

Management of Teachers' Emotional Intelligence for Effective Service Delivery in Public Secondary Schools in Rivers State

By

Ibe, Vivian Tochukwu, Ph.D.

Phone: 08032597317 Email: vivianvitalisibe@gmail.com

Department of Educational Management, Faculty of Education, University of Port Harcourt

Abstract

This study explored the management of teachers' emotional intelligence (EI) for effective service delivery in public secondary schools in Rivers State, Nigeria. Knowing the importance of EI in education, the research reviews how teachers' emotional competencies impact classroom management, student engagement, and overall teaching effectiveness. Employing the theoretical frameworks proposed by Puna et al. alongside Nelis et al., the research developed a conceptual model for understanding the multifaceted aspects of EI and its practical ramifications in educational contexts. The population of the study comprised all the 8234 teachers in public secondary schools in Rivers State. A sample of 534 was drawn through proportional random sampling technique. The instruments used for data collection were titled Current State of Teachers' Emotional Intelligence and Job Performance (CSTEIJP) and Management of Teachers' Emotional Intelligence on Service Delivery (MTEISD). Through a descriptive survey, the research identified significant gaps in the management of EI among teachers in Rivers State. The research findings indicated that while educators acknowledge the significance of emotional intelligence (EI), there exists a deficiency in systematic support and training aimed at cultivating these competencies, which consequently results in difficulties in service delivery. The investigation culminated in suggestions for the incorporation of EI within teacher preparation curricula, ongoing professional development initiatives, and educational governance frameworks. By addressing these identified deficiencies, the study sought to augment pedagogical effectiveness, mitigate educator burnout, and enhance educational outcomes within public secondary educational institutions.

Keywords: Emotional intelligence (EI), Educational management, Service delivery, Rivers State Public Schools.

Introduction

Emotional intelligence (EI) has garnered increasing acknowledgment as an integral component of effective pedagogical practices and learning processes. Puna et al. (2015) characterized EI as the capacity to identify, comprehend, and regulate both one's own emotions and those of others. EI encompasses a spectrum of competencies that are indispensable for achieving educational success. Key competencies consist of an understanding of oneself, the capability to manage one's emotions, motivation, empathy, and

social adeptness (Puna et al.) Within educational frameworks, educators possessing elevated levels of EI are more adept at managing classroom interactions, addressing students' emotional requirements, and establishing an environment that is conducive to learning (Jennings & Greenberg, 2009). Empirical research has substantiated that educators' emotional intelligence significantly influences their pedagogical effectiveness and the overall classroom atmosphere (Corcoran & Tormey, 2012). Educators with elevated EI are more inclined to forge positive relationships with students, demonstrate superior classroom management capabilities, and respond constructively to challenges (Brackett & Katulak, 2007). This characteristic is especially relevant in today's educational frameworks, characterized by a mix of diversities and intricacies, demanding that teachers merge academic pursuits with the social and emotional aspects of their students' experiences.

The professional and personal advancement of educators is profoundly influenced by their emotional intelligence. In a professional capacity, educators endowed with high EI typically exhibit enhanced resilience, adaptability, and leadership qualities (Parker et al., 2009). They show enhanced capabilities in dealing with stress, effectively interacting with both students and fellow staff, and promoting a constructive school climate (Mayer, Caruso, & Salovey, 2016). Such attributes are crucial for educators who must navigate the intricacies of contemporary education, including curriculum modifications, heterogeneous student demographics, and heightened accountability standards.

On a personal level, emotional intelligence is positively correlated with job satisfaction and mitigates burnout among educators (Platsidou, 2010). Educators possessing robust EI competencies are better equipped to regulate their emotions, sustain a healthy work-life equilibrium, and retain their enthusiasm for teaching over an extended period (Brackett et al., 2010). Empathy, an essential element of EI, enables educators to establish deeper connections with their students, thereby fostering trust and mutual respect, which are critical for effective teaching and learning (Jennings & Greenberg, 2009).

