c.2022.03.010>
- Lippman, S. A., & Rumelt, R. P. (2003). The payments perspective: Micro-foundations of resource analysis. *Strategic Management Journal*, 24(10), 903–927.
- Liu, B. N., & Sun, B. H. (2022). The influence of leader mindfulness on emotional exhaustion of university teachers: The mediating role of work-to-personal conflict and the moderating role of university teacher mindfulness. *Journal of Educational Studies*, 6, 117–133. <https://doi.org/10.14082/j.cnki.1673-1298.2022.06.010>

- Liu, G. R. (2021). The new development pattern and high-quality development of higher education. *Tsinghua Journal of Education*, 42(1), 25–32.
- Liu, J., Zhang, K., & Zhong, L. F. (2009). The formation and influence of working group's differential atmosphere: An empirical analysis based on tracking data. *Management World*, 8, 92–101.
- Liu, J. Y., & Zhu, X. W. (2021). System, platform, and interpersonal relationship: Qualitative analysis of the core elements of college Green Pepper workplace life quality. *China Youth Study*, 3, 110–119. <https://doi.org/10.19633/j.cnki.11-2579/d.2021.0031>
- Liu, L. (2008). *Social networking, centrality, and job performance within organizations*. Sun Yat-sen University Press.
- Liu, Q. (2020). Leading the transformation and development of local undergraduate colleges with the functions of modern universities. *Art and Literature for the Masses*, 24, 189–190. <https://doi.org/10.3969/j.issn.1007-5828.2020.24.094>
- Liu, W. B., Lin, Z. Y., & Li, G. Q. (2013). The mechanism of organization internal social network affecting individual work performance—A study of interpersonal citizenship behavior as mediator. *Economic Management*, 35(2), 63–74.
- Liu, W. H. (2019). *Research on the relationship between emotional intelligence and job performance of preschool teachers: Taking active behavior as a mediating variable and psychological capital as a moderating variable* [Master's thesis, Harbin Normal University].
- Liu, X. H. (2018). Problems and suggestions in the construction of scientific research team in colleges and universities. *Education Teaching Forum*, 39, 100.
- Liu, X. Y., Yang, L., Li, X., & Zhao, L. J. (2023). Research on the construction of new engineering teaching team in application-oriented local universities. *The Theory and Practice of Innovation and Entrepreneurship*, 5, 90–92. <https://doi.org/CNKI:SUN:CXYL.0.2023-05-025>
- Liu, Y., Hu, X. Z., & Yu, G. L. (2013). *Study on the influence mechanism of organizational social network centrality on job performance* [Doctoral dissertation].
- Liu, Y., Stoica, M., Wang, S. X., & Han, Z. R. (2023). Research on the work performance of multinational virtual teams in international environments. *Times of Economy & Trade*, 11, 124–131. <https://doi.org/10.19463/j.cnki.sdjm.2023.11.028>
- Liu, Y. M., Wei, X. H., & Chen, X. H. (2011). Research on the relationship between emotional intelligence, conflict management, and perceived cohesion. *Science Research Management*, 32(2), 88–96.

- Liu, Z. Y., Chen, C. C., Cui, H. Z., & Hu, Y. L. (2023). The relationship between nurses' social network degree centrality and organizational citizenship behavior: The multiple mediating effects of job satisfaction and work engagement. *Heliyon*, 9(9), 1–9.
- Lock, R., Patti, H., Lock, F., Kari, L., Lock, M., Eric, F., & Lock, D. (2012). *Statistics: Unlocking the power of data*. Wiley.
- López-Cabarcos, M. Á., Vázquez-Rodríguez, P., & Quiñoá-Piñeiro, L. M. (2022). An approach to employees' job performance through work environmental variables and leadership behaviours. *Journal of Business Research*, 140, 361–369.
- Lord, R. G., Brown, D. J., Harvey, J. L., & Hall, R. J. (2001). Contextual constraints on prototype generation and their multilevel consequences for leadership perceptions. *The Leadership Quarterly*, 12(3), 311–338.
- Lott, A. J., & Lott, B. E. (1965). Group cohesiveness as interpersonal attraction: A review of relationships with antecedent and consequent variables. *Psychological Bulletin*, 64(4), 259–309.
- Lozano-Jiménez, J. E., Huéscar, E., & Moreno-Murcia, J. A. (2021). From autonomy support and grit to satisfaction with life through self-determined motivation and group cohesion in higher education. *Frontiers in Psychology*, 11, 579492.
- Lu, L. (2023). Pioneering a new path for the development of local industry characteristic universities, enhancing the sense of mission and contribution to accelerating the construction of an educational powerhouse. *China Higher Education*, 18, 16–19. <https://doi.org/CNKI:SUN:ZGDJ.0.2023-18-004>
- Lu, T.-P., & Chen, J. (2024). The effects of teacher's emotional intelligence on team-member exchange and job performance: The moderating role of teacher seniority. *Current Psychology*, 43(5), 4323–4336.
- Lu, Y., Zhang, M. M., Yang, M. M., & Wang, Y. (2023). Sustainable human resource management practices, employee resilience, and employee outcomes: Toward common good values. *Human Resource Management*, 62(3), 331–353.
- Luo, C. Y., & Wang, Q. (2020). Research on the current status, problems, and countermeasures of the integration of industry and education in applied undergraduate universities in Hunan Province. *Forum on Contemporary Education*, 6, 11.
- Luo, D. L., Chen, Q., & Shi, X. R. (2022). Media coverage, shareholder network relationship, and corporate performance. *Review of Investment Studies*, 2, 85–106. <https://doi.org/CNKI:SUN:TZYJ.0.2022-02-005>
- Luo, S. N., Pan, X. Y., & Zhou, B. (2021). Research on the correlation between emotional intelligence and job performance of part-time undergraduate nursing teachers. *Chinese General Practice Nursing*, 19(1), 142–144. <https://doi.org/10.12104/j.issn.1674-4748.2021.01.044>

- Luo, S. N., & Wang, H. P. (2022). The impact of emotional intelligence group training on the work performance of nursing teachers in universities. *China Higher Medical Education*, 12, 17–18. <https://doi.org/CNKI:SUN:ZOGU.0.2022-12-008>
- Luthans, F., & Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of Management*, 33(3), 321–349. <https://doi.org/10.1177/0149206307300814>
- Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195187526.001.0001>
- Luthfi, A., Norawati, S., Zulher, Z., & Basem, Z. J. I. (2022). The effect of supervision, work motivation, and interpersonal communication on employee performance and organizational commitment as variables intervening. *International Journal of Entrepreneurship and Business Development*, 5(1), 92–104.
- Ma, G. M., Yuan, M. Y., & Ma, B. (2023). The mechanism of employee voice behavior influencing job performance: A study based on implicit followership theory. *Collected Essays on Finance and Economics*, 39(12), 103–112.
- Ma, P., Jiang, Q., & Li, M. H. (2018). Research on the effect of informal organization on employee's job performance. *Science Technology and Industry*, 2, 92–95. <https://doi.org/CNKI:SUN:CYYK.0.2018-02-019>
- MacCann, C., Jiang, Y., Brown, L. E., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin*, 146(2), 150.
- Mach, M., Dolan, S., & Tzafrir, S. (2010). The differential effect of team members' trust on team performance: The mediation role of team cohesion. *Journal of Occupational and Organizational Psychology*, 83(3), 771–794.
- MacKenzie, S. B., Podsakoff, P. M., & Fetter, R. (1991). Organizational citizenship behavior and objective productivity as determinants of managerial evaluations of salespersons' performance. *Organizational Behavior and Human Decision Processes*, 50(1), 123–150.
- MacKinnon, D. P., Fairchild, A. J., & Fritz, M. S. (2007). Mediation analysis. *Annual Review of Psychology*, 58, 593–614.
- Mael, F. A., & Alderks, C. E. (1993). Leadership team cohesion and subordinate work unit morale and performance. *Military Psychology*, 5(3), 141–158.
- Magny, O., & Todak, N. (2021). Emotional intelligence in policing: A state-of-the-art review. *Policing: An International Journal*, 44(6), 957–969.
- Majeed, M., Irshad, M., Khan, I., & Saeed, I. (2023). The impact of team mindfulness on project team performance: The moderating role of effective team leadership. *Project Management Journal*, 54(2), 162–178.

- Maksum, I., Handoko, T. H., & Fikriah, N. L. (2020). Group cohesiveness on performance: Mediating effect of collective organizational citizenship behavior. *Jurnal Manajemen*, 24(3), 443–459.
- Malhotra, N., & Birks, D. (2007). *Marketing research: An applied approach* (3rd European ed.). Pearson Education.
- Malhotra, N., Hall, J., Shaw, M., & Oppenheim, P. (2006). *Marketing research: An applied orientation*. Pearson Education Australia.
- Mann, P. S. (2007). *Introductory statistics*. John Wiley & Sons.
- Mao, S. (2024). Thoughts on the construction of a "dual qualified" teaching team in local applied undergraduate universities. *Assets and Finances in Administration and Institution*, 2, 112–114. <https://doi.org/CNKI:SUN:XZSY.0.2024-02-038>
- Marembo, 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.
- Marinova, S. V., Moon, H., & Van Dyne, L. (2010). Are all good soldier behaviors the same? Supporting multidimensionality of organizational citizenship behaviors based on rewards and roles. *Human Relations*, 63(10), 1463–1485.
- Marks, M. A., Mathieu, J. E., & Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes. *Academy of Management Review*, 26(3), 356–376. <https://doi.org/10.5465/amr.2001.4845785>
- Marsden, P. V. (2002). Egocentric and sociocentric measures of network centrality. *Social Networks*, 24(4), 407–422.
- Martens, R., Landers, D., & Loy, J. (1972). *Sport cohesiveness questionnaire* [Unpublished manuscript]. University of Illinois, Champaign, IL.
- Maslach, C., & Leiter, M. P. (2016). *Burnout: A short socio-cultural history*. Routledge. <https://doi.org/10.4324/9781315745848>
- Mathieu, J. E., Kukenberger, M. R., D'Innocenzo, L., & Reilly, G. (2015). Modeling reciprocal team cohesion–performance relationships, as impacted by shared leadership and members' competence. *Journal of Applied Psychology*, 100(3), 713.
- Mathieu, J. E., Maynard, M. T., Rapp, T., & Gilson, L. (2008). Team effectiveness 1997–2007: A review of recent advancements and a glimpse into the future. *Journal of Management*, 34(3), 410–476. <https://doi.org/10.1177/0149206308316061>
- Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). *Personality traits*. Cambridge University Press.

- Mayer, J. D. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence*. Basic Books.
- Mayer, J. D. (1999). Emotional intelligence: Popular or scientific psychology? *APA Monitor*.
- Mayer, J. D., Caruso, D. R., Zigler, E., & Dreyden, J. I. (1989). Intelligence and intelligence-related personality traits. *Intelligence*, 13(2), 119–133.
- Mayer, J. D., & Mitchell, D. (1998). Intelligence as a subsystem of personality: From Spearman's g to contemporary models of hot-processing. *Journal of Personality and Social Psychology*.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (1997). *Emotional IQ test* [CD-ROM]. Virtual Knowledge.
- Mayer, J. D., Salovey, P., Caruso, D. R., & Cherkasskiy, L. (2011). *Emotional intelligence*. Cambridge University Press.
- Mayer, J. D., Salovey, P., Caruso, D. R., & Sternberg, R. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence*. Cambridge University Press.
- Mayer, J. D., Salovey, P., & Sluyter, D. (1997). *Emotional development and emotional intelligence: Implications for educators*. Basic Books.
- McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38(1), 24–59. <https://doi.org/10.5465/256727>
- McCartney, S., & Fu, N. (2022). Bridging the gap: Why, how and when HR analytics can impact organizational performance. *Management Decision*, 60(13), 25–47.
- McCloy, R. A., Campbell, J. P., & Cudeck, R. (1994). A confirmatory test of a model of performance determinants. *Journal of Applied Psychology*, 79(4), 493.
- McCrae, R. R., & Costa, P. T. Jr. (1987). Validation of the five-factor model of personality across instruments and observers. *Journal of Personality and Social Psychology*, 52(1), 81–90. <https://doi.org/10.1037/0022-3514.52.1.81>
- McGrath, J. E. (1964). *Social psychology: A brief introduction*. Holt, Rinehart, and Winston.
- McLaren, C. D., & Spink, K. S. (2020). Examining the prospective relationship between communication network structure and task cohesion and team performance. *Group Dynamics: Theory, Research, and Practice*, 24(2), 74.
- Mendoza-Silva, A. (2021). Innovation capability: A sociometric approach. *Social Networks*, 64, 72–82.

- Mérida-López, S., Bakker, A. B., & Extremera, N. (2019). How does emotional intelligence help teachers to stay engaged? Cross-validation of a moderated mediation model. *Personality and Individual Differences*, 151, 109393.
- Mérida-López, S., & Extremera, N. (2017). Emotional intelligence and teacher burnout: A systematic review. *International Journal of Educational Research*, 85, 121–130.
- Mérida-López, S., Extremera, N., & Chambel, M. J. (2021). Linking self-and other-focused emotion regulation abilities and occupational commitment among pre-service teachers: Testing the mediating role of study engagement. *International Journal of Environmental Research and Public Health*, 18(10), 5434.
- Methot, J. R., Zaman, N., & Shim, H. (2022). Social network analysis in organizations. In *Oxford Research Encyclopedia of Business and Management*.
- Metropolis, N., & Ulam, S. (1949). The Monte Carlo method. *Journal of the American Statistical Association*, 44(247), 335–341.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89. [https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z)
- Meunier, S., Bouchard, L., Coulombe, S., Doucerain, M., Pacheco, T., & Auger, E. (2022). The association between perceived stress, psychological distress, and job performance during the COVID-19 pandemic: The buffering role of health-promoting management practices. *Trends in Psychology*, 30(3), 549–569.
- Miao, C., Humphrey, R. H., & Qian, S. (2017). Are the emotionally intelligent good citizens or counterproductive? A meta-analysis of emotional intelligence and its relationships with organizational citizenship behavior and counterproductive work behavior. *Personality and Individual Differences*, 116, 144–156.
- Miao, C., Humphrey, R. H., & Qian, S. (2021). Emotional intelligence and job performance in the hospitality industry: A meta-analytic review. *International Journal of Contemporary Hospitality Management*, 33(8), 2632–2652.
- Mikalachki, A. (1969). *Group cohesion reconsidered: A study of blue-collar work groups*. School of Business Administration, University of Western Ontario.
- Miner, J. B. (1988). *Organizational behavior: Performance and productivity*. Random House.
- Miners, C. T. (2009). *It is who you know and what you know: An examination of the relations among emotional intelligence, social network centrality, and performance*. ProQuest.
- Mishra, A., & Singh, P. (2024). Effect of emotional intelligence and cognitive flexibility on entrepreneurial intention: Mediating role of entrepreneurial self-efficacy. *Journal of Entrepreneurship in Emerging Economies*, 16(3), 551–575.

- Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. *Educational Research Review*, 29, 100307.
- Mitchell, J. C. (1969). *Social networks in urban situations: Analyses of personal relationships in Central African towns*. Manchester University Press.
- Mitchell, J. C. (1974). Social networks. *Annual Review of Anthropology*, 3(1), 279–299.
- Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablinski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal*, 44(6), 1102–1121. <https://doi.org/10.5465/3069391>
- Mizrahi-Shtelman, R., & Drori, G. S. (2021). World-rank and/or locally relevant? Organizational identity in the mission statements of higher education organizations in Israel, 2008–2018. *Minerva*, 59(1), 1–25.
- Mizruchi, M. S. (1994). Social network analysis: Recent achievements and current controversies. *Acta Sociologica*, 37(4), 329–343.
- Mo, R. (2022). How to promote the employment of college graduates and alleviate structural contradictions in employment. *Chinese Cadres Tribune*, (03), 59–63. <https://doi.org/10.14117/j.cnki.cn11-3331/d.2022.03.014>
- Mohamed, M. N. (1990). An exploration of the personality profile of small-scale business Bumiputra and non-Bumiputra entrepreneurs. *Malaysian Management Review*, 25(2), 19–28.
- Mohammed, S., Ferzandi, L., & Hamilton, K. (2010). Metaphor no more: A 15-year review of the team mental model construct. *Journal of Management*, 36(4), 876–910. <https://doi.org/10.1177/0149206309356804>
- Mohd Salleh, L. (2007). *Communication competence of Malaysian leaders as a function of emotional intelligence and cognitive complexity* [Doctoral dissertation, Ohio University].
- Monfared, S. Y., & Baghi, A. N. (2022). The effect of emotional intelligence on organizational citizenship behavior and unproductive work behavior: A case study of employees of sports and youth departments in Zanzan province, Iran. *Journal of Global Sport Education Research*, 5(1), 39–53.
- Moolenaar, N. M., & Daly, A. J. (2012). Social networks in education: Exploring the social side of the reform equation. *American Journal of Education*, 119(1), 1–6.
- Moore, A., & Mamiseishvili, K. (2012). Examining the relationship between emotional intelligence and group cohesion. *Journal of Education for Business*, 87(5), 296–302.

