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**EMOTIONAL INTELLIGENCE, SCHOOL LOCATION AND JOB
PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY
SCHOOLS IN DELTA STATE, NIGERIA**

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Abstract

The study examined the relationship among emotional intelligence, school location and job performance of teachers in public secondary schools in Delta State. The study was guided by two research questions and two formulated hypotheses. Correlational research design was adopted, and a population of 11,410 teachers in the 25 local government areas of Delta was used. Simple random sampling technique via balloting was used to sample 370 comprising of 153 male and 217 female teachers in 52 schools across the State. A questionnaire named Emotional Intelligence, Job Performance Rating Scale (EI-JPRS) which contains Emotional Intelligence Rating Scale (EIRS), and Teachers' Job Performance Rating scale (TJPRS). Cronbach Alpha was used for estimating the internal consistency of the instrument. A reliability index of 0.71 for emotional intelligence, and 0.94 for job performance. The data obtained were analyzed with Pearson's product moment correlation coefficient of determination for the research questions and simple regression for the hypotheses. Based on the findings generated from the study, it was concluded that emotional intelligence has positive relationship with the job performance of teachers in public secondary schools in Delta State. However, school location affects job performance of teachers in public secondary schools in Delta State. On the basis of the findings and conclusion of this study, the following are recommended: The teachers should develop self-control, positive self-relationship and a positive interpersonal relationship with students and colleagues. This will help to have stable emotion which will enhance their performance on the job. Educational Psychologists should organize workshop in schools on emotional skills for teachers to help them function effectively in the school setting. Emotional Intelligence should be

incorporated in the Teachers' Education Programmes so that the trainee teachers will be equipped with their emotional and social dispositions.

Key words: *Emotional Intelligence, School Location, Job Performance*

Introduction

One cannot emphasize enough how crucial teachers are to education. It is impossible to talk about the functions of teachers in the educational system without focusing on them as one of the key players. Education aims at bringing ultimate change through the systematic and sustained efforts for the acquisition of knowledge and inculcation of values and skills for social integration. The school is set up to educate learners and teachers are responsible for preparing learners for future role performance (Bassey, Bissong, Isangedighi, Ubi, 2011). Therefore, the success of the educational system depends on the job performance of the teachers (Igbokwe-Ibeto, Egbon, 2015).

Job performance of teachers could be measured through teachers' job commitment, feelings of job challenges, job meaningfulness and job responsibilities (Hwang, 2017). The key aspects of teaching involve the use of instructional materials, mastery of the subject matter, discipline intervention where teachers have full control of both the students and the school in terms of discipline, teaching methods, regular assessment of students, making lesson plans and notes, delivering of lessons in a clear and concise manner, assessment of students, character formation, teachers' participation in co-curricular activities, attending school assembly (Bassey et al, 2011). Good performance of students depends upon effective teaching of their teachers, the ability of the teachers to integrate all academic non-academic activities in carrying out their job within and outside the classroom.

Researchers have observed some noticeable low performances in the job performance of teachers which may have affected the academic performance of students. The decline in teachers' job performance may be attributed to certain factors as emotional intelligence and school location

Emotional intelligence is a variable that might affect job performance of teachers. In recent years, a growing body of literature have highlighted the importance of emotional intelligence as a predictor for job performance, generally arguing that employees with higher levels of emotional intelligence are likely to perform better (O'Boyle, Humphrey, Pollack, Hawver, Story, 2011). Emotional intelligence is a set of skills relating to emotional and social

nature, that influence people's perception and expression of themselves. (Lubbadeh, 2020). Emotional intelligence is important in the success of performing a job (Joseph and Newman, 2011). Hence, Goleman as cited by Lubbadeh (2020) posited that a person's intelligent quotient (IQ) is responsible for providing only 20% of the factors contributing towards success in life while emotional intelligence (EI) is an important part of the remaining 80%. Goleman further stated that a person may possess intelligent ideas and critical thinking skills and may have been trained in the best possible manner, but without emotional intelligence, the person would still not become a great leader (Ovans, 2015).

