

**EMOTIONAL INTELLIGENCE AS CORRELATES OF CHEMISTRY
STUDENTS' PERFORMANCE AND TEACHERS' CLASSROOM
MANAGEMENT PRACTICES IN KWARA STATE
SENIOR SECONDARY SCHOOLS**

BY

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MTech/SSTE/2018/9322**

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TECHNOLOGY MINNA**

JANUARY , 2023

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**A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL,
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ABSTRACT

The study investigated emotional intelligence as correlates of chemistry students' performance and teachers' classroom management practices in Kwara State Senior Secondary Schools. The population of the study was made up of Two Hundred and seventy Four (274) Chemistry Teachers. Simple random sampling technique was adopted in selecting One Hundred and Fifty Nine (159) Chemistry Teachers with equal numbers of Chemistry students' using hat draw method. The study adopted a correlational research design. The study was guided by six research questions with corresponding null hypotheses. The research instruments used were adapted questionnaires titled Emotional Intelligence Questionnaire (EMIQ) and Chemistry Teachers' Classroom Management Practices Questionnaire (CTCMPQ) with 5 point scale. The instruments were pilot-tested using Cronbach Alpha which yielded a reliability coefficient of 0.92 and 0.78 respectively. Scatter plots were used to answer research questions and inferential statistics of linear regression was used to test the hypothesis at a 0.05 level of significance. Results of the hypotheses revealed that there was no significant relationship between chemistry teachers' self-awareness and performance of students' in Chemistry. The study also showed that there was significant relationship between chemistry teachers' self-awareness and classroom management practices. It also revealed that there was no significant relationship between chemistry teachers' social awareness and performance of students' in chemistry. The study also showed a significant relationship between chemistry teachers' social awareness and Classroom Management Practices. There was no significant relationship between teachers' self-motivation and students' performance in Chemistry. And there was significant relationship between chemistry teachers' self-motivation and Classroom Management Practices. Among others, the study recommended that curriculum planners' should incorporate related contents of emotional intelligence in order to improve academic performance of students' in chemistry.

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CHAPTER ONE

1.0

INTRODUCTION

1.1 Background to the Study

Education is an essential tool for human and national development. The education given to citizens of a country, especially at the secondary school level, must be of good quality to teach the skills for self-development and survival. Quality education is a necessity to build responsible citizens who can drive the nation's economy and compete favourably in the knowledge-based world of today. This requires effectiveness and efficiency of the school administrators and teachers during teaching and learning (Chidobi & Eze, 2016). To achieve this quality, teachers' application of classroom Management skills and emotional intelligence are fundamental.

The quality of education given in schools should be of great concern to all stakeholders especially in the light of declining performance of students in both the West African School Certificate (WAEC) and the National Examination Council (NECO) coupled with the continued decline in the number of Credit passes in Science subjects, especially in Chemistry (See Appendix E, Page 122). The continuous decline in science subjects, especially performance in Chemistry, raises issues of quality education among stakeholders in education and members of the public in Kwara State (James, 2018). Organizing classroom activities and managing the behaviour students are the essential responsibilities of teachers. This means that teachers are the major implementers of the school curriculum and as an individual or group of individuals, they hold a crucial position in the educational sector. Therefore, they need specific classroom management skills and emotional intelligence to enable them to manage student behaviour and ensure the maintenance of high standards in schools since effective teaching and learning cannot be achieved in a mismanaged classroom.

The classroom is an environment where teaching and learning occur and also where the success or failure of the teaching-learning process is measured (Obineme, 2018). It is a learning environment where all the factors conducive for learning are put in place such as physical- sensory elements like lighting, colour, sound, space, furniture, among others. This also include laboratories, workshops and so on (Obineme, 2018). The anticipation and objectives of formal education are typically accomplished in the classroom using a well-planned curriculum through effective classroom management practices and teachers' emotional intelligence.

Management is an essential aspect of every organization. Ogbonnaya and Valizade (2018) defined it as the coordination of an organisation's resources through the process of planning, organizing, directing, and controlling all energies aimed at achieving the organizational goals. In the classroom, management refers to supervision issues, the act of handling or managing the classroom activities successfully. Teachers take action to create an environment that supports and facilitate both academic and non-academic learning. However, the ability of the classroom teacher to exercise a reasonable degree of control over student's behaviours in the classrooms depends on the teachers' emotional intelligence and level of classroom management skills. Teachers involvement and cooperation in classroom activities help to foster and establish a productive class environment. Based on this, Anyanwu *et al.* (2015) defined classroom management as the arrangement of students and grouping of activities into units to make for effective teaching and learning.

Classroom management practices are special skills the teachers need for effective teaching and learning. This is because it takes a great deal of effort and ability to handle a classroom full of students. Teachers have to be emotionally stable and thoroughly knowledgeable in the subjects they are handling and also know how to control the class

and maintain discipline and order in the classroom. Browers and Tower (2010) agreed that teachers who experience problems with classroom discipline are frequently ineffective and emotionally unstable and often report high levels of stress and symptoms of burnout. According to Linsell *et al.* (2015), the inability of teachers to effectively manage classroom behaviour often contribute to students' low academic performance. The rationale behind this assertion is that teachers' inability to manage classroom behaviour effectively makes it impossible for quality to be assured. This is because the quality of learning depends on teachers' classroom management practices and the emotional intelligence exhibited by the teachers' during teaching and learning processes.

Emotional intelligence is one of the psychological constructs that helps an individual understand their emotion and the emotions of others. Teachers' emotional intelligence is therefore, the ability to monitor, access, express and regulate their own emotions. Still, it also has to do with their ability to understand and manage their feelings during the teaching and learning process. MacChann *et al.* (2020) defined teachers' emotional intelligence as the capacity of teachers to recognize their feelings and that of others. Emotionally Intelligent teachers are stable and have control over their emotions. They are also able to manipulate their environment to achieve their desired goals. Some of the constructs of emotional intelligence include; self-motivation, self-awareness and social awareness.

Self-motivation plays a vital role in every sphere of life and various phases of activities. Teachers' success and achievement in life depend on their self-motivation which is said to be the 'heart of teaching', 'the golden road to teaching' and 'a potent factor in teaching' (MacChann *et al.*, 2020). Adequate self-motivation by teachers' results in reflection, attention, interest and effort in teaching and hence fosters learning by

students. Self-motivation has become a central construct in educational and psychological research and plays a significant role in several theories of human development and learning. Teachers' self-motivation is concerned with the inculcation and stimulation of learner's interest in the learning activities (Linsell *et al.*, 2015). Many people incorrectly view self-motivation as a personal trait; some have it, and others do not. However, it is a force that energizes the behaviour of individuals. It is an act of stimulating interest in different activities in the students'. Furthermore, it is a process by which teachers' internal energies are directed toward various goal and objectives in their environment. Teachers may be highly motivated to perform well in a task and utterly unmotivated in another. This means that when teachers are motivated, they will work tirelessly to achieve their goals during teaching and learning processes.

