

Perceived Teachers' Personality Demographic Characteristics and Emotional Intelligence in Secondary Schools in North-Central, Nigeria

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Abstract

The intent of this paper is to examine perceived teachers' demographic personality characteristics and emotional intelligence in secondary schools in North-central, Nigeria. A descriptive research design of correlational was adopted for the study. Simple random sampling technique was used to select four hundred and thirty three (433) senior secondary school teachers in the three selected states in the region. Two adapted instruments were used to elicit information from the respondents, namely: Teachers personality demographic characteristics and emotional intelligence. They were validated by two experts in psychometric through face and content validity. While test re-test reliability technique was used on teachers outside of the respondents involved in the main study and reliability coefficient of .68 and .71 were recorded respectively. Chi-square was used to test hypothesis one while spearman's rho correlation test was used to test hypotheses two and three and point Biserial correlation was used to test hypothesis four at 0.05 level of significance. The findings of the study revealed that there was a statistically significant difference in emotional intelligence among secondary school teachers in North-central, Nigeria based on age; there is a statistically significant relationship between age and emotional intelligence of secondary school teachers in North-central, Nigeria; there is a statistically significant relationship between years in service and emotional intelligence of secondary school teachers in North-central, Nigeria and that there is no statistically significant relationship between gender and emotional intelligence among secondary school teachers in North-central, Nigeria. Based on the findings of this study, it was recommended that emotional intelligence training and workshop should be provided for teachers in respective of their personality demographic characteristics (Age, years of service and gender), also, government should provide enabling environment that will improve teachers' emotional intelligence regardless their personality demographic characteristics.

Keywords: Teachers' Personality, Demographic Characteristics, Emotional Intelligence, Secondary Schools, Nigeria.

Introductions

Personality is the total quality of an individual which consists of observable behaviour. It is an individual, typical or consistent adjustment to his environment. In some psychological literatures, the elements of personality are seen to as the traits of personality; it is these traits that make one person different from another in his behavior and disposition towards situations. Shyness and sociability are different characteristics of an individual. All characteristics which an individual possesses are his powers, needs, abilities, wants, habits, his goal and aspirations. His patterns of behaviour to situations speak about his personality. Integrating emotional intelligence and personality characteristics into education is pivotal for nurturing well-rounded individuals. A holistic approach to education acknowledges, the significance of these elements, aiming not only to impart knowledge but also to foster emotional well-being, interpersonal skills, and positive personality development in every individual (Fauzia & Irum, 2020). According to Higgs and Dulewicz (1999), emotional intelligence involves achieving one's goals through the ability to manage one's own feeling and emotions, to be sensitive to,

and influence other key people and to balance one's motive and drive with conscientious and ethical behaviour. Emotional intelligence implies peoples' differences in the perception, processing, regulation and utilization of emotional information. It is also a construct that captures emotional competencies. The afore-said individual differences have been conceived of as a knowledge, abilities, characteristics and traits. Emotional intelligence, includes, what we know about emotions, what we can do with this knowledge and how typical it is for us to act in an emotionally intelligent pattern. Harrington-Lueke found that being emotionally intelligent is just as important to success in life as good grads. More importantly, people with high level of emotional intelligence experience more career success, build stronger personal relationships, lead more effectively, and enjoy better well-being more than those with low level of emotional intelligence (Meena, 2016). Mayer et al. (2016) asserted that emotional intelligence is the ability to accurately perceive, integrate, understand, and manage emotions through the intersection of two mental abilities of emotion and cognition. Emotional intelligence is considered as the ability of a person to appropriately and successfully

respond to a variety of emotional stimuli being elicited from the inner self and immediate environment (Singh, 2003). It also considered as the ability of an individual to recognize his own emotions and those of others, differentiate between them and placed them accordingly.