Emotions influence interactions and shape the atmosphere of the classroom (Meyer and Turner, 2007). Teaching requires great emotional labour and teacher s' Emotional Intelligence is considered as the basis of their attitudes toward their student and to provide a steady and wholesome class room environment (Hen and Sharabi-Nov, 2014). Teachers with a great capacity of emotional perception are those who perceive and are aware of students' state of mind and know when and how to intervene (Fernandéz–Berrocal and Extremera, 2008). When the teacher regulates his emotion, he often manages to modify his own and others' feelings, providing coping strategies that focus on emotion change or solving the problem. Emotionally Intelligent teachers are empathetic as they show care for student create emotional climates in classroom that develops the student learning environment and helps the teachers to born more effectives to ensure academic achievement. It has been seen that teachers' emotional intelligence affects their comfort level, self-efficacy, job satisfaction level and enhance social relationship with students as a result, emotional intelligence directly affects the teachings and learning process (Jenning and Greenberg, 2009).

Della and Sungoh (2019) conducted a study on the influence of emotional intelligence on science teachers' effectiveness. The study revealed that emotional intelligence influenced the teachers' effectiveness positively. However, most science teachers had an average level of emotional intelligence and it was recommended that teachers should be trained. This is in agreement with the findings of Suvarna (2015) who revealed that there was a moderate positive relationship between emotional intelligence and secondary school teachers' effectiveness.

The relationship and impact of Emotional Intelligence on job performance and the mediating role of cultural adjustment between the two was conducted by Jugindar, Kartar, Hassan and Mahmood (2018). A quantitative survey was developed and administered to 301 expatriates. The data for this study were collected via a self-reported questionnaire that could be subjected to bias. The study showed that Emotional Intelligence has a strong relationship with performance of expatriates.

Emotional Intelligence as predictor of job performance among high school female teachers was studied by Joyce, Latif, Rahaman and Sasha (2021). Female teachers (210), who had been teaching grade 10 students for 2-10 years in 35 randomly selected government high schools comprised the sample. Emotional Intelligence Test, Job Satisfaction Scale, Organizational Commitment Questionnaire and Continuance Commitment Subscale were used to measure the variables. Marks of students and self-evaluation forms were employed to measure job performance of teachers. Emotional Intelligence came out as a poor job performance predictor as was indicated by path analysis and regression analysis.

School location is another variable that might cause a drop in job performance of teachers. School location in this study, refers to the place in which a school is situated which could be either urban or rural area. Rural area is a geographic area that is located outside towns and cities. It has fewer people, fewer houses and sparsely populated. Urban area is a developed town, city or suburbs that is densely populated with highly economic and social activities. Most teachers live in the urban cities hence, may not want to be deployed to schools in rural areas. They may tend to lobby to be posted or transferred to schools in the urban areas. Cases where they are unable to get schools in the cities, they may grudgingly resume work in the rural area and due to the distance, may not go to school every day. Most times, due to the distance, they may come to school late and leave on time. Some teachers are even attacked by robbers on the road hence, some might not show up at all. All these might have a toll on the job performance of teachers.

According to Agberomode (2009), academically, the village teacher cannot compare favourably with his colleagues in the town because the village setting does not support advancement in learning as there are no refreshers courses, no retaining, no seminars, no) contend that location of a school has an important role in the educational attainment of students. Darma (2017) opined that school location and teachers served as one of the determinants of academic

achievement among rural and urban students in Kano state. The study found that there was a significant difference between urban and rural secondary school students and that they performed better in rural areas. The rural students were intellectually backward and stagnant because of some unfavorable environment factors surrounding the rural environment.

Essien and Njok (2019) examined the influence of school location on student's academic achievement in Social Studies in Colleges of Education in Cross River State, Nigeria. The research design adopted for the study was ex-post facto design. The population of the study was made up of students in the College of Education Akamkpa and the Federal College of Education, Obudu, offering Social Studies in the 2016/2017 academic session, totaling one thousand, three hundred and forty-three students (1,343), out of which seven hundred and fifty-three students were sampled for the study. The main instruments used for data collection were: a School Location Questionnaire (SLQ) and a Social Studies Achievement Test (SOSAT). Split-half method of reliability estimate of the instruments was used. Data analysis technique adopted was the independent t-test. The result revealed that school location had no significant influence on students' academic achievement in Social Studies.

The effects of school location and teachers' quality on students' performance in Business Studies in public secondary school in Sapele Local Government area of Delta State was investigated by Akpomudjere in 2020. Four research questions guided the study, and the ex-post facto research design was used for the study. The population of the study was 2579 students that sat for Business Studies in the Basic Education Certificate Examination in public secondary schools in Sapele Local Government area of Delta State for 2016/2017 academic session. No sampling was done, the population was used as sample for the study. No instrument was developed for data collection, data were collected on request from the Ministry of Primary and Basic Education, Sapele field office. Data collected were analysed using simple frequency count and percentage for the research questions. The results showed that location did not have significant effects on students' performance.

