



NIGERIA JOURNAL OF EDUCATIONAL FOUNDATIONS

ISSN 1116-0381
Volume 12, No.1 March, 2013

EDITORIAL

This academic publication of the defunct Department of Educational Foundations has come a long way. It was almost going moribund but for the deliberate steps taken by the current Editorial Board with the cooperation of all academic staff of the former Department of Arts and Social Sciences Education. Innovative article generation and peer review programs were initiated and doggedly implemented to enable the return of Nigerian Journal of Educational Foundations to the vibrant academic and professionally sound contributions it had always made to the advancement of knowledge.

Improving the quality of the journal and bringing an international angle and status to it has engaged the attention of the Editorial Board. Phased in stages of achieving national and international focus has produced special editions based on selected themes. These themes pay attention to current issues and needs engaging the attention of specialists in educational foundations .

TABLE OF CONTENTS

EDITORIAL	i
GENERAL INFORMATION AND NOTES TO CONTRIBUTORS	ii
TABLE OF CONTENTS	iv
Assessment of Education Students' Ability-Based Emotional Intelligence (ei) and Formation of Cross-Sex Relationship, University of Ilorin, Nigeria <i>Amali, I. O. O., Mahmud, J. A. & Robinson A.</i>	1
Emotional Intelligence and Academic Performance In Economics of Hearing Impaired Students In Kwara State School For Special Needs <i>Daramola Dorcas S. , Owolabi Henry O. & Olutola Adekunle O.</i>	13
Need For Emotional Intelligence In The Nigerian Teacher Education Programme <i>Daramola C.O. & . Daramola F.O.</i>	30
Emotional Intelligence, Parental Involvement And Career Aspirations Of Secondary School Students In Kwara State <i>Balogun, Abdulrasaq O. Jacob, Olumayowa A. & Adegbayega, Lateefomotosho</i>	42
Teachers' Emotional Intelligence And Their Moral - Character As Predictors Of Students' In Secondary School In Ilorin South, Nigeria <i>Bello, M.B. & Yusuf, A.</i>	55
Emotional Intelligence as a Determinant of Teachers' Productivity in Middle Basic Schools in Kwara State, Nigeria <i>Jimoh, M.I, Saadu, U.T. Akinboboye, J.T & Ipem, J.N.</i>	70
Understanding Child Abuse in Nigeria in the Context of Parental Empathy <i>Jekyinf, A.A.</i>	86

EMOTIONAL INTELLIGENCE AS A DETERMINANT OF TEACHERS' PRODUCTIVITY IN MIDDLE BASIC SCHOOLS IN KWARA STATE, NIGERIA

JIMOH, M. I., SAADU, U. T., AKINBOBOYE, J. T., & IPEM, J. N.

Abstract

*The study examined emotional intelligence as a determinant of teachers' productivity in middle basic schools in Kwara State, Nigeria. This study hinged on Goleman principles. The research design used was a survey type. The population for this study consisted of the entire primary school teachers in Kwara State, Nigeria while the target populations were the basic 4, 5 and 6 teachers at the middle basic schools. Proportionally, 20% of schools were sampled through dip hat method. Therefore, 85, 131 and 91 schools were selected from Kwara central, North and South Senatorial Districts respectively. In each of the schools selected, one head teacher, one teacher in primary 4, 5 and 6 were sampled. Two questionnaires were used to collect data for this study. The first questionnaire (Emotional Intelligence Scale) contained 25 statements adapted from **Samir and Ravi (2012)**. It has five sub-themes (self-awareness, self-regulation, social skills, empathy, and motivation). This scale were structured on a 4 point-Likert format ranging from Not Very True of Me (NMT) =1, to Very True of Me (VTM) =4. The second questionnaire (Teacher Productivity Questionnaire) also contained 25 statements adapted from Annual Performance Evaluation Report of Kwara State Primary Education Board and Kwara State Teaching Service Commission. It was structured on 6 point-Likert scale ranging from Poor (1) to Outstanding (6). The validities of the two questionnaires were ascertained using content and construct validity approaches. The reliability of the questionnaires was established with the use of test-retest reliability method. Cronbach alpha was used and revealed that Emotional Intelligence Scale had 0.69 coefficients while Teacher Productivity Scale was 0.63. The study found that **emotional intelligence is a determinant of teachers' productivity in middle level basic schools in Kwara State. It was also found that Self-awareness is a good determinant of teachers' productivity through Beta weight (.744) and t-Value (9.350) among***

the independent variables sampled. It was recommended that emotional intelligence should be included in tertiary education curriculum especially teacher education curriculum among others.