- Moorman, R. H. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology*, 76(6), 845–855. <https://doi.org/10.1037/0021-9010.76.6.845>
- Moorman, R. H., & Blakely, G. L. (1995). Individualism-collectivism as an individual difference predictor of organizational citizenship behavior. *Journal of Organizational Behavior*, 16(2), 127–142.
- Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, 36(1), 5–39. <https://doi.org/10.1177/0149206309347376>
- Morrison, E. W. (1994). Role definitions and organizational citizenship behavior: The importance of the employee's perspective. *Academy of Management Journal*, 37(6), 1543–1567. <https://doi.org/10.5465/256798>
- Morrison, E. W. (2002). Newcomers' relationships: The role of social network ties during socialization. *Academy of Management Journal*, 45(6), 1149–1160.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (2014). A theory of individual differences in task and contextual performance. In *Organizational citizenship behavior and contextual performance* (pp. 71–83). Psychology Press.
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10(2), 71–83.
- Mount, M. K., Barrick, M. R., & Stewart, G. L. (1998). Five-factor model of personality and performance in jobs involving interpersonal interactions. *Human Performance*, 11(2–3), 145–165. https://doi.org/10.1207/s15327043hup1102&3_3
- Muchinsky, P. M. (2003). *Psychology applied to work: An introduction to industrial and organizational psychology* (7th ed.). Hypergraphic Press.
- Mudrack, P. E. (1989). Defining group cohesiveness: A legacy of confusion? *Small Group Behavior*, 20(1), 37–49.
- Mullen, B., & Copper, C. (1994). The relation between group cohesiveness and performance: An integration. *Psychological Bulletin*, 115(2), 210.
- Murphy, K. R. (1989). Is the relationship between cognitive ability and job performance stable over time? *Human Performance*, 2(3), 183–200.
- Murphy, K. R. (1994). Toward a broader conception of jobs and job performance: Impact of changes in the military environment on the structure, assessment, and prediction of job performance. In *Personnel selection and classification* (pp. 85–102).

- Murphy, K. R., & Kroecker, L. P. (1988). *Dimensions of job performance*. [Manuscript].
- Mutonyi, B. R., Slåtten, T., & Lien, G. (2020). Empowering leadership, work group cohesiveness, individual learning orientation, and individual innovative behaviour in the public sector: Empirical evidence from Norway. *International Journal of Public Leadership*, 16(2), 175–197.
- Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of Management Review*, 23(2), 242–266. <https://doi.org/10.5465/amr.1998.533225>
- Nasir, S. Z., Bamber, D., & Mahmood, N. (2023). A perceptual study of the relationship between emotional intelligence and job performance among higher education sector employees in Saudi Arabia. *Journal of Organizational Effectiveness: People Performance*, 10(1), 60–76.
- Naz, B., Fida, M. K., & Khan, M. Z. (2022). Emotional intelligence and job performance of employees working in the financial sector of Pakistan: Job satisfaction as the mediator. *Journal of Professional Applied Psychology*, 3(4), 403–416.
- Neuber, L., Englitz, C., Schulte, N., Forthmann, B., & Holling, H. (2022). How work engagement relates to performance and absenteeism: A meta-analysis. *European Journal of Work and Organizational Psychology*, 31(2), 292–315.
- Ng, T. W. H., & Feldman, D. C. (2010). Organizational tenure and job performance. *Journal of Management*, 36(5), 1220–1250. <https://doi.org/10.1177/0149206309359809>
- Nguyen, N. N., Nham, P. T., & Takahashi, Y. (2019). Relationship between ability-based emotional intelligence, cognitive intelligence, and job performance. *Sustainability*, 11(8), 2299.
- Nicholson, N. (1990). *The transition cycle: Causes, outcomes, processes, and forms*. Prentice Hall.
- Nitzl, C., Roldan, J. L., & Cepeda, G. (2016). Mediation analysis in partial least squares path modeling: Helping researchers discuss more sophisticated models. *Industrial Management & Data Systems*, 116(9), 1849–1864.
- Niu, J., Beigpourian, B., Ohland, M. W., & Ferguson, D. M. (2020). Effect of team cohesion on team member effectiveness. *Proceedings of the 5th North American International Conference on Industrial Engineering and Operations Management*.
- Noor, S., Tajik, O., & Golzar, J. (2022). Simple random sampling. *International Journal of Education Language Studies*, 1(2), 78–82.
- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). McGraw-Hill Education.

- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.
- Nurjanah, S., Pebianti, V., & Handaru, A. W. (2020). The influence of transformational leadership, job satisfaction, and organizational commitment on organizational citizenship behavior (OCB) in the inspectorate general of the Ministry of Education and Culture. *Cogent Business & Management*, 7(1), 1793521. <https://doi.org/10.1080/23311975.2020.1793521>
- Nurzaman, L., & Amalia, L. (2022). The effect of emotional intelligence and spiritual intelligence on lecturer work performance. *Eligible: Journal of Social Sciences*, 1(1), 50–71.
- O'Boyle, E. H., Jr., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32(5), 788–818. <https://doi.org/10.1002/job.714>
- Odame, C., Pandey, M., & Pathak, P. (2021). The effect of emotional intelligence on team cohesion. *International Journal of Business Excellence*, 25(3), 300–319.
- Office of Management and Budget (OMB). (2006). *Standards and guidelines for statistical surveys*. Washington, DC: Office of Management and Budget.
- Oksenberg, L., & Kalton, G. (1991). New strategies for pretesting survey questions. *Journal of Official Statistics*, 7(3), 349.
- Oliver, L. W., Harman, J., Hoover, E., Hayes, S. M., & Pandhi, N. A. (1999). A quantitative integration of the military cohesion literature. *Military Psychology*, 11(1), 57–83.
- Onağ, Z., & Tepeci, M. (2014). Team effectiveness in sport teams: The effects of team cohesion, intra-team communication, and team norms on team member satisfaction and intent to remain. *Procedia - Social and Behavioral Sciences*, 150, 420–428.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books.
- Organ, D. W. (1990). The subtle significance of job satisfaction. *Clinical Laboratory Management Review*, 4(1), 94–98.
- Organ, D. W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Human Performance*, 10(2), 85–97. https://doi.org/10.1207/s15327043hup1002_3
- Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). *Organizational citizenship behavior: Its nature, antecedents, and consequences*. SAGE Publications. <https://doi.org/10.4135/9781452231085>

- Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology*, 48(4), 775–802.
- O'Reilly, C. A., & Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification, and internalization on prosocial behavior. *Journal of Applied Psychology*, 71(3), 492–499. <https://doi.org/10.1037/0021-9010.71.3.492>
- Ortony, A., Clore, G. L., & Collins, A. (2022). *The cognitive structure of emotions*. Cambridge University Press.
- Othman, A. R., Yin, T. S., Sulaiman, S., Ibrahim, M. I. M., & Rashid, M. R. (2011). Application of mean and standard deviation in questionnaire surveys. *Discovering Mathematics (Menemui Matematik)*, 33(1), 11–22.
- Ou, X. J. (2019). Research on the talent cultivation model of industry education integration in local transitional universities. *Journal of Jilin Engineering and Technology Normal University*, 35(7), 27–30. <https://doi.org/10.3969/j.issn.1009-9042.2019.07.009>
- Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics & Business*, 7(8), 577–588.
- Paakkanen, M. A., Martela, F., & Pessi, A. B. (2021). Responding to positive emotions at work: The four steps and potential benefits of a validating response to coworkers' positive experiences. *Frontiers in Psychology*, 12, 668160.
- Packer, H., Schmidt, J., & Bailey, M. (2020). Social networks and seafood sustainability governance: Exploring the relationship between social capital and the performance of fishery improvement projects. *People and Nature*, 2(3), 797–810.
- Pallant, J. (2016a). *SPSS survival manual* (6th ed.). Open University Press.
- Pallant, J. (2016b). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS* (6th ed.). McGraw-Hill Education.
- Pan, H. Y. (2021). The path selection for high-quality development of applied undergraduate universities in the new era. *Journal of Jinling Institute of Technology (Social Science Education)*, 35(3), 82–87.
- Pan, M. Y., & He, Z. B. (2019). On the connotation development in local colleges and universities: The dialogue with Pan Maoyuan. *Journal of Higher Education*, 40(2), 34–38. <https://doi.org/10.3969/j.issn.1009-9042.2019-02-006>
- Papay, J. P., Taylor, E. S., Tyler, J. H., & Laski, M. E. (2020). Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data. *American Economic Journal: Economic Policy*, 12(1), 359–388.

- Parker, S. K., Axtell, C. M., & Turner, N. (2001). Designing a safer workplace: Importance of job autonomy, communication quality, and supportive supervisors. *Journal of Occupational Health Psychology*, 6(3), 211–228. <https://doi.org/10.1037/1076-8998.6.3.211>
- Parker, J. N., Cardenas, E., Dorr, A. N., & Hackett, E. J. (2020). Using sociometers to advance small group research. *Sociological Methods & Research*, 49(4), 1064–1102.
- Parten, M. B. (1950). *Surveys, polls, and samples: Practical procedures*. Harper.
- Patra, S. (2004). Role of emotional intelligence in educational management. *Journal of Indian Education*, 30(1), 98–104.
- Pattison, P. (2024). Algebraic approaches to the analysis of social networks. In *Mathematics for Social Sciences & Arts: Algebraic Modeling* (pp. 177–203).
- Patzelt, H., Preller, R., & Breugst, N. (2021). Understanding the life cycles of entrepreneurial teams and their ventures: An agenda for future research. *Entrepreneurship Theory & Practice*, 45(5), 1119–1153.
- Payne, W. L. (1985). *A study of emotion: Developing emotional intelligence; self-integration; relating to fear, pain, and desire*.
- Pekaar, K. A. (2019). *Self-and other-focused emotional intelligence*. Erasmus University Rotterdam.
- Pekaar, K. A., Bakker, A. B., van der Linden, D., & Born, M. P. (2018). Self-and other-focused emotional intelligence: Development and validation of the Rotterdam Emotional Intelligence Scale (REIS). *Personality and Individual Differences*, 120, 222–233.
- Pekaar, K. A., van der Linden, D., Bakker, A. B., & Born, M. P. (2017). Emotional intelligence and job performance: The role of enactment and focus on others' emotions. *Human Performance*, 30(2–3), 135–153.
- Pekaar, K. A., van der Linden, D., Bakker, A. B., & Born, M. P. (2020). Dynamic self-and other-focused emotional intelligence: A theoretical framework and research agenda. *Journal of Research in Personality*, 86, 103958.
- Pelled, L. H., Eisenhardt, K. M., & Xin, K. R. (1999). Exploring the black box: An analysis of work group diversity, conflict, and performance. *Administrative Science Quarterly*, 44(1), 1–28. <https://doi.org/10.2307/2667029>
- Perry, B. L., Pescosolido, B. A., & Borgatti, S. P. (2018). *Egocentric network analysis: Foundations, methods, and models* (Vol. 44). Cambridge University Press.
- Peter, P. C. (2010). *Emotional intelligence*. Wiley International Encyclopedia of Marketing.
- Peteraf, M. A. (1993). The cornerstones of competitive advantage: A resource-based view. *Strategic Management Journal*, 14(3), 179–191.

- Peterson, J. A., & Martens, R. (1972). Success and residential affiliation as determinants of team cohesiveness. *Research Quarterly. American Association for Health, Physical Education and Recreation*, 43(1), 62–76.
- Petrides, K., Mikolajczak, M., Mavroveli, S., Sanchez-Ruiz, M.-J., Furnham, A., & Pérez-González, J.-C. (2016). Developments in trait emotional intelligence research. *Emotion Review*, 8(4), 335–341.
- Petrides, K. V. (2011). Ability and trait emotional intelligence. In T. Chamorro-Premuzic, S. von Stumm, & A. Furnham (Eds.), *The Wiley-Blackwell handbook of individual differences* (pp. 656–678). Wiley Blackwell. <https://doi.org/10.1002/9781444343120.ch25>.
- Podsakoff, P. M., & MacKenzie, S. B. (1994). An examination of the psychometric properties and nomological validity of some revised and reduced substitutes for leadership scales. *Journal of Applied Psychology*, 79(5), 702.
- Podsakoff, P. M., MacKenzie, S. B., & Bommer, W. H. (1996). Transformational leader behaviors and substitutes for leadership as determinants of employee satisfaction, commitment, trust, and organizational citizenship behaviors. *Journal of Management*, 22(2), 259–298. [https://doi.org/10.1016/S0149-2063\(96\)90049-5](https://doi.org/10.1016/S0149-2063(96)90049-5)
- Podsakoff, P. M., MacKenzie, S. B., & Hui, C. (1993). Organizational citizenship behaviors and managerial evaluations of employee performance: A review and suggestions for future research. *Academy of Management Review*, 18(2), 242–268. <https://doi.org/10.5465/amr.1993.3997517>
- Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879.
- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513–563. <https://doi.org/10.1177/014920630002600307>
- Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 94(1), 122.
- Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of Management*, 12(4), 531–544.
- Portes, A., Vickstrom, E., & Aparicio, R. (2011). Coming of age in Spain: The self-identification, beliefs, and self-esteem of the second generation. *The British Journal of Sociology*, 62(3), 387–417.
- Potaka, L., & Cochrane, S. (2004). Developing bilingual questionnaires: Experiences from New Zealand in the development of the 2001 Māori language survey. *Journal of Official Statistics*, 20(2), 289.

- Pradhan, R. K., & Jena, L. K. (2017). Employee performance at workplace: Conceptual model and empirical validation. *Business Perspectives and Research*, 5(1), 69–85.
- Pradhan, R. K., Jena, L. K., & Bhattacharya, P. (2016). Impact of psychological capital on organizational citizenship behavior: Moderating role of emotional intelligence. *Cogent Business & Management*, 3(1), 1194174. <https://doi.org/10.1080/23311975.2016.1194174>
- Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, & Computers*, 36(4), 717–731.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40(3), 879–891. <https://doi.org/10.3758/BRM.40.3.879>
- Qalati, S. A., Zafar, Z., Fan, M., Limón, M. L. S., & Khaskheli, M. B. (2022). Employee performance under transformational leadership and organizational citizenship behavior: A mediated model. *Heliyon*, 8(11), e11345. <https://doi.org/10.1016/j.heliyon.2022.e11345>
- Qi, W. N. (2021). Application pursuit: A long-term historical investigation of talent cultivation in Chinese higher education. *Chongqing Higher Education Research*, 9(1), 17.
- Qin, J. Z., & Wang, S. C. (2021). Research on the construction of first-class teacher teams in local universities from the perspective of professional learning community theory. *New Curriculum Research*, (24), 82–83, 92. <https://doi.org/10.1016/j.heliyon.2022.e11345>
- Qu, S. W., Li, Z. H., & Zhu, Y. T. (2023). Professional traits of teachers in colleges and universities with industrial characteristics. *Journal of Beijing University of Aeronautics and Astronautics Social Sciences Edition*, 36(2), 166–173. <https://doi.org/10.13766/j.bhsk.1008-2204.2021.0269>
- Quick, J. C., & Nelson, D. L. (2009). *Principles of organizational behavior: Realities and challenges* (2nd ed.). Cengage Learning.
- Quinn, R. W., & Dutton, J. E. (2005). Coordination as energy-in-conversation: A process theory of organizing. *Academy of Management Review*, 30(1), 36–57. <https://doi.org/10.5465/amr.2005.15281422>
- Radcliffe-Brown, A. R. (1940). On social structure. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 70(1), 1–12.
- Ramayah, T., Cheah, J., Chuah, F., Ting, H., & Memon, M. A. (2018). *Partial least squares structural equation modelling (PLS-SEM) using SmartPLS 3.0: An updated practical guide to statistical analysis* (2nd ed.). Pearson Malaysia Sdn. Bhd.

- Ramayah, T., Yeap, J., Ahmad, N. H., Abdul Halim, H. A., & Abidur Rahman, S. (2017). Testing a confirmatory model of Facebook usage in SmartPLS using consistent PLS. *International Journal of Business and Innovation*, 3(2), 1–14.
- Ramos-Villagrasa, P. J., Barrada, J. R., Fernández-del-Río, E., & Koopmans, L. (2019). Assessing job performance using brief self-report scales: The case of the individual work performance questionnaire. *Revista de Psicología del Trabajo y de las Organizaciones*, 35(3), 195–205.
- Reagans, R., & McEvily, B. (2003). Network structure and knowledge transfer: The effects of cohesion and range. *Administrative Science Quarterly*, 48(2), 240–267.
- Reichers, A. E. (1985). A review and reconceptualization of organizational commitment. *Academy of Management Review*, 10(3), 465–476. <https://doi.org/10.5465/amr.1985.4278960>
- Reinartz, W., Haenlein, M., & Henseler, J. (2009). An empirical comparison of the efficacy of covariance-based and variance-based SEM. *International Journal of Research in Marketing*, 26(4), 332–344.
- Ren, X. Q. (2019). *Research on the internal organization setup of local engineering college* (Master's thesis). Harbin University of Science and Technology.
- Rezvani, A., Barrett, R., & Khosravi, P. (2019). Investigating the relationships among team emotional intelligence, trust, conflict and team performance. *Team Performance Management: An International Journal*, 25(1/2), 120–137.
- Rezvanian, A., Moradabadi, B., Ghavipour, M., Khomami, M. M. D., & Meybodi, M. R. (2019). *Learning automata approach for social networks* (Vol. 820). Springer.
- Ridwan, M., Mulyani, S. R., & Ali, H. (2020). Improving employee performance through perceived organizational support, organizational commitment and organizational citizenship behavior. *Systematic Reviews in Pharmacy*, 11(12), 839–849.
- Rigdon, E. E. (2012). Rethinking partial least squares path modeling: In praise of simple methods. *Long Range Planning*, 45(5–6), 341–358.
- Rindermann, H., Becker, D., & Coyle, T. R. (2020). Survey of expert opinion on intelligence: Intelligence research, experts' background, controversial issues, and the media. *Intelligence*, 78, 101406.
- Ringle, C. M., Wende, S., & Becker, J.-M. (2015). *SmartPLS 3* [Software]. Retrieved from <http://www.smartpls.com>
- Riulli, L., & Savicki, V. (2003). Information system organizational resilience. *Omega*, 31(3), 227–233. [https://doi.org/10.1016/S0305-0483\(03\)00023-9](https://doi.org/10.1016/S0305-0483(03)00023-9)
- Robbins, S. P., & Coulter, M. (2012). *Management* (11th ed.). Pearson.

