

## Emotional Intelligence and Performance of Employees in Secondary Schools in Anambra State; Principals Dynamics

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**Abstract:** The rancour observed in many secondary schools in Anambra State Nigeria and the consequent poor performance of teachers, necessitated this study to examine the nexus existing between emotional intelligence and the teacher's performance. The work was anchored on the Emotional Intelligence Theory (Eq-Emotional Quotient) by Pahl in 2008 and the Ability-Based Theory by Mayer, Salovey, and Caruso in 2008. A survey research design was adopted for the study, with a population and sample size of 650 and 242 respectively. The instrument for data collection was a questionnaire, which was subjected to both reliability and validity tests. Data analysis was done using correlation analysis and hypotheses tested at a 5% level of significance. Results showed that self-control has a statistically significant influence on employees' creativity and that empathy has a statistically significant influence on employees' commitment in secondary schools in Anambra State. The study, therefore, concluded that emotional intelligence affects the performance of teachers in secondary schools in Anambra State, Nigeria and recommended among others that the principals need to exhibit self-control as it has been shown to go a long way in influencing employees' creativity and output of teachers.

**Keywords:** Emotional Intelligence, Performance, Employees, Self-control Employee Creativity, Empathy and Employee Commitment.

### INTRODUCTION

#### Background to the Study

Education is universally acknowledged as an instrument for effecting national development. It plays an essential role in the success of humans in all disciplines, as it provide humans with the various knowledge and skills that enhance their performance, prepare them physically, and develop them mentally. These skills entail creativity, thinking and motivation. However, Giardini and Frese (2016) posit that for employees (teachers) in secondary schools to effectively execute their skills, it is fundamental for them to have a good understanding of their students' feelings, problems and needs which constitute the features of emotion.

Giardini and Frese (2016) aver that emotion refers to the felt tendency or a state of feeling of an individual. It could come in negative and positive ways. Negative emotions would affect our normal life and our decisions might lack fairness of judgment and influence others within as a result of it. On the other hand, positive emotions could help to regulate one's emotions accurately, change one's behaviour in the desired

manner and enhance the teacher's performance. It is from emotions that the concept of emotional intelligence (EI) is built. EI refers to the ability of a person to perceive emotions, access knowledge, reflectively regulate emotions and promote emotional and intellectual growth (Salovey, 2019). Mayer (2018) opines that it is one's ability to understand and regulate one's emotional responses as well as to adapt and respond to others. Cherniss and Goleman (2015) describe it as an individual's capacity to understand his personal feelings and that of others and to manage emotions within themselves in their relationships with others. There are different elements of EI, ranging from empathy to self-awareness. Cherniss and Goleman (2015) underscore the elements of emotional intelligence such as empathy, self-control, motivation, self-awareness, thinking, self-consciousness and creativity.

The Nigerian educational system is divided into several categories, namely pre-primary, primary, secondary, and postsecondary (Federal Republic of Nigeria (FRN), 2014). Secondary education is the stage of education that follows primary school and before

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postsecondary education. It is significant because it serves as a bridge between elementary and secondary education, as well as an agent for educating students for productive lives in society. The broad aims of secondary education, according to FRN (2014), are to prepare students for a meaningful life in society and further education, as stated in the National Policy on Education.

Secondary school principals are also regarded as the school administrators. Those with high EI as viewed by Adeniyi and Omoteso (2014) perceive employees' emotions and remain aware of them in the school affairs. The principal needs to possess the ability to manage emotional reactions in every situation and with all teachers in an ideal situation, which may often not be the case. This implies that the principal should understand what his/her employees are thinking and feeling even though he or she does not feel the same way, and provide clear communication as well as effectively handle conflict that may arise. Caruso, Salovey and Mayer (2013) note that teachers in secondary schools also need to have sound EI to be successful in their duties with the students and administrative heads in schools.

Employee performance in a secondary school is the performance of a teacher which is becoming more widely recognised as a vital procedure in schools for improving teacher competency and, as a result, educational quality (Stiggins & Bridgeford, 2015). Employee performance systems may have a substantial influence on principals' attitudes and behaviours, which in turn affects teacher performance and student learning results. It entails employees being creative, committed and engaging in problem-solving situations in an organization to attain its objectives. Employee performance of instructors is vital in schools, since education and training have continued to take a high priority in developmental plans in order to educate students and prepare them to fill job vacancies in the private and public sectors of the economy (Gichuhi, 2018).

