

Innovations

Emotional Intelligence, Social Intelligence and Job Performance of Teachers in Public Secondary Schools in Delta Central Senatorial District of Delta State

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Abstract

The study employed a co - relational research methodology and a population of 5,134 teachers from the 8 local government units in Delta Central Senatorial Districts. A simple random selection approach using balloting was utilized to sample 370 instructors from 52 schools in the Delta Central Senatorial District, including 153 male and 217 female teachers. A questionnaire named Emotional, Social intelligence Rating Scale (ESIRS) which contains Emotional, Intelligence Rating Scale (EIRS), Social Intelligence Rating Scale (SIRS), Teachers' Job Performance Rating scale (TJPRS) was exercised for data gathering. Cronbach Alpha was utilized for guesstimating the internal uniformity of the tool. A reliability index of 0.71for emotional intelligence,0.88 for Social Intelligence and 0.94 for job performance. The data attained was analyzed with Pearson's product moment correlation coefficient of determination for the research questions and manifold regression for the hypotheses Based on the fallout generated from the poll, it was concluded that emotional acumen has a positive relationship with teachers' job recital. In addition, optimistic relationships exist between social astuteness and job performance of secondary school instrcutors. Based on the fallouts and conclusion of this poll, the following are recommended: Instrcutors should be proactive in knowing their social disposition plus that of other instructors to regulate and sustain a harmonious relationship, as this will bring an enhanced performance on their job, teachers should develop self-control, positive self-relationship and a positive interpersonal relationship with students and colleagues. This will help having stable emotions which will enhance their performance on the job, The Post Primary Education Board should organize workshop and seminar on emotional and social intelligence for teachers as this will help in bringing a value re-orientation to teachers on their job, Educational Psychologists should organize workshop programmes in schools on emotional and interpersonal skills for teachers to help them function effectively in the school setting.

Keywords: 1.Emotional intelligence, 2.social intelligence 3.job performance of teachers

Introduction

From observation, the job performance of tutors in public schools in Delta Central Senatorial District of Delta State is deteriorating not because these tutors do not have a mastery of their subject area, good teaching skills, teaching methodology, or engages themselves in other activities that fleshens up a tutor's job

recital but because most of these teachers lack the needed skills for emotional and social IQ to enable them function effectively in the school setting.

The case of late Sylvester Jnr of Downen College in Lagos State could have been averted if only the teachers were emotionally intelligent enough to listen to the complains of that boy and socially intelligent to form interaction patterns to tackle the complains which culminated into problems that led to his death.

Tutors' job recital is the way teachers behave in the course of teaching which contributes to teachers' effectiveness. Good recital of students depends on effective teaching of their teachers (Nur Harani, et al 2013). Tutors' job recital is the talent of teachers to combine relevant inputs for the enhancement of teaching/learning processes. According to Petty et al (2016), teachers' performance is a teacher-demonstrated brunt on students' learning as well-known via achievement scores, pragmatic instructive practices or students surveys. Teachers' recital is the most imperative contribution in educational process that whatever policies may be laid down by the school, the instructor has to interpret and implement these policies via teaching process (Vazia & Muhud, 2018). Teaching is a course of action that does not only limit itself to the product but also the processes concerned in the students' learning formation. Therefore, the input of an instructor during the learning formation of the student is teachers' job recital. Tutor's performance is the result of performance from a teacher in carrying out the tasks which relates to teacher responsibility.

In Delta State, Delta Central Senatorial District precisely, the researcher has observed some noticeable low performances in the job recital of teachers which may have shapen the academic recital of students. The decline in teachers' job recital may be credited to certain factors as emotional IQ and social IQ.

Emotional IQ is a variable that might shapen job recital of teachers. Ramezan and Fatema (2011), describe emotional competence as the abilities to perceive and manage impulses in oneself and in others. It can be as much compelling, now and again, headier than cognitive (abstract) insight (IQ) in forecasting success in varied life challenges. It is the aptitude to maintain footpath of one's emotional states plus those of others, to make distinctions between them, and to deploy this knowledge to inform one's thinking and behavior. People with lofty emotional intelligence have certain emotional abilities and skills related to appraising and regulating emotions in the individual and others. Therefore, people high in emotional IQ can accurately perceive certain emotions in themselves and others (e.g anger, sadness, joy) and also regulate emotions in themselves and others to attain a range of adaptive outcomes or emotional states (e.g motivation, creative thinking (O'Connor et al, 2019).