In the context of Rivers State, Nigeria, the significance of emotional intelligence in educational practice is magnified by the distinctive challenges confronted by public secondary schools. These institutions frequently operate within environments characterized by socio-economic disparities, resource constraints, and cultural diversity, all of which can engender substantial stress for both educators and students (Ekechukwu, 2019). Educators in Rivers State are often tasked with managing large classrooms, catering to diverse learning requirements, and navigating the socio-political dynamics that affect educational outcomes

within the region (Nwafor & Okoli, 2018). The enhancement of educators' emotional intelligence becomes imperative for effective service delivery in light of these challenges. Educators who exhibit heightened emotional intelligence tend to involve their students positively, adeptly navigate classroom stress, and nurture an environment that is inclusive for all students to excel (Okeke & Uchendu, 2020). Furthermore, the augmentation of educators' EI through strategically designed professional development initiatives can alleviate the ramifications of burnout, bolster job satisfaction, and ultimately yield improved educational outcomes in Rivers State (Eze, 2017).

The emphasis on emotional intelligence is especially relevant as Rivers State persists in executing educational reforms designed to enhance both the quality and accessibility of education. By prioritizing the enhancement of emotional intelligence within the teaching workforce, policymakers and educational leaders can ascertain that these reforms yield substantial advancements in pedagogical effectiveness and student performance throughout the public secondary schools of the state.

Statement of the Problem

The role of emotional intelligence (EI) is significant in fostering effective teaching; nonetheless, the attention given to its management by educators is lacking across diverse educational landscapes. There exist considerable deficiencies in the comprehension, cultivation, and implementation of EI among educators within public secondary institutions situated in Rivers State, Nigeria. These deficiencies are evident in various forms, such as inadequate training pertaining to EI, the absence of institutional backing for emotional wellness, and a limited recognition of the significance of EI in augmenting educational outcomes. Therefore, the researcher is focused on the ways in which the management of educators' emotional intelligence may influence service delivery within public secondary schools in Rivers State, Nigeria.

Objectives of the Study

The aim of the study was to examine the extent to which the teachers' emotional intelligence affects service delivery in public secondary schools in Rivers State. Specifically, the study sought:

1. To examine the current level of teachers' EI in public secondary schools.
2. To assess how the management of teachers' EI affects service delivery.

Research Questions

The following research questions guided the study.

1. What is the current state of teachers' EI in Rivers State?
2. How does EI management influence service delivery in these schools?

Hypotheses

The following hypotheses tested at the 0.05 level of significance guided the study.

1. There is no significant difference between the mean score of male and female teachers' responses on the current state of teachers' emotional intelligence (EI) and their job performance in public secondary schools in Rivers State.
2. There is no significant difference between the mean score of male and female teachers' responses on the effect of management of teachers' emotional intelligence (EI) on service delivery in public secondary schools in Rivers State.

Literature Review

Conceptual Framework: Definition and Dimensions of Emotional Intelligence

Emotional intelligence (EI) is frequently characterized as the capacity to recognize, comprehend, manage, and regulate emotions within oneself and in others. Nelis et al. (2020) conceptualize EI as a collection of competencies that enhance accurate assessment and expression of emotions, effective emotional regulation, and the utilization of feelings to inspire, strategize, and attain objectives in life. They delineated four fundamental dimensions of EI: Firstly, Perceiving Emotions: The capacity to identify and interpret emotions conveyed through facial expressions, imagery, vocal tones, and cultural artifacts. Secondly, Using Emotions: The ability to employ emotions to enhance cognitive functions such as reasoning and problem-solving. Thirdly, Understanding Emotions: The capability to grasp emotional language and to recognize intricate relationships among various emotions. Fourthly, Managing Emotions: The proficiency in regulating emotions both within oneself and in others.

Puna et al. (2015) later expanded on this concept, identifying five components of EI: self-awareness, self-regulation, motivation, empathy, and social skills. Puna et al. model emphasizes the practical application of these emotional skills in social and work environments, making it highly pertinent to education.