Secondary school administrative heads in Anambra State with insufficient EI struggle to understand teachers' and students' emotions and as a consequence find it difficult to facilitate their learning, achievement and motivation towards attaining the school's objectives. This implies that the level of EI of principals may influence understanding and communication with their employees, students and their immediate environment as well as carry out other administrative tasks. EI, without doubt, is an integral part of the school management process; and, if a principal anticipates to progress in their administrative mandate, the principal needs to possess essential tools to deal effectively with the emotions of his employees.

Observable events in secondary schools in Anambra State appear to reveal that predominantly,

principals seem to lack the EI to harness the different administrative duties at their disposal. This may be why most principals in the state fail in their administrative mandate. Moreso, observed conflicts do exist at times in schools between principals and teachers which have evidently hindered healthy interpersonal relationships and cooperation among employees towards the attainment of the goals of the school. Furthermore, most principals seem not to have the essential communication skills for proper coordination and integration of the various components of the school system, thereby creating communication gaps which undermine employees' performance. This study, therefore, determines the relationship between emotional intelligence and the performance of employees in secondary schools in Anambra State. Specifically, the objectives of the study are to:

- a) Ascertain the extent self-control influence employees' creativity in secondary schools in Anambra State.
- b) Examine the extent empathy influences employees' commitment in secondary schools in Anambra State.

## LITERATURE REVIEW

### Emotional Intelligence

From the standpoint of writers, Emotional Intelligence (EI) has several meanings. It is defined by Zeidner, Matthews, and Roberts (2014) as a research that looks for human cognitive talents outside of typical academic intelligence. It is a person's ability to comprehend his or her feelings and those of others, as well as control emotions in their interpersonal relationships (Cherniss & Goleman, 2015). According to Mandell and Phewanti (2017), it is a collection of talents that involves abstract reasoning using information derived from feelings. It is one's ability to recognise and manage one's emotional reactions, as well as to adapt and respond to others, according to Mayer (2018). It is linked to healthy, pleasant, and successful mood management at work, according to Simunek, Schutte, Hollander and McKenley (2010).

According to Salovey (2019), EI is seen as the ability to accurately perceive, appraise, and express emotions; the ability to comprehend emotion and emotional knowledge; the ability to access and generate feelings when they facilitate thought, and the ability to regulate emotions to promote emotional and intellectual growth. Barsade (2016) avers that it has a bigger impact on influencing people's emotions and behaviours when they operate in teams and groups. Mayer, Roberts, and Barsade (2018) state that intelligence is based on several types of data, whereas EI is based on social, perceptual, practical, personal, and emotional data.

### Elements of Emotional Intelligence

Goleman (2015) provides elements that define emotional intelligence:

- a) **Self-Control:** Self-control is the ability to stop doing things that one desires to do but are not in one's best interests. It is a cognitive skill that allows a person to learn to manage their feelings and behaviours in order to make smart judgments, as well as reduce impulsive behaviour and successfully cope with frustration. People with a high EI score have more self-control. They are aware of their emotions and do not let their moods and emotions determine their actions. They are self-assured because they trust their instincts and do not allow their emotions to take over. They are also willing to examine themselves objectively. They are aware of their talents and flaws and try to improve in these areas.
- b) **Self-Consciousness:** Self-consciousness is upgraded by self-awareness. Self-consciousness is the ability to manage emotions and impulses; it is a preoccupation with oneself, as opposed to self-awareness, which is the philosophical condition of being aware of one's existence as an independent being, but the two concepts are sometimes used interchangeably or synonymously. Humans are aware of not only their surroundings, but also of themselves: their behaviours, bodies, and minds. People who self-regulate are less likely to become emotionally furious or jealous, and they are less likely to make rash and irresponsible judgments; they consider before acting. Consideration, comfort with change, honesty, and the capacity to say no, are all characteristics of self-regulation.
- c) **Empathy:** Empathy is the ability to comprehend and understand another person's situation from their point of view, i.e., to put yourself in their shoes and feel what they are feeling. Empathy is a crucial component of an individual's EI in shaping described behaviour because it is the ability to see the world from another person's perspective; the ability to tune into what another person might be thinking and feeling about a situation, regardless of how that view differs from their own (Stein & Book 2019).

