



TEACHERS' EMOTIONAL INTELLIGENCE AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN CALABAR MUNICIPALITY AREA OF CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study examined teachers' emotional intelligence and students' academic performance in public secondary schools in Calabar Municipality Area of Cross River State, Nigeria. To achieve the aim of this study, two research questions were raised and two hypotheses were formulated to guide the study. A correlational research design was adopted for the study. The study population comprised one thousand two hundred twenty-eight (1028) teachers from the selected public secondary schools in Cross River State. A total sample of two hundred (200) teachers was randomly selected for the study. The selection was done through a simple random sampling technique. The instrument used for the data collection was a questionnaire entitled: Teachers' Emotional Intelligence and Students' Academic Performance Questionnaire (TEISAPQ) which was developed by the researchers and was validated by experts in the Department of Educational Management, and Measurement and Evaluation in the Department of Educational Foundations in Faculty of Educational foundation studies, University of Calabar, Calabar. Data collected were subjected to statistical analysis, using Simple linear regression analysis (r) of statistical package for social science (SPSS) version 25. The results revealed that teachers' emotional intelligence significantly predicts students' academic performance. It was recommended among others that teachers should develop social intelligence that will enhance students' academic performance.

KEYWORDS: Teachers', Emotional Intelligence, Self-awareness, Self-motivation, Students' Academic Performance, Nigeria.

INTRODUCTION

Teacher emotional intelligence (EI) is the ability to recognize, understand, and manage one's own emotions and to perceive and influence the feelings of others.

It is a crucial factor in teacher effectiveness and an essential skill for success in both personal and professional contexts. Teachers with high EI skills are better able to:

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Create a supportive learning environment, manage conflicts, build strong relationships with students, and Enhance teaching practices. EI is a key research topic in education, management, and psychology. The significance of EI in predicting future success and happiness is being studied widely, and there is a greater emphasis on teaching EI in schools.

Salovey and Mayer (2024) defined emotional intelligence as “a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. Emotional intelligence was used in an incidental fashion in literacy criticism and after two decades this term was used most frequently in research articles. With time, more articles were written to define, explore, and measure the term emotional intelligence, and many theories were developed about emotional intelligence (Mayer, Salovey, and Caruso, 2024). This concept emerged when social trends neglected emotions and efforts were on the rise for the self-assessment of people. Educationists take emotional intelligence tests as important to look at or predict the abilities of people. So, this field is very important for the improvement of society for knowing the importance of emotions in our daily lives. Advocates of emotional intelligence state that people who know their emotions can spend their lives more easily and happily and such types of people are more satisfied than other people (Zeidner, Matthews, and Roberts, 2011). Many of the researchers take emotional intelligence as an important indicator in occupational and professional fields of education.

Emotional intelligence leads to a valuable life if the teacher knows how to take advantage of this skill. For academic excellence, teachers need to understand the difference between cognitive and emotional intelligence, but they must focus on the emotional literacy of their students and teachers' emotional literacy will show when teachers check their emotional literacy (Zeidner, Matthews, and Roberts, 2011). Emotionally intelligent teachers show care for students, create an emotional climate in the classroom that develops the students' learning environment, and help the teachers to become more effective in ensuring academic achievement. It has been seen that teachers' emotional intelligence affects their comfort level, self-efficacy, and job satisfaction

level and enhances social relationships with students. As a result, emotional intelligence directly affects the teaching and learning process (Jennings & Greenberg, 2019).

Teachers' self-awareness of their emotional intelligence involves an accurate understanding of their emotional processes, how students affect these emotions, and how the teacher affects their emotions as well (Richardson & Shupe 2003). Teachers' self-awareness is the ability to understand and recognize one's own emotions, thoughts, feelings, motivations, and behaviour. It involves an understanding of oneself as an individual and can lead to personal and better decision-making. It is a developmental process that involves reflecting on one's experiences.