Key Words: Assessment, Emotional Intelligence, Teachers' Productivity and Basic schools

Introduction

Teacher is a trained personnel employed to create a desirable environment that will bring a desirable change in behaviour in the learners. As Lassa (1992) rightly emphasized that teachers are the foundation of quality; they hold trust for the implementation of curriculum and therefore they are the wheel upon which educational processes rotates. In fact, no education system of any nation can rise above the quality of its teachers as recognized by the National Policy on Education (Federal Government of Nigeria, 2004). Teachers are therefore, regarded as the custodian of knowledge and they need to understand themselves in all ramifications especially their personality characteristics. A lot of teachers are dissatisfied with teaching (Fagbamiye, 2000). They see teaching as a stepping stone or as last resort (Adeyemo, 2001; Ajayi, 1999; Nwagwu and Salami 1999; Okorodudu and Okorodudu 2003 and Uwaimeiyé & Onyewadume, 2001). This is why the productivity level of teachers in schools has reportedly declined over the years.

However, evidences have shown that all human being, teachers inclusive have different personality traits and these influences the ways they interact with the staff and students both within and outside the classroom. Sometimes, the way an individual interact and react to issue is determined by the state of mind. In fact, for any teacher that will mould the life of learners, he/she must possess those vital academic skills and above all very good personal characteristics and behaviours that would have positive impact on the pupils' learning outcome.

Therefore, emotional intelligence of a teacher is the ability to understand individual emotions and those of people (learners) around him. This concept implies that an individual teacher must have a self-awareness that enables him/her to recognize his/her feelings and manage his/her emotions. It is also seeing as how individual perceives

others. This implies that emotional intelligence is the ability to recognize one's emotions, understand what other people are saying and realize how your emotions affect other people around you.

Different models of emotional intelligence have been developed such as Ability-based model propounded by Salovey and Mayer in 1990. The second model is tagged trait emotional intelligence model developed by Soviet-born British psychologist called Petrides. The third model is tagged Mixed Model of Emotional Intelligence introduced by Daniel Goleman, an American psychologist who helped make the idea of Emotional Intelligence popular. It is on Goleman theory that this study rests on. The theory sees emotional intelligence as a wide array of competencies and skills that drive leadership performance. According to him there are five main elements of emotional intelligence such as Self-awareness, Self-regulation, Social skills, Empathy, Motivation.

Self-awareness is the process of getting in touch with an individual's feelings and behaviours. Increased self-awareness in people involves a more accurate understanding of how an individual affects our own emotional processes and behaviours and how we affect each of them too, as well (Gold and Roth, 1993). Self-awareness in teachers depends on willingness to take risks and observe which of the behaviours helps or hinders personal and professional growth (Richardson and Shupe, 2003). Self-awareness is the ability of an individual teacher to know individual emotions' strengths, weaknesses, drives, values and goals and recognize their impact on others. It is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. It is also a skill that is critical to develop as individuals progress in life. It will help him make good decisions, find the right friends, and function well in social environments.

Self-regulation/management-it involves teachers controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances. Teachers who regulate themselves effectively rarely verbally attack others (learners and co-teachers). Social awareness/skills: the ability to sense, understand and react to others' emotions. It is used to manage relationships so as to move learners in the desired direction to achieve the stated educational objectives. Teachers

who do well in this element of emotional intelligence are great communicators. They usually give series of examples to the learners so as to understand the concept being taught. Empathy-is used in considering the learners especially when making decisions about their educational pursuit. Teachers with high empathy have the ability to put themselves in the shoe of the learners. They help to develop and challenge learners who are performing poorly, give constructive feedback, and work towards remediating those learners who need it. Motivation-this is self motivation of teachers being able to move to achieve greatness in his job. Self-motivated teachers consistently work toward achieving educational objectives and they have extremely high esteem for the quality of their teaching.