Employees must foster an atmosphere of inquiry and openness, patience, and encouragement to support learning and mindset growth, all of which are components of self-control, self-awareness, and empathy (Kouzes & Posner, 2018). These aspects of EI, in which people strive to comprehend other people's thinking and perceive things from a new perspective, explain how people respond (Goleman, 2015).

### Need for Emotional Intelligence on Employee Performance in Schools

Principals/school administrators should possess and cultivate emotional intelligence to enhance the performance of teachers because of several reasons:

- 1) **Commitment and Self-Awareness:** EI principals are self-aware and devoted to recognising their employees' emotions. This is an important ability for principals to have because it allows them to have a clear picture of their strengths and flaws without being hindered. Furthermore, strong leaders can detect emotions as they occur in reaction to an action or scenario. As a result, individuals are better equipped to deal with difficulties and potential complications.
- 2) **Creativity and Motivation:** EI inspires school principals to be more creative and motivated. This, in turn, spreads to the performance of the teachers. It should come as no surprise that emotions have a substantial impact on one's mental health. When a person feels good about themselves and their surroundings, they are more likely to discover intrinsic and extrinsic motivation. As a result, this drive allows us to better express ourselves and be more creative and cheerful (Murray, 2009). EI is linked to modern motivation theories (such as Maslow's hierarchy of needs and self-efficacy theory), which are based on assessing your social awareness and emotional response in a specific setting.
- 3) **Problem Solving Ability:** EI enables principals to remain conscious of their emotions. The next critical stage is to learn how to regulate those emotions while also being able to solve problems. Principals with strong emotional intelligence can self-regulate and maintain control during times of turbulence. These leaders are unlikely to make rash judgments or allow their emotions to control their actions. It is critical for school administrators in management positions to keep their emotions under check to maintain their status.
- 4) **Job Performance:** The impact of EI on employee performance is a critical necessity for school leaders. Employees may find it exhausting and counterproductive to express the school's ideal emotions during interpersonal encounters at work. When employees must present one mood while still feeling another, they have a real challenge. Emotional dissonance is the term for this discrepancy. Frustration, anger, and resentment build up over time, resulting in tiredness and burnout (Murray, 2009).
- 5) **Decision Making:** Many studies agree that using both intellect and feeling in one's judgments is the key to excellent decision-making by administrators toward their

instructors (Gardner, 2013). The good emotions and moods of a principal appear to aid in decision-making. Heuristics are more likely to be used by school principals who have high EI. Positive emotions also help people solve difficulties better (Isen, 2011).

- 6) **Effective Communication:** What use is emotional awareness and control if you can't communicate your thoughts? Individuals with EI, fortunately, also can communicate effectively. They can properly communicate instructions and know what to say to encourage and motivate others. Communication is a vital ability for school administrators since it may determine whether or not the team listens.
- 7) **Social Awareness:** School administrators with EI are sensitive to other people's emotions and can sense what is going on around them. They can empathise with others by putting themselves in the position of the instructor and providing constructive comments. This is an important ability for leaders that work directly with their teams to inspire and encourage them. If the administrator is unable to sympathise with his or her instructors, gaining respect and loyalty will be tough.
- 8) **Conflict Resolution:** Emerging disputes in the workplace have the potential to harm or disrupt efficiency and productivity. School administrators with EI, on the other hand, are prepared to address disagreements and give resolutions among school staff. School administrators with this talent can rapidly resolve any conflicts that develop between personnel, students, and parents. Leaders may utilise their EI to create a more productive workplace.

### Employee Performance

Employee performance refers to the behaviours and activities that employees in business use to help them complete a job or accomplish a goal (Campbell, 2010). Employees who perform well are linked to particular company outcomes including improved financial performance, a more productive workforce, and higher retention rates. Employee performance is the result of a person's drive and talent combined (Kretnier, 2015). It is defined by Hornby (2016) as the act or process of an employee doing a task or executing an activity, a repeated act, task fulfilment, or task implementation. Employee performance, according to Hornby (2016), includes the employee's involvement in carrying out their responsibilities both inside and outside the firm. Organizations with high employee performance accomplish superior results by defining their goal, optimising their design (processes, systems, and structure), and making each employee a contributing partner to the business.

