

Emotional Intelligence and Teachers' Job Performance in Selected Senior Secondary Schools in Rivers State

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Abstract: *This study investigated emotional intelligence and teachers' job performance in selected senior secondary schools in Rivers State. Three research questions posed, and three hypotheses were formulated to guide the study. The descriptive survey research design was adopted for the study. The population of the study was 650 senior secondary school teachers in Rivers State. A total of 50% of the population was used as the sample size which was 325 teachers. Face validation of the research instrument used for data collection was carried out, while a reliability coefficient of 0.61 was obtained from the pilot study using the Pearson's Product Moment Correlation. The data collected were analyzed using descriptive statistics of mean, standard deviation and inferential statistic of Analysis of Variance (ANOVA) to answer the research questions and to test the formulated hypotheses at 0.05 level of significance respectively. The following findings were made: There is no significant difference in the opinion of teachers in the three senatorial districts on the extent empathy, self-control and self-consciousness influence teachers' commitment, creativity and problem solving ability in selected senior secondary schools in Rivers State. It was therefore, recommended that emotional intelligence should be developed and promoted by making training programmes that will aid the teachers in exercising control over their emotions and act in suitable ways rather than to react in a negative one.*

Keywords: *Emotional Intelligence, Teachers Job Performance, Senior Secondary School.*

INTRODUCTION

Education plays an important role in the success of a human in each and every discipline. This is because it provides the humans the various skills that enhance their performance, prepare them physically, and develop them mentally. For a successful teaching it is not just the required subject knowledge, but skills are also needed. Such skills include thinking, creativity, motivation, etc. However, for teachers to effectively carry out their skills, it is fundamental for them to have good understanding of their students' feelings, problems, needs etc. which constitutes the features of emotions. According to Giardini and Frese (2006), emotion refers to a feeling state or felt-tendency. Negative emotions would affect our normal life and our decisions would lack

fairness of judgment and affect others (Wood & Tolley, 2003). On the other hand, positive emotions will help to regulate one's emotions accurately, change one's behaviour in a desired manner, enhance teacher's performance etc. Goleman (1995) emphasized the skills such as thinking, creativity, motivation, self-awareness, empathy, self-control, and self-consciousness. Self-consciousness is an acute sense of self-awareness. It is a preoccupation with oneself, as opposed to the philosophical state of self-awareness, which is the awareness that one exists as an individual being; although some writers use both terms interchangeably or synonymously (Sternberg, 2006). An unpleasant feeling of self-consciousness may occur when one realizes that one is being watched or observed, the feeling that "everyone is looking" at oneself. Some people are habitually more self-conscious than others. Unpleasant feelings of self-consciousness are sometimes associated with shyness or paranoia. When feeling self-conscious, one becomes aware of even the smallest of one's own actions. Such awareness can impair one's ability to perform complex actions. Adolescence is believed to be a time of heightened self-consciousness. A person with a chronic tendency toward self-consciousness may be shy or introverted. According to Ashkanasy and Daus (2005), Giardini and Frese (2006), emotional intelligence has emerged as an important but still relatively ignored concept. Mayer, Salovey and Caruso (2008) also opined that emotional intelligence basically refers to the ability of recognizing and then regulating the emotions of oneself and that of the others. The necessary information about emotions will assist the teachers to guide the actions and behaviors of one-self and that of the others. Many researchers today in their various studies found that emotional intelligence is the best predictor of the teachers' job performance as it can forecast the productivity of the teachers by understanding and handling their emotions in the desired manner. In the view of Mayer, Salovey and Caruso (2008), an emotional intelligent person can easily achieve his/her goals and that is the reason why most of the jobs nowadays need some level of emotional intelligence.