Theories Related to Emotional Intelligence

Emotional intelligence is the ability to recognise, understand, and manage one's own emotions, as well as the ability to recognize, understand, and influence the emotions of others (Puna et al. 2015). Their definition is in congruence with Goleman's framework, which gives importance to five key components: personal competencies (self-awareness, self-regulation, motivation), social competencies (empathy, and social skills). These emotional competences are vital for fostering effective interpersonal interactions and leadership, which are paramount in the pedagogical context.

For Nelis et al. (2020), emotional intelligence is the capacity to perceive, use, understand, and manage emotions in oneself and others. They stressed that emotional intelligence includes recognising and interpreting emotional signals, integrating emotions into thought processes, and effectively regulating emotions to promote emotional and intellectual growth. This review, though rooted in the original framework of Salovey and Mayer's framework, highlights the ongoing relevance of these abilities in personal and professional contexts. These theoretical constructs establish a foundational basis for comprehending how EI can be cultivated and implemented within educational environments, particularly for educators.

Empirical Studies on EI in Education

Review of Existing Studies on the Role of EI in Teaching Effectiveness

Several empirical investigations have substantiated a correlation between emotional intelligence (EI) and pedagogical efficacy. An inquiry conducted by Corcoran and Tormey (2012) revealed that educators possessing elevated levels of EI are predisposed to demonstrate superior classroom management competencies, enhanced communicative abilities, and more profound connections with their students. Furthermore, Brackett et al. (2010) illustrated that educators with high EI exhibit an increased capacity to navigate stressors, mitigate the risk of burnout, and foster conducive learning atmospheres. These revelations imply that EI is indispensable for the attainment of both professional accomplishments and personal wellness among educators.

Case Studies and Findings Relevant to the Nigerian Context

In Nigeria context, research initiatives have commenced to investigate the significance of Emotional Intelligence (EI) within educational settings, although the extant literature remains sparse. For example, the findings of Okeke and Uchendu (2020) indicated that educators exhibiting elevated levels of EI demonstrated greater efficacy in classroom

management and in addressing both the emotional and academic requirements of their students. Likewise, a study conducted by Nwogu and Nwanekezi (2019) underscored the beneficial influence of EI on the dynamics of teacher-student relationships and the overall climate of educational institutions within Rivers State. Nevertheless, these investigations also reveal considerable deficiencies in the training and development of EI competencies among Nigerian educators, particularly within the domain of public secondary education.

Theoretical Framework: Theoretical Constructs of EI Management

The ability model of Nelis et al. (2020) revisiting Salovey and Mayer, functions as a foundational theoretical construct for comprehending EI management in educational environments. This framework asserts that individuals possess the potential to cultivate their EI through deliberate training and practice, especially in the domains of emotion perception, comprehension, and regulation. The application of this model in educational contexts implies that educators can enhance their pedagogical effectiveness by refining their emotional competencies.

Puna et al. (2015) which aligned Goleman's model, further contributes valuable insights into the management of EI, accentuating the significance of self-regulation and empathy in leadership and interpersonal interactions. Within the educational framework, these elements are crucial for effectively managing classroom dynamics, promoting student engagement, and sustaining a constructive school culture.

Application of These Theories to the Educational Context

These theories can be applied to enhance teacher training and professional development programs in the context of public secondary schools in Rivers State. For example, integrating EI training based on Nelis et al. ability model into teacher education could help teachers develop the skills needed to manage their own emotions and respond effectively to students. Puna et al. model can regulate the development of policies and practices that promote empathy, social skills, and self-regulation among teachers, thereby improving overall school performance.

Gaps in the Literature

Although the corpus of research pertaining to Emotional Intelligence (EI) is expanding, substantial deficiencies persist, particularly within the Nigerian educational framework. There exists a dearth of thorough investigations that centre on the administration of EI among educators in Nigeria, notably in Rivers State. The majority of current scholarly work in Nigeria has primarily focused on the ramifications of EI on student performance,

with insufficient emphasis on the methodologies for cultivating and overseeing EI among teaching professionals (Ekechukwu, 2019). Furthermore, there is a scarcity of empirical data regarding the efficacy of EI training initiatives for educators within the Nigerian milieu.

