



## MANAGEMENT OF TEACHERS' SOCIAL INTELLIGENCE AS A CORRELATE OF PRODUCTIVITY IN SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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### **Abstract:**

This study investigated the management of teachers' social intelligence as a correlate of their productivity in secondary schools in Rivers State, Nigeria. The study adopted a correlation research design. The population of the study consisted of 6850 teachers from the 247 public secondary schools in Rivers State. A sample of 1185 respondents was drawn from the target population of 6850 teachers in senior secondary schools in Rivers State. Stratified random sampling technique was used. Two self structured instruments titled Management of Teachers' Social Intelligence Scale (MTSIS) and Teachers' Job Productivity Scale (TJPS) were used for data collection. Face and content validities were ensured by experts in the relevant areas. The reliability coefficients of 0.89 and 0.78 were computed for MTSIS and TJPS through Cronbach alpha statistics. Research questions 1, 2, and 3 were answered using simple regression while 4 was answered using multiple regression. Hypotheses 1, 2, and 3 were tested using t-test associated with simple regression while Analysis of Variance (ANOVA) associated with multiple regression was used to test hypothesis 4 at 0.05 level of significance. It was found among others that teacher' social intelligence skills management jointly significantly predicted job productivity in secondary schools in Rivers State, Nigeria. Moreso, self-awareness, self-regulation and social skills independently predicted job productivity in secondary schools in Rivers State, Nigeria. It was recommended that teachers should be proactive in knowing his/her social disposition as well as that of others. Furthermore, the teachers should always define and maintain a standard in any relationship with colleagues and students in order to regulate and sustain a harmonious relationship.

**Keywords:** management of teachers' social intelligence and productivity

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## 1. Introduction

Productivity is the hallmark of every organization. It is the measure of output based on a predetermined standard. Functionally and officially, every organization is saddled with the responsibility of tasks accomplishment. The extent to which these tasks are accomplished marks the level of achievement and productivity in such set-up. The schools as an organization is obligated to admit students, instruct them and bring them a fulfilled child in the end of the academic career. Productivity is traceable to the extent the students is groomed academically and character wise. Therefore, to bring about the required character and learning becomes the onus of the teacher. Ubong (2012) summarized that teachers productivity is measured by ratings of colleagues, principals rating as well as that of students. Uzodinma (2005) stressed that job productivity is not mostly measured directly but could be from notable positive changes in customers. Adeh (2011) reported that teacher productivity is a direct function of staff development programmes which can help them acquire some requisite skills. Richy (2007) posits that the central features which teachers cover include: classroom teaching; curriculum design; printed and electronic teaching materials; provision of assessment tasks; classroom effectiveness; regularity to classes; lesson plan delivery; interpersonal relationship; involvement in co-curricular activities; relationship with students among others.

The aspect of teachers' relationship with students is very important if instructional purpose must be achieved. In order to have an amiable and amicable relationship, there must be some level of social intelligence. The ability of teachers to manage their social disposition will be of great importance in the winning of students' attention in the school. This is because management has to do with organizing, directing, instructing and planning. It is very expedient for a teacher to properly organize, direct and plan his activities with respect to the willingness of others as well as that of himself. Therefore, teachers' social intelligence depicts the ability of the teacher to understand his social qualities as well as that of others.

Without emotional stability of the teachers and students, it becomes almost impossible for effective teaching and learning to take place and this is not done with devoid and devout of social skills of the duo properly taken into consideration (Amaeze, 2017). It therefore appears that social intelligence is indispensable and vital in the actualization of instructional purposes. Social intelligence is the knowledge of one's social responsibility, relationship as well as that of the others. Daniel Goleman was able to highlight self-awareness, self-regulation and social skills as the components of social intelligence. Self awareness is the cognitive and behavioural understanding of the mood, drive and emotion on self and that of others. Self-awareness also means the ability to identify one's own internal states, preferences, resources and intuition. Chukwu (2018) defined self-awareness as the accurate self-assessment which involves knowing one's emotions and their effects and self-confidence which refers to a strong sense of strength and limitation. The effective management of teachers' self-awareness is pivotal to organizational goal achievement (Nnadi, 2017). It is reported by Onyebuchi

(2017) that the employees' self-awareness management plays a prominent role in the attainment of the organizational goals.