- Robbins, S. P., & Judge, T. A. (2013). *Organizational behavior* (15th ed.). Pearson.
- Roe, R. A. (1999). Work performance: A multiple regulation perspective. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology 1999*, Vol. 14, pp. 231–335). John Wiley & Sons Ltd.
- Roethlisberger, F., & Dickson, W. (1939). *Management and the worker*. Harvard University Press.
- Rogowska, A. M., & Meres, H. (2022). The mediating role of job satisfaction in the relationship between emotional intelligence and life satisfaction among teachers during the COVID-19 pandemic. *European Journal of Investigation in Health, Psychology, and Education*, 12(7), 666–676.
- Rollins, T., & Fruge, M. (1992). Performance dimensions: Competencies with a twist. *Training*, 29(1), 47–51.
- Román-Calderón, J. P., Aguilar-Barrientos, S., Escalante, J. E., Barbosa, J., & Arias Salazar, A. (2021). The effect of student work group emotional intelligence on individual task performance in teams. *Journal of Experiential Education*, 44(2), 121–136.
- Romi, M., Soetjipto, N., Widaningsih, S., Manik, E., & Riswanto, A. (2021). Enhancing organizational commitment by exploring job satisfaction, organizational citizenship behavior, and emotional intelligence. *Management Science Letters*, 11(3), 917–924.
- Roscoe, J. T. (1975). *Fundamental research statistics for the behavioral sciences*. Holt, Rinehart and Winston.
- Rosen, C. C., Koopman, J., Gabriel, A. S., & Johnson, R. E. (2016). Who strikes the hardest? Individual differences in the consequences of workplace incivility. *Journal of Applied Psychology*, 101(11), 1485–1500. <https://doi.org/10.1037/apl0000128>
- Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. *Journal of Applied Psychology*, 87(1), 66–80. <https://doi.org/10.1037/0021-9010.87.1.66>
- Ruan, Z. H., & Liu, W. H. (2021). Coach authentic leadership connected with performance satisfaction and psychological well-being of team: The mediating role of team cohesion and psychological capital. *Revista de Psicología del Deporte*, 30(1), 189–203.
- Rungtusanatham, M., Miller, J., & Boyer, K. K. (2014). Theorizing, testing, and concluding for mediation in SCM research: Tutorial and procedural recommendations. *Journal of Operations Management*, 32(3), 99–113.

- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Sabie, O. M., Bricariu, R. M., Pîrvu, C., & Gatan, M. L. (2020). The relationship between emotional intelligence and human resources employee performance: A case study for Romanian companies. *Management Research Practice*, 12(3).
- Sajid, S., Khan, M. F. T. S. U., Hassan, S., Karim, R., & Qudus, A. (2020). Impact of group cohesion and team efficacy on the performance of school volleyball players. *Elementary Education Online*, 19(3), 3355–3364.
- Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600–619. <https://doi.org/10.1108/02683940610690169>
- Salas, E., Shuffler, M. L., Thayer, A. L., Bedwell, W. L., & Lazzara, E. H. (2015). Understanding and improving teamwork in organizations: A scientifically based practical guide. *Human Resource Management*, 54(4), 599–622.
- Salkind, N. J., & Frey, B. B. (2021). *Statistics for people who (think they) hate statistics: Using Microsoft Excel*. Sage Publications.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Salovey, P., Mayer, J. D., Caruso, D., & Lopes, P. N. (2003). Measuring emotional intelligence as a set of abilities with the Mayer-Salovey-Caruso Emotional Intelligence Test.
- Salovey, P., Mayer, J. D., Goldman, S. L., Turvey, C., & Palfai, T. P. (1995). Emotional attention, clarity, and repair: Exploring emotional intelligence using the Trait Meta-Mood Scale.
- Salovey, P., & Rosenhan, D. L. (1989). Mood states and prosocial behavior. *Handbook of Social Psychophysiology*, 371–391.
- Samanta, S., Dubey, V. K., & Sarkar, B. (2021). Measure of influences in social networks. *Applied Soft Computing*, 99, 106858.
- San Lam, C., & O'Higgins, E. (2015). To examine the influence of emotional intelligence on team outcomes via the mediating mechanism of transformational leadership. *Management and Organizational Studies*, 2(1), 120.
- Sanchez-Gomez, M., & Bresó, E. (2020). In pursuit of work performance: Testing the contribution of emotional intelligence and burnout. *International Journal of Environmental Research and Public Health*, 17(15), 5373.

- Sanko, J. S. (2015). *Exploring the cohesion-performance relationship in interprofessional healthcare teams* [Doctoral Dissertation, University of Miami].
- Santoro, J. M., Dixon, A. J., Chang, C.-H., & Kozlowski, S. W. (2015). Measuring and monitoring the dynamics of team cohesion: Methods, emerging tools, and advanced technologies. In *Team cohesion: Advances in psychological theory, methods, and practice (Research on Managing Groups and Teams, Volume 17)*. Emerald Group Publishing Limited.
- Sarstedt, M., Hair, J. F., Cheah, J.-H., Becker, J.-M., & Ringle, C. M. (2019). How to specify, estimate, and validate higher-order constructs in PLS-SEM. *Australasian Marketing Journal (AMJ)*, 27(3), 197-211.
- Sarstedt, M., Ringle, C. M., & Hair, J. F. (2017). Partial least squares structural equation modeling. In C. Homburg, M. Klarmann, & A. Vomberg (Eds.), *Handbook of market research*. Springer.
- Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research methods for business students* (7th ed.). Pearson Education Ltd.
- Saunders, M. N. K., Lewis, P., & Thornhill, A. (2015). *Research methods for business students*. Atlantic Publications, Inc.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement*, 66(4), 701-716. <https://doi.org/10.1177/0013164405282471>
- Schlaegel, C., Engle, R. L., & Lang, G. (2022). The unique and common effects of emotional intelligence dimensions on job satisfaction and facets of job performance: An exploratory study in three countries. *The International Journal of Human Resource Management*, 33(8), 1562-1605.
- Schmitt, N., & Chan, D. (1998). *Personnel selection: A theoretical approach*. Sage.
- Schnake, M. (1991). Organizational citizenship: A review, proposed model, and research agenda. *Human Relations*, 44(7), 735-759.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*, 64, 361-388. <https://doi.org/10.1146/annurev-psych-113011-143809>
- Schneider, B., White, S. S., & Paul, M. C. (1998). Linking service climate and customer perceptions of service quality: Test of a causal model. *Journal of Applied Psychology*, 83(2), 150-163. <https://doi.org/10.1037/0021-9010.83.2.150>
- Schriesheim, C. A., & Hill, K. D. (1981). Controlling acquiescence response bias by item reversals: The effect on questionnaire validity. *Educational and Psychological Measurement*, 41(4), 1101-1114.

- Schriesheim, J. F. (1980). The social context of leader–subordinate relations: An investigation of the effects of group cohesiveness. *Journal of Applied Psychology*, 65(2), 183.
- Scott, J. (1988). Social network analysis. *Sociology*, 22(1), 109–127.
- Scott, J., & Carrington, P. J. (2011). *The SAGE handbook of social network analysis*. SAGE Publications.
- Scott, J. C. (2006). The mission of the university: Medieval to postmodern transformations. *The Journal of Higher Education*, 77(1), 1–39.
- Scott, K. L., Zagenczyk, T. J., Li, S., Gardner, W. L., Coglisier, C., & Laverie, D. (2018). Social network ties and organizational citizenship behavior: Evidence of a curvilinear relationship. *European Journal of Work and Organizational Psychology*, 27(6), 752–763.
- Seashore, S. E. (1954). *Group cohesiveness in the industrial work group*. University of Michigan Publication.
- Searle, R. H., & Ball, K. S. (2004). The development of trust and distrust in a merger. *Journal of Managerial Psychology*, 19(7), 708–721. <https://doi.org/10.1108/02683940410559330>
- Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. *Academy of Management Journal*, 44(2), 219–237. <https://doi.org/10.5465/3069452>
- Sekaran, U. (2003). Towards a guide for novice research on research methodology: Review and proposed methods. *Journal of Cases in Information Technology*, 8(4), 24–35.
- Sekaran, U. (2010). *Research methods for business: A skill-building approach*. John Wiley & Sons.
- Sekaran, U., & Bougie, R. (2013). *Research methods for business* (6th ed.). John Wiley & Sons.
- Sekaran, U., & Bougie, R. (2016a). *Research methods for business: A skill-building approach*. John Wiley & Sons.
- Sekaran, U., & Bougie, R. (2016b). *Research methods for business: A skill-building approach* (7th ed.). John Wiley & Sons.
- Sembiring, N., Nimran, U., Astuti, E. S., & Utami, H. N. (2020). The effects of emotional intelligence and organizational justice on job satisfaction, caring climate, and criminal investigation officers' performance. *International Journal of Organizational Analysis*, 28(5), 1113–1130.
- Sendjaya, S., & Pekerti, A. (2010). Servant leadership as an antecedent of trust in organizations. *Leadership & Organization Development Journal*, 31(7), 643–663.

- Sepehrikia, A., Shirazi, M., & Sargazi, M. (2016). Relationship between emotional intelligence and organizational citizenship behaviors of employees among private banks in Zahedan. *Electronic Journal of Biology*, 12(4), 390–393.
- Serrat, O. (2017). Understanding and developing emotional intelligence. In *Knowledge solutions* (pp. 329–339). Springer.
- Severt, J. B., & Estrada, A. X. (2015). On the function and structure of group cohesion. In *Team cohesion: Advances in psychological theory, methods, and practice* (pp. 3–24). Emerald Group Publishing Limited.
- Shah, B. (2021). A study on the role of leaders in promoting organizational citizenship behaviour. *International Journal of Law, Management & Humanities*, 4(3), 1080.
- Shah, E. J., Fransen, K., Slater, M. J., & Barker, J. B. (2023). The impact of intra-team communication and support relationships on team identification and collective efficacy in elite team sport: A social network analysis. *International Journal of Sport & Exercise Psychology*, 21(4), 638–659.
- Shaheen, M., Gupta, R., & Kumar, Y. (2016). Exploring dimensions of teachers' organizational citizenship behavior from stakeholders' perspective: A study in India. *The Qualitative Report*, 21(6), 1095.
- Shahreki, J. (2019). Electronic human resource management and employee efficiency: Test of the mediating role of impersonal trust. *Journal of Soft Computing and Decision Support Systems*, 6(4), 20–29.
- Sharma, P. N., & Kirkman, B. L. (2015). Leveraging leaders: A literature review and future lines of inquiry for empowering leadership research. *Group & Organization Management*, 40(2), 193–237. <https://doi.org/10.1177/1059601115574906>
- Sharma, K., & Paru, M. (2017). Relationship between emotional intelligence and organisational citizenship behaviour among bank employees. *Pacific Business Review International*, 9(1).
- Shaver, J. M. (2005). Testing for mediating variables in management research: Concerns, implications, and alternative strategies. *Journal of Management*, 31(3), 330–353.
- Shen, Q. G. (2018). *The research on the influence of social network of enterprise employees on job performance—Taking social support as an intermediary variable*. Inner Mongolia University of Finance and Economics.
- Sheng, X. (2015). *Research on the talent training and quality assurance mechanism in newly built local institutes*. Hunan Normal University.
- Sherwani, K. H. (2023). An empirical study of the effect of emotional intelligence on job performance: The case study of educational non-governmental organizations during the COVID-19 outbreak. *International Journal of Social Sciences & Educational Studies*, 10(2), 188.

- Shirom, A. (2003). Job-related burnout: A review. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (pp. 245–264). American Psychological Association. <https://doi.org/10.1037/10474-012>
- Shirsavar, H. R., & Souri, A. (2015). Studying the relationship of emotional intelligence and organisational citizenship behaviour of boys' secondary school teachers of District 5 of Tehran. *American Journal of Educational Science*, 1(4), 110–116.
- Shmueli, G., & Koppius, O. R. (2011). Predictive analytics in information systems research. *MIS Quarterly*, 35(3), 553–572.
- Shmueli, G., Ray, S., Estrada, J. V., & Chatla, S. (2016). The elephant in the room: Evaluating the predictive performance of partial least squares (PLS) path models. *Social Science Research Network*. <https://ssrn.com/abstract=2659233>
- Shmueli, G., Sarstedt, M., Hair, J. F., Cheah, J.-H., Ting, H., Vaithilingam, S., & Ringle, C. M. (2019). Predictive model assessment in PLS-SEM: Guidelines for using PLSpredict. *European Journal of Marketing*.
- Shore, L. M., & Chung, B. G. (2022). Inclusive leadership: How leaders sustain or discourage work group inclusion. *Group & Organization Management*, 47(4), 723–754.
- Sieberer-Nagler, K. (2016). Effective classroom management & positive teaching. *English Language Teaching*, 9(1), 163–172.
- Siebold, G. L. (1999). The evolution of the measurement of cohesion. *Military Psychology*, 11(1), 5–26.
- Siebold, G. L. (2024). Commentary on the standard model of military group cohesion. *Armed Forces & Society*. <https://doi.org/10.1177/0095327X231225433>
- Singh, A., Prabhakar, R., & Kiran, J. S. (2022). Emotional intelligence: A literature review of its concept, models, and measures. *Journal of Positive School Psychology*, 6(10), 2254–2275.
- Singh, S. K., Mazzucchelli, A., Vessal, S. R., & Solidoro, A. (2021). Knowledge-based HRM practices and innovation performance: Role of social capital and knowledge sharing. *Journal of International Management*, 27(1), Article 100830.
- Singleton, R. A., & Straits, B. C. (2005). *Approaches to social research* (4th ed.). Oxford University Press.
- Sinz, S. (2020). *The role of informal social interactions in predicting team cohesion and performance* [Master's thesis, Concordia University].
- Skrzypińska, K. (2021). Does spiritual intelligence (SI) exist? A theoretical investigation of a tool useful for finding the meaning of life. *Journal of Religion & Health*, 60(1), 500–516.

- Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68(4), 653–663.
- Sneed, H. M. (2007). Testing against natural language requirements. In *Proceedings of the Seventh International Conference on Quality Software (QSIC 2007)* (pp. 266–270). IEEE.
- Sobel, M. E. (1982). Asymptotic confidence intervals for indirect effects in structural equation models. *Sociological Methodology*, 13, 290–312. <https://doi.org/10.2307/270723>
- Soelton, M., Azmi, F., Anah, S., Maryanto, J., & Fajrin, N. K. (2021). Bagaimanakah pengaruh contract psychology, personality type, emotional intelligence terhadap organizational citizenship behavior? *Proceedings of the Conference on Economic and Business Innovation (CEBI)*.
- Solomon, B. C., Nikolaev, B. N., & Shepherd, D. A. (2022). Does educational attainment promote job satisfaction? The bittersweet trade-offs between job resources, demands, and stress. *Journal of Applied Psychology*, 107(7), 1227–1243.
- Song, F. P. (2014). The construction of the core competitiveness system for the employment of college students in newly built local universities. *Teacher's Journal*, 1, 45–52.
- Song, J. B. (2023). Ecological development of teachers in application-oriented universities: Plights and countermeasures. *Journal of Yangzhou University (Higher Education Research Edition)*, 27(3), 19–28. <https://doi.org/10.19411/j.cnki.1007-8606.2023.03.003>
- Song, Y. F., Fang, Y. R., Wang, M., & Shi, J. Q. (2020). A multiplex view of leadership structure in management teams. *Personnel Psychology*, 73(4), 615–640.
- Sonnentag, S., & Frese, M. (2002). Performance concepts and performance theory. In *Psychological management of individual performance* (pp. 3–25). Wiley.
- Soriano-Vázquez, I., Cajachagua Castro, M., & Morales-García, W. C. (2023). Emotional intelligence as a predictor of job satisfaction: The mediating role of conflict management in nurses. *Frontiers in Public Health*, 11, Article 1249020.
- Soto-Acosta, P., Popa, S., & Palacios-Marqués, D. (2016). E-business, organizational innovation, and firm performance in manufacturing SMEs: An empirical study in Spain. *Technological and Economic Development of Economy*, 22(6), 885–904.
- Sparrowe, R. T., Liden, R. C., Wayne, S. J., & Kraimer, M. L. (2001). Social networks and the performance of individuals and groups. *Academy of Management Journal*, 44(2), 316–325.

- Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, 13(6), 693–713. <https://doi.org/10.1007/BF00929796>
- Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. SAGE Publications. <https://doi.org/10.4135/9781452231542>
- Spector, P. E. (2019). Do not cross me: Optimizing the use of cross-sectional designs. *Journal of Business Psychology*, 34(2), 125–137.
- Spector, P. E., & Fox, S. (2002). An emotion-centered model of voluntary work behavior: Some parallels between counterproductive work behavior and organizational citizenship behavior. *Human Resource Management Review*, 12(2), 269–292.
- Speldekamp, D., Knoben, J., & Saka-Helmhout, A. (2020). Clusters and firm-level innovation: A configurational analysis of agglomeration, network, and institutional advantages in European aerospace. *Research Policy*, 49(3), Article 103921.
- Srivastava, A., Bartol, K. M., & Locke, E. A. (2006). Empowering leadership in management teams: Effects on knowledge sharing, efficacy, and performance. *Academy of Management Journal*, 49(6), 1239–1251. <https://doi.org/10.5465/amj.2006.23478718>
- Stajkovic, A. D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124(2), 240–261. <https://doi.org/10.1037/0033-2909.124.2.240>
- Statistics Solutions, C. F. A. (2013). *Confirmatory factor analysis*. Statistics Solutions. Retrieved from <http://www.statisticssolutions.com/academic-solutions/resources/directory-of-statistical-analyses/confirmatory-factor-analysis>
- Steers, R. M., & Braunstein, D. N. (1976). A behaviorally based measure of job attitudes. *Journal of Vocational Behavior*, 9(2), 251–266. [https://doi.org/10.1016/0001-8791\(76\)90047-1](https://doi.org/10.1016/0001-8791(76)90047-1)
- Sternberg, R. J. (2022). The search for the elusive basic processes underlying human intelligence: Historical and contemporary perspectives. *Journal of Intelligence*, 10(2), Article 28.
- Sternberg, R. J., Preiss, D. D., & Karami, S. (2023). A historical causal-chain theory of conceptions of intelligence. *Review of General Psychology*, 27(3), 320–335.
- Stone, M. (1974). Cross-validatory choice and assessment of statistical predictions. *Journal of the Royal Statistical Society: Series B (Methodological)*, 36(2), 111–147.
- Stoverink, A. C., Kirkman, B. L., Mistry, S., & Rosen, B. (2020). Bouncing back together: Toward a theoretical model of work team resilience. *Academy of Management Review*, 45(2), 395–422.