The relationship between personality and emotional intelligence has been widely examined; many studies have shown some strong positive relationships between emotional intelligence and personality traits. For instance, Brackett and Mayer (2003) found highly significant correlation of emotional intelligence with neuroticism, extraversion, agreeableness and conscientiousness, but moderately related to openness to experience. Alghamdi et al. (2017), Chen and Lai (2015) and Athota et al. (2009) found that extroversion, agreeableness, and openness to experience, emerged as significant predictors of emotional intelligence and conscientiousness and neuroticism have no influence on emotional intelligence. Studies of Rahmani and Lavasani (2012) and Weisberg et al. (2011) found a significant difference where female scored significantly higher scores on extraversion, neuroticism, openness to experience and agreeableness than their male counterparts. Similarly, Fauzia and Irum, (2020) found that a student with high emotional intelligence may leverage specific personality traits to navigate social situations and collaborate with others effectively. Conversely, certain personality traits may influence how individuals express and manage emotions.

More importantly, series of studies have been conducted on the relationship between emotional intelligence and gender for instance, Sangeetha and Nityashree (2022) found that there is no significant relationship between the gender and emotional intelligence; he explained further that the gender did tend to differ in emotional self-awareness, interpersonal relationship, self-regard, and empathy with females scoring higher than men. In addition, the study stated that there might not be a direct relationship between gender and emotional intelligence but male and female might tend to differ in other aspects or factors affecting emotional intelligence such as empathy, self-regard, and self-awareness among others. Ahmad (2009) found that men have more emotional intelligence than women. Ajmal, (2017) found a significant difference in emotional intelligence between men and women. Male students scored higher on emotional intelligence than their female counterparts. In the same vein, Chu (2002) found that males have high level of emotional intelligence than their females' counterparts. He stressed further that the probable reason for the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills. Contrariwise, King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) found that females have higher emotional intelligence than males counterparts. In addition, gender is found to be one of the factors that affect emotional intelligence and in particular women were found to have a greater ability to manage the emotions of others compared to their men counterparts, while age and teaching experience did not found to influence emotional intelligence (Platsidou, 2010). These results contradicted the findings of Bar-On (1997) who found that women presented significantly higher emotional

intelligence compared to their men counterparts. Also Pau and Croucher (2003) and Schutte et al. (1998) found that emotional intelligence increased over time.

In the same vein, a number of studies have been conducted on emotional intelligence and teachers teaching experience, for instance, Ghanizadeh and Moatian, (2010) found that emotional intelligence is directly related to teaching experience. Specifically, it increased over time and years of service resulting in effectiveness and success in their work. In the same vein, Fiorilli et al. (2019) found similar results, where they stated that high levels of emotional intelligence are related to professional well-being and a sense of effectiveness. In addition, they found that teachers with increased emotional intelligence acquired more satisfaction from their profession. Fernández-Berrocal et al. (2017) found that teaching experience is a strong indicator that influenced teachers' emotional intelligence and their effectiveness as a result, owing to their inability to manage emotions.

Purpose of the Study

The main purpose of this study is to examine perceived teachers' personality demographic characteristics and emotional intelligence in secondary schools in North-central, Nigeria. Specifically the study examined:

1. Differences in emotional intelligence among secondary school teachers in North-central, Nigeria based on age
2. Relationship between age and emotional intelligence of secondary school teachers in North-central, Nigeria
3. Relationship between years of services and emotional intelligence among secondary school teachers in North-central, Nigeria
4. Relationship between gender and emotional intelligence among secondary school teachers in North-central, Nigeria

Research Hypotheses

The following hypotheses were formulated and tested in the context of this study.

- **H₀₁**: There will be statistically significant difference in emotional intelligence among secondary school teachers in North-central, Nigeria based on age
- **H₀₂**: There will be statistically significant relationship between age and emotional intelligence among secondary school teachers in North-central, Nigeria
- **H₀₃**: There will be statistically significant relationship between Years of Service and Emotional intelligence among secondary school teachers in North-central, Nigeria
- **H₀₄**: there is statistically significant relationship between gender and emotional intelligence among secondary school teachers in North-central, Nigeria.