Self-awareness on the other hand, is the ability to understand one's feelings, attitudes and behaviour. Increasing self-awareness has important implications for academic performance because several studies have shown that practising mindfulness is an effective and efficient technique for improving cognitive function resulting in increased test performance, memory and reading comprehension (Abraham & Scaria 2017). Self-awareness is to inform teachers' need to identify feelings and how they affect students' performance. Consequently, teachers' self-awareness is key to responding to student's strengths and weaknesses. MacChann *et al.* (2020) describe self-awareness as the foundational building block of an individual's emotional intelligence as individuals high in emotional awareness recognize how feelings affect one's performance. Andrei *et al.* (2016) also agreed that emotional health is fundamental to effective teaching and that the most critical element of a teachers' success is an understanding of how to teach. He added that teachers who are self-aware and intrinsically motivated would have very high classroom management practices.

Lastly, Social-awareness is the ability to enter and sustain a satisfactory interpersonal relationships. According to Sarrionandia *et al.* (2018), social awareness emphasizes social relationships and social influence. Teachers with good sociability have better social interaction. They have good listening skills and can communicate clearly and confidently with students from diverse backgrounds. Teachers with social awareness empathize with others, comprehend and accept the emotions of others as well as see things from another person's point of view and therefore develop a stronger bond and understanding with them. High self-motivation, self-awareness and social awareness can therefore contribute positively to a teachers' teaching process. However, teachers' with low self-motivation, self-awareness and social awareness would find failure more challenging to deal with thus undermining their performance in the classroom. For instance, Jain *et al.* (2018) believe that teachers who lack emotional intelligence show some adjustive challenges or in some ways, fail to handle the demands of school work effectively. It may not be out of place to notice that such teachers having little or no emotional intelligence and as such would not attain personal goals in the classroom activities.

The underlying principle here is that secondary schools teachers' should prepare their students' for advantageous living within the society and higher education. The expectations and objectives of secondary education are generally accomplished in the classroom using a well-planned curriculum through effective classroom management skills and teacher`s emotional intelligence. To maintain appropriate standards in secondary schools, there is a need to effectively manage classrooms by using relevant classroom management skills and emotional intelligent teachers. This being the case, one may ask whether the expectations and objectives of secondary education in Nigeria are undermined by unskilled teachers or mismanaged classrooms.

1.2 Statement of the Research Problem

As much as skills and ability are essential, Chemistry teachers need to possess certain qualities that will allow them to deliver curriculum content effectively and assist students in developing their basic traits through the teaching and learning processes. The poor performance in Chemistry in West African Examination (WAEC) and those of National Examination Council (NECO) have continued to be a major concern for the Government of Kwara State and other education stakeholders within the State (James, 2018). The low grades scored by most Chemistry students in their Senior Secondary School Certificate Examinations (WAEC and NECO) jeopardise their chances for admission into higher institutions of learning, particularly Nigerian Universities (see Appendix E, Page 122). Abidoje *et al.* (2022) asserted that in an effort to reverse the trend, the Kwara State government adopted several interventions such as Seminars, Conferences, and Workshops targeting students, teachers and despite these interventions, the poor academic performances in Chemistry persist with lower grades below the national average grades being recorded year after year (see Appendix E, Page 122).

The Kwara State Ministry of Education, researchers and public stakeholders attributed this low performance in Chemistry to some factors which include: Lack of positive students' attitude towards Chemistry, teachers' emotional intelligence when working with students, inadequate classroom management practices, inadequate learning resources and poor use of teaching methodologies (Abidoje *et al.*, 2022). However, teachers' emotional intelligence is critical because it could have both positive and negative effects on students. If classroom teachers positively utilize emotional intelligence, it will result in high academic performance for the students. Still, if it is negatively employed, it will lead to low academic performance (Amalu & Okon 2018).

Suffice it to say that many chemistry teachers in Kwara State may not be aware of how their level of emotional intelligence inhibits students' participation in classroom activities and hence jeopardizes their academic performances in the classroom. Based on the foregoing, therefore, this research sought to investigate emotional intelligence constructs as correlates of Chemistry students' performance and teachers' classroom management practices in Kwara State senior secondary schools.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate three constructs of emotional intelligence as correlates of chemistry students' performance and teachers' classroom management practices in Kwara State Senior Secondary Schools. Therefore, the objectives of the study were to:

1. Determine the relationship between chemistry teachers' self-awareness and chemistry students' performance in Kwara State Senior Secondary Schools.
2. Examine the relationship between chemistry teachers' self-awareness and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.
3. Find out the relationship between chemistry teachers' social-awareness and chemistry students' performance in Kwara State Senior Secondary Schools.
4. Determine the relationship between chemistry teachers' social-awareness and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.
5. Investigate the relationship between chemistry teachers' self-motivation and chemistry students' performance in Kwara State Senior Secondary Schools.

6. Find out the relationship between chemistry teachers' self-motivation and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.

1.4 Research Questions

The following research questions were formulated for the study.

1. What is the relationship between chemistry teachers' self-awareness and chemistry students' performance in Kwara State Senior Secondary Schools?
2. What is the relationship between chemistry teachers' self-awareness and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools?
3. What is the relationship between chemistry teachers' social-awareness and chemistry students' performance in Kwara State Senior Secondary Schools?
4. What is the relationship between chemistry teachers' social-awareness and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools?
5. What is the relationship between chemistry teachers' self-motivation and chemistry students' performance in Kwara State Senior Secondary Schools?
6. What is the relationship between chemistry teachers' self-motivation and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools?

1.5 Research Hypotheses

The following null hypotheses were formulated to guide the study and were tested at a 0.05 level of significance:

H₀₁: There is no significant relationship between chemistry teachers' self-awareness and chemistry students' performance in Kwara State Senior Secondary Schools.

H₀₂: There is no significant relationship between chemistry teachers' self-awareness and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.

H₀₃: There is no significant relationship between chemistry teachers' social-awareness and chemistry students' performance in Kwara State Senior Secondary Schools

H₀₄: There is no significant relationship between chemistry teachers' social-awareness and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.

H₀₅: There is no significant relationship between chemistry teachers' self-motivation and chemistry students' performance in Kwara State Senior Secondary Schools.

H₀₆: There is no significant relationship between chemistry teachers' self-motivation and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.

1.6 Significance of the Study

This research is important because achieving the aims of Kwara State industrialization could be jeopardized if many students do not have adequate access to the appropriate kind of Chemistry education and training. This is because a poorly educated workforce directly hampers a nation's productivity and economic competitiveness. The findings here are expected to contribute to improving teachers' emotional intelligence and classroom management practices during the process of teaching and learning Chemistry

not only for schools under study but also for the entire State. The study is also expected to contribute to the advancement of scientific knowledge for social and economic development. The findings of this research would be beneficial to Classroom teachers, School administrators, Students, Teacher Trainers, policymakers, and others.

Classroom teachers: It would help them take to note of their emotional intelligence in conducting lessons and classroom relationships which could improve the quality of teaching and learning.

School administrators- would benefit from suggestions on ensuring an enabling learning environment for students and teachers to enhance performance in Chemistry.

Students: would benefit from understanding how attitudes exhibited during teaching and learning chemistry could enhance or hamper their performance in the subject.

Teacher Trainers: would acquire helpful information on how teacher's emotional intelligence and classroom management practices contribute to performance in Chemistry and how it could be enhanced.