- Strickland, D. T. J. (2022). *The relationship between student teachers' emotional intelligence and actual-ideal discrepancy of teaching self-efficacy* [Doctoral dissertation, Capella University]. ProQuest Dissertations Publishing.
- Su, R., Liu, J. L., & Lu, X. G. (2018). Research on the main domestic university rankings and their index systems. *Journal of Chengdu University (Social Sciences)*, 3, 15–30.
- Su, T. (2008). Relationship context, social capital, and organizational interpersonal behavior: An empirical study based on social networks. *Journal of Organizational Behavior*, 29(4), 567–589.
- Subhashini, D., & Shaju, M. (2016). Emotional intelligence has a greater impact on job performance of employees: An exploratory study on manufacturing industries in India. *International Journal of Business & Management*, 11(12), 177–186.
- Sullivan, G. M., & Feinn, R. (2012). Using effect size—or why the p-value is not enough. *Journal of Graduate Medical Education*, 4(3), 279–282.
- Suls, J., & Martin, R. (2005). The daily life of the garden-variety neurotic: Reactivity, stressor exposure, mood spillover, and maladaptive coping. *Journal of Personality*, 73(6), 1485–1509. <https://doi.org/10.1111/j.1467-6494.2005.00356.x>
- Supriyanto, A. S., Ekowati, V. M., & Masyhuri, M. (2019). The relationship among spiritual intelligence, emotional intelligence, organizational citizenship behaviour, and employee performance. *Etikonomi*, 18(2), 249–258.
- Susskind, A. M., & Odom-Reed, P. R. (2019). Team member's centrality, cohesion, conflict, and performance in multi-university geographically distributed project teams. *Communication Research*, 46(2), 205–233.
- Tabachnick, B. G., & Fidell, L. S. (2014). *Using multivariate statistics* (6th ed.). Pearson Education Ltd.
- Tabassum, S., Pereira, F. S., Fernandes, S., & Gama, J. (2018). Social network analysis: An overview. *Wiley Interdisciplinary Reviews: Data Mining and Knowledge Discovery*, 8(5), Article e1256.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Brooks/Cole.
- Tassadaq, S. (2019). *Impact of emotional intelligence on project success with the mediating role of team cohesion and moderating role of collectivism* [Master's thesis, Capital University]. ProQuest Dissertations Publishing.
- Tett, R. P., & Burnett, D. D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology*, 88(3), 500–517. <https://doi.org/10.1037/0021-9010.88.3.500>

- The American Association for Public Opinion Research. (2016). *Standard definitions: Final dispositions of case codes and outcome rates for surveys*. AAPOR.
- Thomas, K. W., & Velthouse, B. A. (1990). Cognitive elements of empowerment: An “interpretive” model of intrinsic task motivation. *Academy of Management Review*, 15(4), 666–681. <https://doi.org/10.5465/amr.1990.4310926>
- Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine*, 140(836), 227–235.
- Thornton, C., Miller, P., & Perry, K. (2020). The impact of group cohesion on key success measures in higher education. *Journal of Further and Higher Education*, 44(4), 542–553.
- Tian, X. Q. (2023). Research on the construction of "dual system" teaching teams in applied undergraduate universities. *University Education*, 2023(02), 5–7. <https://doi.org/10.12345/ue.2023.02.002>
- Ticehurst, G. W., & Veal, A. J. (2000). *Business research methods: A managerial approach*. Addison Wesley Longman.
- Tichy, N. M., Tushman, M. L., & Fombrun, C. (1979). Social network analysis for organizations. *Academy of Management Review*, 4(4), 507–519.
- Tims, M., Bakker, A. B., & Xanthopoulou, D. (2011). Do transformational leaders enhance their followers’ daily work engagement? *The Leadership Quarterly*, 22(1), 121–131. <https://doi.org/10.1016/j.leaqua.2010.12.011>
- Tims, M., Twemlow, M., & Fong, C. Y. M. (2022). A state-of-the-art overview of job-crafting research: Current trends and future research directions. *Career Development International*, 27(1), 54–78.
- Tomlinson, T. A., Mears, D. P., Turanovic, J. J., & Stewart, E. A. (2021). Forcible rape and adolescent friendship networks. *Journal of Interpersonal Violence*, 36(9–10), 4111–4136.
- Torres, L., Blevins, A. S., Bassett, D., & Eliassi-Rad, T. (2021). The why, how, and when of representations for complex systems. *SIAM Review*, 63(3), 435–485.
- Triandis, H. C. (1995). *Individualism and collectivism*. Westview Press.
- Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384–399. <https://doi.org/10.1037/h0022100>
- Turetsky, K. M., Curley, J. P., Carter, A. B., & Purdie-Greenaway, V. (2023). Explaining the gender gap in negotiation performance: Social network ties outweigh internal barriers. *Journal of Social Issues*, 79(1), 50–78.
- Turner, J. C. (1982). Toward a cognitive redefinition of the social group. In H. Tajfel (Ed.), *Social identity and intergroup relations* (pp. 15–40). Cambridge University Press.

- Turner, J. C., Brown, R. J., & Tajfel, H. (1979). Social comparison and group interest in ingroup favouritism. *European Journal of Social Psychology*, 9(2), 187–204.
- Turnipseed, D. L., & Vandewaa, E. A. (2012). Relationship between emotional intelligence and organizational citizenship behavior. *Psychological Reports*, 110(3), 899–914.
- Tuyakova, U. Z., Alekeshova, L., Sultangubiyeva, A., & Baizhumanova, B. (2021). The role of the formation of emotional intelligence in the professional activity of teachers. *DSpace Repository*, 3(136), 191–205.
- Uggioni, P. L., & Salay, E. (2013). Reliability and validity of a questionnaire to measure consumer knowledge regarding safe practices to prevent microbiological contamination in restaurants. *Journal of Nutrition Education and Behavior*, 45(3), 250–257.
- Uhl-Bien, M. (2006). Relational leadership theory: Exploring the social processes of leadership and organizing. *The Leadership Quarterly*, 17(6), 654–676. <https://doi.org/10.1016/j.leaqua.2006.10.007>
- Ul-Hassan, M. (2016). Emotional intelligence as a predictor of organizational commitment among college teachers. *European Journal of Social Sciences Studies*, 1(1), 41–64.
- Umar, M., & Ko, I. (2022). E-learning: Direct effect of student learning effectiveness and engagement through project-based learning, team cohesion, and flipped learning during the COVID-19 pandemic. *Sustainability*, 14(3), Article 1724.
- Umphress, E. E., Labianca, G., Brass, D. J., Kass, E., & Scholten, L. (2003). The role of instrumental and expressive social ties in employees' perceptions of organizational justice. *Organization Science*, 14(6), 738–753.
- Van Bergen, A., & Koekebakker, J. (1959). "Group cohesiveness" in laboratory experiments. *Acta Psychologica, Amsterdam*, 16, 81–98. [https://doi.org/10.1016/0001-6918\(59\)90087-3](https://doi.org/10.1016/0001-6918(59)90087-3)
- Van Dyne, L., Cummings, L. L., & Parks, J. M. (1995). Extra-role behaviors: In pursuit of construct and definitional clarity (a bridge to the future). In L. L. Cummings & B. M. Staw (Eds.), *Research in organizational behavior* (Vol. 17, pp. 215–285). JAI Press.
- Van Dyne, L., Graham, J. W., & Dienesch, R. M. (1994). Organizational citizenship behavior: Construct redefinition, measurement, and validation. *Academy of Management Journal*, 37(4), 765–802.
- Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology*, 58(1), 515–541. <https://doi.org/10.1146/annurev.psych.58.110405.085546>

- Van Scotter, J. R., & Motowidlo, S. J. (1996). Interpersonal facilitation and job dedication as separate facets of contextual performance. *Journal of Applied Psychology, 81*(5), 525–531. <https://doi.org/10.1037/0021-9010.81.5.525>
- Van Teijlingen, E. R., Rennie, A. M., Hundley, V., & Graham, W. J. (2001). The importance of conducting and reporting pilot studies: The example of the Scottish Births Survey. *Journal of Advanced Nursing, 34*(3), 289–295.
- Venkataramani, V., Labianca, G. J., & Grosser, T. (2013). Positive and negative workplace relationships, social satisfaction, and organizational attachment. *Journal of Applied Psychology, 98*(6), 1028.
- Vignery, K. (2022). From networked students' centrality to student networks' density: What really matters for student performance? *Social Networks, 70*, 166–186.
- Vignery, K., & Laurier, W. (2020). Achievement in student peer networks: A study of the selection process, peer effects, and student centrality. *International Journal of Educational Research, 99*, Article 101499.
- Vigoda-Gadot, E., Beerli, I., Birman-Shemesh, T., & Somech, A. (2007). Group-level organizational citizenship behavior in the education system: A scale reconstruction and validation. *Educational Administration Quarterly, 43*(4), 462–493.
- Viswesvaran, C. (1993). *Modeling job performance: Is there a general factor?* [Doctoral Dissertation, The University of Iowa].
- Viswesvaran, C., & Ones, D. S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment, 8*(4), 216–226.
- Vroom, V. H. (1964). *Work and motivation*. Wiley.
- Wall, T. D., Michie, J., Patterson, M., Wood, S. J., Sheehan, M., Clegg, C. W., & West, M. (2004). On the validity of subjective measures of company performance. *Personnel Psychology, 57*(1), 95–118.
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management, 34*(1), 89–126. <https://doi.org/10.1177/0149206307308913>
- Wang, B. W., & Liang, J. Y. (2020). Relationship between emotional intelligence and subjective well-being: A meta-analytic approach. *Chinese Journal of Health Psychology, 28*(6), 810–819. <https://doi.org/10.13342/j.cnki.cjhp.2020.06.30>
- Wang, F., & Zhang, T. Y. (2020). Research on the application-oriented transformation path of newly built undergraduate universities under the background of local university transformation and development. *Writer's World, 13*, 143+170. <https://doi.org/10.13342/j.cnki.cjhp.2020.06.30>

- Wang, H. L. (2024). *Research on the issue of job burnout and alleviation strategies among teachers in local universities: A case study of City X*. [Master's thesis, Hebei University of Economics and Trade]. Retrieved from <https://link.cnki.net/doi/10.27106/d.cnki.ghbj.2024.000059>
- Wang, J. H. (2021). Analysis of the relationship between world-class universities and first-class disciplines: Based on the 2019 ranking of soft science. *Research Trends in Higher Education Teaching in China*, 2(1).
- Wang, L. (2017). The dilemma and countermeasures of the transformation of local colleges and universities in China from the perspective of collaborative innovation. *Journal of Xuchang University*, 36(4), 53–55.
- Wang, L. L., & Si, J. (2020). High EQ = High performance? A study of the influence mechanism of bank employees' emotional intelligence on job performance. *Journal of Anqing Normal University (Social Science Edition)*, 02, 99–105. <https://doi.org/10.13757/j.cnki.cn34-1329/c.2020.02.018>
- Wang, P. A. (2023). *Research on the relationship between leaders' EQ and team knowledge sharing performance* [Master's thesis, Southwestern University of Finance and Economics]. Retrieved from <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&filename=1023620306.nh>
- Wang, S. C., McLarnon, M. J., O'Neill, T. A., & Turner, A. L. (2023). Location, location, location: Centrality in team conflict networks and individual outcomes. *Group Dynamics: Theory, Research, Practice*, 27(4), 257-275.
- Wang, X. (2023). *Research on influencing factors and promotion paths of new generation employees' resilience* [Master's thesis, Qingdao University of Science and Technology]. Retrieved from <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202401&filename=1023801388.nh>
- Wang, Y. (2021). The construction dilemma and development direction of applied universities in the new era. *Social Science Front*, 12, 266–270.
- Wang, Y., & Zhang, J. (2019). An empirical analysis of the influencing factors of teachers' work performance in private colleges and universities. *Journal of Anyang Institute of Technology*, 101(5), 106–109.
- Wang, Y. S., Hu, H.-Q., Chen, Z., & Yang, Y. (2021). How servant leadership impacts the cohesion and burnout of female athletes and how self-identity mediates the association between servant leadership, cohesion, and burnout. *Revista De Psicología Del Deporte*, 30(1), 204–217.
- Wang, Z. L. (2005). *Research on the application of social network analysis method in scientific research collaboration network* [Master's thesis, Dalian University of Technology].

- Wang, Z. L. (2006). *Research on the application of social network analysis method in research collaborative network* [Doctoral Dissertation, Dalian University of Technology].
- Wang, Z. Y., Wu, J. H., & Duan, Y. J. (2015). The impact of social network types and structural properties on job performance. *East China Economic Management*, 29(10), 133–138.
- Wanous, J. P., Reichers, A. E., & Hudy, M. J. (1997). Overall job satisfaction: How good are single-item measures? *Journal of Applied Psychology*, 82(2), 247.
- Warner, S., Bowers, M. T., & Dixon, M. A. (2012). Team dynamics: A social network perspective. *Journal of Sport Management*, 26(1), 53–66.
- Waseem, M., Iqbal, S., & Khan, K. (2022). Impact of project governance on project success, with the mediating role of organizational support and project team cohesion. *Journal of Facilities Management*, 22(3), 432–457.
- Watanabe, W. C., Shafiq, M., Nawaz, M. J., Saleem, I., & Nazeer, S. (2024). The impact of emotional intelligence on project success: Mediating role of team cohesiveness and moderating role of organizational culture. *International Journal of Engineering Business Management*, 16, 18479790241232508.
- Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063–1070. <https://doi.org/10.1037/0022-3514.54.6.1063>
- Wayne, S. J., Shore, L. M., & Liden, R. C. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management Journal*, 40(1), 82–111. <https://doi.org/10.5465/257021>
- Wech, B. A., Mossholder, K. W., Steel, R. P., & Bennett, N. (1998). Does work group cohesiveness affect individuals' performance and organizational commitment? A cross-level examination. *Small Group Research*, 29(4), 472–494.
- Wechsler, D. (1943). Non-intellective factors in general intelligence. *The Journal of Abnormal and Social Psychology*, 38(1), 101–103. <https://doi.org/10.1037/h0060613>
- Wechtler, H., Marodin, J. K., & Lehtonen, M. J. (2023). Systematic literature review on networks of innovative teams: Current trends and future research avenues. *European Management Journal*, 42(6), 968–978.
- Wei, H., Zhang, S., Qu, W., Liu, M., Yan, Z., & Luan, X. (2024). The association between team cohesion and performance: A network analysis of nurses. *Nursing Health Sciences*, 26(1), e13089.
- Weinberger, L. A. (2003). *An examination of the relationship between emotional intelligence, leadership style, and perceived leadership effectiveness* [PhD. Thesis, University of Minnesota].