Teachers who are exceedingly emotionally IQ are able to regulate their emotions more effectively by maintaining a positive psychological condition which ultimately results in an improved job recital. Mehmood, et al (2013) are of the view that if teachers are able to manage their own emotions then they can organize and manage the behaviours of the students to increase the positive academic outcomes which borders on job recitals. Teachers that are emotionally intelligent demonstrate concern for their students, foster an emotional climate in the classroom that improves the learning environment, and support their instructors in being more effective in ensuring academic success. Emotional intelligence in teachers has been linked to their comfort level, sense of self-worth, degree of job satisfaction, and improved social ties with students. Consequently, emotional IQ influences the modes of teaching/learning (Jennings & Greenberg 2009).

According to a study by Della and Sungoh (2019), compassion has a beneficial impact on instructors' efficacy as science tutors. Nevertheless, most instructors only have a middling level of emotional IQ, thus it was advocated that tutoring be provided for teachers. This is consistent with the findings of Suvarna (2015), who suggested that emotional IQ and the helpfulness of secondary school tutors had a modestly favorable relationship. Additionally, Padhi and Verma (2011) revealed a strong link between teachers' effectiveness and emotional intelligence.

Jugindar, Kartar, Hasnaa, Mahmood (2018) considered the liaison and brunt of emotional astuteness on job recital plus investigate the interceding role of cultural adjustment between the two. A quantitative survey was structured and administered to 301 expatriates. The data for this poll was collected via a self-reported

questionnaire that could be subjected to bias. The poll showed that Emotional IQ has a strapping bond with performance of expatriates.

Saham, Luigi Pio, Krishnasam, Sapna, Iskan dar (2022) considered the upshot of emotional cleverness on both job fulfillment and organizational commitment. The research implemented the quantitative methodology throughout implanting surveys over a defined period of respondents for data gathering and the data had been treated using SPSS statistical tool. Findings indicate a brawny optimistic connection linking emotional acumen and employee organizational obligation and job fulfillment.

Joyce, Latif, Rahaman, and Sasha (2021) examined emotional IQ as a probable predictor of work success among female high school instructors. In 35 randomly chosen government high schools, 210 female tutors had been instructing students in grade 10 for between two and ten years. The factors were measured using the Organizational Commitment Questionnaire, Work Satisfaction Scale, Emotional IQ Test, and Continuance Commitment Subscale. Teachers' job recital was assessed using student grades and self-evaluation questionnaires. Path analysis and regression analysis revealed that emotional IQ was a poor forecaster of job recital.

Naqui, Iqbal, Khtar (2016) did a study to unearth the union amid emotional cleverness and recital of instructors at high school level. The study's target audience was 3168 secondary school instructors. 950 high school instructors, both male/female, who worked in both rural and urban high schools, made up the study's sample. The sample was drawn proportionately as per the number of male/female secondary school instructors in the area and the district. The structure of the poll was co-relational. The Trait Emotional Intelligence Questionnaire short Form (TEIQUE - SF), a tool adopted from K.V. Patride to measure emotional IQ in secondary school instructors, was employed to work out the key data using a survey technique. The recital of instructors was assessed via the outcomes of students in animal inspection of class 10 undertaken by Board of Intermediate and high Education, Lahore (BISE) (BISE). The obtained data were analyzed employing mean, standard deviation and individuals. It was bared that emotional cleverness of teachers was having substantial association with the ideal. There were conclusions reached and suggestions given.