Statement of the Problem

According to Rozell, Pettijohn, and Parker (2006) despite the importance of emotional intelligence, it has been one of the important factors that seem abandoned and neglected in the context of teacher's performance in Nigeria. Many persons have lost their faith in teachers thereby posing a challenge on leadership and managerial skills to deliver the gains of teaching and mentorship to the people because of the seeming failure of teachers in the area of service delivery over the years. There is no gainsaying that teacher's job performance in Nigeria is faced with numerous challenges, which appear to require skills, knowledge and emotional intelligence. Also, many studies over the past 20 years, particularly in business settings, have proven that emotional intelligence can help to identify employers and employees with affective skills capable of relating with and motivating others (Othman, Abdullah, & Ahmad, 2008; Rozell, Pettijohn, & Parker, 2006). Butler and Chinowsky (2006) claim that within construction organizations emotional intelligence traits are just as important as cognitive intelligence measures and experience to find and grow the capacity of future leaders. These findings raise questions as to whether or not the emotional intelligence construct can transfer to the educational environment and help explain which teachers or prospective

teachers might be the most successful in impacting student outcomes and help them target growth areas. In another context, if an emotional intelligence assessment can help identify which employees maintain affective skills capable of relating and motivating others in the business world then the possibility exists that emotional intelligence may help educational leaders develop teachers to excel in relating with students and motivating them to perform in schools. Given the above, this study seeks to ascertain whether or not emotional intelligence influences teachers' job performance in senior secondary schools in Rivers State.

Historical Development of Emotional Intelligence (EI)

The concept of intelligence generally has a wide history. For a very long time, early Psychologists such as Binet (1916) and Spearman (1904) sought to develop the role of intelligence in determining successful management of one's environment. These early psychologists basically focused on cognitive aspects, such as memory and problem solving. However, there were those who recognized that non-cognitive aspects were equally important in assisting individuals to effectively manipulate their environments. Notable among these were Thorndike (1937) who made reference to social intelligence and Wechsler (1943) renowned for his research work on human intelligence and development of intelligence tests, who made reference to the importance of non-intellective elements such as affective and psychomotor variables in helping individuals to effectively deal with their various environments. However, the work of these early psychologists almost remained forgotten until 1980 when Gardiner introduced the concept of "multiple intelligence", emphasizing the importance of both intellectual and non-intellectual aspects of intelligence. In the latter, he emphasized the value of intrapersonal and interpersonal intelligences which were not captured by the traditional intelligence quotient tests. Contemporary interest in the field of emotional intelligence can be traced to the works of Salovey and Mayer (2010) when they coined the term emotional intelligence. In their original model of emotional intelligence, Salovey and Mayer (2010) suggested that emotional intelligence is a form of social intelligence, characterized by five key abilities. They are: the ability to know one's emotions, to handle interpersonal relationships, to use emotions to motivate one to recognize emotions in others and to manage one's emotions. The emphasis here is that emotional intelligence comprises of abilities. After which they reviewed their model and viewed emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions as to promote emotional and intellectual growth (Mayer & Salovey, 1997). Another key personality that has contributed significantly to the development of the modern field of study of emotional intelligence is Daniel Goleman. Having been among the growing number of researchers who were becoming concerned with how little traditional tests of cognitive intelligence predicted success in life, Goleman (2002) investigated the existing ideas on emotional intelligence and eventually put together a book titled "Emotional Intelligence", emphasizing the importance of social and emotional abilities for personal success. The importance of emotional intelligence received a further boost from the growing interest in Positive

Psychology, a concept first introduced by Martin Seligman when he became the President of the American Psychological Association (APA).

Overview of Emotional Intelligence (EI)

Within the domain of business administration, emotions are considered and also taken into negative aspect as they are not given space into business decisions. But the term 'Emotional Intelligence' is taken into positive sense as it is used to predict the outcomes in the organizations.

However, there are various definitions of emotional intelligence presented by different scholars based on their researches. Goleman (1999) presented an elaborate definition of emotional intelligence by stating that emotional intelligence is the ability of knowing one's own feelings and then controlling and motivating those feelings accordingly. He mentioned that EI includes the ability to understand other's emotions and then manage those emotions for effective job performance. Martinez (2005) stated that emotional intelligence includes the non-cognitive skills and capabilities that affect man's ability to deal with the demands and external pressures exerted by the environment. He is of the view that emotional intelligence is not only the cognitive ability but also a skill that can help man in his routine life and day to day activities. In the view of Mayer, Caruso and Salovey (1999), emotions are regarded as psychological subsystems such as responses, awareness and cognition. Mayer, Caruso, & Salovey (1999) termed emotional intelligence as the convergence of emotions and cognition. Mayer et al. (1999) termed emotional intelligence to be a true intelligence which shows mental abilities and the established intelligence. According to their research, intelligence can be developed with the passage of time, age and experience. Emotionally intelligent leaders are fully aware of their own emotional feelings and the emotional feelings of other people in an attempt to solve all routine hurdles in the face of new changes in the workplace (Fullan, 2002). Goleman (1998) identified seven key factors of Emotional Intelligence at the workplace which gave huge popularity to this term. The seven factors or determinants for the evaluation of the emotional intelligence level of leaders are as follows:

- (i) Self-Awareness
- (ii) Self-Regulation
- (iii) Self- Motivation
- (iv) Empathy
- (v) Self-Control
- (vi) Self-Consciousness
- (vii) Social Skills (or Relationship Management).

Self-awareness is the recognition of one's own feelings and feelings of the others (Goleman, 1998). It is an important factor in determining the emotional intelligence. According to Bradberry and Greaves (2005), being self-aware is your ability to accurately perceive your emotions and stay aware of them as they happen." This self-awareness is important for you to be able to quickly react and adjust in a given situation. According to Goleman (1998) self-regulation is the ability of managing the emotions of oneself. It is the crucial driver that can show the level of emotional intelligence in oneself. So on the basis of Goleman's definition, self-regulation is considered as a

correlate of an employee's productivity.

Self-regulation emotionally is the ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation. Self-motivation is referred to as the force that motivates the inner emotions of human beings to continue to work without getting stopped in some point of time (Goleman, 1998). He also stated that it is an important player of emotional intelligence which is directly correlated with teacher's performance.

Empathy is the experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling. *Empathy* is known to increase prosocial (helping) behaviors. It is used to describe a wide range of experiences. Emotion researchers generally define *empathy* as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

Self-control is the quality that allows you to stop yourself from doing things you want to do but that might not be in your best interest. For example, without *self-control*, you might burp and curse nonstop. *Self-control* is the thinking skill that helps children learn to control their feelings and behaviors in order to make good decisions, while aiding in reducing impulsive actions and dealing effectively with frustration. For example, a child may use.

Self-consciousness is a heightened sense of *self-awareness*. It is a preoccupation with oneself, as opposed to the philosophical state of *self-awareness*, which is the awareness that one exists as an individual being, though the two terms are commonly used interchangeably or synonymously. Human beings are *conscious* not only of the world around them but also of themselves: their activities, their bodies, and their mental lives. They are, that is, *self-conscious* (or, equivalently, *self-aware*). *Self-consciousness* can be understood as an awareness of oneself.

Importance of Emotional Intelligence

The importance of emotional intelligence cannot be over-emphasized. Emotional Intelligence can enhance the positive and increased moral amongst employees. An individual's emotional intelligence can be seen to dictate interpersonal relationships. In his findings, Cooper (2007) affirmed that emotions that are properly managed can, and do have successful outcomes. Carefully managed emotions can drive trust, loyalty and commitment as well as increase productivity, innovation and accomplishment in the individual, teacher, team and organizational sphere. Authors such as: Salovey and Shyter (1997) and Goleman (1998) advanced that emotional intelligence is essential for effective leadership. It is believed that even if one has the best training in the world as well as a "high intelligence" level without emotional intelligence, the person would still not make a good leader. Researchers such as Goleman, Fullan and the likes have ascertained that emotional intelligence enhances individual adaptation and change. Other research findings revealed that emotional intelligence is associated with effective outcomes such as greater optimism, less depression and less impulsivity.

Teachers' Job Performance

Teacher's job performance comprises behaviours or actions that contribute to the

achievement of task or goals by teachers in the organization (Campbell, 1990). Employees with good performance can be related to specific business outcomes such as better financial performance, productive workforce, and better retention rates. Numerous studies on the relationship between emotional intelligence and teacher's work performance have been conducted (Carmeli, 2003; Jennings & Palmer, 2007; Sy, Tram, & O'Hara 2006). However, there is still a paucity of studies in examining the performance of teachers with reference to their emotional intelligence.

Research Questions: The following research questions was raised to guide the study:

1. To what extent does empathy influence teachers' commitment in selected senior secondary schools in Rivers State?
2. To what extent does self-control influence teachers' creativity in selected senior secondary schools in Rivers State?
3. To what extent does self-consciousness influence teachers' problem solving ability in selected senior secondary schools in Rivers State?