Policy Makers: would gather helpful information to shed light on why the government interventions have not yielded the required outcome so far. This would enable policy implementers to adopt only those newly discovered strategies that promote good performance in Chemistry.

1.7 Scope of the Study

The geographical scope of this study was Public Senior Secondary Schools in Kwara State, which fall within the latitude of 8.9848°N and longitude 4.5624°E. Participants in the study include chemistry teachers in Public Senior Secondary Schools who are currently teaching chemistry in Kwara State and their students. The variables considered

for this study was three constructs of Emotional intelligence (Self-awareness, Social-awareness and Self-Motivation) which were the predictor variables, academic performance of the Students and classroom management practices were the criterion variables and the time scope for the study was four (4) weeks.

1.8 Definition of Major Operational Terms

The following terms are defined as they are applied in this study:

Academic Performance: is the extent to which Student has attained their Short-term educational goal. In this study, the academic performance of the students' were their individual promotional examinations conducted by the teachers used for this study

Classroom management Practices: Refers to the process of establishing and maintaining effective teaching and learning environment by the teacher.

Emotional Intelligence: This is the ability of a teacher to recognise their feelings and that of others; it is the tool used for motivation, regulating emotions internally and with other people. In this study, three constructs of teachers' emotional intelligence were considered, these were self awareness, social awareness and self motivation.

Emotional Intelligent Teachers': are the teachers' who recognise their feelings and that of their students.

Self-awareness: refers to the capacity of the teacher becoming the object of one's attention. Not only he/she is attentive, but can reflect on the experience of perceiving and processing stimuli.

Self-motivation refers to the ability of a teacher to use his most profound emotion to move and guide students towards their goals.

Social awareness: refers to the ability of a teacher to manage, influence and inspire emotions in Students.

Students: refers to group of persons who are formally enrolled at a school to studies chemistry

Teachers are professionals who communicate knowledge that will benefit learners to shape, recognize, and attain skills that will be used to tackle challenges in their lives.

CHAPTER TWO

2.0

LITERATURE REVIEW

2.1 Conceptual Framework

The schema in figure 2.1 is a diagrammatic representation of the relationship among the variables of the present study.

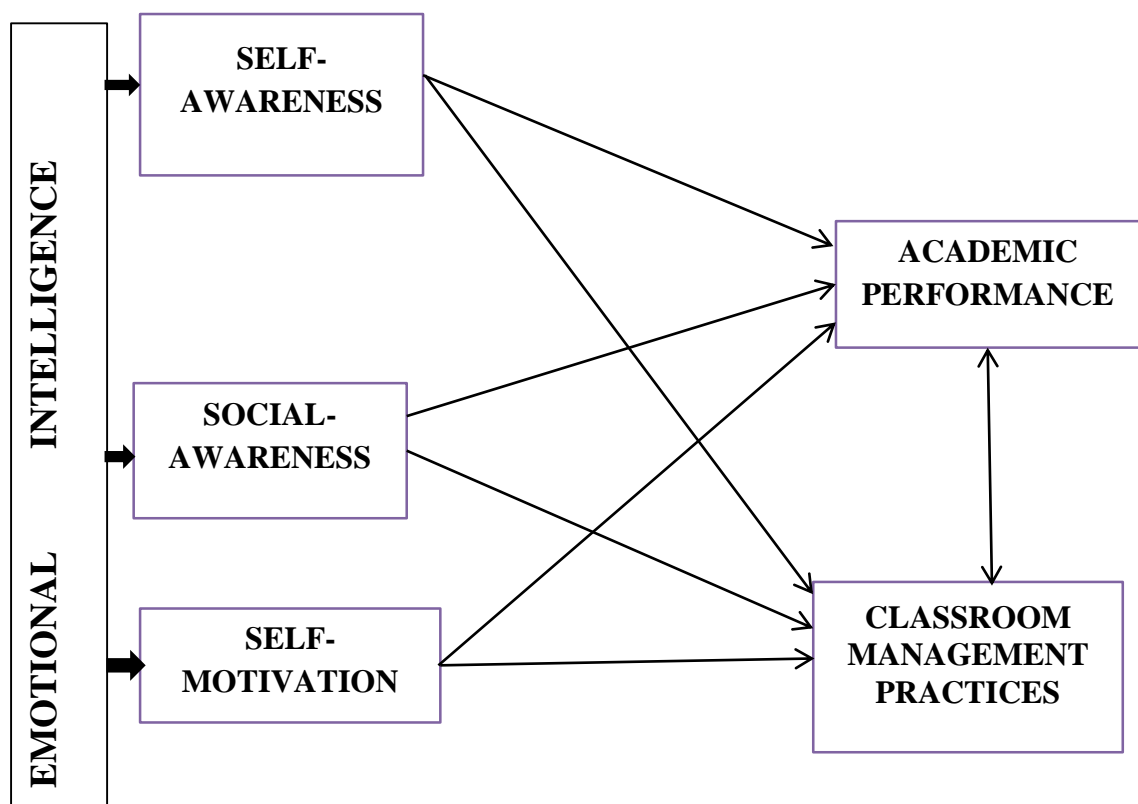


Figure 2.1 Diagrammatic Representation of Conceptual Framework

The framework suggests an interrelationship between the predictor variables: teachers' emotional intelligence (Self-awareness, social-awareness and self-motivation) and the criterion variables, which are classroom management practices and students' academic performance. It is conceptualized that the predictor variables have both positive and negative relationships on the criterion variables. Emotionally intelligent teachers who

can control their emotions will enhance high academic performance and classroom management practices. Thus, student with high academic performance would likely have teachers' with high emotional intelligence and good classroom management practices.

2.1.1 Concept of emotions and intelligence

To truly grasp the concept of emotional intelligence, it is crucial to understand these concepts individually. Emotion is a conscious mental reaction experienced as a feeling aroused by a particular event in response to behaviour or physiological reaction (Abraham & Scaria, 2017). Emotions help us recognise our responses whether cognitive or behavioural or direct actions. An individual's capacity to act accordingly and respond appropriately to events requires a broad set of abilities which can also defined be as intelligence. Emotional intelligence is interdependent on cognition and emotion because emotional processes assist thinking and decision making (Marlow, 2015). Teachers are constantly faced with the duty of making decisions in their classrooms. However, these are not arbitrary decisions and have a huge impact in the classroom and on students' behaviour and achievement.

2.1.2 Concept of emotional intelligence

The term "emotional intelligence" was coined from "social intelligence" by Thorndike in 1920. He defined social intelligence as "the ability of an individual to understand other people". The emergence of emotional intelligence as we know it today has evolved over time. It is now seen as the capacity to recognise your feelings and that of others; it is the tool used for motivation as well as regulating emotions internally and with other people (Wahyuaddin, 2016).