These deficiencies underscore the imperative for additional research that explores the systematic incorporation of EI into teacher education, ongoing professional development, and educational policy formulation in Nigeria. Rectifying these deficiencies could yield significant insights aimed at enhancing pedagogical efficacy and the quality-of-service delivery in public secondary educational institutions located in Rivers State.

Methodology

This study is a descriptive survey research design. The population consists of 8234 teachers in 267 public senior secondary schools in Rivers state. A sample of 534, representing approximately 6.5 percent of the total population, was obtained through proportional random sampling technique. The teachers were stratified into male (267) and female (267) teachers. The instruments used for data collection were titled Current State of Teachers' Emotional Intelligence for Job Performance (CSTEIJP) and Management of Teachers' Emotional Intelligence on Service Delivery (MTEISD). The instruments contained 20 items designed to elicit information to address the two research questions and two hypotheses. Items 1-10 addressed research question 1 and hypothesis 1, while items 11-20 addressed research question 2 and hypothesis 2. The 20 items were structured in line with the modified Likert 4-point rating scale: Very Often-4 , Often-3 , Rarely-2, Never-1/ Very Well-4 , Well-3 , Poorly-2 , Very Poorly-1/ To a Great Extent-4 , Some Extent-3, Little Extent-2 , Not at All-1/Very Effectively-4, Effectively-3, Poorly-2 , Very Poorly-1/ Very Aware-4 , Aware-3 , Slightly Aware-2 , Not Aware-1/Very Comfortable-4 , Comfortable-3, Uncomfortable-2, Very Uncomfortable-1/ Very Accurately-4 , Accurately-3 , Poorly-2 , Very Poorly-1/Greatly Improves-4 , Improves-3 , Reduces-2 , Greatly Reduces-1/ Significantly Improves-4 / Improves-3 / Worsens-2 / Significantly Worsens-1/ Very Positively-4 , Positively-3, Negatively-2 , Very Negatively-1/ Very Important-4, Important-3, Slightly Important-2, Not Important-1. The instruments were validated by two experts in Test and Measurement. The Cronbach alpha statistic was used to determine the reliability of the instrument of current state of teachers' emotional intelligence at 0.75 and management of teachers' intelligence was 0.79 index. The researcher engaged two research assistants who assisted in the administration of the questionnaire. The research questions were answered using the mean, and the hypotheses were tested with a z-test at the 0.05 level of significance.

Results

Research Question One: What is the current state of teachers' EI in Rivers State?

Table 1: Mean rating of teachers' responses on the current state of their Emotional Intelligence.

S/N	Item Teachers' Emotional Intelligence	Male Teachers Mean	Female Teachers Mean
1	Self-Awareness How often do you reflect on your emotions and how they affect your teaching?	1.4	1.5
2	Self-Regulation How well do you manage your emotions when faced with stressful situations in the classroom?	1.7	1.6
3	Motivation To what extent do your emotions influence your motivation to teach?	2.3	2.2
4	Empathy How often do you consider the emotions of your students when interacting with them?	1.0	1.5
5	Social Skills How effectively do you communicate and build relationships with students, colleagues, and parents?	1.6	1.8
6	Emotional Awareness How aware are you of your emotional strengths and weaknesses?	1.4	1.6
7	Emotional Expression How comfortable are you with expressing your emotions in a professional manner?	1.8	1.9
8	Emotional Perception How accurately do you perceive and understand the emotions of others (e.g., students, colleagues)?	1.6	1.9
9	Emotional Adaptability How well do you adapt your emotional responses to different classroom situations?	1.2	1.4
10	Emotional Support How often do you seek or offer emotional support to colleagues when needed?	1.9	2.0
	Aggregate mean	1.59	1.74

Table 1 examined the current level of teachers' EI in public secondary schools. The data revealed that both male and female teachers had the aggregate means of 1.59 and 1.74, respectively. The low mean ratings are below the criterion mean score of 2.50 used for making decision. The result showed neglect with respect to the emotional and psychological aspects of teaching.