School location as a determinant of teachers' job performance in private and public secondary schools within Ibadan metropolis, Oyo state, Nigeria was examined by Akinnuade in 2021. Descriptive survey research design was used and it was questionnaire based. The population of the study comprised public

and private secondary school teachers in Ibadan metropolis, Oyo State of Nigeria. Multi-stage, cluster, purposive and simple random sampling techniques were used to select 1,320 teachers from the selected public and private secondary schools for the study. Two research questions were raised and two hypotheses were formulated. The data collected for the study were analyzed using descriptive analysis, simple regression analysis and t-test. All the hypotheses were tested at 5% level of significance. The findings revealed that school location has a significant relationship with teachers' job performance in Ibadan metropolis, Oyo state, Nigeria.

The general development of students' physical, mental, emotional, and intellectual growth is thought to fall on the shoulders of teachers. In addition to ensuring academic achievement, they are needed to look after the students' affective domain. It has been observed, however, that the majority of teachers in Delta State's public schools lack the emotional intelligence needed to assist students in their affective domain. Some of these teachers are unresponsive to their students' needs, are unapproachable and unfriendly, and cannot be counted on to assist their students when they are in trouble. Similarly, most of these teachers regularly bemoan the distance between their homes and the school, and they are less effective when they arrive at work weary and physically drained. Thus, the problem of the study is what is the relationship among emotional intelligence, school location and job performance of teachers in public secondary schools in Delta State?

The purpose of this study was to examine the relationship among emotional intelligence and school location on job performance of teachers in public secondary schools in Delta State. Two research questions and two hypotheses guided the study.

- What is the relationship between emotional intelligence and job performance?
- What is the relationship between school location and job performance?
- There is no significant relationship between emotional intelligence and job performance.
- There is no significant relationship between school location and job performance.

Method

Correlational research design was adopted for the study, and a population of 11,410 teachers in the 25 local government areas of Delta was used. Simple

random sampling technique via balloting was used to obtain a sample size of 370 teachers comprising of 153 male and 217 female teachers in 52 schools across the State. A questionnaire named Emotional Intelligence, Job Performance Rating Scale (EIJPRS) which contains Emotional Intelligence Rating Scale (EIRS), Teachers' Job Performance Rating scale (TJPRS) was used for data collection. Cronbach Alpha was used to obtain the internal consistency of the instrument. Reliability indices of 0.71 for emotional intelligence 0.94 for job performance were obtained. The data obtained were analyzed with Pearson Product Moment correlation coefficient of determination was used to answer the research questions and simple regression was used to analyse the hypotheses.

Results

Table 1: Correlation and coefficient of determination of the relationship between emotional intelligence and job performance of teachers in public secondary school in Delta State.

Variable	<i>N</i>	<i>R</i>	<i>r</i> ²	<i>r</i> ² %	Decision
Emotional Intelligence					
Job Performance	370	0.543	0.295	29.5	Positive Relationship

The result from Table 1 revealed an r-value of 0.543 and an r²-value of 0.295, which suggests a positive relationship between emotional intelligence and job performance of teachers. The result further showed that emotional intelligence of teachers contributed 29.5% to the variability in job performance of teachers in public secondary schools in Delta state.

Table 2: Multiple correlation and coefficient of determination of the moderating impact of school location on the relationship among emotional intelligence and job performance of secondary school teachers in public secondary schools in Delta state.

Variable	<i>N</i>	<i>R</i>	<i>r</i> ²	<i>r</i> ² %	Decision
Emotional Intelligence					
Job Performance					
School Location	370	0.595	0.354	35.4	Positive Relationship

The result from Table 2 revealed an r-value of 0.595 and an r²-value of 0.354, which suggests a positive joint relationship among emotional intelligence, school location and job performance of secondary school teachers. The result

further showed that emotional intelligence of teachers and school location jointly contributed 35.4% to the variability in job performance of teachers in public secondary school in Delta state.

Table 3: Regression analysis of the relationship between emotional intelligence and job performance of secondary school teachers in Delta state.