Ciarroachi, Forgas and Mayer (2001) opined that being able to understand, perceive and express emotions in an appropriate way can determine whether an individual will be successful or not. Emotional intelligence skills enable people to reduce negative stress in their life, build healthy relationships, communicate effectively, and develop emotional health. Series of research work have been carried out on emotional intelligence. Among them are, Akpochofo (2011) who examined whether emotional Intelligence and self efficacy can serve as correlates of career commitment in Delta State in Nigeria. The results indicated that emotional intelligence and self efficacy were not correlates of career commitment but teaching experience was related. Salami (2007) also investigated the relationship of emotional intelligence and self efficacy to work attitudes of secondary school teachers in South Western Nigeria. Result of the study indicated that emotional intelligence and self efficacy had significant relationship with work attitude. However, age, sex, and work experience had none.

Samir and Ravi, (2012) examined emotional intelligence of secondary school teachers in relation to their professional development. All the teachers (secondary) of Rampur District, U.P. constituted the population for the study. The study was confined to both government and private school teachers. Two instruments were used i.e Emotional Intelligence Scale (EIS) and Self-Made Scale on Professional Development Questionnaire. There were ten factors in Emotional Intelligence Scale (EIS) i.e. self-awareness, empathy, self-motivation, emotional-stability, managing relations, integrity, self-development,

value orientation, commitment, altruistic behaviour. One of the findings revealed that there was a significant positive relationship between emotional intelligence and professional development of secondary school teachers. This implies that professional development of teachers depended on his/her emotional intelligence.

In view of this, much research activities have not been carried out combining teachers' productivity with Emotional intelligence. This present study therefore, intends to examine emotional intelligence as a determinant of teachers' productivity in middle basic schools in Kwara State, Nigeria. This study hinges on Goleman principles, because the theory rely on a wide array of competencies and skills that could influence teachers' productivity especially at the middle basic Schools in Kwara State, hence, two research questions were raised and answered and two hypotheses were equally raised and tested in this study.

Methodology

The research design used was a survey type. This allows the researcher to give a clear picture, situations and allowed assessment of opinions of middle basic school teachers on emotional intelligence and their level of productivity in their chosen career. The population for this study consisted of the entire primary school teachers in Kwara State, Nigeria while the target populations were the basic 4 to 6 teachers at the middle basic schools in Kwara State, Nigeria.

As at the time of this report, records available at the Kwara State Universal Basic Education Board, Ilorin 2013 showed that there were 339 public primary schools in Kwara Central Senatorial District (KWCSO), 653 in Kwara North Senatorial District (KNSD) and 457 in Kwara South Senatorial District (KSSD) making a total of 1449. Based on the above stratification, these schools were given identification or code numbers KCSD001 to KCSD0339, KNSD001 to KNSD653 and KSSD001 to WSD457 respectively. These identification numbers were written on pieces of papers, wrapped and put in a container, out which proportionally 20% in each senatorial district were sampled through dip hat method making a total 290 schools. The code numbers (KCSD001 to KCSD0339) of the first category (Kwara Central Senatorial District) were put in a container, wrapped and mix together. Eighty-five (85)

pieces of papers were then randomly picked. The same procedures were carried out to other two categories (Kwara North and South Senatorial Districts). Therefore, 131 and 91 schools were also sampled in North and South Senatorial Districts respectively. Thus, a total of 290 schools were used for this study. In each of the school selected, one head teacher, one teacher each in basic 4, 5 and 6 were sampled in 2012/2013 academic session and therefore 290 head teacher and 870 teachers formed the sampled size for this study.