Hypotheses

The following research hypotheses was formulated to guide the study and was tested at 0.05 level of significant.

- HO₁: There is no significant difference in the opinion of teachers in the three senatorial districts on the extent empathy influences teachers commitment in selected senior secondary schools in Rivers State.
- HO₂: There is no significant difference in the opinion of teachers in the three senatorial districts on the extent self-control influences teachers' creativity in selected senior secondary schools in Rivers State.
- HO₃: There is no significant difference in the opinion of teachers in the three senatorial districts on the extent self-consciousness influences teachers' problem solving ability in selected senior secondary schools in Rivers State.

METHODOLOGY

This study adopted the descriptive survey research design. The population of this study was 650 selected senior secondary school teachers. (Source: School management). The sample size of this study is 50% of the population which is 325 teachers. The simple random sampling technique was adopted for this study. A structured questionnaire titled "Emotional Intelligence and Teachers' Job Performance Questionnaire" (EITJPQ) with a four point rating scale was designed. The instrument was validated by two experts in the field of Measurement and Evaluation, while a reliability coefficient value of 0.61 was obtained using the Pearson's Product Moment Correlation. Mean and Standard Deviation was used to answer the stated research questions, while Analysis of Variance (ANOVA) was used in testing the formulated hypotheses at 0.05 alpha level.

RESULTS

Research Question 1: To what extent does empathy influence teachers' commitment in selected senior secondary schools in Rivers State?

Table 1: Mean of the Extent to which Empathy Influences Teachers' Commitment

S/N	Questionnaire Items	\bar{X}	SD	Remarks
1	Empathy influences teacher's commitment in the school.	2.98	0.98	High Extent
2	Empathy affects teacher's dispositions and makes them to be committed positively to issues concerning their students in the school.	3.0	0.91	Very High Extent
3	Teachers who lack empathy tends to have poor commitment on their students in the school.	2.96	1.74	High Extent
4	When teachers have issues in showing empathy to their students, it usually depicts that little or no relationship exists between them and their commitment.	2.89	1.23	High Extent
	Grand Mean	2.95	1.22	High Extent

From the table above, the mean score of 2.98 implies that empathy influences teacher's commitment in the school. The mean score of 3.0 accepts that empathy affects teacher's dispositions and makes them to be committed positively to issues concerning their students in the school, the means score of 2.96 also indicates that teachers who lack empathy tends to have poor commitment on their students in the school, while the mean score of 2.89 accepts that when teachers have issues in showing empathy to their students, it usually depicts that little or no relationship exists between them and their commitment. Finally the grand mean of 2.95 implies that empathy influences teachers' commitment to a very high extent.

Table 2: Mean of the Extent to which Teachers' Commitment Influences Empathy

S/N	Questionnaire Items	\bar{X}	SD	Remarks
5	Teachers create a relaxed and supportive environment where students trust the teacher to help them to be successful.	2.99	0.90	High Extent
6	Teachers refrain from commenting unprofessionally	2.92	0,95	High Extent

	about their students.			
7	Teachers recognize individual differences among pupils and seek to meet their individual needs.	3.04	1.21	Very High Extent
8	Teachers exhibit good attitude, loyalty, and involvement to enhance and develop the profession they have chosen.	2.78	1.39	High Extent
Grand Mean		2.93	1.11	High Extent

From the table above, the mean score of 2.99 implies that teachers create a relaxed and supportive environment where students' trust the teacher to help them to be successful. The mean score of 2.92 accepts that teachers refrain from commenting unprofessionally about their students, the means score of 3.04 also indicates that teachers recognize individual differences among pupils and seek to meet their individual needs, while the mean score of 2.78 accepts that teachers exhibit good attitude, loyalty, and involvement to enhance and develop the profession they have chosen. Finally the grand mean of 2.93 implies that teachers' commitment is being influenced by empathy to a very high extent.

Research Question 2: To what extent does self-control influence teachers' creativity in selected senior secondary schools in Rivers State?