In their 2016 study, Asrar-Ul-Haq, Anwari, and Hassan examined how EI affected teachers' work performance in Pakistan's educational system. 166 professors from universities in Pakistan's central Punjab constitute the sample size. Theories of emotional IQ offered by Salovey and Mayer (1989-1990) were employed as the conceptual framework and its linkage with the job performance of instructors were explored. Reliability/validity of variables was investigated by measurement model of PLSSSEM. Key research findings prove that emotional self-awareness, self-confidence, achievement, developing others, and conflict management have a optimistic and noteworthy bond with the teacher's job recital. The consequences proved that emotional cleverness has a momentous force on the instructor's job recital.

In 2014, Matthew, Chigozie, and Kosiso looked into place of work deviation. A poll of high school instructors' work-related stress and poignant quotient. Participants included 198 instructors from Nigeria, ranging in age from 22 to 54, with a mean age of 32.98 and a standard deviation of 9.26. The place of work deviance scale, work-related strain inventory, and emotional acumen scale were the three measures employed in the poll. The poll used a correlational design and a statistical method called the Pearson product moment correlation to analyze the data. The outcomes showed a noteworthy affiliation amid occupational strain and secondary school teachers' workplace deviation at the 0.05 alpha level. Research demonstrated a connection between workplace misconduct and tutors' work-related stress. Besides, the fallout demonstrated a strapping link between emotional cleverness and place of work deviance at the 0.05 alpha level.

Social cleverness is a further factor that may have an impact on teachers' performance on the job. Self-awareness and others is a sign of social acumen. It emerges from occurrences with others and scholarship from triumphs and mistakes in social contexts. Social acumen, according to Albrecht (2015), is the aptitude to connect with others well and obtain their agreement. It consists of a mixture of empathy for the wants and needs of others, alias one's "social radar," a spirit of giving and consideration, and a set of useful abilities for relating to people effectively in any situation. Foleno in Ganarie (2015) defined social

acumen as a person's competence to grasp his/her surroundings effectively and react properly for communally triumphant conduct. Social cleverness refers to our capacity to acclimatize to our environment. It has to do with interactions in social scenery and interpersonal relationships. Social cleverness is the aptitude to manage individuals with various ideologies, character traits, behavioral patterns, background constraints, peculiarities, and values.

People with social cleverness are aware of who they are and what is going on around them. They can now direct their outlook and decide what their life's objectives are thanks to this. Purposive behavior, which is deliberate action taken after assessing one's environment, opportunities, and risks, plus the goals set, is allied to social IQ. Purposive behavior focuses on interpersonal dealings, interactional abilities, and the upshot of behavior in a social setting. Instructors with lofty social IQ levels can influence pupils of all ages to live clean lives (Dincer 2007). It makes sense why Albrecht (2015) believes social intelligence is necessary for instructors. Vastly socially savvy teachers are aware that making meaningful connections with others in the school location is indispensable to the capacity to do their jobs as teachers well. Social IQ may be a determining cause in the rapport between instructors and students and the attainment of good job recital. Instructors who can control their social behavior may attract kids' attention in the classroom and at school.

Man is a communal creature who requires interface with other men and their cultural contexts. Understanding one's own passion and the sensations of others is one thing; using those emotions to interact in the social setting where they dwell to promote harmonious interpersonal relationships is quite another. Since instructors are social beings and get in touch with people every day for six hours, including pupils, coworkers, and administrators, they are well thought-out to be human. To unite and accomplish tasks, they need to have an elevated level of social cleverness; otherwise, there would be mayhem in the school, which will affect how well they do their jobs.

In a study done by Renugadevi and Nalinilattia (2014), discovered that most of higher secondary school teachers' social IQ is low. The poll found that instructors do not find vigorous environment in schools for growing their social IQ. The schools fail to give a proper environment to promote better relationship, positive behavior, social skills, optimistic attitudes and excellent mental health in teachers. The poll of Mohadesi (2021) showed an optimistic bond amid social cleverness and organizational obligation among the school managers of Kashmir and Khallabad which is in alignment with the findings undertaken by Niaz-Azari, et al (2014) who posited that the work ethics has an optimistic and meaningful correlation with organization commitment and its three dimensions (affective, normative and continuous commitments). Mohadesi (2021) likewise found that ego and social intelligence had a momentous force on job satisfaction, self-efficacy and commitment feelings, influencing interpersonal connections, and self-control aspects.