This study shows a strong link between emotional intelligence and teaching which cannot be ignored because emotions play a massive part in teachers' classroom, particularly when it comes to motivating students. This can only occur if teachers have the emotional component of self-regulation whereby they can manage disruptive emotions by being calm, thinking clearly and being attentive during contact times with students Federal Republic of Nigeria (FRN, 2014). Such teachers can easily understand their learners and provide the necessary support required by the learner. Emotional intelligence is also important for the teachers themselves since they are human and bring emotions daily into their workplaces even as they deal with the emotions of their learners. Self-awareness is therefore vital for teachers because they need to recognise their feelings, why they have such emotions, and its effect on themselves and their learners. If a teacher has a low level or lacks emotional intelligence, they will often fail to create successful relationships and maintain them.

Based on the above review of the concept of emotional intelligence, the following definition is proposed for use in understanding emotional intelligence in this particular study: Emotional intelligence is a psychological construct that assists in identifying, processing and regulating emotions. This works by facilitating emotional behaviours of individuals and assists them in creating positive and beneficial interpersonal relationships with others. For teachers, emotional intelligence promotes individual professional success as teachers with high levels of emotional intelligence are assumed to have control over their students' behaviour and also have clear expectations to help students achieve higher (Abraham & Scaria, 2017).. These teachers can support, relate and create beneficial relationships with their students. By doing this, students will connect better with their teacher because they will feel more motivated and therefore strive for high academic performance.

2.1.3 Concept of classroom

The classroom is a critical part of the schools' environment. It is where instruction is coordinated and facilitated to achieve the school's objectives and goals of education in general. The classroom has been defined in different ways by many scholars, but all point to the same direction. For example, a classroom has been described as a group of students of varying age ranges and levels of intelligence from different socio-economic statuses who are taught together in a particular place (Oboegbulem & Onwurah 2011). A classroom is just a place or geographical space where any activity such as education can be carried out. The educational activity can only be achieved if there is meaningful instruction in the classroom. Therefore, according to Margaret *et al.* (2021), the classroom is a room where students of different characteristics are taught for proper organization and effective classroom management. In his view, Akubue (2011) describes the classroom as an important place in a school that holds students together and offers them the opportunity to achieve the purpose of education.

Similarly, Obineme (2018) asserts that a classroom is a geographical space occupied by learners of similar characteristics. These characteristics can be age, sex, colour, physique, and level of intelligence. Therefore, in any instructional activity of schools, the classroom plays a very vital role. This is because the more significant aspect of instructional activity in schools usually takes place in a classroom that holds students together and offers them the opportunity for group effort and interaction.

The classroom provides an opportunity for educational plans to be carried out and research findings tested and tried out. A classroom is a place where the curriculum is coordinated and various instructional efforts are assembled. According to Akintunde (2014), a classroom is the builder of tomorrow's consciousness where motivational

coaches empower learners with sacred intrinsic and fundamental values in social engineering. The classroom provides an opportunity and environment for trained professional and competent teachers to exercise authority and control over instruction by utilizing knowledge, patience, self-confidence, self-respect, status, and supervision. Obineme (2018) maintained that a classroom is a place where teachers are change agents through the daily impressions they make upon the fertile field of the students' minds. They often form and re-form the future scheme of things. Students exhibit various behaviours arising from attitude, social class, ethnicity, bias, idiosyncrasy, whims and caprices in the classroom. These behaviours require conscious manipulations by the class teacher in order to bring about effective instruction.

2.1.4 Concept of management

Management is a generic term that has been interpreted in a variety of ways. Some authorities such as Akubue (2011) and Ogbonnaya (2014), have explained management in terms of a group of people in an organization while Peretomode (2011), described it as a social process that has goals to accomplish. In whichever way management is perceived, the issue remains that it involves the harmonising resources to achieve stated objectives. This is why Oboegbulem and Onwurah (2011) defined management as the effective organization and utilization of human and material resources in a particular system to achieve identified objectives. Management is concerned with establishing a philosophy, laws, theories, principles, processes, and practices that can be applied in various situations, including schools (Simonsen *et al.*, 2020). Boon *et al.* (2018) related management as an art and skill of getting things done through people. Which may involve getting the right decision from incomplete and sometimes incorrect information. Simonsen *et al.* (2020) also see management as the process that deals with daily working and implementation of current plans that will help an organisation's immediate

health. Thus, management entails supervising, controlling, and coordinating activities of people in an organization or unit to achieve the organization's objectives. Ndayelechi (2011) contended that management is the guidance, leadership and control of the efforts of a group of people towards achieving a common goal. It is the social interaction that involves utilising administrative tools such as planning, organizing, coordinating, and control in order that the available resources will be used to achieve the organizational goals in a more effective manner. In light of the above, Obineme (2018) argue that management is the coordination of an organisation's resources through the process of planning, organizing, directing, and controlling activities in the organization for goal attainment.

In summary, management involves using resources, be it human or materials for the achievement of goals. Sapre (2012) and Aliyu *et al.*, (2020) opined that management relates to all those activities directed towards effective utilization of organisational resources to achieve organizational goals. This implies that teachers need to have good management skills required in classroom organization to create, maintain, stimulate, and control students' activities to achieve positive educational outcomes. In a classroom setting, management entails planning, organizing, directing, supervising and evaluating students and their activities within the classroom setting.

2.1.5 Concept of classroom management

Classroom management is a term used to describe those activities which are mainly and directly concerned with the smooth running of classroom lessons despite disruptive behaviour by students. It could be regarded as those educational activities directly designed to prevent disruptive behaviour in the classroom. It is possibly the most challenging aspect of teaching for many teachers. It is also the process of organizing the

activities of the classroom to ensure effective instruction. According to Oboegbulem and Onwurah (2011), classroom management is the arrangement of students and grouping activities into units to make for effective teaching and learning. It comprises classroom life, utilization of resources in terms of materials in executing tasks such as planning curriculum, organizing procedures and resources, arranging the environment, monitoring students' progress, predicting potential problems, and finding solutions to them.

In the classroom, the teacher sets out plans and activities to ensure effective and efficient instruction. The teacher's management skills to achieve effective teaching and learning will determine the extent to which the students achieve success in their learning (Oboegbulem and Onwurah, 2011). The teacher's management tasks include control of the educational, social and physical environmental components. They organize and administer their work in the classroom by equipping their classrooms, making them attractive and ensuring that they are adequately furnished with seats and instructional materials that will lead to meaningful teaching and learning. This process of organizing the classroom and arranging the materials in the classroom properly is referred to as classroom management.

Thus, for Adeboyeje and Afolabi (2012), classroom management involves the judicious organization of both academic and non-academic functions essential for effective teaching. According to them, such activities include keeping records of class progress, checking class attendance, controlling students' conduct and activities, and manipulating instructional programmes and materials. The ability of teachers to exercise a reasonable level of control over student's behaviour and conduct in the classroom is critical to achieving a positive educational outcome. As Wigwe (2013) contends, classroom management recognizes that instructional competence counts very little if students are

not ready to learn or if the class is not disciplined. Therefore, Classroom management is considered as set of techniques and procedures for ensuring that classrooms run smoothly and effectively to promote student learning, minimises or addresses how to handle it when it occurs (Margaret *et al.*, 2021).