Research question Two: How does EI management influence service delivery in these schools?

Table 2: Mean rating of EI management influence on service delivery in public secondary schools in Rivers State.

S/N	Item EI Management	Male Teachers Mean	Female Teachers Mean
11	Classroom Management How does your ability to manage your emotions impact your classroom management?	3.5	3.6
12	Student Engagement To what extent does your emotional intelligence affect your ability to engage students in learning?	3.0	3.2
13	Conflict Resolution How does your EI influence your ability to resolve conflicts in the classroom?	3.3	3.0
14	Teacher-Student Relationship How does the management of your emotional intelligence affect your relationships with students?	3.7	3.5
15	Job Satisfaction To what extent does effective management of EI contribute to your job satisfaction?	3.0	3.5
16	Collaboration with Colleagues How does your EI management affect your collaboration with other teachers and staff?	3.6	3.4
17	Teaching Effectiveness How does your emotional intelligence influence your overall teaching effectiveness?	3.5	3.7
18	Stress Management How well do you manage work-related stress due to the use of emotional intelligence?	3.8	3.5
19	Student Outcomes How do you think the management of your emotional intelligence affects student outcomes?	3.0	3.1
20	Professional Development How important is EI training for improving your service delivery as a teacher?	3.7	3.9
		3.41	3.44

Table two assessed how the management of teachers' EI affects service delivery in public secondary schools in Rivers' state. The result showed high aggregate means from both male (3.41) and female (3.44) teachers. It indicated that management of teachers' Emotional Intelligence greatly affects service delivery.

Hypotheses

The following hypotheses tested at the 0.05 level of significance guided the study.

Hypothesis One: There is no significant difference between the mean score of male and female teachers' responses on the current state of teachers' emotional intelligence (EI) and their job performance in public secondary schools in Rivers State.

Table 3: Z-test analysis of hypothesis one.

S/N	Category	N	Mean	SD	DF	Calculated z Value	Critical z Value	Level of Sign.	Remark
1	Male	267	1.59	0.97	532	1.67	1.96	0.05	Accepted
2	Female	267	1.74	1.14					

The result of the analysis in Table 6 revealed that with a degree of freedom of 532, the calculated z-value of 1.67 is less than the critical z-value of 1.96. By implication, the hypothesis is upheld. Therefore, there is no significant difference between the mean score of male and female teachers' responses on the current state of teachers' emotional intelligence (EI) and their job performance in public secondary schools in Rivers State.

Hypothesis Two: There is no significant difference between the mean score of male and female teachers' responses on the effect of management of teachers' emotional intelligence (EI) on service delivery in public secondary schools in Rivers State.

Table 4: Z-test analysis of hypothesis two

S/N	Category	N	Mean	SD	DF	Calculated z Value	Critical z Value	Level of Sign.	Remark
1	Male	267	3.41	2.87	532	0.20	1.96	0.05	Accepted
2	Female	267	3.44	2.90					

Data in Table 4 revealed that with a degree of freedom of 532, the calculated z-value of 0.20 is less than the critical z-value of 1.96. The null hypothesis is accepted. Therefore, there is no significant difference between the mean score of male and female teachers' responses on the effect of management of teachers' emotional intelligence (EI) on service delivery in public secondary schools in Rivers State.