Ukaigwe and Jack (2020) concluded in their poll that proper management of teachers' social skills in the areas of survival skills, interpersonal skills, conflict resolution skills and problem-solving skills can inevitably significantly predict tutors' job recital in secondary school in Rivers State, Nigeria. The outcomes of Jeloudar and Yunus' (2012) poll verified that there were sizeable disparities in the social IQ of instructors across age groups. Their outcomes are unswerving with those of Thorndike (1920), who proposed that social intelligence develops with age and begins to take shape as soon as a person is born. The outcomes of Jeloudar and Yunus (2011), who claimed that communally intelligent instructors sort out the classroom by building relationships with their students that are supportive and encouraging, creating lessons that are hinged on the students' strengths and abilities, and creating and implementing behavioral guidelines in approach that enhance intrinsic motivation, such as discussion, hinting, recognition, and involvement.

At a private institution in Lima, Peru, Manrique (2016) looked at the affiliation amid a teacher's social abilities and their teaching effectiveness from the standpoint of grown-up students. The sample was embrace 100 university students, 61% (male) and 37% (female), with ages ranging from 21 to 46 and who were divided into two scales with 25 items each and four dimensions, each of which was authenticated by professional opinions. Self-assured communiqué, headship, dispute decree, and scheduling are amid the communal skills scale's dimensions. Conversely, the teaching recital scale's dimensions are teaching-skills,

emotionality, teachers' duties and responsibilities, and interpersonal dealings. The Cronbach alpha results for social skills and teaching recital are both satisfactory at 97 and 0.95, correspondingly. Besides, the link amid the two of them has a spearman coefficient of 74, which shows a linearly positive, moderate to strong link.

In Nigeria's Rivers state's public secondary schools, Ukaigwe and Jack (2020) researched into the bond amid management of teachers' social-skills and work recital. Five research topics were addressed, and five hypotheses were assessed at a significance level of 0.05. In Rivers state, Nigeria, the poll involved a correlation research with a population of 7,142 instructors from 274 public high schools. The study's sample size is 714 teachers, or 10% of the population. The sample was created using a straightforward random sampling procedure. Data were gathered using the Management of Teachers' Social Skills Scale (MTSSS) and Job Performance Scale (JPS), two face- and content-validated instruments. At a significance level of 0.05, simple and multiple regression were utilized to test the hypotheses. Except from survival skills management, which is not a major independent forecaster of job performance, it was discovered that conflict resolution, interpersonal, and problem-solving skills management are independent significant predictors of teachers' job success. Both, social skill management and work performance among instructors were strongly predictive. The school administration suggested building recreation facilities for tutors to get better their social lives. Teachers should practice restraint while intermingling with other staff members. Tutors should cultivate a healthy sense of self. Teachers should get along well with other associates of the workforce.

Among the administrators of Kashmar and Khalibad schools, Mohadesi (2021) looked at the affiliation amid social IQ and organizational commitment. Based on data acquired from the regional education bureaus, the statistical populations of the poll, managers of the aforesaid schools in two cities number 204 people. The parallel routine is the groundwork of the investigation. The statistical package for the social science data analysis software was deployed to perform Pearson's correlation, coefficient, multiple regressions, and independent t-test. The findings confirmed that social cleverness and organizational obligation were related, and that social cleverness might potentially anticipate and explain changes in organizational obligation. Moreover, there was a momentous link amid the patience subscale and organizational obligation, showing that both variables were influenced by patience.