2.1.6 Classroom management skills

Skills connote knowledge one has acquired which he can use to help himself and his society throughout his lifetime. Classroom management skills refer to knowledge gained by the teacher that enables him to carry out the desired activities in the classroom environment. Such actions according to Obineme (2018), include:

- i. Actions that precede teacher-pupil class interaction include grouping, designing curricula, preparing time tables, formulating school rules and regulations, among others.
- ii. Actions which are intended to create favourable conditions that will facilitate effective instructional delivery, such as giving clear and understandable directions, among others;
- iii. Actions that aim at regulating the behaviour of learners like directing questions at an un-attentive learner, using positive reinforcement, or applying punishment, among others;
- iv. And actions that should assert the authority of the teachers such as making decisions that enable him to carry out the judicious arrangements and make reasonable use of human and material resources for the successful accomplishment of educational objectives.

2.1.7 Communication as classroom management skills

2.1.7.1 Concept of communication

The concept of communication refer to the transfer of thought, message, idea, feeling or knowledge to another person so that it is understood (Ojobor, 2010). This means that whatever is said or written if not understood bythe listener or audience is not communicated. Sometimes you may even be misunderstood, and your audience may respond in away that is opposite of your expectation. Communication is a means through which people are linked together for mutual understanding. It is the exchange of information between and among individuals and groups. It is therefore, the imparting or interchange of thoughts, opinions and information through speech, writing, gestures and bodily expression. What is essential in communication is that the recipient correctly decodes and understands the message.

Thus that communication is central to the successful management of the classroom and the achievement of educational aims. For a teacher to run a successful class, he must be able to communicate effectively because the educative process largely depends on effective communication. Formal teaching and learning rely almost entirely on communication between and among teachers and learners. Hence, the teacher must not only plan the lesson to be delivered but also plan for the best method of delivering the lesson in such a way that the students enjoy, understand, and accept the message of each lesson. In addition, the teacher must plan the educative process largely depends on effective communication for its success.

2.1.7.2 Time as classroom management skill

Time management strategies are necessary for effective classroom learning. Ojobor (2010) asserted that time management strategies are needed to compensate for a

learning problem or a child. Some time management strategies that have been successful with students are listed below.

- i. using a timer, so the child can gain control of passing the time,
- ii. creating a signal for the student to inform “time spent” on a specific activity or task versus “time left.”
- iii. providing smaller units of work in regularly scheduled periods.

Teachers who understand and use time management strategies are an asset to students who are not labelled with a disability but may have other underlying problems that cause work delays (Ojobor, 2010). Onjoro *et al.* (2015) presented a time strategy to compensate for the problem of delayed student work. If a student has difficulties with handwriting, the teacher could reduce the number of the problems on an assignment, test, or homework sheet. Reducing the number will accommodate the handwriting deficit and the slowness with which the students works. This practice of using time management strategies can aid in designing classroom rules that will help all students. These students will become stronger, more confident learners as well as build their self-esteem. Those teachers who possess the knowledge and understanding of this criterion will build and maintain an efficient and effective classroom management plan.

2.1.7.3 Motivation as classroom management skill

The term, ‘motivation’, has been defined in different ways by various experts. Oni *et al.*, (2017) wrote that motivation could be described as “impulses that stem from within a person and lead him to act in ways that will satisfy those impulses”. That is to say that the concept of motivation implies that there is some driving force within individuals which propel them to attempt to achieve a goal or objective to satisfy their need or needs. Therefore, to say that managers motivate their employees is to say that they do

those things they hope will fulfil these drives and desires and induce the subordinates to act in a desired manner. Motivation depends on the factors within the person that start, energize, direct, maintain and can even adversely stop the behaviour. Onjoro *et al.*, (2015) defined motivation as “the perceptions, methods, activities used by the management to provide a climate conducive to the satisfaction of the various needs of the employees so that they may become satisfied, dedicated and effective task performers”. He maintained that motivation is that fuel that provides energy for human action. Oni *et al.* (2017) observed that motivation is that energizing force that induces or compels and maintains behaviour. while motivation is an internal psychological process whose presence or absence can only be detected from observed behaviour. There are three fundamental characteristics of motivated behaviour.

- i. It results from felt need: the behaviour emerges as a result of demand.
- ii. It is goal-directed: it is directed toward achieving the objective.
- iii. It is sustained: it is maintained and lasts for a long time until it is satisfied.

2.1.8 Classroom management and teachers emotional intelligence

A pleasant classroom is every teacher’s desire and effective teachers know that to achieve this, there should be clear rules and expectations set to manage students’ behaviour (Jackson *et al.*, 2013). This could be in terms of space and classroom climate. All this will ultimately lead to a classroom of high achieving students or failing students. However, not every teacher will have such a classroom and effective teaching can not occur in a poorly managed classroom (Jones & Jones, 2012). This does not mean that the teacher is not qualified enough, but some factors may be missing.

Many different definitions exist for the term classroom management and this depends on the type of teacher, educator or principal. But when trying to decode what a

successfully managed classroom environment looks like, defining the meaning of classroom management. Therefore, for this study, the researcher adopted Brophy's (2010) definition of classroom management as "a process of establishing and maintaining effective learning environments". This definition includes more than simply the behavioural aspect of classroom management. Instead, it encompasses positive relationships between teachers and students, students and students which ultimately determines whether students indeed can learn in the classroom environment.

Partin *et al.* (2010) claimed that most classroom behavioural issues stem from the use of an incorrect reinforcement by the classroom teacher. When a teacher repeatedly used a consequence with a child who had emotional or behavioural problems, that student feels that an effective way to receive a teacher's attention is to act out repeatedly. However, the teacher's negative reinforcement only perpetuated the student's behaviour in the classroom setting, instead of encouraging them to follow the social norms of the rest of the class. According to Partin *et al.* (2010), if a teacher wants to gain control over a disruptive student while also reconditioning the student to follow the classroom rules of learning and acting appropriately, the teacher must reinforce appropriate behaviours with verbal praise and individual attention. This positive attention can make the student understand that working properly will receive the teacher's attention more frequently than the negative attention they received previously.

Partin *et al.* (2010) created a step-by-step classroom management process to help teachers transform from using negative attention to positive attention in the classroom. First, teachers must use verbal or written praise and refrain from disparaging the student. Second, teachers should allow their students to answer a more significant number of theoretical questions correctly, which will help foster the students'

confidence and prevent them from misbehaving because of embarrassment and not understanding the classroom curriculum.

Erdoğan *et al.* (2010) associated certain problems with ineffective classroom management: “lack of motivation, rule and routines breaking, lack of infrastructure, ineffective time management, classroom environment and lack of classroom interaction”. According to him, possible solutions for these identified issues are increasing teachers’ pedagogical knowledge in the subject area, including reframing the nature of information technology course in the curriculum, using activities that facilitate motivation using software programs that help control the wrong computer usage. Durmuscelebi (2010) similarly stated that using classroom management is essential in any school organization if academic success is achieved. Whether the school is elementary, secondary, private, or public, disruptions can occur, and classroom management will be needed. He articulated the misbehaviour that might occur and the differences in that behaviour depending on the type of school and students in that particular school. He also noted the amount of time that a teacher spends taking courses surrounding classroom management as well as the impact of the educational experience gained. The differences in misbehaviours for both state primary and private primary schools. Durmuscelebi (2010) tried to answer which misbehaviours teachers encountered most often and least often in both types of schools. Two hundred and forty-five teachers received a three-part quantitative questionnaire. In the end, the study showed that no significant difference existed between the two types of schools.