Self-regulation is seen as the ability of teachers to initiate and control their behaviour towards some impulses that will enable them to achieve some established norms, standards, objectives and goals. It is advantageously necessary for teachers to manage and regulate self and attitude. The ability to self-regulate oneself has been viewed as a desirable quality throughout history because of its positive effects on behavior and the acquisition of skills (Reid, 1993). Some teachers who over self-regulate themselves are always seen as not being sociable enough. It is therefore, very necessary for teachers to adequately manage and regulate their dealings with students and colleagues in order to have a peaceful coexistence in the working place. Hezekiah (2017) reported that proper self management and regulation by teachers create an enviable working environment that is enriched with great work enthusiasm. Interestingly, Uzomba (2017) found that self-regulation is the foundation of emotional stability that brings about enhanced productivity in the work sector.

In managing social intelligence, social skills are not negligible. Social skills are all about the proper use of prowess, tactics and wisdom in relationships. Effective management and social relationship induces positive response from others (Teibowei, 2014). The relationship management skill as explained by Goleman (1998) contains competencies that have the most direct effect on interactions with other people. In a fundamental sense, the effectiveness of one's relationship skills brings on one's ability to influence the emotions of another person. Chukwu (2018) reported that social skill in turn builds on other domains of emotional intelligence, particularly self-management and social awareness. It is still uncertain on the relationship between teachers' social intelligence management and productivity in secondary schools in Rivers, hence the backbone of this study.

## **2. Statement of the Problem**

There is a consistent and constant misplacement of priority on the causes of adverse effect of productivity in secondary schools in Rivers State. Some authors have reported the major cause of poor and reduced productivity to be psychological while some opined that it stems from teachers' qualification and the status of instructional and physical facilities. Little did they know that emotions and other activities in the school have their fulcrum on the level of socialization that is obtainable in the school. Schools that are crises prone may end up not achieving the noble and lofty goals and objectives even amidst of qualified teachers and instructional and physical facilities. This is largely due to the fact that the environment and the school climate may not be as friendly to encourage harmonious and amicable relationship among teachers, students, principals and other members of staff. It is quite unfortunate that most teachers in schools in Rivers State are replete with malice, crises, grumbling, complaining, fighting, disputes and envy. This scenario may have contributed to the unfriendly environment experienced in most of these schools. The teachers being the curriculum implementers

and character molders are supposed to be socially fit, fancy free and disposed. Where poor teachers' characteristics dominant, these may pose a great threat to the school climate being negative. Most of the teachers are sadist hence molest, abuse and frustrate their students by calling them sundry of names like coconut head, idiot, illiterate and among others which are capable of disrupting the classroom decorum. The researcher is therefore bothered whether these crops of teachers properly manage their social intelligence, hence investigated the prediction of management of social intelligence on productivity in secondary schools in Rivers State.

### **2.1 Aim and Objectives of the Study**

The study aimed at investigating the management of teachers' social intelligence as correlates of their productivity in secondary schools in Rivers State, Nigeria. Specifically, the study sought to:

1. Determine the extent teachers' self-awareness management can predict their productivity in secondary schools in Rivers State.
2. Ascertain the extent teachers' self-regulation management can predict their productivity in secondary schools in Rivers State.
3. Examine the extent the extent teachers' social skills management can predict their productivity in secondary schools in Rivers State.
4. Find out the joint prediction of teachers social intelligence management on their productivity in secondary schools in Rivers State.

### **2.2 Research Questions**

The following research questions were answered in this study.