Su Myat (2018) researched into how teachers' social cleverness affected how well they performed at work. The poll employed both quantitative/qualitative methods. In this poll, a sample of 1102 teacher educators from three universities of education and nine colleges of education participated. Cluster sampling was employed to pick the sample. The appliance of the two parameter logistic model of item response theory led to the enlargement of a suitable social IQ scale for Myanmar teacher educators (IRT). The findings established that the accurateness of the scale's ability estimates on the ability -1 and +3 ranges is sufficient. The items are reasonably good items to give appropriate discrimination throughout the test. It is strong-minded that the test is somewhat challenging based on their difficulty indexes. Independent research found no appreciable differences in social IQ by sex or marital status. Nonetheless, in stipulations of their professional expertise, teacher educators who majored in pedagogy had superior social IQ than their counterparts. Younger teacher educators had higher levels of social IQ than older teacher educators from the ANOVA results. The responsibility component was also determined to be the highest of the four job recital aspects. According to an independent sample t-test, marital status, age, and professional specialization did not significantly affect social intelligence, but gender was one of the related factors of teacher educators' job recital as female teacher educators performed considerably better than male teacher educators were. The connection's findings verified a strong alliance between social cleverness and job effectiveness among teacher educators. Additionally, a momentous forecaster of job performance, social intelligence in teachers explains 8.7% of the discrepancy in job recital.

Ezems-Amadi (2018) looked at emotional/social IQ as potential indicators of the stress that civil servants in Rivers state experience at work. Correlation design was used in the study. With a proportionate stratified sampling procedure, 600 civil personnel in total were selected. A reliability coefficient of 0.827 was originated for the Emotional IQ Scale (EIS), 0.849 for the Social IQ Scale (SIS), and 0.953 for the Occupational

Stress Inventory (OSI), three measures that were validated. The poll was directed by nine research questions and nine hypotheses. The statistical methods of mean, standard deviation and multiple regression analysis were used to assess the pertinent data collected. It is advised that the civil servant commission improve the welfare of civil servants to guarantee that their occupational strain is reduced to a manageable limit that will in turn affect their performance and productivity. The conclusion showed that emotional cleverness and relationship management, self-management, self-awareness, and social awareness dimensions of emotional IQ predicted the occupational stress of civil servants.

This poll aims to explore the association amid teachers' job performance and their emotional/social IQ in public secondary schools in Delta State's Delta Central Senatorial District.

What relationship does emotional IQ have to the work performance of teachers in the public secondary schools of Delta State?

What relationship does social IQ have on the worth of the work fashioned by teachers in public secondary schools in Delta State's Delta Central Senatorial District?

In the public secondary schools in Delta State's Delta Central Senatorial District, how do teachers' job recital, emotional IQ, and social IQ compare? Emotional intelligence and work performance of teachers in public secondary schools in Delta State's Delta Central Senatorial District are not significantly correlated.

Social IQ and work recital of teachers in public secondary schools in Delta in the Central Senatorial District of Delta State do not significantly correlate.

Emotional IQ, social IQ, and work performance of teachers in public secondary schools in Delta State's Delta Central Senatorial District are not notably allied with one another.

Method

The poll used a population of 5,134 instructors from the 8 local government units in the Delta Central Senatorial Districts employing a correlational research methodology. 52 schools in the Delta Central Senatorial District's 370 instructors, 153 of whom were male and 217 of whom were female, were sampled using a straightforward random sampling technique via balloting. Data were gathered using a questionnaire called the Emotional IQ Rating Scale (EIRS), which also includes the Teachers' Job Performance Rating Scale (TJPRS).

Cronbach Alpha was utilized to compute the instrument's internal consistency. For emotional cleverness, a reliability value of 0.71, and for job recital, 0.94. For the study questions and the hypotheses, the data was examined using PPMC of determination.

Results

Table 1: Correlation and coefficient of determination of the bond amid emotional IQ and job performance of tutors in public high school in Delta Central Senatorial District of Delta State

Variable	N	R	r2	r2%	Decision
Emotional Intelligence					
Job Performance	370	0.543	0.295	29.5	Positive Relationship

The outcome showed an r-value of 0.543 and a r2-value of 0.295, which points to a favorable link between tutors' work performance and emotional IQ. The upshot further verified that teachers' emotional IQ contributed 29.5% to the variability in their work performance at public secondary schools in Delta State's Delta Central Senatorial District.