Table 3: Mean of the Extent to which Self-control Influences Teachers' Creativity

S/N	Questionnaire Items	\bar{X}	SD	Remarks
9	Teachers who have self-control are said to have efficiency and effectiveness in their creativity.	2.87	2.01	High Extent
10	When a teacher exhibits self-control during teaching and learning, students will be positively creative and their academic performance will be modified.	3.03	0.94	Very High Extent
11	Self-control can cause a teacher to positively improve his/her creativity and thus academically groom his/her students.	3.01	0.99	Very High Extent
12	Self-control of teachers does not have any negative influence on their creativity in school.	3.0	1.10	Very High Extent

Grand Mean	2.97	1.26	High Extent
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From the table above, the mean score of 2.87 implies that teachers who have self-control are said to have efficiency and effectiveness in their creativity. The mean score of 3.03 entails that when a teacher exhibits self-control during teaching and learning, students will be positively creative and their academic performance will be modified, the means score of 3.01 also indicates that self-control can cause a teacher to positively improve his/her creativity and thus academically groom his/her students, while the mean score of 3.0 accepts that self-control of teachers does not have any negative influence on their creativity in school. Finally the mean score of 2.97 implies that self-control influences teachers' creativity to a very high extent.

Table 4: Mean of the Extent Teachers' Creativity Influences Self-control

S/N	Questionnaire Items	\bar{X}	SD	Remarks
13	Mentoring and/or peer observation and coaching, as part of a formal job arrangement.	2.78	0.92	High Extent
14	Engaging in informal dialogue with your colleagues improves your job.	2.90	0.95	High Extent
15	Teaching students with special learning needs is an act of creativity.	2.92	1.21	High Extent
16	Engagement in extra-curricular activities with students (e.g. school plays and performances, sporting activities).	3.0	2.09	Very High Extent
Grand Mean		2.9	1.29	High Extent

From the table above, the mean score of 2.78 implies that mentoring and/or peer observation and coaching, as part of a formal job arrangement. The mean score of 2.90 entails that engaging in informal dialogue with your colleagues improves your job, the means score of 2.92 also indicates that teaching students with special learning needs is an act of creativity, while the mean score of 3.0 accepts that engagement in extra-curricular activities with students (e.g. school plays and performances, sporting activities). Finally the mean score of 2.9 implies that teachers' creativity is being influenced by self-control to a very high extent.

Research Question 3: To what extent does self-consciousness influence teachers' problem solving ability in selected senior secondary schools in Rivers State?

Table 5: Mean of the Extent to which Self-consciousness Influences Teachers' Problem Solving Ability

S/N	Questionnaire Items	\bar{X}	SD	Remarks
17	Self-consciousness influences teachers' problem solving ability positively.	2.98	1.02	High Extent
18	Self-consciousness of teachers significantly improves their problem solving ability	2.95	0.92	High Extent
19	Self-consciousness is another means of controlling and modifying student's problem solving ability	2.92	0.97	High Extent
20	Self-consciousness of teachers improves their ability to handle issues concerning their students.	2.87	1.00	High Extent
	Grand Mean	2.93	0.98	High Extent

From the table above, the mean score of 2.98 implies that self-consciousness influences teachers' problem solving ability positively. The mean score of 2.95 entails that self-consciousness of teachers significantly improves their problem solving ability, the means score of 2.92 also indicates that self-consciousness is another means of controlling and modifying student's problem solving ability, whereas the mean score of 2.87 accepts that self-consciousness of teachers improves their ability to handle issues concerning their students. Finally the mean score of 2.93 implies that self-consciousness influences teachers' problem solving to a very high extent.

Table 6: Mean of the Extent Teachers' Problem Solving Influences Self-consciousness

S/N	Questionnaire Items	\bar{X}	SD	Remarks
21	Design task with more than one alternative solution and strategies	2.98	0.96	High Extent
22	Frequently make set of evaluation only testing on calculation and procedure.	2.92	1.02	High Extent
23	Think critically after discussion.	3.04	1.04	Very High Extent
24	Focus on guiding students in solving task using one step solution.	2.78	0.99	High Extent
	Grand Mean	2.93	1.00	High Extent

From the table above, the mean score of 2.98 implies that teachers design task with more than one alternative solution and strategies. The mean score of 2.92 accepts that they frequently make set of evaluation only testing on calculation and procedure, the mean score of 3.04 also indicates that teachers think critically after discussion, while the mean score of 2.78 accepts that teachers' focus on guiding students in solving task using one step solution. Finally the mean score of 2.93 implies that teachers' problem solving is being influenced by self-consciousness to a very high extent.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the opinion of teachers in the three senatorial districts on the extent empathy influences teachers' commitment in selected senior secondary schools in Rivers State.