1. To what extent does teachers' self-awareness management predict their productivity in secondary schools in Rivers State?
2. What is the extent of prediction of teachers' of self-regulation management their productivity in secondary schools in Rivers State?
3. Towhat extent does teachers' of social skills management predict their productivity in secondary schools in Rivers State?
4. What is the extent to which teachers' social intelligence management jointly predict their productivity in secondary schools in Rivers State?

### **2.3 Hypotheses**

The following null hypotheses were tested at 0.05 alpha level of significance.

1. Teachers' self-awareness management independently does not significantly predict their productivity in secondary schools in Rivers State.
2. Teachers' self-regulation management independently does not significantly predict their productivity in secondary schools in Rivers State.
3. Teachers' social skills management independently doesnot significantly predict their productivity in secondary schools in Rivers State.
4. Teachers' social intelligence management jointly does not significantly predict their productivity in secondary schools in Rivers State.

### 3. Methodology

The study adopted a correlation research design. The population of the study consisted of 6850 teachers from the 247 public secondary schools in Rivers State. A sample of 1185 respondents was drawn from the target population of 6850 teachers in senior secondary schools in Rivers State. Stratified random sampling technique was used to ensure adequate representation of the respondents. This means that the entire population were broken down into smaller units according to Local Government Areas urban and rural schools and so on. Out of the twenty three (23) Local Government Areas two (8) urban and ten (10) rural Local Government Areas were simple randomly sampled. The two (8) urban Local Government Areas produced six hundred and thirty seven (637) teachers while the ten (10) rural schools produced five hundred and forty eighty (548) teachers respectively. Two self structured instruments titled Management of Teachers' Social Intelligence Scale (MTSIS) and Teachers' Job Productivity Scale (TJPS) were used for data collection. The Management of Teachers' Social Intelligence Scale (MTSIS) has two sections of A and B. Section A of MTSIS elicited the bio-data information of the respondents while section B contained 30 items that elicited information on the management of teachers social intelligence. The section B of MTSIS has three subsections that measure management of self-awareness, self-regulation and social skills with each having 10 items respectively. On the other hand, Teachers' Job Productivity Scale (TJPS) has 20 items that measured their productivity. Face and content validities were ensured by experts in the relevant areas. The reliability coefficients of 0.89 and 0.78 were computed for MTSIS and TJPS through Cronbach alpha statistics. The reliability coefficients of 0.77, 0.75 and 0.70 were computed for Management of Self-awareness Subscale, Management of Self-regulation Subscale and Management of Social Skills Subscale respectively. Research questions 1, 2, and 3 were answered using simple regression while 4 was answered using multiple regression. Hypotheses 1, 2, and 3 were tested using t-test associated with simple regression while Analysis of Variance (ANOVA) associated with multiple regression was used to test hypothesis 4 at 0.05 level of significance.

### 4. Results

The results of the findings are presented as shown below.

**Research Question 1:** To what extent does teachers' self-awareness management predict their productivity in secondary schools in Rivers State?

**Table 1:** Simple regression analysis on the extent to which teachers' self-awareness management predict job productivity

Model	R	R Square	Adjusted R Square
1	.523 <sup>a</sup>	.273	.271

Data on table 1 revealed that the regression coefficient and regression square are 0.523 and 0.273 respectively. The regression coefficient of 0.523 showed that teachers' self-awareness management moderately relates to job productivity in secondary schools in Rivers State. The data also showed that the teachers' self-awareness management predicts job productivity by 27.3% ( $100 \times 0.273$ ). This therefore implied that teachers' self-awareness management predicts job productivity by 27.3% while the remaining 72.7% was accounted by other variables other than self-awareness management.

**Research Question 2:** What is the extent to which teachers' self-regulation management predict their productivity in secondary schools in Rivers State?

**Table 2:** Simple regression analysis on the extent to which teachers' self-regulation management predict job productivity

Model	R	R Square	Adjusted R Square
1	.232 <sup>a</sup>	.054	.051

Data on table 2 revealed that the regression coefficient and regression square are 0.232 and 0.051 respectively. The regression coefficient of 0.232 showed that teachers' self-regulation management has a low positive relationship with job productivity in secondary schools in Rivers State. The data also showed the teachers' self-regulation management predicts job productivity by 5.4% ( $100 \times 0.054$ ). This therefore implied that teachers' self-regulation management predicts job productivity by 5.4% while the remaining 94.6% was accounted by other variables other than self-regulation management.