Table 2: Correlation and coefficient of determination of the affiliation amid social IQ and job performance of instructors in public secondary school in Delta Central Senatorial District of Delta State

Variable	N	R	r2	r2%	Decision
Social Intelligence					
Job Performance	370	0.417	0.174	17.4	Positive Relationship

Table 2's result showed an r-value of 0.417 and a r2-value of 0.174, suggesting an optimistic link amid teachers' work effectiveness and social IQ. Further analysis of the fallout revealed that tutors' social IQ contributed 17.4% to the variation in job performance in Delta State's public secondary schools.

Table 3: Multiple correlation and coefficient of determination of the joint affiliation among emotional IQ, social IQ and job performance of high school tutors in public high school in Delta Central Senatorial District of Delta State.

Variable	N	R	r2	r2%	Decision
Emotional Intelligence					
Social Intelligence	370	0.593	0.352	35.2	Positive Relationship
Job Performance					

Multiple correlation and coefficient of determination methods were utilized to decide the mutual alliance amid emotional cleverness, social cleverness, and work performance of high school tutors in public high schools in the Delta Central Senatorial District of Delta State. Table 3 presents the outcomes.

With an r-value of 0.593 and a r2-value of 0.352, the fallout showed a optimistic connection amid emotional cleverness, social intelligence, and work performance of high school teachers. Furthermore, according to the fallout, teachers' emotional and social intelligence collectively explained 35.2% of the diversity in their work performance at public high schools in Delta State's Delta Central Senatorial District.

Hypotheses

Table 4: Regression analysis of the liaison amid emotional IQ and job performance of high school tutors in Delta Central Senatorial District of Delta State.

Model	Sum of Square	Df	Mean Square	F	Sig
Regression	22822.310	1	22822.310		.000b
Residual	54662.201	368	148.539	153.646	
Total	77484.511	369			
Variables in Equation					
Model	Unstandardized Coefficient		Standardised Coefficient	T	Sig
	B	Std. Error	Beta		
Constant	23.706	5.055		4.690	.000
Emotional Intelligence	1.130	.091	.543	12.395	.000

$\alpha = 0.05, R = 0.543, R\text{-Square} = 0.295$

The union amid emotional IQ and work performance of high school instructors in Delta State's Delta Central Senatorial District is exposed in Table 4 using regression statistics.

$F(1, 369) = 153.646, p0.05$ level of significance, was the outcome. Hence, the null proposition is disproved. This suggests that there is a sturdy link amid emotional IQ and the professional success of high school tutors in Delta State's Delta Central Senatorial District.

The r2 value of 0.295 indicated that emotional cleverness accounted for 29.5% of the discrepancy in job recital. The standardized coefficient was 0.543, $t = 12.395$, while the unstandardized coefficient (B) for

predicting job recital from emotional cleverness was 1.130. An alpha level of 0.05 indicates significance for emotional intelligence..

Table 5: Regression analysis of the bond amid social cleverness and job performance of high school instructors in Delta Central Senatorial District of Delta State

Model	Sum of Square	Df	Mean Square	F	Sig
Regression	12985.485	1	12985.485	77.145	.000b
Residual	61607.534	368	168.327		
Total	74593.019	369			
Variables in Equation					
Model	Unstandardized Coefficient		Standardised Coefficient	T	Sig
	B	Std. Error	Beta		
Constant	25.873	6.887		3.757	.000
Social Intelligence	1.683	.192	.417	8.783	.000

$\alpha = 0.05, R = 0.417, R\text{-Square} = 0.174$

The connection amid social intelligence and work performance of high school tutors in Delta State's Delta Central Senatorial District is exposed in Table 5 by regression statistics.

The result was (1, 369) = 77.145, p0.05 level of significance. Consequently, the null proposition is incorrect. According to research, there is a momentous link amid the social IQ and employment history of high school tutors in Delta State's Delta Central Senatorial District.

According to the r2 value of 0.174, social cleverness was responsible for 17.4% of the disparity in job recital. The unstandardized coefficient (B) for predicting job performance from social intelligence was 1.683, while the standardized coefficient (beta) was 0.417, t = 8.783. Social intelligence is deemed significant at an alpha level of 0.05.