Table 7: Analysis Of Variance (ANOVA) on the significant difference in the opinion of teachers in the three senatorial districts on the extent empathy influences teachers' commitment in selected senior secondary schools in Rivers State

Sources of Variation	Df	Sum of Squares	Mean Square	F-cal	F-critical	Decision
Between Groups	2	.321.	.161	5.61	3.04	Reject H_0
Within Groups	323	92.067	.286			
Total	325	92.388				

From the F- ratio distribution, the critical value of F with 2 and 323 degrees of freedom at 0.05 alpha level is 3.04. Since the calculated value of 5.61 is greater than the critical value of 3.04, we have good reason to reject the null hypothesis H_0 and accept the alternate. Thus there is a significant difference among the opinion of teachers in the three senatorial districts on the extent empathy influences teachers' commitment in selected senior secondary schools in Rivers State.

Hypothesis 2: There is no significant difference in the opinion of teachers in the three senatorial districts on the extent self-control influences teachers' creativity in selected senior secondary schools in Rivers State.

Table 8: Analysis Of Variance (ANOVA) on the significant difference in the opinion of teachers in the three senatorial districts on the extent self-control influences teachers' creativity in selected senior secondary schools in Rivers State

Sources of Variation	df	Sum of Squares	Mean Square	F-cal	F-critical	Decision
Between Groups	2	.321.	.193	5.38	3.04	Reject H_0
Within Groups	323	96.067	.298			
Total	325	96.388				

From the F- ratio distribution, the critical value of F with 2 and 323 degrees of freedom at 0.05 alpha level is 3.04. Since the calculated value of 5.38 is greater than the critical value of 3.04, it is pertinent therefore to reject the null hypothesis H_0 . This implies that there is a significant difference among the opinion of teachers in the three senatorial districts on the extent self-control influences teachers' creativity in selected senior secondary schools in Rivers State.

Hypothesis 3: There is no significant difference in the opinion of teachers in the three senatorial districts on the extent self-consciousness influences teachers' problem solving ability in selected senior secondary schools in Rivers State.

Table 9: Analysis Of Variance (ANOVA) on the significant difference in the opinion of teachers in the three senatorial districts on the extent self-consciousness influences teachers' problem solving ability in selected senior secondary schools in Rivers State

Sources of Variation	df	Sum of Squares	Mean Square	F-cal	F-critical	Decision
Between Groups	2	.025	.013	3.30	3.04	Reject H_0
Within Groups	323	118.886	.369			
Total	325	118.911				

From the F- ratio distribution, the critical value of F with 2 and 323 degrees of freedom at 0.05 alpha level is 3.04. Since the calculated value of 3.30 is greater than the critical value of 3.04, the null hypothesis H_0 is hereby rejected and the alternate accepted. Given the above, there is a significant difference among the opinion of teachers in the three senatorial districts on the extent self-consciousness influences teachers' problem solving ability in selected senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

Based on the analysis of the data it was found that there is a significant difference in the opinion of teachers in the three senatorial districts on the extent empathy influences teachers' commitment in selected senior secondary schools in Rivers State. This finding is in line with the view of Cooper (2007) who asserted that an individual's empathy can be seen to dictate interpersonal relationships. In his findings, he affirmed that empathy that are properly managed can, and do have successful outcomes. Carefully managed emotions however can drive trust, loyalty and commitment as well as increase productivity, innovation and accomplishment in the individual, teacher, team and organizational sphere. Authors such as Salavey and Shyter (1997) and Goleman (1998) opined that empathy is essential for effective leadership. It is believed that even if one has the best training in the world as well as a "high intelligence" level without empathy, the person would still not make a good leader. Researchers such as Goleman, Fullan (2001) and the likes have ascertained that empathy enhances individual adaptation and change. Other research findings revealed that empathy is associated with effective outcomes such as greater optimism, less depression and less impulsivity. Bradberry