Model	Sum of Square	Df	Mean Square	F	Sig
Regression	22822.310	1	22822.310		.000 ^b
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		12.395	.000

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

The result from Table 3 reveals that $F(1, 369) = 153.646$, $p < 0.05$ level of significance. The null hypothesis is therefore rejected. This implies that there is a significant relationship between emotional intelligence and job performance of secondary school teachers in Delta state.

The r^2 value of 0.295 showed that 29.5% of the variance in job performance was accounted for by emotional intelligence. The unstandardized coefficient (B) for predicting job performance from emotional intelligence was 1.130; the standardized coefficient (β) was 0.543, $t = 12.395$. Emotional intelligence is significant at an alpha level of 0.05.

Table 4: Multiple regression analysis on the moderating impact of location on the relationship among emotional intelligence and job performance of secondary school teachers in Delta State.

Model	B	Std Error	Beta	T	Sig.
Constant	-1.799	6.848		-.263	.793
Emotional Intelligence	.940	.094	.458	10.026	.000
Location	1.128	1.223	.039	.923	.357

Table 4 shows the result of a multiple regression statistics, which was used to determine the moderating impact of location on the relationship among emotional intelligence, social intelligence and job performance of secondary school teachers in Delta state. The beta weights of 0.458, $t = 10.026$ for emotional intelligence; and 0.039, $t = 0.923$ for location are indicators of the degree of correlation between each variable of emotional intelligence and location with job performance. From the result, emotional intelligence is significant at an alpha level of 0.05, but location is not significant. Hence, the null hypothesis was accepted, indicating that there is no significant moderating impact of location.

Discussion of Findings

The first finding revealed that there is a positive relationship between emotional intelligence and job performance of teachers in public secondary schools. This finding means emotional intelligence may likely predict job performance of teachers, that the higher emotional intelligence the better the teacher will perform in his/her job. These findings underscore that emotional intelligence is essential for teachers because teachers that are emotionally intelligent are able to read their students' feelings and control them, resulting in a positive learning environment for the students as well as improve relationships with their coworkers and parents which will positively increase the job performance. This finding supports that of Jugindar, Kartar, Hassan and Mahmood (2018) who studied the relationship and impact of Emotional Intelligence on job performance as well as investigated the mediating role of cultural adjustment between the two. The study showed that Emotional Intelligence has a strong relationship with performance of expatriates. In another development, the finding from this study is in parallel with the work of Joyce, Latif, Rahaman and Sasha (2021), who studied Emotional Intelligence as predictor of job performance among high school female teachers. Emotional Intelligence came out as a poor job performance predictor as was indicated by path analysis and regression analysis.

The second finding from the study showed that there is no significant moderating impact of location on emotional intelligence and job performance of secondary school teachers. This means that school location irrespective of the geographical location alone do not decrease a teacher's job performance except it is jointly related to emotional intelligence. The possible reason for this may be as a result of the environmental conditions that vary in urban and rural location.

This finding is in conformity with the work of Essien (2017) who examined the influence of school location on student's academic achievement in Social Studies in colleges of education in Cross River state, Nigeria. The result revealed that school location has no significant influence on students' academic achievement in the subject.

Furthermore, the finding from this study corroborates the investigation of Akpomudjere (2020) who investigated the effects of school location and teachers' quality on students' performance in Business Studies in public secondary school in Sapele Local Government Area of Delta State. The results showed that location did not have significant effects on students' performance. However, the finding of this study disagrees with the work of Akinnuade (2021) who investigated school location as a determinant of teachers' job performance in private and public secondary schools within Ibadan metropolis, Oyo State, Nigeria. The findings revealed that school location had a significant relationship with teachers' job performance in Ibadan metropolis, Oyo State, Nigeria.

Conclusion

Based on the findings generated from the study, it is concluded that emotional intelligence has a positive relationship with teachers' job performance. However, school location, does not function in harmony with emotional intelligence to affect how well teachers perform their job.

Recommendations

Based on the findings and conclusion of this study, the following are recommended:

1. The teachers should develop self-control, positive self-relationship and a positive interpersonal relationship with students and colleagues. This will help them to have stable emotions - which will enhance their performance on the job

2. Educational Psychologists should organize workshop in schools on emotional skills for teachers to help them function effectively in the school setting.
3. Emotional Intelligence should be incorporated in the teacher education programmes so that the trainee teachers can imbibe emotional and social dispositions.

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