The researcher reviewed the components of effective classroom management strategies based on previous research to assist teachers and administrators. By identifying less compelling strategies, a teacher could eliminate those less effective strategies and replace them with effective ones. Several researchers have conducted studies on

effective classroom management practices. Beaty-O’Ferrall *et al.* (2010) discussed the importance of teachers building relationships with their students and how they cause fewer disruptions when they feel a bond exists between them and their teacher. According to them, a teacher can take particular steps to build relationships with the secondary school students; that age group can be difficult because students are less motivated to learn and are more likely to learn focused on building social skills. The steps are centred on a few basic yet fundamental principles. In Step 1, teachers should build empathy with students. Once students believe that the teacher is empathetic, the students will understand that teachers can relate to them and the students will act less to irritate the teachers; therefore, they will try to appease the teacher. In Step 2, teachers can gain classroom control by admiring rather than admonishing negative classroom behaviour and attitudes. Acknowledging and validating students’ negative behaviours can be difficult for teachers because of the frustrations that occur when recognizing these behaviours. They argued that this technique is essential for maintaining a positive relationship with the student, and further, it demonstrates teacher empathy. In other words, they illustrated how children realize their behaviours will induce others to meet their needs. Instead of making the student feels inferior. They also argued that teachers should validate students’ behaviours but then teach more appropriate ways to meet their needs.

Moreover, Beaty-O’Ferrall *et al.* (2010) noted that classroom behaviour issues are centred not just on student misbehaviour but also on teacher misbehaviour. For example, the researchers found that if a teacher does not leave their ego at the door, bringing it into the classroom could cause the students to misbehave because they will need to be defensive or find that irritating the teacher who has little self-control is amusing. They helped teachers understand that classroom management is not a single

variable that causes the issues to develop. Instead, it is a multitude of variables that create the classroom atmosphere.

Furthermore, Paciotti (2010) described a classroom management technique that pertained to the caring aspect. Paciotti (2010) called this strategy Caring Behaviour Management (CBM). The CBM model contains six integral parts to create a positive learning environment using positive reinforcement. Part 1 was to have a “caring, joyful spirit” . This spirit can be displayed through body language, facial expressions, voice, and celebration. Part 2 was that students have a stake in the model. He advised accomplishing this interest by gathering student input on rules, goals, and reinforcers. Part 3 was to ensure that the delivery and fading of reinforcements is appropriate. More specifically, he noted that at the beginning of the school year, reinforcers should be given frequently in a consistent manner for the management system to be effective. As the students learn the appropriate behaviours and display them more consistently, the reinforcers can be faded. As the level of reinforcement is decreasing, Paciotti (2010) discussed using nontangible reinforcers such as verbal praise, high-fiving, or thumbs-up. Delivering these verbal praises in a meaningful and specific manner is crucial. Part 4 ensured that all students could attain the reinforcement, not merely those who might always display positive behaviours. Paciotti (2010) related this to “shaping” behaviours by reinforcing the efforts of the more challenging students rather than a complete behaviour change. Part 5 was to strengthen behaviours in both the individual and group setting. Part 6 was to use visuals to remind students of appropriate behaviours and their successes.

Mune *et al.* (2015) discussed the significant differences between teachers who implemented a classroom management style they learned at their university and teachers who implemented a style they learned in the workplace. To understand better what

styles were adequate and that teachers used most, Mune *et al.* (2015) asked student teachers to track their experiences and classroom management styles. They concluded the interns wanted to use a more passive and non-confrontational practice in classroom management; however, after being unsuccessful in an urban classroom setting, they needed to change and better articulate a new style that could retain the students' attention. Most interns based their classroom management style on positive reinforcement and private conversations to change students' behaviour because this was the style learned at the university level.

However, when this classroom management practice was unsuccessful, the interns used the classroom management styles of their teachers, which consisted of a variety of traditional skills and verbal commands. Teachers must sometimes use teacher-centred classroom practices depending on the environment and cultural norms they teach. Conversely, the student-centred classroom management practices the interns learned at the university can be effective in a less challenging teaching environment. Overall, teachers cannot choose the classroom management style they will use until they evaluate the cultural norms and school environment. In an ideal world, teachers could choose one management style to equip them in the classroom environment; however, as Mune *et al.* (2015) pointed out, changing and adapting a classroom management style to the environment any teacher is teaching is critical.

Freiburg and Lamb (2009) reviewed the dimensions of a person-centred classroom management model, arguing that using a person-centred style is a successful way to build environments where children can learn and grow. This person-centred model focuses on the wants and needs of both the teacher and the students. It is intended to provide more opportunities for students to become self-disciplined, which they felt was lacking in the behaviouristic model. They developed this classroom management model

from the work of Carl Rogers, who was in the field of counselling and psychology. They emphasized a person-centred classroom management model with four dimensions: social-emotional emphasis, school connectedness, favourable climates, and self-discipline. These four dimensions are aligned with the research of Freiburg & Lamb, (2009), who compiled a list of sizes on why children love school based on interviews from their research. Dimension 1 had a social-emotional emphasis in which teachers needed to show the students genuine care for them by getting to know them as people. The researchers suggested teachers use empathy as a means to display their natural respect for their students. Dimension 2 focused on school connectedness. When students feel more connected with their teachers, peers, administrators and feel they are integral members of the school society, students become more apt to invest in the learning process. Freiburg and Lamb (2009) reinforced that if teachers make students feel important and cared about, teachers can instil this feeling of school connectedness by giving students jobs and responsibilities within the classroom setting. Dimension 3 pertained to creating a positive classroom and school climate in which students feel safe. When students feel safe from violence and ridicule, they are significantly more likely to engage more freely in the learning process. Dimension 4 pertained to creating student self-discipline. Freiburg and Lamb argued that teachers should avoid fixed punishments (i.e., losing recess, having a child put their name on the board) as a means for discipline. Instead, teachers should foster self-discipline in their students by allowing them to make and learn from their mistakes through reflection.

Freiburg and Lamb's (2009) person-centred model is closely aligned with the definition of classroom management being "a process of establishing and maintaining effective learning environments" (as cited in Allen, 2010), and the model seems to encompass many of the components of successfully managed classrooms. According to the studies

previously mentioned, effective classroom management strategies require a variety of characteristics. Some researchers have identified that if a teacher focuses on caring or building relationship practice in the classroom, problem behaviours might decrease. In contrast, other researchers have focused on teachers' internal behaviours or picking a particular leadership practice to prevent problem behaviours (Beatty-O'Ferrall *et al.*, (2010)

Positive behaviour interventions and support (PBIS) is a current school-wide approach to setting school expectations in and outside the classroom (Horner *et al.*, 2010). Teachers and administrators can implement this holistic and preventative approach to reduce classroom disruptions. PBIS allows the teacher to implement various interventions to provide a supportive environment for any student, especially those who need constant redirection. Evans *et al.* (2010) looked into the preventative strategies regarding classroom management practices at the classroom and school-wide levels. Evans *et al.* (2010). illustrated six effective classroom management styles that focused on teachers preventing negative behaviour and reacting to such behaviours: PBIS, Consistency Management and Cooperative Discipline (CMCD), Child Development Project (CDP), the Responsive Classroom, and Resolving Conflict Creatively Program (RCCP). Each model encompasses a way for students to feel connected to their school environments and instils in them a responsibility for their behaviours and the overall climate of their schools.