**Research Question 3:** To what extent does teachers' management of social skills predict their productivity in secondary schools in Rivers State?

**Table 3:** Simple regression analysis on the extent to which teachers' social skills management predict job productivity

Model	R	R Square	Adjusted R Square
1	.393 <sup>a</sup>	.154	.005

Data on table 3 revealed that the regression coefficient and regression square are 0.393 and 0.154 respectively. The regression coefficient of 0.393 showed that teachers' social skills management has a low positive relationship with job productivity in secondary schools in Rivers State. The data also showed the teachers' social skills management predicts job productivity by 15.44% ( $100 \times 0.154$ ). This therefore implied that teachers' social skills management predicts job productivity by 15.44% while the remaining 84.56% was accounted by other variables other than social skills management.

**Research Question 4:** What is the extent to which teachers' social intelligence management jointly predict their productivity in secondary schools in Rivers State?

**Table 4:** Multiple regression analysis on the joint prediction of teachers' social intelligence on job productivity

Model	R	R Square	Adjusted R Square
1	.549 <sup>a</sup>	.301	.289

Data on table 4 revealed that the regression coefficient and regression square are 0.549 and 0.301 respectively. The regression coefficient of 0.549 showed that teachers' social intelligence jointly moderately relates to job productivity in secondary schools in Rivers State. The data also showed the teachers' social intelligence predicts job productivity by 30.1% ( $100 \times 0.301$ ). This therefore implied that teachers' social intelligence predicts job productivity by 30.1% while the remaining 69.9% was accounted by other variables other than social intelligence.

**Hypothesis 1:** Teachers' self-awareness management independently does not significantly predict their productivity in secondary schools in Rivers State.

**Table 5:** t-test associated with simple regression of the independent prediction of teachers' self-awareness on job productivity

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.583	1.859		9.458	.000
Teachers' self-awareness management	.524	.050	.523	10.426	.000

a. Dependent Variable: teachers' self-awareness management

Table 5 showed that the beta value is give as 0.523 showing the relationship value between teachers' self-awareness management and job productivity. The result showed that the t-calculated value of 10.426 is significant at 0.000 when subject to an alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, teachers' self-awareness management independently significantly predicted teachers' job productivity in secondary schools in Rivers State.

**Hypothesis 2:** Teachers' self-regulation management independently does not significantly predict their productivity in secondary schools in Rivers State.

**Table 6:** t-test associated with simple regression of the independent prediction of teachers' self-regulation management on job productivity

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	28.520	2.080		13.709	.000
Teachers' self-regulations skills management	.227	.056	.232	4.055	.000

a. Dependent Variable: teachers' self-regulation skills management

Table 6 showed that the beta value is give as 0.232 showing the relationship value between teachers' self-regulation skills management and job productivity. The result showed that the t-calculated value of 4.055 is significant at 0.000 when subject to an alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, teachers' self-regulation skills management independently significantly predicted teachers' job productivity in secondary schools in Rivers State.

**Hypothesis 3:** Teachers' social skills management independently does not significantly predict their productivity in secondary schools in Rivers State.

**Table 7:** t-test associated with simple regression of the independent prediction of teachers' social skills management on job productivity

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	36.336	.396		91.728	.000
Teachers' social skills management	.019	.012	.393	1.583	.015

a. Dependent Variable: teachers' social skills management

Table 7 showed that the beta value is give as 0.093 showing the relationship between teachers' social skills management and job productivity. The result showed that the t-calculated value of 1.583 is not significant at 0.015 when subject to an alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, teachers' social skills management independently significantly predicted teachers' job productivity in secondary schools in Rivers State.

**Hypothesis 4:** Teachers' social intelligence management jointly does not significantly predict their productivity in secondary schools in Rivers State.