Two questionnaires were used to collect data for this study. The first questionnaire tagged "Emotional Intelligence Scale" (EIS) contained 2 sections. Section A elicited information on demographic characteristics of the teachers. Section B contained statements that addressed emotional intelligence which were adapted from Samir and Ravi (2012). Five sub-themes (self-awareness, self-regulation, social skills, empathy, and motivation) were used in this scale. This scale contained 25 statements and were structured on a 4 point-Likert format ranging from Not Very True of Me (NMT)=1, Not True of Me (NTM)=2, True of Me (TM) = 3 and Very True of Me (VTM) =4. All the statements are positively structured.

The minimum score a respondent could have is 25 while the maximum score is 100. High score (62.6 to 100) in this scale indicated high level of emotional intelligence, while low scores (25 to 62.5) indicated low level of emotional intelligence. The second questionnaire also contained 2 sections. Section A dealt with demographic characteristics of head teachers. Section B dealt with statements that addressed teachers' productivity which were adapted from Annual Performance Evaluation Report (APER) collected from Kwara State Primary Education Board and Kwara State Teaching Service Commission. The questionnaire was tagged Teacher Productivity Questionnaire (TPQ) which contained 25 statements. The scale of responses is 6 point-Likert format ranging from Poor (1), Fair (2), Satisfactory (3), Good (4), Very Good (5) and Outstanding (6). The minimum score a respondent could have is 28 while the maximum score is 168. All the statements were positively structured. Scores between 28 to 84 were regarded as having Low productivity; scores between 85 to 141 were regarded as having average productivity while scores between 142 to 168 were regarded as having high productivity. The Teacher

Productivity Questionnaire was filled by the head teachers to assess the sampled teachers.

The validities of the two questionnaires were ascertained using content and construct validity approaches. These approaches were used to determine the extent to which the statements in the questionnaires correspond with the variables under consideration in this study. Three specialists in the field of Educational Psychology validated the questionnaires. The results showed that the questionnaires were culturally acceptable. The reliability of the questionnaires was established by employing test-retest reliability method. To do this, the questionnaires were administered to 20 head teachers and 80 teachers in primary schools, Oyo State who was not part of the final respondents of this study. The data collected were collated on statistical coding sheets and Cronbach alpha was used to estimate the internal consistency of the questionnaires. The reliability test carried out revealed that Emotional Intelligence Scale had 0.69 coefficients while reliability coefficient of Teacher Productivity Scale (TPS) was put at 0.63. Classroom teachers in primary 4, 5 and 6 reacted to the Emotional Intelligence Scale. Head teachers reacted to teacher productivity questionnaire so as to assess productivity levels of the sampled teachers. One head teacher each was employed as research assistants in Kwara North and South Senatorial District respectively. The researcher personally handled that of Kwara Central Senatorial Districts. The questionnaires were administered when screening of teachers was carried out in Kwara State, in the three zones of senatorial districts. The questionnaires were collected back immediately as soon as it was completed to avoid wastage and lost on transit.

Results

Frequency counts and percentage were used to describe personal characteristics of the respondents (Head teachers and classroom teachers) and to answer research questions 1 and 2. Research hypothesis 1 was tested using linear regression while hypothesis 2 was tested using Multiple regression at level of significant 0.05 and the output are illustrated below. Frequency counts and percentage were used to describe personal characteristics of the respondents (Head teachers and classroom teachers) and answer

research questions 1 and 2. Research hypothesis 1 was tested using linear regression while hypothesis 2 was also tested using multiple regression at level of significant 0.05 and the output are reported below.

Table 1: Demographic characteristics of the respondents (Head Teachers and Teachers)

Status	Characteristics	Head Teachers	Classroom Teachers
Gender	Male	182 (62.76%)	374 (42.99%)
	Female	108 (37.24%)	496 (57.01%)
	Total	290 (100.00%)	870 (100.00%)
Age	18-30 years	-----	301 (34.60%)
	31-40 years	14 (4.83%)	418 (48.05%)
	41 years and above	276 (95.17%)	151 (17.35%)
	Total	290 (100.00%)	870 (100.00%)
Teaching Experience	1-10 years	-----	293 (33.68%)
	11-20 years	9 (3.10%)	401 (46.09%)
	21 years and above	281 (96.90%)	56 (20.23%)
	Total	290 (100.00%)	870 (100.00%)