Methods

This study adopted a quantitative approach through a correlational research design. A stratified sampling technique was employed to select ten (10) secondary schools in three states in North-central, Nigeria. Simple sampling technique was used to sample four hundred and thirty three (433) secondary school teachers in the selected states in the region. Two instruments were used to elicit information from the

respondents namely: Teachers personality demographic characteristics questionnaire which was developed by the researcher and an adapted emotional intelligence questionnaire developed by Mangal and Mangal (2004). The instruments were subjected to validity through face and content validity by two experts in psychometric. It was also subjected to reliability using Pearson Product Moment Correlation Coefficient and 0.68 and 0.71 indexes were recorded respectively. Chi-square was used to test hypothesis one while spearman's rho

correlation test was used to test hypotheses two and three and point Biserial correlation was used to test hypothesis four at 0.05 level of significance.

Hypotheses Testing and Results

H₀₁ : *There will be statistically significant difference in emotional intelligence among secondary school teachers in North-central Nigeria based on age*

Table 1: Differences in Emotional Intelligence among Secondary School Teachers in North-Central, Nigeria Based on Age

Age	N	Mean Rank	Mdn	Df	X ²	P-Value	Decision
28-35 years	53	71.87	126.00	3	18.033	.000	Accepted
36-42 years	81	96.44	130.00				
43-50 years	43	115.71	135.00				
51 Above	13	119.12	136.00				

The kruskal-Wallis H test Table1 showed that there was a statistically significant difference in emotional intelligence among secondary school teachers in North-central, Nigeria based on age group, $\chi^2(3) = 18.033$, $p = .000$, $d = .10$ with a mean rank emotional intelligence of 71.87 for 28-35 years, 96.44 for 36-42 years, 115.71 for 43-50 years and 119.12 for 51 years and above. However, to further examine which group the differences lies, pairwise comparison will be done using the Mann-Whitney U test with a Benferroni adjusted alpha level of .01 per test (.05/6).

H₀₂ : *There will be statistically significant relationship between age and emotional intelligence among secondary school teachers in North-central, Nigeria*

Table 2: Spearman's rho Correlation Result for the Relationship Between Age and Emotional Intelligence of Secondary School Teachers in North-Central, Nigeria

Variables	N	M	S.D	r _s	Df	P-Value	Decision
Age	190	39.68	6.858	.308	188	.000	Accepted
Emotional Intelligence	190	127.81	16.797				

From the spearman's rho correlation test result above, it is observed that there is a statistically significant relationship between age and emotional intelligence of secondary school teachers in North-central, Nigeria. $r_s(188) = .31$, $p = .000$. This indicates as the calculated significant (p) value of 0.000 is less than the 0.05 alpha level of significance at a correlation index r level of .31 at df 188. The relationship is positively proportional. Furthermore, examining the coefficient of determination (r_s^2) in percentage, the result suggests that 9.61% of the variability in emotional intelligence among secondary school teachers in North-central, Nigeria is accounted for by age. Also going by Cohen's interpretation of effect size, age has a moderate positive relationship with emotional intelligence.

H₀₃ : *There will be statistically significant relationship between years in service and emotional intelligence among secondary school teachers in North-central, Nigeria*

Table 3: Spearman's rho Correlation Result for the Relationship Between Years in Services and Emotional Intelligence Among Secondary School Teachers in North-Central, Nigeria

Variables	N	M	S.D	r _s	Df	P-Value	Decision
Years in Service	190	15.23	7.441	.305	188	.000	Accepted
Emotional Intelligence	190	127.81	16.797				

The Spearman's rho correlation test result above indicates a statistically significant relationship between years in service and emotional intelligence of secondary school teachers in North-central, Nigeria. $r_s(188) = .31$, $p = .000$. This indicates as the calculated significant (p) value of 0.000 is less than the 0.05 alpha level of significance at a correlation index level of .31 at df 188. The relationship is positively proportional. The more the years in service the highest the

teachers' emotional intelligence. Furthermore, examine the coefficient of determination (r_s^2) in percentage; the result suggests that 9.61% of the variability in emotional intelligence among secondary school teachers in North-central, Nigeria is accounted for by years in service. Also going by Cohen's interpretation of effect size, age has a moderate effect ($r = .31$) on emotional intelligence. In other words, there is a moderate positive relationship between years in service and secondary

school teachers' emotional intelligence in North-central, Nigeria.