According to Uko, Umosen, and Caleb (2015), employee performance in schools relates to how devoted workers (teachers) are to pedagogical delivery, moral uprightness, and academic success in the teaching profession. It is concerned with teachers' general capacity to have the correct attitude toward work, to be engaged and dedicated to their teaching positions, and to make intentional efforts toward achieving educational goals and objectives. Adeyemi (2019) states that it refers to the tasks done by instructors at a specific time in the educational system. It is also instructors' capacity to incorporate pertinent input to improve the teaching and learning process.

### Secondary Education

Federal Republic of Nigeria (FRN) (2014) describes the secondary education system in Nigeria as a vital link between elementary school, university education, and the labour market. Secondary education is intended to educate students for further education as well as productive citizenship. The Nigerian educational system's second layer is secondary education. In the educational environment, principals are in charge of executing the country's educational policy in secondary schools and often report to the secondary education delegate in their region.

The principal, who is the school's leader, controller, and custodian of both academic and extra-curricular activities, is responsible for secondary school administration in Nigeria. According to Adeyegbe (2012), the principal is the school's main executive, who offers instructional leadership through organising curricular and co-curricular programmes and is also in charge of secondary school administration.

### Theoretical Framework

#### Emotional Intelligence Theory (Eq-Emotional Quotient) by Pahl in 2008

Emotional intelligence (EI) is best understood by looking at its two components: intelligence and emotion. Psychologists have identified a powerful three-part separation of the mind in cognition, emotion, and motivation since the 18<sup>th</sup> century (Pahl, 2008). Human memory, reasoning, judgement, and abstract thought all fall within the cognitive realm, which is symbolised by the term intelligence. Emotions, on the other hand, are part of the affective realm of mental functioning, which comprises emotions, moods, assessments, and other emotional states, such as exhaustion or energy. Motivation, which is part of the third triad of personality traits, is a state that creates actions and is comparable to desire. This idea connects to the Ability Based Theory, which supports the efficacy of administrators and others who have strong EI in order to improve employee performance.

### **The Ability-Based Theory by Mayer, Salovey, and Caruso in 2008**

The ability-based approach, according to Mayer, Salovey, and Caruso (2008), views emotions as helpful sources of information that help people make sense of and manage their social and professional environments. Individuals differ in their talents and abilities to process emotional information, as well as their capacity to connect emotional processing to broader cognition, according to the hypothesis. EI consist of four categories of abilities: recognising, using, comprehending, and controlling emotions.

The ability to recognise and comprehend emotions in faces, photos, sounds, and cultural objects, as well as the ability to identify one's feelings, is referred to as perceiving emotions. The capacity to harness emotions to aid different cognitive functions, such as thinking and problem solving, is known as using emotions. The emotionally intelligent individual may make the most of his or her shifting moods to best suit the work at hand. Understanding emotions require the capacity to decipher the emotional language and recognise the complexities of emotional interactions. Knowing emotions entails the capacity to detect subtle differences between feelings, as well as the ability to identify and explain how emotions change over time, whereas managing emotions entails the ability to control our own and others' emotions. As a result, the EI person can control their emotions, even unpleasant ones, to attain their objectives.

Individuals with higher EI, according to Mayer, Salovey, and Caruso (2008), are more likely to have better social support and fewer problematic interactions with others; are less likely to abuse drugs and alcohol; are more satisfied with their social networks and appear to receive more social support, and appear to avoid interpersonal arguments and fights; and are better able to perceive emotions, use them in thought, understand their meanings, and manage emotions than those with lower EI. This theory is used to determine the important parts of EI and their link to employee performance in secondary schools in the current study.

### **Empirical Studies**

In Bangladesh, Akhter, Karim, and Islam (2021) investigated the influence of EI, employee empowerment (EE), and cultural intelligence (CQ) on the job satisfaction of commercial bank employees. A convenience sample strategy was utilized in the investigation, which was augmented with a non-probability sampling method. The survey was sent to 200 bank workers, and 130 replies were returned as fully completed, representing a 65 per cent response rate. Hypotheses were tested using correlation analysis. According to the data, EI with a beta value of 0.510 has a statistically significant and beneficial influence on bank workers' job satisfaction. Also shown to be

significant predictors of work satisfaction were EE with a beta value of 0.418 and cultural intelligence (CQ) with a beta value of 0.372.