Teachers' Self-motivation is a teacher's internal drive to teach and their enthusiasm for the job. It's influenced by several factors, including the teacher's values and the quality of their relationships with students (Michaelowa, 2002), whose study indicates that higher teacher motivation is significantly linked to improved student learning outcomes. It is hoped that successful teachers have a high level of emotional competencies. Dörnyei and Ushioda (2021) opined that teacher motivation emanates from individuals' intrinsic values to choose to teach and sustain teaching, and the intensity of teacher motivation which is indicated by the effort expended on teaching is influenced by several contextual factors. Emotional intelligence forecasts positive and successful results in all fields of life and consequently its dominants in all fields of education. Teachers need to be trained in emotional intelligence to manage their own emotions to help students. This makes emotional intelligence important for both teachers and students (Singh, 2015).

Teachers need to understand the emotional sides of learning and they have to do some more work on it. For students' success and achievements, teachers need to use their emotional intelligence in the classroom. Unfortunately, many teachers do not know the role of emotional intelligence in academic life. Teachers do not pay attention to emotional intelligence, while they are very experienced in their personal life and academic lives. For example, to make students attentive in the classroom, teachers must call the students by their names.

To enhance the feelings of the learners, there must be positive opportunities or interactive emotional learning environments in classrooms. It will improve the experience of both students and their teachers (Hargreaves, 2018)

Emotional intelligence develops an awareness to observe, the ability to control, and the ability to check emotions. Many researchers discussed that emotional intelligence can increase its power with time, while others claim that it is an innate quality (Skinner and Abiodullah, Sameen, and Aslam Belmont, 2023). In the pursuit of this goal, teachers play a vital role because the main aim of teacher education is to produce effective teachers to improve the quality of education. During teacher training programmes, the teachers need to be exposed to emotional development programmes. So, teachers must be emotionally mature enough to deal with the emotional needs of the students. These teacher training programmes will help the teachers to become emotionally intelligent with the components of self-awareness, self-control, motivation, empathy, and social skills (Singh, 2015). Teacher Engagement in Classroom Teacher engagement can be defined as providing. Is teacher engagement in the classroom a sub-topic?

In the teaching-learning process framework, the Sekreter (2019) study was conducted by reviewing literature to investigate the function of emotional intelligence (EI) in teacher effectiveness and organizational productivity. It emphasizes the use of emotional intelligence (EI) abilities in effective teaching and how they may be used to create learning environments that are conducive to learning and improve student results. While several criteria, including professionalism, subject matter competence, and classroom management abilities play a role in teacher effectiveness, emotional intelligence (EI) stands out as a critical differentiator for the most successful educators. Establishing positive teacher-student connections and putting effective emotional learning programmes into action requires an understanding of students' emotional states and behaviors. The study leads to the conclusion that teachers' ability to support children's good developmental outcomes and academic success is highly influenced by their emotional competence.

Classroom management has been highlighted across numerous research studies as

a major variable that affects students' academic performance (George, Abisola, and Adam, 2017). The most obvious reason for this assertion is that effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students' attention – as a necessity for effective teaching and learning (Marzono, 2008). This statement is obvious since a classroom that is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expansive learning and students' academic performance and might, indeed, inhibit it. In chaos, according to Idopise (2004), very little academic learning can take place. According to Walter (2016), classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, and the number of students in the classroom. According to Umoren (2010), the concept of classroom management is broader than the notion of student control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create a conducive learning environment. Morse (2012), relates that classroom management involves curtailing learners' disruptive behaviors such as fighting and noise making, close observation, arrangement of classroom learning materials, and response to students who suffer from poor sight (vision), poor health, poor reading, poor writing, poor spelling, shame, dullness, hyperactivity, and poor study habits. When classroom management is viewed in a wider and more holistic sense, incorporating every element of the classroom from lesson delivery to classroom environment becomes important (Nicholas, 2007).