Discussion

The Current Level of Teachers' Emotional Intelligence

The research elucidated a significant neglect concerning the emotional and psychological dimensions of pedagogical practice. Consequently, educators are compelled to navigate the intricate emotional landscapes inherent in their profession without sufficient support, resulting in heightened levels of stress and eventual burnout. Educators experiencing burnout are predisposed to exhibit diminished engagement, creativity, and patience, all of which are crucial components for successful teaching (Platsidou, 2010). The lack of a supportive environment for the cultivation of Emotional Intelligence (EI) intensifies the challenges encountered by educators, impeding their ability to engage effectively with students or to nurture a positive learning atmosphere. This aligns with the conclusions drawn by Nwogu and Nwanekezi (2019), which indicate that numerous educators enter the educational setting lacking the requisite skills to manage their own emotional states or to comprehend and address the emotional requirements of their students. This is primarily due to the predominant focus during training programs on content mastery and pedagogical techniques, with scant attention afforded to the emotional dimensions of teaching. This deficiency is further intensified by the absence of continuous support mechanisms for educators to cultivate and enhance their EI throughout their professional trajectories. This investigation advocates for the integration of EI training as a fundamental element of teacher education, acknowledging that the emotional proficiency of teachers is indispensable for effective classroom governance, student engagement, and overall pedagogical efficacy.

Implications for Educational Management

How the Findings Inform Effective Management of Teachers' EI

This study's implications reveal the paramount significance of overseeing educators' emotional intelligence (EI) as a fundamental component of leading in education. The proficient management of EI among educators necessitates the establishment of nurturing environments that foster emotional wellness and augment educators' capacities to navigate the emotional intricacies inherent in their professional responsibilities. The study indicates

that when educators exhibit heightened levels of EI, they demonstrate a significantly enhanced ability to manage classroom interactions, cultivate constructive student-teacher relationships, and sustain an optimal educational atmosphere. Hence, this culminates in superior teaching quality and elevated student achievements.

In the realm of educational leadership, this suggests that educational institutions must prioritize the cultivation of EI among educators as an essential element of their comprehensive strategy aimed at enhancing service delivery. This purpose can be achieved through custom-designed professional enhancement initiatives that centre around emotional insight, self-governance, empathy, and community skills. Furthermore, school leaders need to acknowledge the significance of EI in mitigating teacher attrition and burnout, which present considerable challenges in public secondary schools within Rivers State. Encouraging a community that esteems and nurtures emotional intelligence should enhance job satisfaction, invigorate motivation, and strengthen overall effectiveness.

Impact on Service Delivery in Public Secondary Schools

The proficient administration of emotional intelligence (EI) among educators exerts a direct and affirmative influence on the quality-of-service provision in public secondary educational institutions. Those who teach and exhibit significant emotional intelligence are equipped to grasp and attend to the intricate emotional demands of their learners, thus ensuring better management in the classroom and nurturing a more inclusive educational climate. This aspect is particularly salient in Rivers State, where public educational establishments frequently encounter challenges such as substantial class sizes, constrained resources, and socio-economic inequalities among the student populace.

The enhancement of EI within the teaching workforce may also yield improvements in communication and collaboration within educational institutions, as educators with high emotional intelligence are predisposed to engage in constructive dialogues with peers, administrators, and guardians. Such a collaborative milieu is crucial for tackling the intricate challenges that manifest in educational contexts and for executing efficacious strategies that serve the interests of both educators and learners. Ultimately, the research underscores that through the investment in the cultivation and oversight of teachers' emotional intelligence, public secondary schools in Rivers State can attain elevated standards of service delivery, culminating in improved educational outcomes for students.

Policy Recommendations

Strategies for Improving EI Among Teachers

Various techniques might be adopted to raise the emotional intelligence (EI) levels of educators in public secondary school environments. First and foremost, training programs for educators must include tailored elements that highlight emotional intelligence, placing importance on nurturing crucial skills like self-awareness, self-regulation, empathy, and social competencies. Including these specialized modules in both pre-service and ongoing training programs is crucial for enabling all educators to cultivate their emotional competencies as they navigate their professional paths.

Moreover, educational bodies need to implement ongoing professional development (CPD) initiatives that ensure teachers receive lasting support in their emotional intelligence management. Workshops, seminars, and coaching sessions may be organized to assist educators in refining their emotional capabilities and effectively implementing them within the classroom environment. In addition, schools could establish peer support networks where educators can share their experiences and strategies related to addressing the emotional aspects of teaching.