Table 1 revealed that out 290 head teachers and 870 middle basic classroom teachers were sampled, out of which 182 (62.76%) and 374 (42.99%) were males in middle basic respectively while 108 (37.24%) and 496 (57.01%) were females also respectively. In the same vein, 301 (34.60%) of middle basic classroom teachers only were within the age range of 18 to 30 years old. In addition, 14 (4.83%) and 418 (48.05%) of head teachers and middle basic classroom teachers respectively; 276 (95.17%) and 151 (17.35%) of head teachers and middle basic classroom teachers were in the age limit of 41 years and above. Lastly, 293 (33.68%) of middle basic classroom teachers only had 1 to 10 years teaching experience. Further still 9 (3.10%) and 401 (46.09%) of head teachers and middle basic classroom teachers taught between 11 to 20 years; 281 (96.90%) and 56 (20.23%) of head teachers and middle basic classroom teachers have worked for 21 years and above.

Research Question 1: *What is the level of emotional intelligence of classroom teachers in middle level Basic schools in Kwara State?*

Table 2: Level of emotional intelligence of classroom teachers' in middle level basic schools in Kwara State

Components	Levels		Total
	High	Low	
Self-awareness	602 (69.20%)	268 (30.80%)	870 (100%)
Self-regulation	574 (65.98%)	296 (34.02%)	870 (100%)
Social skills	479 (55.06%)	391 (44.94%)	870 (100%)
Empathy	513 (58.97%)	357 (41.03%)	870 (100%)
Self-motivation	418 (48.05%)	452 (51.95%)	870 (100%)
General assessment	517 (59.43%)	353 (40.57%)	870 (100%)

Table 2 indicated that 870 middle basic classroom teachers in Kwara State were sampled. The teachers were assessed based on the five recognized components of emotional intelligence. In the first component, 513 (58.97%) had high level in self-awareness. In self-regulation, 574 (65.98%) fell into the category of high level. In addition, 602 (69.20%) also had high in social skills; 479 (55.06%) were in the level of high level in empathy while 453 (51.95%) had low level of self-motivation.

Research Question 2: *What is the productivity level of teachers in middle level Basic schools in Kwara State?*

Table 3: The Productivity level of teachers in middle level basic schools in Kwara State

Teachers' Productivity	Responses	
	Frequency	Percentage (%)
High	64	22.07
Average	196	67.59
Low	30	10.34
Total	290	100.00

Based on the teachers' productivity questionnaire administered to the head teachers in 290 schools across the three senatorial districts in Kwara State to assess their basic 4, 5 and 6 teachers, field survey revealed that 196 (67.59%) were reported that they are average productivity.

H₀₁: Teachers' productivity is not a determinant of emotional intelligence in middle level basic schools in Kwara State.

Table 4: Linear regression showing emotional intelligence as a determinant of teachers' productivity in middle level basic schools in Kwara State

Model	Sum of square	df	Mean square	Cal. F-Value	Sig.	Remarks
Regression	47.932	1	47.932			
Residual	473.067	868	.545	87.948	.000	S
Total	520.999	869				

- Critical Level of sig=0.05
- Independent variable: Emotional intelligence
- Dependent variable: Teachers' productivity

Table 4 showed that the calculated F-Value is 87.948 with degree of freedom 1/868 and at critical level of significance 0.05. The result of this analysis revealed that the calculated sig (.000) is less than the critical sig (0.05). This implies that emotional intelligence is a good determinant of teachers' productivity in middle level basic schools in Kwara State. This could be attributed to data obtained from the field that the teachers sampled had 59.43% high emotional intelligent. In the same vein they had 67.59% average level of productivity. This finding is in agreement with Samir and Ravi (2012) who observed that professional development of teachers depends on his/her emotional intelligence which is also a determinant of teachers' productivity.

H₀₂: Teachers' productivity is not a determinant of emotional intelligence (Self-awareness, self-regulation, social skills, empathy and teachers' motivation) in middle level basic schools in Kwara State.