Table 6: Regression analysis of the affiliation amongst emotional cleverness, social cleverness and job performance of high school teachers in Delta Central Senatorial District of Delta State.

Model	Sum of Square	Df	Mean Square	F	Sig
Regression	26254.284	2	13127.142	99.121	.000b
Residual	48338.735	366	132.435		
Total	74593.019	368			
Variables in Equation					
Model	Unstandardized Coefficient		Standardised Coefficient	T	Sig
	B	Std. Error	Beta		
Constant	-.064	6.636		-.010	.992
Emotional Intelligence	.934	.093	.457	10.010	.000
Social Intelligence	.971	.184	.241	5.273	.000

$\alpha = 0.05, R = 0.593, R\text{-Square} = 0.352$

The union amid emotional cleverness, social cleverness, and work performance of secondary school teachers in Delta Central Senatorial District of Delta State is shown in Table 6 using regression statistics. F(2, 368) = 99.121, p0.05 level of significance, was the outcome. Hence, the null hypothesis is disproved. Research suggests that emotional cleverness, social cleverness, and work performance of high school tutors in Delta State's Delta Central Senatorial District are considerably interconnected.

Emotional cleverness and social cleverness in harmony accounted for 35.2% of the dissent in job recital, according to the r^2 value of 0.352. The standardized coefficient for emotional cleverness is 0.457, $t = 10.010$; the unstandardized coefficient (B) for predicting job recital from emotional cleverness is 0.934; the unstandardized coefficient (B) for social intelligence is 0.971; and the standardized coefficient for emotional cleverness is 0.241, $t = 5.273$. With an alpha level of 0.05, social and emotional cleverness are significant.

Discussion of Findings

Affiliation amid Emotional Intelligence and Job Performance of Teachers

In the first study, teachers' work performance in public secondary schools in Delta State's Delta Central Senatorial District was linked to emotional intelligence. According to this study, emotional intelligence may be a predictor of a teacher's effectiveness on the job, with higher emotional intelligence indicating better work performance. This finding underlines the significance of emotional intelligence for teachers because emotionally intelligent teachers will be able to read their students' emotions and control them, fostering a positive learning environment and improving the students' relationships with their parents and teachers, all of which will have a positive impact on their performance at work.

The outcomes of the current study corroborate Naqui, Iqbal, and Akhtar's (2016) findings that there is a strong correlation between teachers' emotional intelligence and their job performance. They researched into the affiliation amid emotional cleverness and tutor recital at the high school level.

These findings support those of Jugindar, Kartar, Hassan, and Mahmood (2018), who examined the mediating function of cultural adjustment between the two and assessed the link and influence of emotional intelligence on job performance. The study's findings showed a strong relationship between emotional intelligence and the performance of the study subjects, who were expatriates. The outcomes of this research are also in line with those of Saham, Luigi Pio, Krishnasamy, Sapna, Iskandar, and Durgaprasad's study on the effects of emotional intelligence on organizational commitment and job satisfaction from 2022. These findings point to a noteworthy optimistic union amid emotional cleverness and organizational dedication, plus employee job satisfaction.

This study's findings diverge from those of Latif, Iqbal, and Ilyas' (2017) investigation on the function of emotional cleverness in forecasting career performance for female high school tutors. Emotional cleverness was found to be a poor predictor of job performance using path analysis and regression analysis. Akin enquiry was performed by Nemah (2019) in Hodeidah, Yemen, where she looked at the tie amid English student instructors' emotional cleverness and their ability to deliver better lessons. The findings verified that emotional cleverness is not a major predictor of great teaching effectiveness among students or teachers.

Liaison amid Social Intelligence and Job Performance of Teachers

In the Delta Central Senatorial District of Delta State, public secondary school teachers showed a connection between social intelligence and professional achievement. Arising from this study, social intelligence both enhances performance and may predict how well instructors perform in their roles. This poll centers on the oral and nonverbal interactions that socially adept teachers can have with students in a variety of contexts and settings to help them feel comfortable. Moreover, being proficient to mentor students, they may collaborate and work as a team with coworkers and parents.