Finally, educational management policies should promote a positive school culture that emphasizes emotional well-being. This aim can be achieved by incorporating EI into teacher evaluation systems, where educators' emotional competencies are assessed alongside their instructional skills. Moreover, providing incentives for educators who demonstrate high levels of EI can act as a motivating factor to inspire others to develop these vital skills.

Recommendations for Stakeholders (Government, School Administrators)

The successful implementation of these strategies requires the proactive involvement of essential stakeholders, particularly governmental bodies and educational administrators. For state bodies, developing and implementing policies that underscore the significance of emotional intelligence (EI) in teacher education and sustained professional advancement is imperative. This entails the revision of curricula within teacher training institutions to integrate EI components and the allocation of financial resources for continuous professional development programs that emphasize emotional intelligence.

Educational administrators play a critical role in fostering environments conducive to the enhancement of emotional intelligence among educators. They should demonstrate exemplary conduct, exhibiting high levels of emotional intelligence in their interactions with both faculty and students. Also, decision-makers in education should design clear policies

that advocate for emotional health within academic settings, which may feature stress management efforts, counselling resources, and platforms for teachers to pursue self-care. Collaborative interaction among public institutions, educational administrators, and teacher representatives is imperative to make certain that policies focused on developing emotional intelligence are thoroughly enacted and continuously supported.

In essence, the outcomes of this study bring to light the necessity of addressing teachers' emotional intelligence for optimal service provision in public secondary schools throughout Rivers State. Through the adoption of specific methods and the enhancement of cooperation among different groups, we can greatly boost emotional intelligence in educators, yielding superior educational achievements and a more welcoming school culture.

References

- Brackett, M. A., & Katulak, N. A. (2007). Emotional intelligence in the classroom: Skill-based training for teachers and students. *Proceedings from the 125th Annual Conference of the American Psychological Association*. Washington, D.C.
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47(4), 406-417.
- Corcoran, R. P., & Tormey, R. (2012). Developing emotionally competent teachers: Emotional intelligence and pre-service teacher education. *Teacher Education*, 23(3), 370-384.
- Ekechukwu, R. O. (2019). Challenges of managing public secondary schools in Nigeria: Implications for stakeholders. *African Journal of Educational Management*, 22(1), 45-59.
- Eze, U. A. (2017). Teacher burnout and job satisfaction in public secondary schools in Rivers State, Nigeria. *Journal of Educational Leadership*, 12(2), 78-91.
- Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. Bantam Books.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290-300.
- Nelis, D., Quoidbach, J., Mikolajczak, M., & Hansenne, M. (2020). Emotional intelligence: Revisiting the Salovey and Mayer model. *Journal of Psychological Research and Practice*, 12(2), 101-114

- Nwafor, O. A., & Okoli, M. N. (2018). Socio-economic factors and academic performance in Rivers State public secondary schools. *Nigerian Journal of Educational Studies and Research*, 14(1), 23-35.
- Nwogu, U. J., & Nwanekezi, A. U. (2019). The role of teacher emotional intelligence in effective classroom management in secondary schools in Rivers State, Nigeria. *Nigerian Journal of Educational Management*, 18(1), 72-85.
- Okeke, B. E., & Uchendu, C. C. (2020). Managing teachers' stress and burnout for effective teaching in public secondary schools in Nigeria. *African Educational Research Journal*, 8(2), 104-112.
- Parker, J. D., Saklofske, D. H., Wood, L. M., & Collin, V. T. (2009). The role of emotional intelligence in education. In J. Ciarrochi & J. P. Forgas (Eds.), *Emotional intelligence in everyday life* (2nd ed., pp. 117-134). Psychology Press.
- Platsidou, M. (2010). Trait emotional intelligence of Greek special education teachers in relation to burnout and job satisfaction. *School Psychology International*, 31(1), 60-76.
- Puna, S., Dutta, N., & Sharma, A. (2015). Emotional intelligence and its impact on leadership effectiveness: A comparative study of Goleman's Framework in Educational and corporate sectors. *Journal of Business and Educational Leadership*, 6(1), 45-58
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.