Ubulom and Ikpa (2020) conducted research in Rivers State that looked at EI and teacher performance in senior secondary schools. The survey included 650 senior high school teachers from Rivers State. The sample size was set at half of the population or 325 instructors. To address the study questions and evaluate the formulated hypotheses at the 0.05 level of significance, the data was examined using descriptive statistics of mean, standard deviation, and inferential statistics of Analysis of Variance (ANOVA). The study found no significant differences in teachers' perceptions of the amount to which empathy, self-control, and self-consciousness impact instructors' dedication, creativity, and problem-solving skills in selected senior secondary schools in Rivers State across the three senatorial districts.

Obiekwe and Ogbo (2020) evaluated the EI of principals and their administrative effectiveness in public secondary schools. The study was conducted using a correlational survey research approach. The study's population included all 6,382 instructors, and a sample size of 672 was generated using a multi-stage sampling approach. The data was collected using two sets of instruments produced by researchers: the "Principals' Emotional Intelligence Questionnaire" (PEIQ) and the "Principals' Performance Questionnaire" (PPQ). The instruments were face verified by three professionals and subjected to a Cronbach alpha internal consistency test, yielding results of 0.89 for PEIQ and 0.84 for PPQ. The study's data was analysed using the mean score and Pearson's Product Moment Correlation Coefficient. The findings suggested, among other things, that the Ministry of Education collaborate with other relevant authorities to provide regular in-service professional development programmes for principals on how to effectively improve and apply EI in school administration to ensure high administrative performance.

Munira and Azamb (2017) investigated EI and employee performance in Pakistan using a longitudinal intervention-based pretest-posttest experimental design. Thirty-six (36) participants with poor emotional intelligence volunteered to participate in the study after providing informed permission for training and coaching treatments. With a modest effect size, the findings of the paired sample T-Test revealed a substantial improvement in EI scores from pretest to posttest. The individuals' performance ratings improved significantly after they improved their EI, based to the findings.

Ayogu (2015) did a study on EI and its implications for career development at a few Federal Universities in Nigeria's South East. Academic and non-

academic employees from Federal Universities in South-East Nigeria made up the study's population. Using the Finite population formula, a sample size of 651 people was calculated. The hypotheses were tested using chi-square statistics, Z-test, linear regression, and the Pearson product moment correlation coefficient. The study found that EI has a significant impact on staff career advancement.

Shahhosseini, Silong, Ismail, and Uli (2012) carried out a study that examined the role of EI on job performance in Malaysia. The population was 187 while the sample size which was determined using a simple random sampling was 108. Selected manufacturing companies were picked for the study. Data was collected using a questionnaire; hypotheses were formulated and tested using correlation coefficients. The findings showed that EI plays a significant role in the relationship at work and so determines the frequency of personal and industrial conflicts in the organization.

## METHODS

Survey research design fits this work because of its nature, and thus, was adopted for the study. Anambra State is the area of this study, and 30 Secondary Schools were randomly selected for the work, with a population of 650 teachers. The sample size of the study was 242, gotten by applying Krejcie and Morgan's 1970 formula for sample size determination. The instrument for data collection was a structured questionnaire and was subjected to both reliability and validity tests, which checked for consistency and measuring what it was meant to measure respectively. The data was collected in person, with the help of 2 research assistants, to make the work faster. Data analysis was done using correlation analysis, and the hypotheses were tested at a 5% level of significance.

### Data Presentation and Analysis

A total of 220 copies of the questionnaire were analyzed, as only 240 copies were collected, and 20 out of the copies were not analyzable.

**Table 1: Responses for Self-control and employees' creativity**

S/N	Questionnaire Items	SA (5)	A (4)	UD (3)	D (2)	SD (1)	Mean	Remark
<b>Self-Control</b>								
1	My principal knows how to control his/her temper.	34	58	12	70	46	2.84	Rejected
2	My principal does not allow his anger to get over him.	43	60	6	60	51	2.93	Rejected
3	My principal is usually calm in all situations.	-	69	17	54	80	2.34	Rejected
4	The principal in my school does not act in anger.	18	74	20	47	61	2.73	Rejected
<b>Employees' Creativity</b>								
5	I am giving my best because of the calm nature of my principal.	34	59	13	60	54	2.81	Rejected
6	My principal's emotion makes me want to give more to my school.	40	43	10	80	47	2.77	Rejected
7	Doing things that are good for my school comes naturally to me.	60	69	14	40	37	3.34	Rejected
8	I like going the extra mile for my students because of the understanding nature of my principal.	50	40	-	79	51	2.81	Rejected

Source: Field Survey, 2022

Table 1 shows the responses of respondents on the influence on employees' creativity in secondary schools in Anambra State. The Analysis is based on the mean of the respective questionnaire items, with a threshold of acceptance of 3, meaning that any

questionnaire item with a mean of 3 and above should be accepted, otherwise, it should be rejected. From the result of Table 1, it shows that all the questionnaire items are rejected because their respective means are less than 3.