The models described were school-wide management models from researchers who found that primary school students are at a unique developmental period and therefore require a classroom management program that accounts for their needs during this changing period from childhood to adolescence. The PBS model emphasizes teaching and rewarding positive behaviours. CMCD includes the use of extrinsic rewards for

positive behaviours in caring and cooperative classrooms. One study that Evans *et al.* (2010) cited indicated that, with the consistent application of CMCD, schools could reduce the number of discipline referrals. CDP is grounded in research that addresses the basic needs of primary-school children. Using student involvement and conflict resolution, CDP aims (a) to instil positive relationships between students and teachers;

(b) To incorporate the cognitive and affective differences among students;

(c) To promote the students' construction of meaning, and

(d) To instil intrinsic motivation in students. Again, Evans *et al.* (2010) cited the positive outcomes of this classroom management style because it had been found to increase students' engagement and their ability to solve peer conflicts. The Responsive Classroom also aims to improve conflict resolution skills and student engagement. Further, the responsive classroom focuses on instilling respect and freedom by involving students in rule development, logical consequences for misbehaviour, and providing choice in learning activities. Evans *et al.* (2010) described RCCP, similar to the Responsive Classroom and focuses on building conflict resolution skills. However, RCCP involves teaching conflict resolution skills such as active listening, negotiation, and mediation. Two primary researchers have created and advanced the PBIS model.

Horner and Sugai (2015) initially conceptualized PBIS with the help of other researchers; Horner and Sugai (2015) investigated the impact of using PBIS in the classroom on academic success and the reduction in problematic behaviour (Bradshaw & Pas, 2011). The PBIS is a research-based set of intervention practices to assist all students in receiving essential behavioural prevention (Horner & Sugai, 2015). The PBIS focuses on a more holistic and supportive classroom management practice instead of a more traditional and controlling classroom management practice. The PBIS uses a

three-tiered intervention support model in which, as the tier levels increase, the intensity of the interventions on the student increases (Horner & Sugai, 2015). The PBIS, also referred to as SWPBIS, constitutes school-wide positive behaviour support. Currently, thousands of schools have implemented SWPBIS to classroom management that will increase student safety and advance a more positive school culture and climate.

Clear rules and expectations for students can limit disruptive behaviours, as the management is proactive rather than reactive. Pas *et al.* (2015) added that for a classroom to be positively managed, the visionary teacher should create a disciplined classroom and constantly interact and appreciate students. This will minimize conflicts because a school that has an open communication policy has fewer conflicts. The teacher can listen to each student's concerns, appreciate their efforts, and use different rewards methods in the classroom (Pas *et al.*, 2015) instead of punitive measures. Students react more to what they see rather than what they hear; that is more reason to model good behaviours for students by managing and regulating their emotions; especially when there is conflict or some disruptive misbehaving students

Being a teacher is an emotionally stressful profession, mainly contributed to by the fact that you influence young people who are still figuring out who they are, learning how to express themselves through verbal and non-verbal communication and their complex emotions (MacChann *et al.*, 2020). In addition to this, as a teacher, you are also entitled to your own overwhelming emotions and your students' complex, ever-changing emotions. Taking it in your stride to overcome these needs, an essential competency such as emotional intelligence. Poole and Evertson (2013) add that teachers also deal with cultural diversity, among other factors mentioned above. For a teacher to conquer such a classroom, they need to have and create open policies of communication, regulation of their verbal and non-verbal communications, as students can quickly react.

Furthermore, teachers need to be knowledgeable to promote academics in line with the school's curricula while inciting interests among the students (Akubue, 2011). A study by Akar *et al.*, (2010) reported that in classroom management, the following are very important: (a) the physical setting, (b) curricula planning, (c) motivation, (d) rules and (e) routines. This will help the teacher aim for the type of students they desire to have.

2.1.9 Teachers use of emotional intelligence in the classroom

Teachers are the backbone of educational institutions. Without teachers, these institutes are considered the body without a soul (Tahir *et al.*, 2013). This is because they occupy an important position in the implementation of the school curriculum. They are the managers of the instructional activities within the school system. This is probably why Nigeria policy on education emphasized that no nation can develop above the quality of its teachers. A competent teacher should be able to relate subject content to practical life to bring total change behaviour. Teachers are vital in ensuring quality students worthy in learning and character. There is no alternative to quality teachers if a nation is to achieve excellent performance in all sectors. Therefore, teachers must be equipped with sufficient knowledge, skills, and awareness to carry out their jobs. One of the critical aspects involved in developing a healthy, personally accountable and successful person is Emotional Intelligence (Lenka & Kant, 2012).

The roles of a teacher are very complex, and they add up every day when teachers enter the classroom. Teachers should be able to understand their students' diversified needs in the school. According to Tok *et al.* (2013), emotional intelligence works better in a student-centred classroom, as it fosters students' academic development when they do what they enjoy the most. A well-established classroom means that there is order, respect, motivation and peace. As explained above, emotional intelligence is the internal

drive that regulates and controls emotions. An emotionally intelligent teacher creates a classroom environment filled with respect, responsibility, honesty, trust, motivation. It is important to also keep in mind that the teacher's emotional state will decide on which values are present in the classroom. One of the domains emotional intelligence stresses, is that of creating bonds, this is necessary for teachers because through bonds they can understand their students by providing feedback through open communication strategies (verbal and non-verbal) (Tok *et al.*, 2013).

In a classroom with respect, both the students and teacher would have created rules that regulate part of their behaviour. This respect should go both ways, and the teacher should respect and treat each student as an individual, mainly because empathy plays a big part within the emotional intelligence constructs (Chhabra, 2010). Teachers should also manage their emotions by taking responsibility for their behaviours. Students not only learn what they hear and also what they see. As a teacher, you are a role model, and your behaviour is the first thing that your students look at. Honesty is another integral part of being a good teacher; you can own up to your mistakes and be honest when you are faced with a question for which you do not have an answer (Chhabra, 2010). An emotionally intelligent teacher's skills are essential for teachers to help improve students' learning. Instead of punishing them, they are concerned with what emotions may have caused the student's disruptive behaviour and are not quick in punishing the student (Tok *et al.*, 2013). In emotional intelligence theory, without the skill of self-management, a teacher will not have a productive classroom; they will have no respect from their students, and they also do not have any respect for their students (Chhabra, 2010).

2.1.10 Emotional intelligence and classroom management as predictors for students' academic performance

Wahyuaddin (2016) asserts that teachers should be masters of their pedagogy, social and personal traits. They ought to be able to implement innovative teaching curricula at school. Equally, the teacher's and student's achievements are affected by internal and external factors. Having students for the first time in a new class can be overwhelming. Not knowing which behaviours you are going to encounter needs more than strength. It needs teachers who understand their own weaknesses and strengths to recognize and control their emotions, model good behaviours, and be caring, supportive and motivating to students (MacChann *et al.*, 2020). This can create a manageable classroom environment with fewer disruptions. As stated above, with the emotional skill of empathy, a teacher can understand their students' differences and to what extent they can achieve their objectives.