Table 5: Multiple regression showing *teachers' productivity is not a determinant of emotional intelligence (self-awareness, self-regulation, social skills, empathy and teachers' motivation) in middle level basic schools in Kwara State.*

Model	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Regression	672.515	5	134.503			
Residual	1216.772	864	1.408	95.523	0.000	S
Total	1889.287	869				

c. Dependent variable: Teachers' productivity

Table 5 showed that the calculated F-Value is 95.523 with degree of freedom 5/864 and at critical level of significance 0.05. The result of this analysis revealed that the calculated sig. (.000) is less than the critical sig. (0.05). This implies that the independent variables together (Self-awareness, self-regulation, social skills, empathy and motivation) are good determinants of (dependent variable) teachers' productivity in middle level basic schools in Kwara State. To ascertain the contribution of all the independent variables together R-Square was calculated and the output is reported below on table 6.

Table 6: Model summary of the independent variables on the dependent variable

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.643a	.590	.589		1.18672

Table 6 revealed that both independent variables together explain R-Square 0.590 representing 59.0% of the variance in teachers' productivity, which is highly significant as also indicated by the F-Value (95.523). In order to examine the contributions of each of the independent variables Beta weight and t-value were calculated and output is illustrated below.

Table 6: Contributions of the independent variables on the dependent variable

Model	Unstandardized Coefficients		Standardized Coefficients	t-Value	Sig.
	B	Std. Error	Beta		
(Constant)	27.581	.444		62.125	.000
Self-awareness	3.280	.852	.744	9.350	.000
Self-regulation	.421	.764	.695	7.303	.000
Motivation	.116	.059	.413	3.915	.000
Social skills	.041	.039	.340	.956	.003
Empathy	.236	.068	.510	4.041	.000

n of Beta weight and t-Values revealed that self-awareness contributed Beta weight of .744 and t-Value of 9.350. It is followed by self-regulation which contributed Beta weight of .695 and t-Value of 7.303 while the least is social skills which contributed Beta weight of .340 and t-value of .956. This implies that self-awareness is the most significant of all the independent variables that contributed more to dependent variable (teachers' productivity). This finding could be attributed to field observations made by the researcher that 602 (69.20%) of the teachers responded that self-awareness in teachers helped to fine tune feeling, behaviours and feelings of others people which may affect their productivity in their chosen career (teaching). In the same vein, 534 (61.38%) of the teachers subscribes that they used self-awareness to accurately judge their own performance and behavior and to repond appropriately to different social situations. This finding is in support of Gold and Roth, (1993) who observed that increased self-awareness in people will bring accurate understanding of how an individual behave which affect their motional processes and behaviours. It is also in support of Richardson and Shupe (2003) who sees how self-awareness in teachers could affect risks taken in dealing with other professional colleagues.

Conclusion

Based on the data collected, analyzed and interpreted, it could be concluded that teachers in middle basic education had 517 (59.43%) emotional intelligence, slightly above average while 196 (67.59%) had

average level of productivity in their job. It is the submission of the researcher based on the data collected, analyzed and interpreted that emotional intelligence is a good determinant of teachers' productivity. In the course of this study, it is also ascribed that self-awareness as a subset of emotional intelligence influenced teachers' productivity contributed significantly to teachers' productivity.

Recommendations

Since educational activities are considered as lifelong activities and teachers are the wheels upon which educational objectives could be achieved. Therefore, emotional intelligence should be developed upon a number of building blocks.

1. Curriculum experts could develop and include emotional intelligence in tertiary education curriculum especially teacher education.
2. Newly employed teachers should be given orientation on how to incorporate the concept of emotional intelligence into their day to day activities so as to enhance high level of productivity in their teaching carrier.
3. There should be periodical sensitization seminars/workshops for teachers in an attempt to recognize, manage and improve emotional intelligence of co-teachers and students.