- Weinberger, L. A. (2009). Emotional intelligence, leadership style, and perceived leadership effectiveness. *Advances in Developing Human Resources*, 11(6), 747–772.
- Weiss, S. S. (2019). *The relationship between registered nurse emotional intelligence, turnover intention, and job performance* [Doctoral Dissertation, Saint Leo University].
- Wen, Y. H. (2020). The reform and development of higher education in the era of the knowledge economy. *Education and Teaching Forum*(2), 73-79.
- Werdhiastutie, A., Suhariadi, F., & Partiw, S. G. J. B. I. R. (2020). Achievement motivation as antecedents of quality improvement of organizational human resources. *Budapest International Research Critics Institute-Journal*, 3, 747–752.
- Wernerfelt, B. (1984). A resource-based view of the firm. *Strategic Management Journal*, 5(2), 171–180.
- Widiani, N. P., Putri, A. M. A. D., Sari, M. M. R., & Wirajaya, I. G. A. (2019). The effect of love of money and emotional intelligence on employee performance with organizational citizenship behavior as a mediating variable. *International Research Journal of Engineering, IT Scientific Research*, 5(1), 39–49.
- Williams, L. J. (1988). *Affective and nonaffective components of job satisfaction and organizational commitment as determinants of organizational citizenship and in-role behaviors* [PhD. Thesis, Indiana University].
- Williams, L. J., & Anderson, S. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management*, 17(3), 601–617. <https://doi.org/10.1177/014920639101700305>
- Wisecarver, M. M., Carpenter, T. D., & Kilcullen, R. N. (2007). Capturing interpersonal performance in a latent performance model. *Military Psychology*, 19(2), 83–101.
- Wong, C.-S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243–274.
- Wong, C.-S., Wong, P.-M., & Law, K. (2007). Evidence of the practical utility of Wong's emotional intelligence scale in Hong Kong and mainland China. *Asia Pacific Journal of Management*, 24(1), 43-60.
- Worley, J. T., Harenberg, S., & Vosloo, J. (2020). The relationship between peer servant leadership, social identity, and team cohesion in intercollegiate athletics. *Psychology of Sport & Exercise*, 49, 101712.
- Wright, T. A., & Cropanzano, R. (2000). Psychological well-being and job satisfaction as predictors of job performance. *Journal of Occupational Health Psychology*, 5(1), 84–94. <https://doi.org/10.1037/1076-8998.5.1.84>

- Wright, P. M., George, J. M., Farnsworth, S. R., & McMahan, G. C. (1993). Productivity and extra-role behavior: The effects of goals and incentives on spontaneous helping. *Journal of Applied Psychology*, 78(3), 374.
- Wu, G. L. (2023). Utilizing the leading role of higher education in the construction of an educational power. *Studies in Ideological Education*(07), 97–100. doi:CNKI:SUN:SIXI.0.2023-07-015
- Wu, X. Y. (2024a). A study on the construction of disciplinary team in newly-established local universities based on visionary leadership theory. *Journal of Hubei Open Vocational College*, 37(12), 42–44. <https://doi.org/10.3969/j.issn.2096-711X.2024.12.016>
- Wu, X. Y. (2024b). A study on the construction of disciplinary team in newly-established local universities based on visionary leadership theory. *Journal of Hubei Open Vocational College*(12), 42–44. doi:CNKI:SUN:HBHS.0.2024-12-016
- Wu, Y., & Wang, Z. G. (2022). The dilemma and choice of "retention and outflow" of local university teachers: A qualitative study from the dual factor theory. *Teacher Education Research*, 34(06), 69–75. <https://doi.org/10.13445/j.cnki.t.e.r.2022.06.007>
- Wu, Y. Q., Chen, Y. Y., Tao, X. M., & Gu, Q. X. (2016). Literature review on team cohesion and a research agenda. *Industrial Engineering and Management*.
- Wu, Y. Q., & Gu, Q. X. (2017). Dimensions and measurement of team cohesion construct. *Industrial Engineering and Management*.
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Work engagement and financial returns: A diary study on the role of job and personal resources. *Journal of Occupational and Organizational Psychology*, 82(1), 183–200. <https://doi.org/10.1348/096317908X285633>
- Xi, Q. Q. (2022). The current situation and solutions of scientific research in applied undergraduate universities. *Heilongjiang Science*, 13(03), 17–17+21.
- Xia, Y. (2017). A review of the relationship between emotional intelligence and job performance in state-owned building materials enterprises. *Shanghai Building Materials*(6), 35–38.
- Xiao, L. B. (2018). *A study on the impact of social network of hotel basic-roots employees on individual performance* [Master's thesis, Huaqiao University].
- Xiao, L. B., Zheng, X. M., & Liu, Y. T. (2020a). Research on the influence of social network type and structure characteristics on individual performance. *Journal of Guilin University of Aerospace Technology*(1), 77–87.
- Xiao, L. B., Zheng, X. M., & Liu, Y. T. (2020b). A study on the impact of social network types and structural characteristics on individual performance. *Journal of Guilin University of Aerospace Technology*(01), 77–87. <https://doi.org/10.15916/j.issn1674-327x.2020.01.014>

- Xie, W. Y., Cheng, C. M., & Liang, Y. (2020). The impact of visionary leadership on team performance: Mediated by team cohesion. *Journal of Liaoning University of Technology (Social Science Edition)*, (04). <https://doi.org/10.15916/j.issn1674-327x.2020.04.013>
- Xu, X. B., Xie, R. J., & Zhang, L. X. (2019). Research on knowledge employee innovation performance based on social network. *Journal of Anhui Polytechnic University*, 34(5), 77–85.
- Xu, Y. L. (2004). *Construction and empirical research on combination theory of emotional intelligence* [Doctoral dissertation, Capital Normal University].
- Yan, J. R. (2023). The enlightenment of major domestic university rankings on the connotation-based development of local universities: A case study of Hanjiang Normal University. *Journal of Hanjiang Normal University*, 43(1), 111–118.
- Yang, Q. (2018). *Research on the relationship between emotional intelligence and job performance of university teachers* [Master's thesis, Huazhong Normal University].
- Yang, S. J. (2019). Revision of athletes' organizational citizenship behavior scale and its mediating role in cohesion and satisfaction based on IRT. *Journal of Shenyang Sport University*(02), 52–57+64.
- Yao, J. (2009). A two-tier view of "relation" and "structure": An empirical study of the relationship between the social network and job performance. *Sociology*, 29(2), 162–178.
- Yildiz Durak, H. (2021). Modeling of relations between K-12 teachers' TPACK levels and their technology integration self-efficacy, technology literacy levels, attitudes toward technology, and usage objectives of social networks. *Interactive Learning Environments*, 29(7), 1136–1162.
- Yin, H.-B., Lee, J. C. K., & Zhang, Z.-H. (2013). Exploring the relationship among teachers' emotional intelligence, emotional labor strategies, and teaching satisfaction. *Journal of Teaching*, 35, 137–145.
- Yin, Y. (2018). The path problem of orderly flow of talents in colleges and universities. *Cultural and Educational Information*(14), 43.
- Ying, L. N. (2021). Research on the construction of performance indicator system for research teams in local applied universities: A case study of Ningbo University of Finance and Economics. *Ningbo Economy (Sanjiang Forum)*, (12), 32–35. <https://doi.org/10.15916/j.issn1674-327x.2021.12.009>
- Yong, A. G., & Pearce, S. (2013). A beginner's guide to factor analysis: Focusing on exploratory factor analysis. *Tutorials in Quantitative Methods for Psychology*, 9(2), 79–94.

- Yoon, P., & Leem, J. (2021). The influence of social presence in online classes using virtual conferencing: Relationships between group cohesion, group efficacy, and academic performance. *Sustainability*, 13(4), 1988. <https://doi.org/10.3390/su13041988>
- Yu, Y. (2016). *Study on the transformation of Tangshan college into an application-oriented undergraduate college* [Master's thesis, Yanshan University].
- Yuan, X. T. (2010). *Research on the relationship between internal social network and team knowledge creation in enterprise R&D teams* (Doctoral dissertation, South China University of Technology).
- Yue, C. A., & Thelen, P. D. (2023). Words matter: The impact of workplace verbal aggressiveness on workgroup relationship conflict, work-life conflict, and employee-organization relationships. *Public Relations Review*, 49(1), 102292. <https://doi.org/10.1016/j.pubrev.2023.102292>
- Yukelson, D., Weinberg, R., & Jackson, A. (1984). A multidimensional group cohesion instrument for intercollegiate basketball teams. *Journal of Sport & Exercise Psychology*, 6(1), 103–117.
- Yukl, G. A. (2013). *Leadership in organizations* (8th ed.). Pearson.
- Zaccaro, S., & McCoy, M. C. (1988). The effects of task and interpersonal cohesiveness on performance of a disjunctive group task. *Journal of Applied Social Psychology*, 18(10), 837–851.
- Zaccaro, S. J., Rittman, A. L., & Marks, M. A. (2001). Team leadership. *The Leadership Quarterly*, 12(4), 451–483. [https://doi.org/10.1016/S1048-9843\(01\)00093-5](https://doi.org/10.1016/S1048-9843(01)00093-5)
- Zaucha, J., & Böhme, K. (2020). Measuring territorial cohesion is not a mission impossible. *European Planning Studies*, 28(3), 627–649. <https://doi.org/10.1080/09654313.2019.1693445>
- Zeidner, M. (2009). Emotional intelligence and coping with occupational stress: What have we learned so far? In A. Antonious, G. Chrousos, C. Cooper, M. Eysenck, & C. Spielberger (Eds.), *Handbook of managerial behavior and occupational health* (pp. 381–396). Edward Elgar.
- Zeidner, M., Roberts, R. D., & Matthews, G. (2008). The science of emotional intelligence: Current consensus and controversies. *Emotion Review*, 13(1), 64–78. <https://doi.org/10.1177/1754073907081237>
- Zellars, K. L., Tepper, B. J., & Duffy, M. K. (2002). Abusive supervision and subordinates' organizational citizenship behavior. *Journal of Applied Psychology*, 87(6), 1068–1076. <https://doi.org/10.1037/0021-9010.87.6.1068>
- Zemljč, B., & Hlebec, V. (2005). Reliability of measures of centrality and prominence. *Social Networks*, 27(1), 73–88. <https://doi.org/10.1016/j.socnet.2004.06.001>

- Zeng, J. (2019). *A practical study on the transformation and development of the faculty in newly-built local universities* [Doctoral dissertation, Huazhong University of Science and Technology].
- Zeng, W., Peng, A. C., & Zhao, J. (2023). When friendship is not mutual: The influence of network centrality incongruence on leadership emergence and organizational identification. *Journal of Leadership & Organizational Studies*, 30(1), 11–24. <https://doi.org/10.1177/15480518221116662>
- Zhan, Z. P. (2022). *A study on the relationship between informal organizational influence and job performance of middle school teachers: Taking five public middle schools in Zhangzhou as an example* [Master's thesis, Minjiang Normal University].
- Zhang, A. F., Zhang, S. Y., & Yang, W. T. (2022). Connecting with the industrial chain to cultivate innovative talents in application. *Research in Higher Education of Engineering*, 5, 87–92.
- Zhang, D. L. (2014). Reform and innovation efforts to build a modern applied higher education system with regional characteristics. *China Higher Education Research*, 12(5).
- Zhang, H., & Gen, L. J. (2015). Advice network and individual knowledge creation: The moderating role of personality traits. *Science Research Management*, 36(3), 21–28.
- Zhang, H. H., & Huang, T. T. (2015). The transmitting mechanisms of emotional intelligence on performance: Sequentially mediated by intra-group trust perception and friendship network centrality. *Nankai Business Review*, 18(3), 141–150.
- Zhang, H.-H., & Wang, H. (2011). A meta-analysis of the relationship between individual emotional intelligence and workplace performance. *Acta Psychologica Sinica*, 43(2), 188–202. <https://doi.org/10.3724/SP.J.1041.2011.00188>
- Zhang, J., Bai, D. H., Song, P. W., Yuan, R., & Zhang, Z. D. (2022). An empirical study on the impact of work pressure, psychological resilience, and participation in leisure sports on occupational burnout among university teachers under the new situation. *Chinese Journal of Health Psychology*, 30(11), 1660–1668. <https://doi.org/10.13342/j.cnki.cjhp.2022.11.009>
- Zhang, J., & Wang, J. Y. (2021). The era connotation and practice path of high-quality development of higher education. *China Higher Education Research*, 9, 25–30. <https://doi.org/10.16298/j.cnki.1004-3667.2021.09.04>
- Zhang, J., & Yang, H. Z. (2013). Literature review of university research team cohesion. *Journal of Nanjing University of Aeronautics and Astronautics (Social Sciences)*, 04, 33–39. <https://doi.org/10.16298/j.cnki.1004-3667.2021.09.04>

- Zhang, L. (2011). *Research on the relationship of team social capital, cohesion, and business performance* [Master's thesis, Shandong University of Technology].
- Zhang, L., & Nie, T. (2013). Research on the relationship between team cohesion, work-family promotion, and employees' in-service behavior. *Journal of Management*, 10(1), 103–109.
- Zhang, Q., & Hao, S. Y. (2022). Construction project manager's emotional intelligence and team effectiveness: The mediating role of team cohesion and the moderating effect of time. *Frontiers in Psychology*, 13, 845791. <https://doi.org/10.3389/fpsyg.2022.845791>
- Zhang, Q., Hao, S. Y., & Chung, K. S. K. (2023). The impact of project manager's emotional intelligence on project performance: A meta-analysis. *Chinese Management Studies*, 17(3), 461–487. <https://doi.org/10.1108/CMS-05-2022-0384>
- Zhang, Q. H. (2023). Guangdong University of Petrochemical Technology held a high-quality development conference and the 2023 spring semester work conference. *Guangdong University of Petrochemical Technology News*.
- Zhang, X., & Venkatesh, V. (2013). Explaining employee job performance: The role of online and offline workplace communication networks. *MIS Quarterly*, 37(4), 695–722. <https://doi.org/10.25300/MISQ/2013/37.4.06>
- Zhang, Y. (2023). Research on the path of discipline team construction in local applied undergraduate universities. *University: Research and Management*, 2, 153–156.
- Zhang, Y., Lu, B. Z., & Zheng, H. D. (2020). Can buzzing bring business? Social interactions, network centrality, and sales performance: An empirical study on business-to-business communities. *Journal of Business Research*, 112, 170–189. <https://doi.org/10.1016/j.jbusres.2019.09.050>
- Zhang, Z., & Yuan, K.-H. (2018). *Practical Statistical Power Analysis Using Webpower and R* (Eds.). Retrieved from <https://webpower.psychstat.org>
- Zhao, H. D., & Jiang, J. R. (2022). Role stress, emotional exhaustion, and knowledge hiding: The joint moderating effects of network centrality and structural holes. *Current Psychology*, 41(12), 8829–8841. <https://doi.org/10.1007/s12144-022-02448-9>
- Zhao, J. F., & Liu, L. (2020). China's higher education 70 years inventory and future development suggestions. *Modern Education Management*, 4, 1–9. <https://doi.org/10.3969/j.issn.1003-4613.2020.04.001>
- Zhao, J. R. (2022). *The incongruence effect of friendship network centrality on informal leadership emergence* [Master's thesis, Hunan University].
- Zhao, X., Lynch Jr, J. G., & Chen, Q. (2010). Reconsidering Baron and Kenny: Myths and truths about mediation analysis. *Journal of Consumer Research*, 37(2), 197–206. <https://doi.org/10.1086/651257>

- Zheng, J. H. (2022). Emotional labor in college teachers' teaching: A qualitative study based on the job demands-resource model. *Heilongjiang Researches on Higher Education*, 1, 77–86. <https://doi.org/10.19903/j.cnki.cn23-1074/g.2022.01.003>
- Zhou, C. (2024). The proposition of constructing a leading higher education power for our times: Logical approach and research progress. *Jiangsu Higher Education*, 7, 9–15. <https://doi.org/10.13236/j.cnki.jshe.2024.07.002>
- Zhou, D. J. (2020). A study on the issue of teachers' emotional involvement in classroom teaching. *Teaching & Administration*, 15, 14–17. <https://doi.org/10.19903/j.cnki.cn36-1197/g.2020.15.006>
- Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. *Academy of Management Journal*, 44(4), 682–696. <https://doi.org/10.5465/3069410>
- Zhou, H. T., & Hu, W. S. (2020). The mode, difficulties, and countermeasures of high-level discipline construction in local universities. *Journal of Higher Education*, 41(3), 36–41, 85. <https://doi.org/10.16298/j.cnki.1001-1271.2020.03.006>
- Zhou, H. Y., & Li, Y. Y. (2024). Building China into the world's education center: Why it's necessary, how it's possible, and what can be achieved. *Journal of Xinjiang Normal University*, 45(1), 127–138. <https://doi.org/10.13202/j.cnki.xjnu.2024.01.018>
- Zhu, M. (2024). Exploring influencer dynamics and network resilience: A deep dive into science-related subgraph of Twitter ego networks. *Procedia Computer Science*, 242, 280–287. <https://doi.org/10.1016/j.procs.2024.02.024>
- Zikmund, W., Babin, B., Carr, J., & Griffin, M. (2010). *Business research methods: Sampling design and sampling procedures*. Paper presented at the Mason, OH: Library of Congress.
- Zikmund, W., Babin, B., Carr, J., & Griffin, M. (2012). *Business research methods* (9th ed.). South-Western College Publishing.
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2009). *Business research methods* (8th ed.). Cengage Learning.
- Zou, C., & Zhou, Y. H. (2017). A review of the application of social network theory in business management. *Mall Modernization*.

APPENDICES

Appendix A

Chi-square Probability Distribution Table

Critical values of the Chi-square distribution with d degrees of freedom							
Probability of exceeding the critical value							
d	0.05	0.01	0.001	d	0.05	0.01	0.001
1	3.841	6.635	10.828	11	19.675	24.725	31.264
2	5.991	9.210	13.816	12	21.026	26.217	32.910
3	7.815	11.345	16.266	13	22.362	27.688	34.528
4	9.488	13.277	18.467	14	23.685	29.141	36.123
5	11.070	15.086	20.515	15	24.996	30.578	37.697
6	12.592	16.812	22.458	16	26.296	32.000	39.252
7	14.067	18.475	24.322	17	27.587	33.409	40.790
8	15.507	20.090	26.125	18	28.869	34.805	42.312
9	16.919	21.666	27.877	19	30.144	36.191	43.820
10	18.307	23.209	29.588	20	31.410	37.566	45.315

INTRODUCTION TO POPULATION GENETICS, Table D.1
© 2013 Sinauer Associates, Inc.