**Table 4.7:** ANOVA associated with multiple regression on the joint prediction of teachers' social intelligence management on teachers job productivity

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	185.461	5	37.092	24.541	.000 <sup>a</sup>
	Residual	430.765	679	1.511		
	Total	616.227	684			

Table 8 showed that the sum of squares were 185.461 and 430.765 while mean square were given as 37.092 and 1.511 respectively. With degrees of freedom of 5 and 679, the calculated F ratio value of 24.541 is significant at 0.000 when subjected to 0.05 alpha level of significance. Therefore, the null hypothesis was rejected. By implication, teachers' social intelligence management (self-awareness, self-regulation and social skills) jointly significantly predicts teachers' job productivity in secondary schools in Rivers State.

## 5. Summary of Findings

The findings of this study are summarized as shown below:

- 1) Teachers' self-awareness management independently significantly predicted their job productivity in secondary schools in Rivers State, Nigeria.
- 2) Teachers' self-regulation management independently significantly predicted their job productivity in secondary schools in Rivers State, Nigeria.
- 3) Teachers' social skills management independently significantly predicted their job productivity in secondary schools in Rivers State, Nigeria.
- 4) Teachers' social intelligence skills management jointly significantly predicted their job productivity in secondary schools in Rivers State, Nigeria.

### 5.1 Discussion of Findings

The findings of this study were discussed as shown below:

#### A. Teachers' Self-awareness Management and Productivity

Teachers' self-awareness management independently significantly predicted their job productivity in secondary schools in Rivers State, Nigeria. This result is interesting owing to the fact that self-awareness is very vital in any relationship in order to cut down excessive in the relationship. It is worthy to note that effective management of teachers' self-awareness is pivotal to organizational goal achievement (Nnadi, 2017). Still in support of this study was Onyebuchi (2017) who reported that the employees' self-awareness management plays a prominent role in the attainment of the organizational goals. In the same vain, Chukwu (2018) reported that self-awareness as the accurate self-assessment involves knowing one's emotions and their effects and self-confidence which refers to a strong sense of strength and limitation.

### **B. Teachers' Self-regulation Management and Productivity**

Teachers' self-regulation management independently significantly predicted their job productivity in secondary schools in Rivers State, Nigeria. Undoubtedly, the researcher was pleased with the outcome of the report chiefly because of the prominence self-regulation on peaceful co-existence among teachers. Supporting the finding of this study was Hezekiah (2017) who found that proper self management and regulation by teachers create an enviable working environment that is enriched with great work enthusiasm. Another interesting report that buttressed the finding of this study was that of Uzomba (2017) who found that self-regulation is the foundation of emotional stability that brings about enhanced productivity in the work sector.

### **C. Teachers' Social Skills Management and Productivity**

Teachers' social skills management independently significantly predicted their job productivity in secondary schools in Rivers State, Nigeria. It requires a whole lot of social skills for an individual to properly co-exist with each other. That is why it is reported that effective management and social relationship induce positive response from others (Teibowei, 2014). This study is corroborated by Goleman (1998) who contained that competencies have the most direct effect on interactions with other people. In a fundamental sense, the effectiveness of one's relationship skills brings on one's ability to influence the emotions of another person. Chukwu (2018) reported that social skills in turn builds on other domains of emotional intelligence, particularly self-management and social awareness

## **6. Conclusion**

Based on the findings of this study it was concluded that teachers' social intelligence skills management is viable, veritable, vital and valid in the achievement of the desired productivity in secondary schools in Rivers State.

### **6.1 Recommendations**

The following recommendations were made based on the conclusion of this study.

1. The teachers should be proactive in knowing his/her social disposition as well as that of others.
2. The teacher should always define and maintain a standard in any relationship with colleagues and students in order to regulate and sustain a harmonious relationship.
3. The school principals should endeavour from time to time to engage the services of sociologies who can enhance the needed and useful social skills of the teachers in secondary schools in Rivers State, Nigeria.

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