H0₄: *There will be statistically significant relationship between gender and emotional intelligence among secondary school teachers in North-central, Nigeria*

Table 4: Ranked-Biserial Correlation Result for the Relationship Between Gender and Emotional Intelligence among Secondary School Teachers in North-Central, Nigeria

Variables	N	M	S.D	r _{rpb}	Df	P-Value	Decision
Years in Service	190	.71	.457	.073	188	.314	Rejected
Emotional Intelligence	190	127.81	16.797				

From the ranked-biserial correlation result in table 4, there is evidence that shows that there is no statistically significant relationship between gender and emotional intelligence among secondary school teachers in North-central, Nigeria $r_{rpb}(188) = .07, p=.314$.

Discussion of the Findings

The finding of this study revealed that there was a statistically significant difference in emotional intelligence among secondary school teachers in North-central Nigeria based on age. This implies that different age brackets were influenced by emotional intelligence. This finding is in line with the finding of Platsidou, (2010) who found that age and teaching experience did not found to influence emotional intelligence. The finding of this study revealed that there is a statistically significant relationship between age and emotional intelligence of secondary school teachers in North-central Nigeria. This suggests that correlation was found between teachers' age brackets and their emotional intelligence. This is in contrary with the finding of Platsidou, (2010) who found that there is no correlation between age and emotional intelligence.

The finding of this study revealed that there is a statistically significant relationship between years in service and emotional intelligence of secondary school teachers in North-central Nigeria. This implies that years in service and work experience influenced teachers' emotional intelligence. The finding of this study corroborates the finding of Fernández-Berrocal, Gutiérrez-Cobo, Rodríguez-Corrales, and Cabello (2017) who found that teaching experience is a strong indicator that can influence teachers' emotional intelligence and their effectiveness as a result, owing to their inability to manage emotions. Also, Ghanizadeh and Moatian, (2010) found that emotional intelligence is directly related to teaching experience. Specifically, it increased over time and years of service resulting in effectiveness and success in their work.

The finding of this study revealed that there is no statistically significant relationship between gender and emotional intelligence among secondary school teachers in North-central Nigeria. This suggests that gender does not correlate with emotional intelligence. This finding is supported with the finding of Bar-On (1997) who found that women presented significantly higher emotional intelligence compared to their men counterparts. Similarly, Platsidou, (2010) found that gender is one of the factors that affect emotional intelligence and in particular women were found to have a greater ability to manage the emotions of others compared to their men counterparts. Also, this finding was supported with the

finding of Ajmal, (2017) who found a significant difference in emotional intelligence between men and women. Male students scored higher on emotional intelligence than their female counterparts. In the same vein, Chu (2002) found that males have high level of emotional intelligence than their females' counterparts. He stressed further that the probable reason for the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills. Contrariwise, King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) found that females have higher emotional intelligence than males counterparts.

Conclusions

Based on the data collected, analysed and interpreted, this study concludes that there is a statistically significant difference in emotional intelligence among secondary school teachers in North-central Nigeria based on age, there is a statistically significant relationship between age and emotional intelligence of secondary school teachers in North-central Nigeria; there is a statistically significant relationship between years in service and emotional intelligence of secondary school teachers in North-central Nigeria; and there is no statistically significant relationship between gender and emotional intelligence among secondary school teachers in North-central Nigeria.

Recommendations

Based on the findings of this study the following recommendations were made:

1. Emotional Intelligence training and workshop should be provided for teachers in respective of their personality demographic characteristics (Age, years of service and gender). This will enhance their interrelationship with students specifically and people in general.
2. Government should provide enabling environment that will improve teachers' emotional intelligence regardless their personality demographic characteristics (Age, years of service and gender) which will eventually create good and harmonious relationship between teachers and students.

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