According to Nicholas (2017), this includes creating an orderly classroom, establishing expectations, inducing students' cooperation in learning tasks, and dealing with the procedural demands of the classroom. This view of classroom management contrasts with a narrow view of classroom management as it deals with discipline and control. According to Bassey (2012), the wider view of classroom management shows increased engagement, reduction in inappropriate and disruptive behaviors, promotion of student responsibility for academic work, and improved academic performance. Thus, several research studies provide further support for the notion that teachers' emotional intelligence

correlates with students' academic achievement (Wonah, Egbula, Atah, & Asu-Okang, 2018). For instance, Wahyuni et al. (2021) conducted quantitative research with a correlational approach to determining the level of emotional intelligence and the level of student achievement, as well as to determine whether there is a significant relationship between emotional intelligence and student achievement in social studies subject class IX at SMP Negeri 10 Samarinda during the academic year 2021/2022, as well as the level of emotional intelligence and student achievement. The author used the emotional intelligence scale, which refers to the five components of emotional intelligence and documentation of student report cards, in an attempt to gather data. Based on the results of the study, showed that there was a significant relationship between emotional intelligence and student achievement in class IX of SMP Negeri 10 Samarinda. It is against this background that the researchers intend to investigate teachers' emotional intelligence and students' academic performance in public secondary schools in Calabar Municipality Area of Cross River State, Nigeria.

Statement of the problem

Teachers' emotional intelligence has played a vital role in the success of teacher education as well as student's academic performance. To make teaching successful, a teacher needs competency of emotional intelligence in the area of self-awareness and self-motivation because it is very important for a teacher's professional development, flexibility in education, monitoring of self-performance, and controlling emotions to manage sensitive and practical situations (Frijda, 2019). Teachers must have strong and comprehensive administrative skills. According to the demands of their work, teachers need to be aware of their abilities, responsibilities, and roles in the academic field. To detect weaknesses in their abilities, teachers necessarily need to seek the opinion of experts and leaders in the field.

Unfortunately, the researcher's observation and experience have shown that there is a problem of poor students' academic performance in some of the public secondary schools in Cross River State. For instance, teachers who are supposed to contribute to the proper training of those students lack emotional intelligence in the area of classroom instruction

and classroom management. Some of the teachers did not have a good preparation before going into the classroom to teach and some did not have emotional skills in classroom management which seems to affect students' academic performance. Although, several attempts such as inspection and supervision of teaching activities in the school by the school management to ensure students' academic performance have been made despite all the efforts made to ease the problems of poor students' academic performance, the problems keep persisting. It is against this background that the researchers intend to investigate teachers' emotional intelligence and students' academic performance in public secondary schools in Calabar Municipality Area of Cross River State, Nigeria.

Purpose of the Study

The main purpose of the study was to examine teachers' emotional intelligence and students' academic performance in public secondary schools in Calabar Municipality Area of Cross River State, Nigeria. Specifically, the study sought to find out whether:

1. Teachers' self-awareness significantly predicts students' academic performance in public secondary schools in Calabar Municipality Area of Cross River State
2. Teachers' self-motivation significantly predicts students' academic performance in public secondary schools in Calabar Municipality Area of Cross River State

Research questions

The following research questions were posed by the researchers to guide the study:

1. In what way does teachers' self-awareness significantly predict students' academic performance?
2. In what way does teachers' self-motivation significantly predict students' academic performance?

Statement of hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant prediction of teachers' self-awareness on students' academic performance.
2. There is no significant prediction of teachers' self-motivation on student's academic performance.

METHODOLOGY

The study adopted the correlational research design. The study population comprised one thousand two hundred twenty-eight (1028) teachers from the selected public secondary school in Cross River State. A total sample of two hundred (200) teachers was randomly selected for the study. The selection was done through a simple random sampling technique. The instrument used for the data collection was a questionnaire entitled: Teachers' Emotional Intelligence and Students' Academic Performance Questionnaire (TEISAPQ) was developed by the researchers and was validated by experts in administration in Higher Education and Measurement and Evaluation in the Department of Educational Foundations in Faculty of Education, University of Calabar, Calabar. The instrument

was divided into two Sections. A and B. Section A sought for respondents' demographic data such as the name of the university, and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from strongly Agree (SA) 4 points, agree (A) 3 points, disagree (D) 2 points, and Strongly Disagree (SD) 1 point. Data collected were subjected to statistical analysis, using simple linear regression analysis of Statistical Package for Social Science (SPSS) version 25 was used for data analysis and the results are presented as follows.

RESULTS**Hypothesis 1:**

There is no significant prediction of teachers' self-awareness on students' academic performance. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 1.