This study complements the effort of Manrique (2016), who looked at the connection between teachers' social skills and teaching effectiveness from the standpoint of adult students at a private university in Lima, Peru. The association amid the two of them has a spearman coefficient of 74 on the inters correlation scale, indicating a linearly positive moderate to high link.

The fallout of this poll are also consistent with Ukaigwe and Jack's (2020) analysis of the affiliation amid managing teachers' social skills and job performance in public secondary schools in Rivers state, Nigeria. It was originated that conflict decree, interpersonal, and pinpointing dexterity management are independent

significant predictors of teachers' job success, with the exception of endurance dexterity management, which is not a substantial independent predictor of job performance. Both the management of social skills and work performance among instructors were highly predictive.

The discovery of this poll also supported a poll by Mohadesi (2021), which examined the affiliation amid social cleverness and organizational obligation amongst managers at Kashmar and Khalibad schools. Arising from this research, there exist a bond amid social cleverness and organizational obligation, and social cleverness may be able to predict and explain changes in organizational obligation. Moreover, there was a noteworthy linkage amid the organizational obligation and patience subscales, with patience having a brunt on both subscales. The discovery of this study is also in line with Su Myat's (2018) investigation of how teachers' social cleverness affects their performance on the job. The correlational analysis's findings showed a link amid social intelligence and job success in teacher educators. Furthermore, teachers' and educators' social intelligence is a significant predictor of job recital and accounts for 8.7% of the variance in job performance.

Joint Relationship among Emotional Intelligence, Social Intelligence and Job Performance of Secondary School Teachers

The third study revealed a strapping link amid teachers' social and emotional intelligence and their work performance in public secondary schools in Delta State's Delta Central Senatorial District.

This result may be explained by the possibility that emotional and social intelligence both influence teachers' ability to do their professions well. Teachers who are emotionally and socially intelligent will be better equipped to handle the various problems of everyday life, have a big impact on pupils, promote growth, make the classroom a happy place to learn, and communicate with coworkers and parents.

This finding was in line with a study by Ezems-Amadi (2018) that examined emotional/social intelligence among government workers in the Rivers state as potential predictors of work-related strain. The discoveries showed that civil servants' professional stress was predicted by emotional intelligence and its subcomponents, including relationship management, self-management, self-awareness, and social awareness. Akin discoveries were found in Li, Perez-Diaz, Mao, and Petrides's (2018) survey on a multilayer model of teachers' emotional intelligence traits and their performance on the job. That study simultaneously explored the mediating function of work fulfillment and the influences of school-level characteristics. Their findings showed a cross-level moderated mediating effect, with teachers working in schools with lower organizational trust levels experiencing a larger indirect impact of peculiarity emotional cleverness on job recital (through job satisfaction).

Similar research on occupational divergence were conducted by Matthew, Chigozie, and Kosiso (2014). A survey of high school teachers' emotional intelligence and stress levels. The results showed a significant relationship between occupational stress and secondary school teachers' workplace deviations at the 0.05 level of significance. According to study, workplace misconduct and teachers' occupational stress are related. With a p0.05 level of significance, the data also showed a strong link between emotional intelligence and workplace malfeasance.

Conclusion

The study's findings led to the conclusion that teachers' job effectiveness and emotional intelligence are optimistically allied. Also, there is a parallel amid high school tutors' job effectiveness and social intelligence.

Recommendations

The following actions are advised in light of the study's findings and conclusion:

- Teachers should take the initiative to become aware of their own and other teachers' social tendencies to manage and maintain harmonious relationships because doing so will perk up their recital at work.
- Teachers should cultivate self-control, a healthy relationship with themselves, and favorable relationships with their coworkers and students. This will facilitate emotional stability, which will improve their effectiveness at work.
- The Post Primary Education Board should host workshops and seminars on emotional/social intelligence for educators, as doing so will assist in reorienting educators' values in the workplace.
- To help teachers perform well in the classroom, educational psychologists should plan workshop programs on emotional and interpersonal skills in schools.
- The Teachers' Education Curriculum should include lessons on emotional and social intelligence so that aspiring teachers are aware of their emotional and social tendencies.

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