Appendix B

Web Power output

WebPower
Statistical power analysis online

ENHANCED BY Google

Navigation

- WebPower
- Ask Power
- My Analyses
- New Analysis
- Tools
- Manual
- References
- What's new
- Workshop
- FAQ

Output of skewness and kurtosis calculation

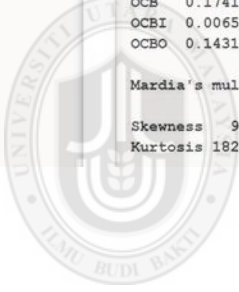
Sample size: 422
Number of variables: 16

Univariate skewness and kurtosis

	Skewness	SE_skew	Kurtosis	SE_kurt
EI	0.149384295	0.1188184	0.98386219	0.2370849
SFEA	0.004715146	0.1188184	0.20656237	0.2370849
SFER	0.091136749	0.1188184	0.53120267	0.2370849
OFEA	0.119502624	0.1188184	0.74621503	0.2370849
OFER	0.095388151	0.1188184	0.72917388	0.2370849
FNC	0.134894959	0.1188184	-0.32497261	0.2370849
TC	0.307057449	0.1188184	-0.03296267	0.2370849
AC	0.373939112	0.1188184	0.08738830	0.2370849
IC	0.074853065	0.1188184	-0.37240237	0.2370849
TP	0.114072590	0.1188184	-0.01163829	0.2370849
TE	0.018429704	0.1188184	-0.31230002	0.2370849
TI	-0.071943583	0.1188184	0.05700983	0.2370849
SRS	0.091639786	0.1188184	0.07957379	0.2370849
OCB	0.174192277	0.1188184	-0.15298175	0.2370849
OCBI	0.006546848	0.1188184	-0.56443606	0.2370849
OCBO	0.143141318	0.1188184	0.19660209	0.2370849

Mardia's multivariate skewness and kurtosis

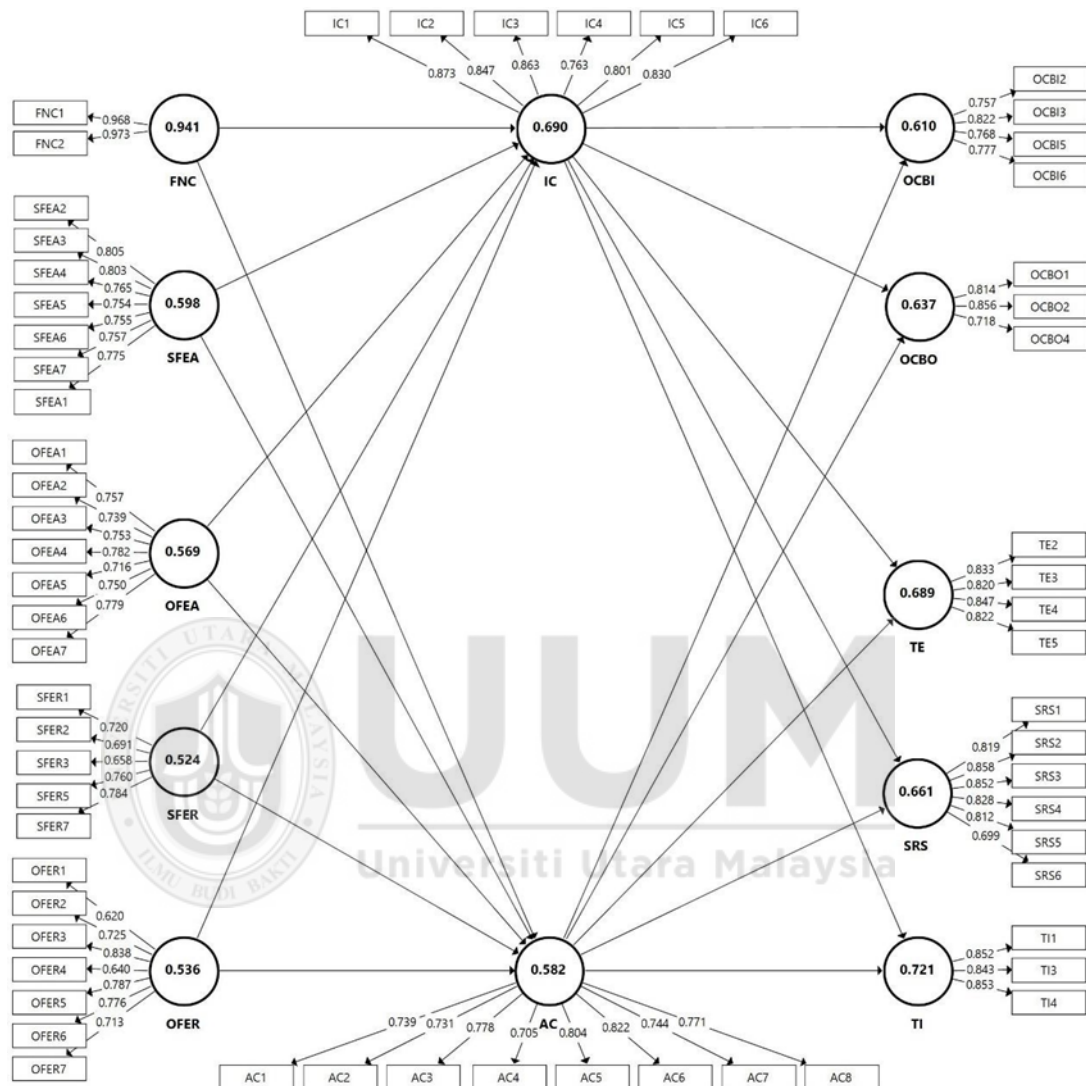
	b	z	p-value
Skewness	9.400434	661.16384	0.9999784
Kurtosis	182.903231	-44.97844	0.0000000



Universiti Utara Malaysia

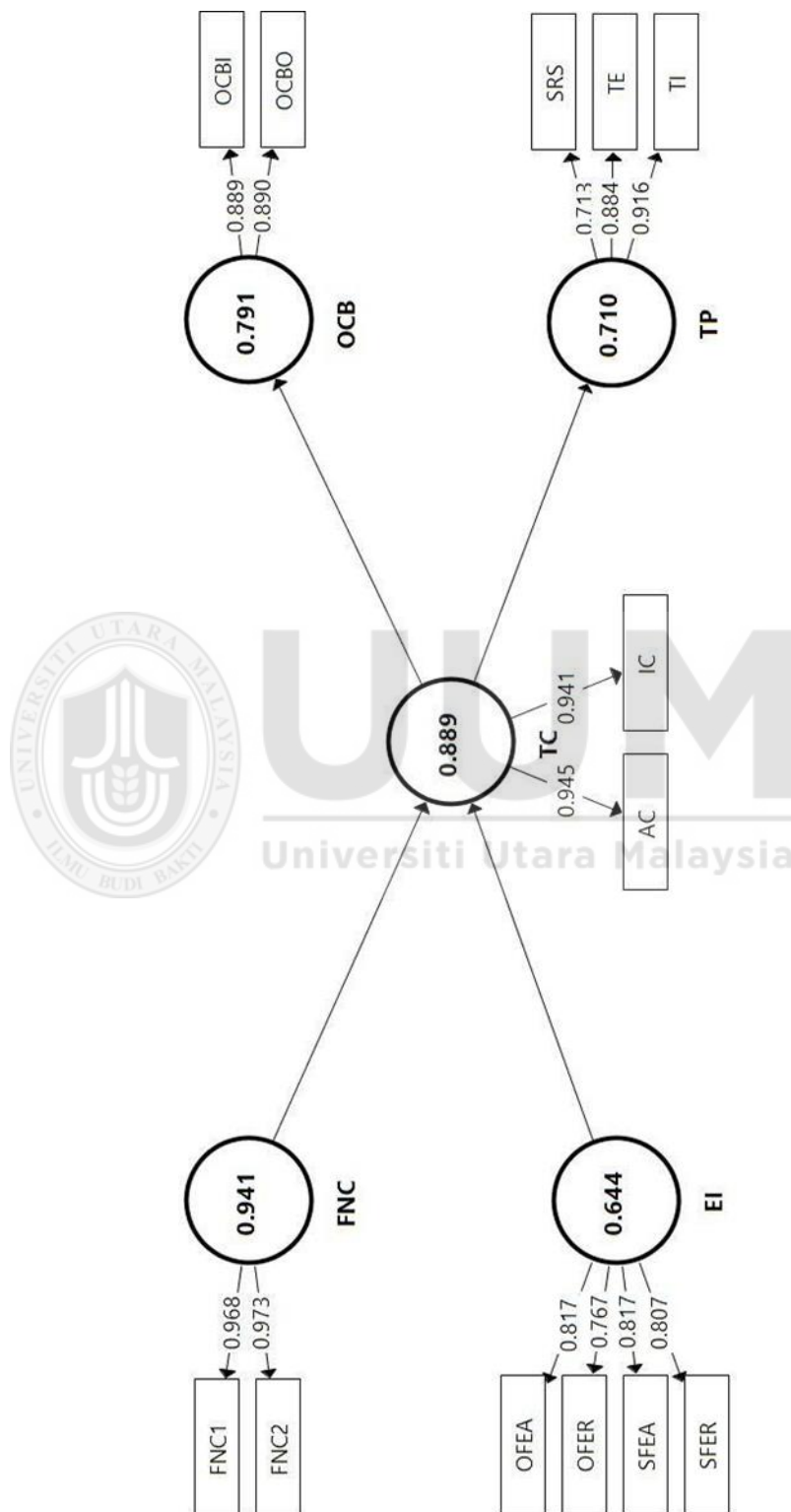
Appendix C

Measurement Model Stage 1



Appendix D

Measurement Model Stage 2



Appendix E

PLS Algorithm output

Construct reliability and validity (Stage 1)

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
AC	0.897	0.917	0.582
FNC	0.938	0.970	0.941
IC	0.910	0.930	0.690
OCBI	0.787	0.862	0.610
OCBO	0.713	0.840	0.637
OFEA	0.874	0.902	0.569
OFER	0.858	0.889	0.536
SFEA	0.888	0.912	0.598
SFER	0.781	0.846	0.524
SRS	0.898	0.921	0.661
TE	0.852	0.899	0.689
TI	0.808	0.886	0.721

Construct reliability and validity (Stage 2)

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
EI	0.819	0.878	0.644
FNC	0.938	0.970	0.941
OCB	0.736	0.883	0.791
TC	0.875	0.941	0.889
TP	0.791	0.879	0.710

HTMT Ratio (Stage 2)

	EI	FNC	OCB	TC	TP
EI					
FNC	0.047				
OCB	0.559	0.053			
TC	0.498	0.049	0.721		
TP	0.536	0.072	0.904	0.524	

HTMT Confidence Interval

	2.5%	97.5%
TI -> TE	0.879	0.964
TP -> OCB	0.842	0.964

HTMT Ratio (Stage 1)

	AC	FNC	IC	OCBI	OCBO	OFEA	OFER	SFEA	SFER	SRS	TE	TI
AC												
FNC	0.050											
IC	0.851	0.059										
OCBI	0.539	0.070	0.590									
OCBO	0.627	0.044	0.583	0.777								
OFEA	0.384	0.050	0.323	0.336	0.448							
OFER	0.317	0.041	0.191	0.289	0.340	0.644						
SFEA	0.457	0.072	0.438	0.534	0.405	0.609	0.496					
SFER	0.370	0.050	0.320	0.330	0.359	0.654	0.695	0.592				
SRS	0.343	0.031	0.258	0.364	0.502	0.295	0.340	0.264	0.364			
TE	0.410	0.087	0.455	0.807	0.672	0.354	0.305	0.400	0.358	0.450		
TI	0.412	0.053	0.409	0.748	0.745	0.322	0.351	0.357	0.347	0.608	0.923	

Cross loadings

	AC	FNC	IC	OCBI	OCBO	OFEA	OFER	SFEA	SFER	SRS	TE	TI
AC1	0.742	0.044	0.443	0.325	0.375	0.248	0.263	0.304	0.249	0.277	0.247	0.271
AC2	0.732	0.082	0.519	0.301	0.354	0.250	0.181	0.281	0.195	0.203	0.248	0.211
AC3	0.776	0.057	0.630	0.391	0.374	0.267	0.228	0.324	0.275	0.157	0.295	0.247
AC4	0.708	-0.004	0.437	0.321	0.329	0.202	0.271	0.249	0.211	0.307	0.256	0.285
AC5	0.803	-0.013	0.641	0.393	0.380	0.293	0.212	0.355	0.305	0.295	0.297	0.269
AC6	0.822	0.038	0.673	0.465	0.428	0.328	0.274	0.377	0.305	0.269	0.362	0.299
AC7	0.742	0.014	0.720	0.484	0.450	0.268	0.198	0.332	0.256	0.182	0.395	0.305
AC8	0.771	-0.028	0.621	0.389	0.383	0.223	0.194	0.273	0.216	0.265	0.258	0.227
FNC1	0.029	0.968	0.050	0.056	0.027	0.018	0.038	0.050	-0.035	-0.032	0.068	0.048
FNC2	0.030	0.973	0.055	0.027	-0.019	0.028	0.023	0.047	-0.021	-0.024	0.049	0.034
IC1	0.659	0.057	0.873	0.468	0.409	0.249	0.190	0.364	0.277	0.218	0.367	0.313
IC2	0.634	0.019	0.847	0.411	0.392	0.230	0.118	0.323	0.243	0.200	0.347	0.250
IC3	0.610	0.042	0.864	0.501	0.433	0.224	0.155	0.336	0.264	0.226	0.399	0.329
IC4	0.612	0.040	0.763	0.411	0.400	0.255	0.142	0.299	0.188	0.210	0.358	0.318
IC5	0.644	0.078	0.802	0.373	0.389	0.240	0.177	0.276	0.221	0.193	0.324	0.247
IC6	0.715	0.038	0.829	0.446	0.399	0.250	0.160	0.367	0.293	0.221	0.357	0.270
OCBI1	0.407	0.013	0.358	0.596	0.518	0.204	0.221	0.258	0.220	0.341	0.389	0.413
OCBI2	0.369	0.052	0.363	0.743	0.562	0.303	0.274	0.404	0.283	0.306	0.541	0.484
OCBI3	0.412	0.025	0.426	0.771	0.523	0.247	0.230	0.345	0.247	0.274	0.513	0.445
OCBI4	0.339	0.053	0.301	0.692	0.592	0.261	0.274	0.308	0.252	0.374	0.502	0.533
OCBI5	0.345	0.094	0.413	0.713	0.504	0.167	0.104	0.323	0.177	0.197	0.540	0.428
OCBI6	0.316	-0.014	0.366	0.750	0.494	0.161	0.182	0.328	0.186	0.251	0.550	0.489
OCBI7	0.368	-0.012	0.405	0.765	0.591	0.263	0.203	0.330	0.268	0.277	0.640	0.571
OCBO1	0.430	0.041	0.354	0.549	0.731	0.274	0.234	0.272	0.228	0.367	0.410	0.434
OCBO2	0.410	0.020	0.427	0.582	0.788	0.282	0.229	0.283	0.243	0.347	0.521	0.521
OCBO3	0.296	-0.041	0.189	0.371	0.569	0.256	0.243	0.206	0.218	0.424	0.368	0.423
OCBO4	0.364	-0.003	0.339	0.463	0.702	0.287	0.227	0.219	0.212	0.275	0.443	0.405
OCBO5	0.291	0.043	0.275	0.498	0.659	0.297	0.347	0.334	0.300	0.399	0.512	0.487
OCBO6	0.229	-0.023	0.277	0.489	0.553	0.207	0.163	0.272	0.176	0.149	0.461	0.391
OCBO7	0.232	-0.058	0.314	0.464	0.518	0.201	0.124	0.235	0.198	0.134	0.472	0.381
OFEA1	0.264	0.071	0.257	0.218	0.301	0.757	0.367	0.417	0.391	0.149	0.240	0.179
OFEA2	0.252	-0.047	0.198	0.269	0.291	0.739	0.409	0.406	0.430	0.196	0.243	0.205
OFEA3	0.250	0.027	0.216	0.217	0.277	0.753	0.461	0.361	0.414	0.254	0.217	0.190
OFEA4	0.271	0.033	0.229	0.241	0.286	0.782	0.414	0.442	0.474	0.221	0.242	0.190
OFEA5	0.250	-0.010	0.227	0.285	0.313	0.716	0.412	0.396	0.348	0.159	0.270	0.240
OFEA6	0.235	0.048	0.158	0.192	0.291	0.750	0.464	0.375	0.423	0.198	0.214	0.180
OFEA7	0.286	0.001	0.231	0.256	0.323	0.779	0.439	0.442	0.474	0.217	0.293	0.243
OFER1	0.180	0.020	0.114	0.133	0.142	0.358	0.620	0.317	0.392	0.218	0.175	0.209
OFER2	0.203	0.025	0.095	0.104	0.147	0.383	0.726	0.286	0.387	0.136	0.151	0.164
OFER3	0.314	0.057	0.221	0.273	0.305	0.459	0.838	0.406	0.509	0.268	0.265	0.255
OFER4	0.100	-0.026	0.009	0.086	0.141	0.363	0.640	0.216	0.307	0.136	0.138	0.123
OFER5	0.226	-0.012	0.088	0.237	0.260	0.432	0.787	0.326	0.472	0.272	0.226	0.226
OFER6	0.217	0.028	0.153	0.278	0.324	0.453	0.776	0.372	0.508	0.284	0.267	0.322
OFER7	0.189	0.018	0.171	0.282	0.332	0.410	0.712	0.312	0.435	0.209	0.269	0.238