**Table 2: Responses for Empathy and employees' commitment**

S/N	Questionnaire Items	SA (5)	A (4)	UD (3)	D (2)	SD (1)	Mean	Remark
<b>Empathy</b>								
1	My principal understands me very well.	10	30	34	75	71	2.24	Rejected
2	My principal tries to put him/herself in my shows.	-	20	23	89	88	1.89	Rejected
3	When I have problems, I can easily meet my principal to sort them out.	22	34	-	104	60	2.34	Rejected
4	I know my principal tries to understand the reason I take every action in my school.	17	35	49	79	40	2.59	Rejected

Employees' Commitment								
5	My principal's behaviour makes me want to stay long in my school.	40	49	9	54	68	2.72	Rejected
6	I like the way I relate with my principal, hence, I will not leave the school	30	55	10	70	55	2.70	Rejected
7	I will stay loyal to my school because of my principal	-	56	19	69	76	2.25	Rejected
8	I like giving my all to my school.	70	80	-	50	20	3.59	Accepted

Source: Field Survey, 2022

Table 2 shows the respondents responses on the influence on employees' commitment in secondary schools in Anambra State. The analysis here is also carried out using the mean, with a benchmark of acceptance of 3. From the Table, it will be seen that all except questionnaire item 8 are rejected.

**Test of Hypotheses**

H<sub>01</sub>: Self-control has no significant influence on employees' creativity in secondary schools in Anambra State.

**Table 3: Correlation Analysis for Hypothesis One**

		SELF-CO	EMPCR
SELF-CO	Pearson Correlation	1	.910**
	Sig. (2-tailed)		.000
	N	220	220
EMPCR	Pearson Correlation	.910**	1
	Sig. (2-tailed)	.000	
	N	220	220

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2022

Table 3 shows the correlation analysis carried out to test the influence of self-control on employees' creativity in secondary schools in Anambra State. The result shows that self-control has a statistically significant influence on employees' creativity in secondary schools in Anambra State, because the correlation coefficient obtained is .910, while the

probability value (p-value) obtained (0.000) is lesser than the 0.05 level of significance used. Therefore, the alternate hypothesis is accepted in favour of the null hypothesis.

H<sub>01</sub>: Empathy has no significant influence on employees' commitment in secondary schools in Anambra State

**Table 4: Correlation Analysis for Hypothesis One**

		EMP	EMPCOM
EMP	Pearson Correlation	1	.943**
	Sig. (2-tailed)		.000
	N	220	220
EMPCOM	Pearson Correlation	.943**	1
	Sig. (2-tailed)	.000	
	N	220	220

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2022

Table 4 reveals the correlation analysis carried out to test the influence of empathy on employees' commitment in secondary schools in Anambra State. From the result, it indicates that empathy has a statistically significant influence on employees' commitment in secondary schools in Anambra State, because the correlation coefficient obtained is .943, while the p-value obtained (0.000) is lesser than the 0.05 level of significance used. Hence, the alternate hypothesis is accepted in favour of the null hypothesis.

**CONCLUSION**

Emotional intelligence is an important part of an organizational life, as the performance and commitment of employees is be influenced by it as seen in the findings of the study. The way people react and treat others may trigger some sort of reaction from them, and these are all elements of the intelligence of people emotionally. Therefore, this study concludes, based on the findings, that EI affects the performance of teachers in secondary schools in Anambra State, Nigeria.

## RECOMMENDATION

Sequel to the findings, the study recommends that:

- a) The principals need to exhibit self-control as it has been shown to go a long way in influencing employees' creativity and the output of teachers.
- b) For teachers to show more commitment to their duties, the school management needs to be more empathetic to the plight of the teachers in secondary schools in Anambra State.

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