and Greaves (2005) referred to empathy as the capacity to know how another person feels. As one begins to recognize emotions in oneself and realizes her/his own emotional weather systems, she/he will be able to sense them in others more accurately. This means one can feel with someone rather than feel about themselves. People, who are empathetic, are more attuned to the subtle social signals that others' need or want. Empathy skills are most important in managing relationships. When a person is empathetic, she/he has the ability to have strong bonds with other people, can communicate more clearly, can understand others' view points, have compassion and can forgive others for their transgression. Goleman has explained empathy as 'social radar'. He explains empathy as being able to pick up another's feeling without having a word uttered by them. Being empathetic is being aware of the emotions of others. One does this by listening carefully and tuning into the non-verbal clues those around one are giving. This also gives one the opportunity to build a closer relationship and allows them to be related better to you (Goleman, 2011). It was also found that there is a significant difference in the opinion of teachers in the three senatorial districts on the extent self-control influences teachers' creativity in selected senior secondary schools in Rivers State. This domain of EI comprises the ability to regulate moods and emotions in oneself and in other people (Goleman, 2011).

Emotionally intelligent people must be able to control, monitor, discriminate, and label their feelings accurately, believe that they can improve or otherwise modify these feelings, employ strategies that will alter their feelings, and assess the effectiveness of these strategies. That is, emotionally intelligent people will be able to handle uncomfortable emotions, once they have accepted that they are feeling them. At times, one can stay open to his feelings, learn from them, and use them to take appropriate action. Other times, however, it may be better to disengage from an emotion and return to it later. Controlling your emotions is the key in emotional intelligence. One needs to be able to act and react based on the situation and not on how one is feeling in that moment. Reacting based on how one feels can come with some not-so-appealing consequences. Finally, it was found that there is a significant difference in the opinion of teachers in the three senatorial districts on the extent self-consciousness influences teachers' problem solving ability in selected senior secondary schools in Rivers State. Self-consciousness is an acute sense of self-awareness that motivates teachers (Bradberry & Greaves, 2005). It is a preoccupation with oneself, as opposed to the philosophical state of self-awareness, which is the awareness that one exists as an individual being; although some writers use both terms interchangeably or synonymously. An unpleasant feeling of self-consciousness may occur when one realizes that one is being watched or observed, the feeling that "everyone is looking" at oneself. Some people are habitually more self-conscious than others. Unpleasant feelings of self-consciousness are sometimes associated with shyness or paranoia. When feeling self-conscious, one becomes aware of even the smallest of one's own actions. Such awareness can impair one's ability to perform complex actions. Adolescence is believed to be a time of heightened self-consciousness. A person with a chronic tendency toward self-consciousness may be shy or introverted (Bradberry & Greaves, 2005). Unlike self-awareness, which in a philosophical context is being conscious of oneself as an individual, self-consciousness, being excessively

conscious of one's appearance or manner, can be a problem at times. Self-consciousness is often associated with shyness and embarrassment, in which case a lack of pride and low self-esteem can result. In a positive context, self-consciousness may affect the development of identity, for it is during periods of high self-consciousness that people come the closest to knowing themselves objectively. Self-consciousness affects people in varying degrees, as some people are constantly self-monitoring or self-involved, while others are completely oblivious of themselves. Psychologists frequently distinguish between two kinds of self-consciousness, private and public.

CONCLUSION / RECOMMENDATIONS

It was concluded that the opinion of teachers in the three senatorial districts on the influence of empathy, self-control and self-consciousness on teachers' commitment, creativity and problem solving ability do not differ in their opinion. Thus, it is pertinent to assert here that empathy, self-control and self-consciousness influences teachers' commitment, creativity and problem solving ability respectively in selected senior secondary schools in Rivers State. From the above, the study recommend that Emotional intelligence should be developed and promoted by making training programs that will aid the teachers' empathy in exercising control over their emotions and act in suitable ways rather than to react in a negative one. The reform in the teaching process should not only be dependent on a new curriculum but should also concentrate on its quality and focus on more interaction between teachers and their students as to develop self-control over themselves. The Ministry of Education should include some teacher training programs in order to enhance teachers' self-consciousness based on their performance. Such programs will assist teachers in improving and enhancing a better classroom management.

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