TABLE 1: Simple linear regression results of the prediction of teachers' self-awareness on students' academic performance.

Model	R	R. square	Adjusted R. Square	Std error of the estimate	
1	.620(a)	.385	.382	2.23744	
Model	Sum of square	df	Mean square	F	p-value
Regression	620.178	1	620.178	123.883*	.001(b)
Residual	991.217	198	5.006		
Total	1611.395	199			
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	3.647	1.081		3.373	.001
Teachers' self-awareness	.725	.065	.620	11.130	.001

* Significant at $p < .05$

Simple linear regression analysis result in Table 1 showed that $R=620$ which implies that a strong positive relationship exists between teachers' self-awareness and students' academic performance. The prediction of teachers' self-awareness and students' academic performance produced an adjusted R^2 of .385. This indicates that teachers' self-awareness accounts for 38.5% of the determinant of students' academic performance in the study area. This finding is a critical indication that teachers' self-awareness was relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the

regression table was $F = 123.883^*$ and the sig. value of .001 (or $p < .05$) at the degree of freedom (df) 1 and 198. Hence, the null hypothesis is rejected and its alternate upheld. This result implies self-awareness significantly predicts students' academic performance.

Hypothesis:2

There is no significant prediction of teachers' self-motivation on students' academic performance. Simple linear regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 2.

TABLE 2: Simple linear regression result of the prediction of teachers' self-motivation on students' academic performance.

Model	R	R. square	Adjusted R. Square	Std error of the estimate	
1	.705(a)	.497	.494	2.02330	
Model	Sum of square	df	Mean square	F	p-value
Regression	800.832	1	800.832	195.623*	.001(b)
Residual	810.563	198	4.094		
Total	1611.395	199			
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	3.766	.855		4.405	.001
Teachers' self-motivation	.946	.053	.705	13.987	.001

* Significant at $p < .05$

Simple linear regression analysis result in Table 2 showed that $R = .705$ which implies that a strong positive relationship exists between teachers' self-motivation and students' academic performance. The prediction of teachers' self-motivation and students' academic performance produced an adjusted R^2 of .494. This indicates that teachers' self-motivation accounts for 49.4% of the determinants of students' academic performance in the study area. This finding is a critical indication that teachers' self-motivation was relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 195.623^*$ and the sig. value of .001 (or $p < .05$) at the degree of freedom (df) 1 and 198. Hence, the null hypothesis is rejected and its alternate upheld. This result implies that teachers' self-motivation significantly predicts students' academic performance.

DISCUSSION OF THE FINDINGS

The result of hypothesis one showed that teachers' self-awareness significantly predicts students' academic performance. The resulting finding is in agreement with the results of Skinner and Abiodullah, Sameen, and Aslam Belmont, (2023) whose study indicated that emotional intelligence develops an awareness to observe, the ability to control, and the ability to check emotions.

The researchers discovered that emotional intelligence can increase its power with time, while others claim that it is an innate quality. It is hoped that successful teachers have a high level of emotional competencies. Emotional intelligence forecasts positive and successful results in all fields of life and consequently its dominants in all fields of education. Teachers need to be trained in emotional intelligence to manage their own emotions to help students. This makes emotional intelligence important for both teachers and students (Singh, 2015).

Also, the result of hypothesis two showed that teachers' self-motivation significantly predicts students' academic performance. The resulting finding is in agreement with the results of Dörnyei and Ushioda (2021) whose study indicated that teacher motivation emanates from individuals' intrinsic values to choose to teach and sustain teaching, and the intensity of teacher motivation which is indicated by the effort expended on teaching is influenced by several contextual factors.

CONCLUSION

Based on the findings of the data collected and analyzed, the study concluded that teachers' self-awareness significantly predicts students' academic performance. Also, teachers' self-motivation significantly predicts students' academic performance.

RECOMMENDATIONS

Based on the findings and conclusion of the study, it was recommended that:

- i. The teachers should develop social intelligence that will enhance students' academic performance.
- ii. The teachers should be able to apply the emotional intelligence skill developed in effective management of classroom in order to enhance students' academic performance.

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