	AC	FNC	IC	OCBI	OCBO	OFEA	OFER	SFEA	SFER	SRS	TE	TI
SFEA2	0.299	0.076	0.321	0.341	0.288	0.397	0.307	0.805	0.372	0.164	0.310	0.232
SFEA3	0.322	0.010	0.303	0.342	0.285	0.442	0.358	0.803	0.405	0.180	0.295	0.229
SFEA4	0.320	0.090	0.333	0.429	0.387	0.450	0.366	0.765	0.419	0.244	0.332	0.310
SFEA5	0.317	0.013	0.297	0.323	0.218	0.393	0.347	0.754	0.401	0.192	0.242	0.170
SFEA6	0.329	0.061	0.292	0.376	0.372	0.423	0.382	0.755	0.382	0.181	0.289	0.242
SFEA7	0.337	-0.042	0.310	0.365	0.350	0.450	0.388	0.757	0.447	0.264	0.330	0.245
SFER1	0.190	-0.041	0.133	0.246	0.271	0.451	0.439	0.395	0.720	0.251	0.268	0.205
SFER2	0.196	-0.022	0.163	0.167	0.199	0.349	0.411	0.362	0.680	0.226	0.232	0.208
SFER3	0.170	0.005	0.167	0.153	0.204	0.361	0.388	0.308	0.652	0.183	0.196	0.156
SFER4	0.187	-0.023	0.184	0.221	0.271	0.392	0.377	0.333	0.632	0.196	0.257	0.247
SFER5	0.249	-0.073	0.206	0.243	0.271	0.393	0.440	0.350	0.743	0.240	0.257	0.266
SFER6	0.004	0.017	-0.010	-0.021	0.009	0.161	0.224	0.117	0.288	0.079	0.023	0.076
SFER7	0.332	0.016	0.322	0.290	0.234	0.418	0.466	0.390	0.765	0.239	0.252	0.167
SRS1	0.229	0.002	0.174	0.340	0.390	0.232	0.278	0.169	0.267	0.820	0.424	0.505
SRS2	0.244	-0.004	0.177	0.288	0.333	0.224	0.278	0.190	0.278	0.859	0.320	0.411
SRS3	0.223	-0.028	0.129	0.254	0.319	0.169	0.230	0.158	0.202	0.852	0.303	0.391
SRS4	0.331	-0.041	0.304	0.432	0.430	0.235	0.263	0.274	0.299	0.828	0.439	0.457
SRS5	0.299	-0.042	0.293	0.376	0.434	0.224	0.223	0.232	0.291	0.811	0.416	0.454
SRS6	0.170	-0.013	0.062	0.152	0.296	0.190	0.243	0.139	0.166	0.699	0.278	0.334
TE1	0.313	-0.035	0.324	0.526	0.577	0.277	0.316	0.305	0.345	0.495	0.679	0.585
TE2	0.332	0.097	0.443	0.604	0.508	0.204	0.133	0.299	0.194	0.204	0.790	0.563
TE3	0.279	0.096	0.291	0.560	0.497	0.266	0.255	0.289	0.277	0.338	0.817	0.631
TE4	0.286	0.015	0.292	0.612	0.603	0.251	0.248	0.282	0.239	0.390	0.836	0.673
TE5	0.317	0.049	0.310	0.555	0.528	0.303	0.268	0.292	0.326	0.416	0.807	0.655
TI1	0.309	0.037	0.369	0.588	0.514	0.241	0.216	0.282	0.242	0.350	0.674	0.832
TI2	0.143	0.001	0.123	0.306	0.394	0.131	0.210	0.083	0.146	0.330	0.363	0.569
TI3	0.274	0.046	0.253	0.557	0.597	0.231	0.289	0.240	0.285	0.510	0.687	0.849
TI4	0.319	0.033	0.276	0.561	0.564	0.222	0.279	0.254	0.222	0.483	0.661	0.844
SFEA1	0.307	0.063	0.284	0.284	0.222	0.360	0.287	0.775	0.320	0.113	0.223	0.159

Inner VIF

	OCB	TC	TP
EI	1.228	1.001	1.228
FNC	1.010	1.009	1.010
OFEA	1.829	1.813	1.829
OFER	1.781	1.781	1.781
SFEA	1.701	1.571	1.701
SFER	1.832	1.816	1.832
TC	1.262		1.262

R square (first structural model)

	R Square	R Square Adjusted
OCB	0.380	0.376
TC	0.187	0.183
TP	0.265	0.259

R square (second structural model)

	R Square	R Square Adjusted
OCB	0.391	0.383
TC	0.208	0.198
TP	0.271	0.260

f square (first structural model)

	OCB	TC	TP
EI	0.073	0.227	0.098
FNC	0.021	0.034	0.026
TC	0.298		0.106

f square (second structural model)

	OCB	TC	TP
FNC	0.021	0.034	0.026
OFEA	0.004	0.009	0.002
OFER	0.008	0.000	0.017
SFEA	0.029	0.083	0.007
SFER	0.000	0.009	0.006
TC	0.281		0.108

Appendix F

Blindfolding and PLSpredict Output

Q square (first structural model)

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
OCB	844.000	595.403	0.295
TC	844.000	707.392	0.162
TP	1266.000	1036.841	0.181

Q square (second structural model)

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
OCB	844.000	592.540	0.298
TC	844.000	699.063	0.172
TP	1266.000	1036.770	0.181



Appendix G

PLSpredict output

Latent Variable Q square predict (first structural model)

	RMSE	MAE	Q^2_{predict}
OCB	0.908	0.721	0.183
TP	0.912	0.735	0.177

Latent Variable Q square predict (second structural model)

	RMSE	MAE	Q^2_{predict}
OCB	0.902	0.715	0.194
TP	0.920	0.740	0.162

Manifest Variable Q square predict: PLS Model (first structural model)

	RMSE	MAE	MAPE	Q^2_{predict}
OCBI	0.923	0.743	104.759	0.152
OCBO	0.931	0.733	103.243	0.137
TE	0.930	0.754	111.326	0.139
SRS	0.944	0.732	564.924	0.113
TI	0.939	0.737	113.545	0.122

Manifest Variable Q square predict: LM Model (first structural model)

	RMSE	MAE	MAPE	Q^2_{predict}
OCBI	0.906	0.722	106.290	0.183
OCBO	0.937	0.742	105.209	0.127
TE	0.934	0.755	113.793	0.132
SRS	0.949	0.736	630.822	0.103
TI	0.945	0.740	112.048	0.111

Manifest Variable Q square predict: PLS Model (second structural model)

	RMSE	MAE	MAPE	Q^2_{predict}
OCBI	0.908	0.726	104.598	0.179
OCBO	0.937	0.740	105.555	0.127
TI	0.945	0.739	114.289	0.111
TE	0.937	0.757	111.821	0.127
SRS	0.948	0.737	582.725	0.104

Manifest Variable Q square predict: LM Model (second structural model)

	RMSE	MAE	MAPE	Q^2_{predict}
OCBI	0.916	0.726	116.796	0.166
OCBO	0.941	0.746	116.597	0.118
TI	0.971	0.764	125.896	0.061
TE	0.970	0.782	127.745	0.062
SRS	0.984	0.769	863.667	0.035



Appendix H

Bootstrapping Output

Direct relationships ((first structural model)

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
EI -> OCB	0.236	0.049	4.848	0.000
EI -> TC	0.430	0.043	10.019	0.000
EI -> TP	0.298	0.046	6.402	0.000
FNC -> OCB	0.210	0.101	2.071	0.019
FNC -> TC	0.367	0.195	1.880	0.030
FNC -> TP	0.131	0.064	2.047	0.020
TC -> OCB	0.476	0.044	10.748	0.000
TC -> TP	0.309	0.051	6.034	0.000

	Original Sample (O)	Bias	5.0%	95.0%
EI -> OCB	0.236	0.002	0.153	0.312
EI -> TC	0.430	0.001	0.355	0.497
EI -> TP	0.298	0.003	0.215	0.368
FNC -> OCB	0.210	0.007	0.037	0.374
FNC -> TC	0.367	-0.010	0.095	0.744
FNC -> TP	0.131	-0.001	0.034	0.245
TC -> OCB	0.476	-0.001	0.401	0.547
TC -> TP	0.309	-0.002	0.226	0.392

Direct relationships (second structural model)

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
FNC -> OCB	0.210	0.104	2.027	0.021
FNC -> TC	0.367	0.054	5.838	0.000
FNC -> TP	0.131	0.065	2.022	0.006
OFEA -> OCB	0.066	0.055	1.196	0.116
OFEA -> TC	0.111	0.062	1.805	0.036
OFEA -> TP	0.046	0.059	0.767	0.222
OFER -> OCB	0.090	0.057	1.590	0.056
OFER -> TC	-0.021	0.059	0.348	0.364
OFER -> TP	0.148	0.057	2.581	0.005
SFEA -> OCB	0.175	0.052	3.337	0.000
SFEA -> TC	0.321	0.056	5.687	0.000
SFEA -> TP	0.095	0.062	1.531	0.063
SFER -> OCB	-0.023	0.052	0.432	0.333
SFER -> TC	0.113	0.056	2.009	0.022
SFER -> TP	0.086	0.059	1.459	0.072
TC -> OCB	0.465	0.046	10.052	0.000
TC -> TP	0.315	0.054	5.838	0.000

	Original Sample (O)	Bias	5.0%	95.0%
FNC -> OCB	0.210	0.006	0.048	0.383
FNC -> TC	0.367	-0.010	0.093	0.748
FNC -> TP	0.131	-0.000	0.027	0.242
OFEA -> OCB	0.066	0.001	-0.026	0.155
OFEA -> TC	0.111	0.001	0.005	0.213
OFEA -> TP	0.046	0.003	-0.053	0.142
OFER -> OCB	0.090	0.003	-0.006	0.181
OFER -> TC	-0.021	0.003	-0.120	0.072
OFER -> TP	0.148	0.005	0.050	0.238
SFEA -> OCB	0.175	0.000	0.088	0.258
SFEA -> TC	0.321	-0.001	0.226	0.410
SFEA -> TP	0.095	0.000	-0.010	0.196
SFER -> OCB	-0.023	0.000	-0.107	0.063
SFER -> TC	0.113	0.000	0.019	0.204
SFER -> TP	0.086	-0.001	-0.013	0.181
TC -> OCB	0.465	-0.002	0.391	0.542
TC -> TP	0.315	-0.003	0.227	0.406

Indirect relationships

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
EI -> TC -> OCB	0.251	0.036	7.043	0.000
FNC -> TC -> OCB	0.058	0.022	2.643	0.008
EI -> TC -> TP	0.191	0.033	5.858	0.000
FNC -> TC -> TP	0.032	0.015	2.120	0.034

	Original Sample (O)	Bias	2.5%	97.5%
EI -> TC -> OCB	0.251	0.002	0.180	0.321
FNC -> TC -> OCB	0.058	0.002	0.022	0.107
EI -> TC -> TP	0.191	0.002	0.127	0.254
FNC -> TC -> TP	0.032	0.001	0.006	0.066

Appendix I

Research Questionnaire

Research Questionnaire A

A Structural Model of the Relationship between Emotional Intelligence, Friendship Network Centrality, Team Cohesion, and Job Performance of Teachers

Dear Valued Respondent,

Thank you very much for taking the time to fill out this survey questionnaire. The purpose of this questionnaire survey is to investigate the relationship between emotional intelligence, friendship network centrality, team cohesion, and job performance of teachers, in order to provide a basis for improving management work. All information is for scientific research purposes only. The data obtained from the investigation will be kept confidential, and the research results will only be displayed as comprehensive results, without involving any personal information or comments.

The credibility of the research results depends on your serious and objective answers to the questions. Therefore, I kindly request that you carefully read each question and express your feelings truthfully when filling out this questionnaire. The information you provide will be of great help to my research.

The questionnaire consists of 5 parts, namely personal basic information (6 options), emotional intelligence (28 options), team cohesion (14 options), task performance (15 options), and organizational citizenship behavior (16 items).

Thank you for your valuable time and your help.

Sincerely

PhD. Candidate :

Fan Zhongfeng,

AHSGS,

Universiti Utara Malaysia (UUM)

Personal Information:

Please check the box which answer is best describing you.

1. What is your gender?
 - ☐ Male
 - ☐ Female

2. What is the age of you? Please tick your age range.
 - ☐ More than 20 to 30 years
 - ☐ More than 31 to 40 years
 - ☐ More than 41 to 50 years
 - ☐ More than 51 to 60 years

3. What is your highest qualification for education?
 - ☐ Junior college
 - ☐ Bachelor degree
 - ☐ Master degree
 - ☐ Doctor degree

4. What's your professional title?
 - ☐ Assistant
 - ☐ Lecturer
 - ☐ Associate professor
 - ☐ Professor

5. How many years have you served at this university?
 - ☐ More than 1 to 5 years
 - ☐ More than 6 to 10 years
 - ☐ More than 11 to 15 years
 - ☐ More than 16 to 20 years
 - ☐ More than 20 years

Part 1: Emotional Intelligence

This section describes statements about Emotional Intelligence. Kindly read these statements carefully and circle the number that most appropriately reflects your opinion.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Items	Scale				
		1	2	3	4	5
1	I always know how I feel.					
2	I can distinguish my own emotions well.					
3	I am aware of my own emotions.					
4	I understand why I feel the way I feel.					
5	I know which emotions I experience.					
6	Mostly, I am able to explain exactly how I feel.					
7	I can judge well if events touch me emotionally.					
8	I am aware of the emotions of the people around me.					
9	I know which feelings others experience.					
10	When I look at other people, I can see how they feel.					
11	I can empathize with the people around me.					
12	I understand why other people feel the way they feel.					
13	I can distinguish well between other people's emotions.					
14	I can judge well if events touch others emotionally.					
15	I am in control of my own emotions.					
16	I can suppress my emotions easily.					
17	I do not let my emotions take over.					
18	I only show my emotions when it is appropriate.					
19	Even when I am angry, I can stay calm.					
20	If I want to, I put on my poker face.					
21	I adjust my emotions when necessary.					
22	I can make someone else feel differently.					
23	I can alter another person's emotional state.					
24	I can boost or temper the emotions of others.					
25	I have great influence on how others feel.					
26	I know what to do to improve people's mood.					
27	I know how to influence people.					
28	I am able to calm others down.					

Part 2: Team Cohesion

This section describes statements about Team Cohesion. Kindly read these statements carefully and circle the number that most appropriately reflects your opinion.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Items	Scale				
1	Teaching and research section colleagues are willing to spend time together outside of work.	1	2	3	4	5
2	Teaching and research section colleagues appreciate each other.					
3	Teaching and research section colleagues trust each other very much.					
4	Teaching and research section colleagues often communicate emotionally.					
5	Team members are closely linked.					
6	Teaching and research section colleagues work together to maintain close relationships with each other.					
7	Teaching and research section colleagues are friendly to each other.					
8	Teaching and research section colleagues have a strong sense of belonging to the collectivity.					
9	Teaching and research section colleagues are committed to completing collective tasks.					
10	Teaching and research section colleagues will be united in order to achieve collective performance goals.					
11	Teaching and research section colleagues work together to complete the collective task.					
12	Teaching and research section colleagues will cooperate with each other in order to achieve collective goals.					
13	Other colleagues in the teaching and research section will help me with my work.					
14	Teaching and research section colleagues will share responsibility for mission failure.					

Part 3: Task Performance

This section describes statements about Task Performance. Kindly read these statements carefully and circle the number that most appropriately reflects your opinion.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Items	Scale				
1	I actively carry out the construction of new curriculum.	1	2	3	4	5
2	I corrected the students' homework carefully.					
3	I actively use teaching methods that develop students' thinking ability.					
4	I fully aroused the students' enthusiasm for the course learning.					
5	I took the initiative to enrich the course.					
6	I have presided over a large number of scientific research projects.					
7	I have published a fair number of high-level papers or publications.					
8	I was awarded a high-level prize for my scientific research.					
9	I try to make the results of scientific research have good application prospects.					
10	I often attend scientific and technological academic conferences at home and abroad.					
11	I took the initiative to participate in social work, such as social part-time.					
12	I try to use modern teaching tools to improve the teaching process.					
13	I took on more than my fair share of teaching.					
14	I took the initiative to carry out practical teaching activities outside the classroom.					
15	I took the initiative in teaching research.					

Part 4: Organization Citizenship Behavior

This section describes statements about Organization Citizenship Behavior. Kindly read these statements carefully and circle the number that most appropriately reflects your opinion.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	Items	Scale				
		1	2	3	4	5
1	I help co-workers who have been absent.					
2	I help co-workers who have heavy workloads.					
3	I assist my supervisor with his/her work (when not asked).					
4	I take time to listen to co-workers problems and worries.					
5	I go out of the way to help new employees.					
6	I take a personal interest in co-workers.					
7	I pass along information to co-workers.					
8	My attendance at work is above the norm.					
9	I give advance notice when unable to come to work.					
10	I don't take undeserved work breaks.					
11	I don't spend great deal of time in personal phone conversations.					
12	I don't complain about insignificant things at work.					
13	I conserve and protect organizational property.					
14	I adhere to informal rules devised to maintain order.					

Thank you, really appreciate your Cooperation

Research Questionnaire B

A Structural Model of the Relationship between Emotional Intelligence, Friendship Network Centrality, Team Cohesion, and Job Performance of Teachers

Dear Valued Respondent,

Thank you very much for taking the time to fill out this survey questionnaire. The purpose of this questionnaire survey is to investigate the relationship between emotional intelligence, friendship network centrality, team cohesion, and job performance of teachers, in order to provide a basis for improving management work. All information is for scientific research purposes only. The data obtained from the investigation will be kept confidential, and the research results will only be displayed as comprehensive results, without involving any personal information or comments.

The credibility of the research results depends on your serious and objective answers to the questions. Therefore, I kindly request that you carefully read each question and express your feelings truthfully when filling out this questionnaire. The information you provide will be of great help to my research.

The questionnaire consists of 2 parts, namely personal basic information (5 items), Friendship Network Centrality (2 items).

Thank you for your valuable time and your help.

Sincerely

PhD. Candidate :

Fan Zhongfeng,

AHSGS,

Universiti Utara Malaysia (UUM)

Personal Information:

Please check the box which answer is best describing you.