References

- Adeyemo, D. A. (2001). Teacher job satisfaction, job involvement, career and organizational commitments as correlates of students' academic performance *Nigerian Journal of Applied Psychology*, 6(2), 126-135.
- Adeyemo, D. A. (2004), Patterns of emotional intelligence among counseling psychology students in Nigerian University, *Sokoto Educational Review* 7, 194- 203.
- Adeyoyu. C. A. (1999) Training, value and adjustment among primary and post primary teachers. In J.O. Obemeata, S. O. Ayodele and M. A. Araromi (Eds.) *Evaluation in Africa Ibadan: Stirling-Horden Publishers (Nig) Ltd* pp. 310-317

- Akpochofo, G. O. (2011). Emotional intelligence and self efficacy as correlates of career commitment in Nigeria African Research Review: *An International Multi-Disciplinary Journal*, Ethiopia, 5 (1), Serial No. 18, 212-225.
- Ajayi, I. A. (1999). Analysis of teacher job performance and secondary school students' academic achievement and their relationship. *African Journal of Educational Research*, 5(2), 85-86.
- Bradberry, T. and Su, L. (2003). Ability-versus skill-based assessment of emotional intelligence, *Psicothema*, 18, 59-66.
- Ciarrochi, J. Forgas, J.P and Mayer, J.D. (2001). *Emotional Intelligence in everyday life, A Scientific Inquiry*. Philadephia: Psychology Press.
- Emunemu, B. O. and Isuku, E. J. (2011). Improving teachers' productivity and performance for better learning outputs in Nigeria public secondary schools. *East Africa Journal of Educational Research and Policy*, 5, 111
- Fagbamiye, E.O. (2000). In E.O. Fagbamiye, and D.O. Durosaro, (eds.). *Education and productivity in Nigeria*, "Teacher Remunerations, Conditions of Service, Job Satisfaction, Attitude to work and job performance in selected Secondary Schools in Lagos State", pp. 41 - 48, Ilorin: NAEAP Unilorin.
- Federal Republic of Nigeria (2004). *National Policy of Education 4th ED*. Abuja: NERDC.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Gold, Y., & Roth, R. A. (1993). *Teachers managing stress and preventing burnout: The professional health solution*. Washington, DC: The Falmer Press.

- Lassa, P.N. (1992). *Maintaining quality in higher education*. London: Routledge and Keegon.
- Leuner, B. (1966). Emotional intelligence and emancipation. *Praxis der Kinder psychologie und Kinder psychiatrie*, 15, 193-203.
- Mayer, J.D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators*, New York: Basic Books.
- Nwagwu, H. O. and Salami, S. O. (1999). Self esteem, locus of control, self efficacy and neuroticism as correlates of job satisfaction among secondary school teachers in Nigeria. *African Journal for the Psychological Study of social issue* 4(1), 48-61.
- Okorodudu R. I. and Okorodudu G. N. (2003). Enhancing work attitude change and productivity of teachers in the 21st Century Nigeria. Personality Development Needs and Counsellors Role. *Asia Pacific Journal of Teacher Education and Development*, 6 (2), 147-166.
- Richardson, B.G. and Shupe, M.J. (2003). The importance of teacher self-awareness in working with students with emotional and behavioural disorders teaching exceptional children. *The Council for Exceptional Children*, 36, (2), 8-13.
- Salami S. O. (2007). Relationships of emotional intelligence and self efficacy to work attitudes among secondary school teachers in south western Nigeria. *Pakistan Journal of Social Sciences*. 4 (4): 540-547.
- Salovey P and Grewal D (2005). The science of emotional intelligence. *Current directions in psychological science*, Volume 14 -6.
- Salovey, P. & Mayer, J. D. (1990). *Emotional intelligence: Imagination, cognition and personality*. New York: Harper.

Samir, K. L., and Ravi, K. (2012). Emotional intelligence of secondary school teachers in relation to their professional development. *Asian Journal of Management Sciences and Education*. 1 (1).

Samuel O. Salami (2007). Emotional intelligence and self efficacy to work attitudes among secondary school teachers in south western Nigeria. *Essays in Education*, 20.

Uwaimeiyi, R. and Onyewadume, M. A. (2001). Job satisfaction among teachers in a depressed economy: Status, Challenges and Implications. *Nigerian Journal of Applied Psychology*, 6(2), 168-176.