1. What is your gender?
 - ☐ Male
 - ☐ Female

2. What is the age of you? Please tick your age range.
 - ☐ More than 20 to 30 years
 - ☐ More than 31 to 40 years
 - ☐ More than 41 to 50 years
 - ☐ More than 51 to 60 years

3. What is your highest qualification for education?
 - ☐ Junior college
 - ☐ Bachelor degree
 - ☐ Master degree
 - ☐ Doctor degree

4. What's your professional title?
 - ☐ Assistant
 - ☐ Lecturer
 - ☐ Associate professor
 - ☐ Professor

5. How many years have you served at this university?
 - ☐ More than 1 to 5 years
 - ☐ More than 6 to 10 years
 - ☐ More than 11 to 15 years
 - ☐ More than 16 to 20 years
 - ☐ More than 20 years

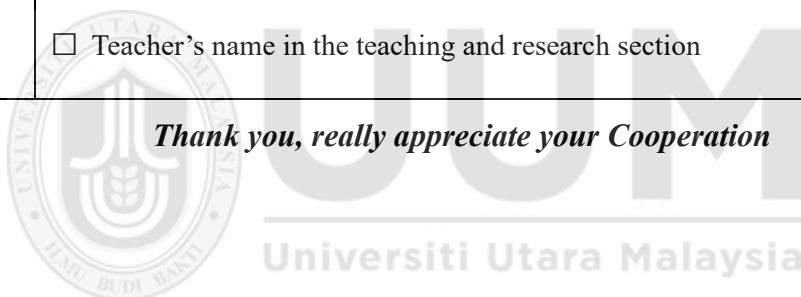
Part 1: Friendship Network Centrality

This section describes statements about Friendship Network Centrality. Kindly read these statements carefully and circle the list of personnel.

No.	Items
1	[Name] is a close friend of mine in addition to a formal work relationship. ☐ Teacher's name in the teaching and research section (Zhu J.Z.) ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section
2	I feel comfortable telling [name] about what I care about. ☐ Teacher's name in the teaching and research section (Zhu J.Z.) ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section

	☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section ☐ Teacher's name in the teaching and research section
--	--

Thank you, really appreciate your Cooperation



Appendix J

EFA Analysis (SPSS OUTPUT)

Factor Analysis

[DataSet2] C:\Users\pc-80\Documents\Data Fan EFA.sav

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.931
Bartlett's Test of Sphericity	Approx. Chi-Square	18315.007
	df	2628
	Sig.	.000

Communalities

	Initial	Extraction
SFEA1	1.000	.694
SFEA2	1.000	.720
SFEA3	1.000	.683
SFEA4	1.000	.613
SFEA5	1.000	.642
SFEA6	1.000	.580
SFEA7	1.000	.581
OFEA1	1.000	.630
OFEA2	1.000	.577
OFEA3	1.000	.604
OFEA4	1.000	.634
OFEA5	1.000	.545
OFEA6	1.000	.623
OFEA7	1.000	.631
SFER1	1.000	.613
SFER2	1.000	.595
SFER3	1.000	.586
SFER4	1.000	.440
SFER5	1.000	.563
SFER6	1.000	.616
SFER7	1.000	.617
OFER1	1.000	.608
OFER2	1.000	.627
OFER3	1.000	.661
OFER4	1.000	.659
OFER5	1.000	.683
OFER6	1.000	.613
OFER7	1.000	.641
FNC1	1.000	.925
FNC2	1.000	.925

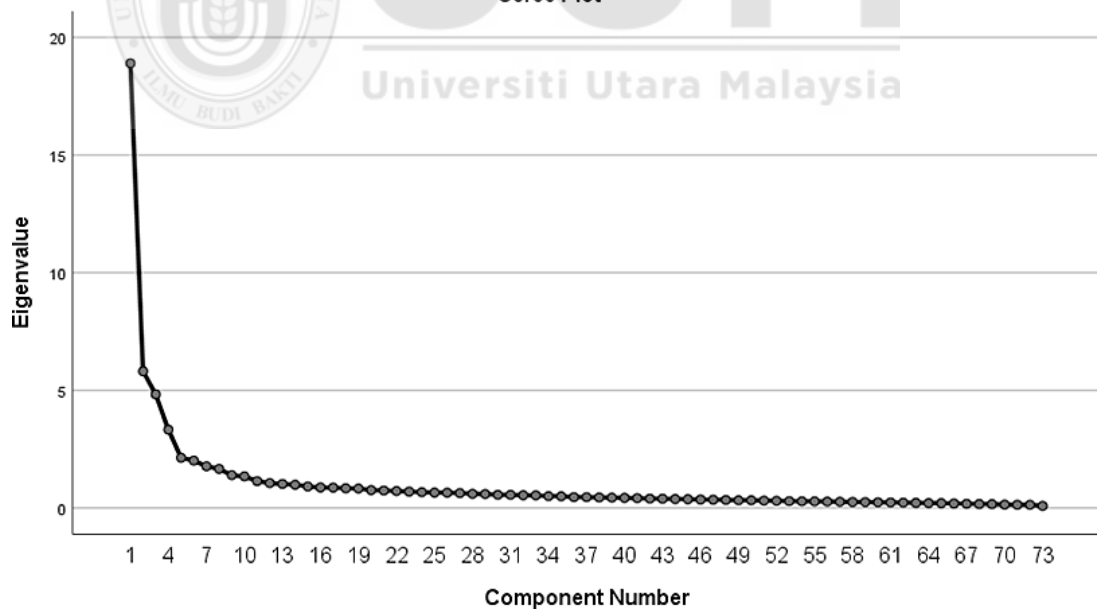
AC1	1.000	.693
AC2	1.000	.565
AC3	1.000	.627
AC4	1.000	.708
AC5	1.000	.653
AC6	1.000	.672
AC7	1.000	.667
AC8	1.000	.633
OCB-I1	1.000	.488
OCB-I2	1.000	.641
OCB-I3	1.000	.669
OCB-I4	1.000	.646
OCB-I5	1.000	.542
OCB-I6	1.000	.548
OCB-I7	1.000	.593
OCB-O1	1.000	.654
OCB-O2	1.000	.643
OCB-O3	1.000	.540
OCB-O4	1.000	.521
OCB-O5	1.000	.459
OCB-O6	1.000	.520
OCB-O7	1.000	.532
TE1	1.000	.560
TE2	1.000	.664
TE3	1.000	.687
TE4	1.000	.687
TE5	1.000	.682
TI1	1.000	.612
TI2	1.000	.576
TI3	1.000	.693
TI4	1.000	.623
SRS1	1.000	.719
SRS2	1.000	.800
SRS3	1.000	.801
SRS4	1.000	.673
SRS5	1.000	.654
SRS6	1.000	.566

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	18.901	25.891	25.891	18.901	25.891	25.891	8.071	11.056	11.056
2	5.816	7.968	33.859	5.816	7.968	33.859	7.555	10.349	21.405
3	4.835	6.624	40.483	4.835	6.624	40.483	4.830	6.616	28.021
4	3.334	4.567	45.050	3.334	4.567	45.050	4.356	5.967	33.989
5	2.140	2.931	47.981	2.140	2.931	47.981	4.322	5.921	39.909
6	2.019	2.765	50.746	2.019	2.765	50.746	3.901	5.344	45.254
7	1.779	2.437	53.183	1.779	2.437	53.183	2.977	4.078	49.332
8	1.669	2.287	55.470	1.669	2.287	55.470	2.659	3.642	52.974
9	1.399	1.917	57.387	1.399	1.917	57.387	1.987	2.723	55.696
10	1.349	1.848	59.235	1.349	1.848	59.235	1.833	2.511	58.208
11	1.150	1.575	60.810	1.150	1.575	60.810	1.352	1.852	60.059
12	1.063	1.456	62.267	1.063	1.456	62.267	1.348	1.846	61.905
13	1.028	1.408	63.674	1.028	1.408	63.674	1.291	1.769	63.674
14	.993	1.360	65.034						
15	.919	1.259	66.294						
16	.878	1.202	67.496						
17	.871	1.192	68.688						
18	.841	1.152	69.841						
19	.832	1.140	70.981						
20	.766	1.049	72.029						
21	.750	1.027	73.056						
22	.724	.992	74.048						
23	.700	.959	75.008						
24	.678	.928	75.936						
25	.660	.904	76.839						
26	.654	.896	77.736						
27	.638	.875	78.610						
28	.607	.832	79.442						
29	.598	.819	80.261						

Scree Plot



Rotated Component Matrix^a

	Component												
	1	2	3	4	5	6	7	8	9	10	11	12	13
SFEA1	.161	.080	-.012	.130	.782	.076	.086	-.002	.029	.078	-.045	.101	-.020
SFEA2	.165	.154	.025	.160	.780	.048	.118	.036	.052	.002	-.042	.099	.051
SFEA3	.160	.145	.035	.204	.748	.116	.126	.018	-.028	.038	-.034	.025	-.021
SFEA4	.159	.157	.095	.223	.610	.099	.168	.206	.095	-.033	.192	-.051	.033
SFEA5	.182	.105	.104	.159	.655	.136	.124	-.106	-.010	.036	.174	-.226	.069
SFEA6	.150	.130	.022	.194	.642	.183	.099	.207	.033	.031	.033	-.018	-.040
SFEA7	.147	.169	.133	.236	.602	.145	.158	.072	-.091	.103	-.008	-.145	.059
OFEA1	.150	.102	.010	.709	.190	.061	.157	-.054	.068	.032	.110	.090	.037
OFEA2	.089	.115	.066	.664	.171	.169	.104	.086	-.088	.036	.015	-.145	.064
OFEA3	.137	.015	.173	.668	.114	.250	.109	.002	.029	-.034	.102	.091	.019
OFEA4	.136	.067	.092	.692	.208	.139	.163	.108	.019	-.033	-.102	-.107	.005
OFEA5	.129	.133	.003	.620	.195	.216	.021	.158	-.048	-.097	-.012	.062	-.008
OFEA6	.044	.034	.080	.698	.126	.196	.184	.065	.064	.135	.065	.084	-.034
OFEA7	.095	.161	.073	.688	.172	.160	.189	.019	-.017	.120	-.022	-.084	.065
SFER1	.011	.111	.115	.266	.179	.165	.649	.101	-.034	.021	.028	-.140	-.056
SFER2	.064	.086	.104	.108	.222	.177	.666	-.052	-.006	.088	-.061	.148	.024
SFER3	.081	.019	.070	.177	.127	.121	.638	.042	.034	.014	.073	.133	.281
SFER4	.109	.139	.047	.252	.123	.172	.506	.104	-.029	-.170	-.031	-.006	-.026
SFER5	.093	.122	.099	.170	.124	.197	.608	.072	-.090	.129	.061	-.067	.195
SFER6	-.034	-.029	.042	.065	.030	.124	.298	-.058	.023	.018	.016	.072	.703
SFER7	.277	.104	.112	.196	.152	.301	.448	-.001	.001	-.070	-.035	-.397	.031
OFER1	.089	.077	.139	.172	.172	.573	.057	-.090	-.009	-.058	-.122	-.001	.398
OFER2	.040	.034	.007	.194	.109	.692	.110	-.002	.018	.147	-.073	.043	.234
OFER3	.149	.073	.129	.190	.187	.667	.262	.066	.075	.052	.060	-.007	-.126
OFER4	-.035	.035	.045	.216	.060	.737	-.028	.051	-.064	.021	-.141	-.032	.181
OFER5	-.005	.074	.159	.199	.097	.682	.252	.052	-.008	.153	.164	-.101	-.110
OFER6	.041	.116	.135	.206	.154	.636	.270	.140	.023	.012	.058	.106	-.029
OFER7	.070	.129	.064	.199	.096	.595	.254	.074	.024	-.054	.256	.092	-.253
FNC1	.022	.051	-.033	.003	.030	.023	-.052	.011	.957	.021	.016	-.006	.005
FNC2	.038	.019	-.016	.016	.029	-.003	-.020	.000	.959	-.014	-.042	-.005	.016
IC1	.807	.192	.062	.037	.145	.045	.064	.020	.034	-.082	.066	.033	.025
IC2	.784	.165	.048	.060	.106	-.043	.079	.048	-.016	-.026	.009	-.034	.022
IC3	.772	.233	.057	.013	.129	-.009	.087	.061	.008	-.118	.106	.091	.084
IC4	.719	.199	.060	.126	.105	.030	-.080	.040	-.001	-.069	.031	.181	.038
IC5	.762	.081	.044	.082	.040	.040	.054	.167	.066	-.003	.042	.093	.035
IC6	.793	.192	.062	.071	.140	-.010	.087	.001	.007	.051	.006	-.136	-.070
AC1	.449	.065	.141	.063	.139	.130	.035	.132	.021	.635	.010	.066	.015
AC2	.574	.056	.066	.139	.088	.002	.059	.058	.087	.416	.029	.109	-.036
AC3	.678	.129	-.017	.094	.086	.111	.073	.128	.042	.254	-.051	-.158	-.076
AC4	.420	.073	.193	.003	.083	.167	.024	.120	-.023	.659	.031	.047	.030
AC5	.672	.104	.154	.119	.145	.027	.066	.080	-.055	.303	-.056	-.141	.039
AC6	.685	.179	.099	.149	.128	.099	.027	.078	.005	.296	.037	-.114	.066
AC7	.747	.228	-.008	.100	.111	.057	.030	.092	-.020	-.013	.057	.066	-.117
AC8	.659	.066	.121	.054	.057	.071	.016	.147	-.065	.357	.039	-.105	-.038
OCB-11	.277	.261	.194	.016	.086	.088	.078	.480	-.018	.107	-.081	-.044	-.183
OCB-12	.191	.443	.112	.111	.214	.076	.022	.432	.047	.006	.298	-.227	.052
OCB-13	.303	.455	.074	.050	.151	.087	-.039	.347	.000	-.053	.361	-.221	.168
OCB-14	.116	.435	.186	.082	.116	.107	-.014	.496	.037	.122	.261	-.096	.193
OCB-15	.296	.572	.014	-.017	.207	-.047	.033	.032	.066	-.047	.239	.031	-.120
OCB-16	.228	.586	.065	-.056	.197	.078	-.018	.149	-.058	-.081	.255	-.042	-.033
OCB-17	.226	.668	.046	.075	.130	.012	.106	.183	-.054	.047	.122	.030	-.076
OCB-01	.260	.221	.182	.120	.065	.030	.097	.675	.034	.093	.052	.067	-.055
OCB-02	.302	.392	.132	.137	.060	.026	.066	.572	-.004	-.016	-.012	.144	-.072
OCB-03	.074	.193	.325	.145	.062	.072	.053	.459	-.070	.220	-.095	.291	.029
OCB-04	.224	.360	.119	.206	-.023	.049	.078	.180	-.029	.158	.391	.207	-.145
OCB-05	.109	.385	.260	.104	.160	.220	.052	.273	.035	.047	.186	.175	.032
OCB-06	.124	.526	-.038	.115	.121	.004	.007	.005	-.064	.052	.416	.075	.113
OCB-07	.195	.546	-.027	.112	.059	-.028	.104	-.104	-.105	-.061	.326	-.016	-.187
TE1	.163	.434	.356	.061	.096	.145	.200	.307	-.054	-.026	-.025	.196	-.091
TE2	.284	.734	.003	.063	.108	-.010	.013	-.036	.085	-.063	.088	-.012	-.093
TE3	.096	.760	.138	.107	.075	.103	.073	.050	.080	.076	-.165	-.063	.051
TE4	.076	.766	.179	.098	.065	.071	.042	.169	-.008	.088	-.033	.056	.040
TE5	.132	.728	.219	.148	.066	.046	.146	.025	.034	.078	-.164	.016	.052
TI1	.196	.715	.164	.078	.072	.061	.034	.082	.017	-.040	-.087	.006	.056
TI2	.016	.324	.251	.007	-.038	.120	.083	.151	-.010	.059	.058	.580	.139
TI3	.069	.628	.343	.038	.025	.123	.119	.289	.036	.025	-.114	.203	.071
TI4	.080	.642	.326	.037	.044	.110	.042	.194	.018	.182	-.040	.086	.022
SRS1	.043	.249	.784	.084	-.009	.116	.073	.087	.006	.068	-.015	.020	.034
SRS2	.080	.114	.857	.079	.043	.077	.094	-.006	.015	.073	.125	.016	.055
SRS3	.036	.097	.871	.034	.033	.068	.035	.037	-.010	.124	.081	-.007	.027
SRS4	.208	.230	.718	.050	.114	.064	.064	.129	-.039	-.063	.094	-.082	-.010
SRS5	.201	.213	.697	.066	.067	.001	.149	.172	-.046	-.074	-.092	-.006	-.076
SRS6	-.020	.080	.692	.105	.038	.106	.007	.110	.006	.102	-.115	.143	.035

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 15 iterations.

Component Transformation Matrix

Component	1	2	3	4	5	6	7	8	9	10	11	12	13
1	.494	.504	.306	.313	.321	.260	.231	.247	.009	.124	.094	.021	.025
2	-.476	-.330	.032	.452	.246	.487	.354	-.116	-.016	-.039	-.066	-.028	.125
3	-.596	.445	.530	-.152	-.266	.020	-.026	.194	-.036	-.076	.000	.160	.022
4	.292	-.530	.598	-.089	-.311	.117	.010	.037	-.076	.334	-.182	.056	.054
5	.111	.158	-.404	.146	-.720	.474	.047	.098	.030	.077	.047	.124	.019
6	-.042	-.032	.030	-.040	.089	.107	-.203	.054	.949	.110	-.088	.087	.058
7	.042	.099	-.077	-.768	.182	.427	.271	-.189	-.035	.048	-.013	-.090	.236
8	.177	.117	.185	.109	-.292	-.261	.467	-.512	.234	-.419	-.097	-.092	.164
9	-.065	-.070	-.227	-.075	.028	-.377	.561	.368	.040	.245	-.168	.474	.162
10	-.027	.249	-.062	.175	.069	-.053	-.331	-.436	-.158	.363	-.361	.244	.498
11	.181	-.138	.048	-.058	.130	.201	-.203	.001	-.079	-.586	-.053	.702	-.006
12	.058	-.088	-.032	.028	-.043	-.031	-.141	.488	-.032	-.350	-.161	-.354	.672
13	-.020	-.123	.066	.030	-.029	-.093	-.030	-.108	.034	.112	.864	.169	.410

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Component Plot in Rotated Space