A well-managed classroom is about positivity, support and the fostering of a safe environment. As emotionally intelligent teachers prefer quality, they are usually prepared, have a vast knowledge and understanding of curriculum and enjoy teaching, as they have mastered the skill of social interactions (Durlak *et al.*, 2011). Through this behaviour, they can influence their students through non-verbal gestures that show excitement when teaching. Students' connections are vital; for example, the teacher is introducing a new theme today, and some of the students do not understand this new theme. However, because of the relationship that they have with the teacher, they can ask questions freely. This is easily manageable when a teacher creates emotional relations with the students (Rust, 2014). In an opposite classroom where there is no communication, students will not be able to ask questions as they will be afraid of the teacher; this will cause failure for both the students and the teacher. Success can be

achieved through teachers that motivate, allow students to connect with them by discussing previous work without the fear of being ridiculed.

In addition, according to Lawson *et al.* (2015), since teachers are mentors, motivators, and influence their students, among other roles, they should support their students in learning. Students should be provided with rigorous tasks and be motivated to keep trying until they get it right. Effective teachers should have planned varying activities that will keep students engaged throughout the day. What is important for teachers is to master all their subject curricula. They can do this by constantly planning and amending their lessons. Staying in a classroom with learners for a whole day means there will be disruptions. The teacher's responsibility is to always look out for silent behaviours, such as non-verbal communication occurring in the classroom. Successful teachers create successful students through motivation and balance between direct instructions and demanding solid tasks. Most importantly, they allow students to voice their ideas.

2.2 Theoretical Framework

2.2.1 Ability model of emotional intelligence theory

The ability model of emotional intelligence theory was propounded by Mayer *et al.* (2000). In this theory, they believe that for an individual to be emotionally intelligent, they should be able to perceive, understand and manage their emotion and the emotion of others. The proponents of this theory also posited that people with high emotional intelligence might enjoy the most success in life than others who surpass them in mental intelligence; they also tend to use more effective coping strategies. This theory suggests that emotionally intelligent people form stronger emotional bonds with others and enjoy tremendous career success. They added that emotionally intelligent people avoid intense depression, anger or anxiety and work more effectively towards long-term goals by

controlling impulses for immediate gratification. They opined that the ability model of emotional intelligence theory has four levels: Perception of emotion, Assimilation of emotion, Understanding of emotion, and Regulation of emotion. Mayer *et al.* (2000) added that, perception of emotion has to do with the ability of a classroom teacher to recognize his emotion and the emotion of the students. When the teachers acknowledge their emotions, they will have a good working relationship with the students. Assimilation of emotion involves the ability of the teachers' to process emotion to improve thought. Finally, regulation concerns emotional self-man. For the teachers to regulate their emotions, it will help students have high academic performance and reasonable school adjustment.

Mayer *et al.* (2000) ability model of emotional intelligence theory is relevant to the present study because it will enable teachers to know and understand the dimensions of emotional intelligence. When teachers understand these dimensions properly, it will help them relate with their students. This will help to manage a classroom and build up students with high academic performance in the school. Furthermore, the knowledge of emotional intelligence will help the teachers to proffer solutions to students with low academic performance and school adjustment problems. Finally, the theory will help psychology researchers, which will also enable teachers to understand their emotions and that of their students.

2.2.2 Social learning theory

Bandura and Adams (1977) propounded a psychological theory titled 'social learning theory' the central tenet of bandura social learning theory. He has recently re-named social cognitive theory that we learn by observing others. His work centres on personality being developed as a result of an interaction between three things. These three things include; Environment, Behaviour and one's Psychological processes. One

of these three areas is measured on the effects on the other. The second specific tenet of Bandura's theory is that it is centred on modelling, which has more impact than direct experience. According to Bandura, the four variables involved in modelling are; Attention, Retention, Reproduction and Motivation. One must be paying attention to others to be capable of retaining what they have observed. Be able to translate the observation into action and be motivated to initiate the observed activity. The theory of social learning appears to be to have some significance to the present study because it examines the relationship between teacher emotional intelligence, Classroom Management and student academic performance.

Blewitt *et al.* (2020) reported that social learning theory is built on the theory of operant conditioning, so it is essential first to review the theory of operant conditioning. Operant conditioning was developed by Skinner (1938) and can be defined as behaviour modified by its consequences. Kieson *et al.*, (2018) outlined several principles of operant conditioning that alter a person's behaviour. The three principles of operant conditioning that are most relevant to the practice under investigation are; Reinforcement, Extinction, and Punishment. Two types of reinforcement increase how often behaviour of interest is emitted: positive reinforcement and negative reinforcement. Positive reinforcement occurs when a positive re-enforcer or something a person finds pleasurable is presented after the behaviour of interest occurs. Negative reinforcement occurs when a negative re-enforcer or something an individual finds unpleasant is removed after the behaviour of interest occurs.

On the other hand, the principle of extinction works to decrease behaviour of interest and takes place when a previously reinforced behaviour no longer receives reinforcement. Another principle that works to reduce how often behaviour of interest is emitted is the principle of punishment. Punishment occurs when a punisher or

something a person finds unpleasant is presented after an individual emits behaviour of interest (Kieson *et al*, 2018). While the theory of operant conditioning describes how student behaviour can be modified and shaped by teacher responses to such behaviour, it does not account for the way behaviours and actions are initially acquired. Social learning theory purports that new behaviours' are acquired through observational learning and vicarious reinforcement (Blewitt *et al*. 2020). Observational learning occurs when an individual watches model produces behaviour and then reproduces the observed behaviour in a similar situation.

Blewitt *et al*. (2020) outline the four cognitive processes an individual goes through for observational learning to occur:

1. Attention process – the observer pays attention to the essential characteristics of the behaviour, and more attention is given to effective and influential models
2. Retention process – the behaviour is encoded into memory
3. Production process – the memory of the behaviour is recalled when the observer encounters a situation similar to that experienced by the model
4. Motivational process – direct, vicarious or self-produced motivation causes the observed behaviour to be performed.

The relevance of this theory to the present study is that since the present study is looking at Emotional Intelligence as correlates of Chemistry students' performance and Chemistry Teachers' Classroom Management Practices in Kwara State Senior Secondary Schools. When students observe how emotionally intelligent their teachers are, by the way, teachers manage their emotions. They will also develop high emotional intelligence through imitation.

Parents or caregivers should be encouraged to show emotional intelligence, love, care, and warmth to their children to be well behaved both at home and in school. A student who is well behaved at home may have good emotional intelligence. In other words, it is the responsibility of a teacher who is emotionally intelligent to know and understand a student who has low emotional intelligence and school adjustment problems.

An emotionally intelligent teacher who is self-aware understands their feeling and is better equipped not to make hasty decisions or resolve conflicts in an inappropriate manner (Goleman, 2015). A self-aware teacher knows their own emotions, strengths, weaknesses, values and goals; they understand how their emotions can impact other students while using them to make decisions (Goleman, 2015). These teachers can link situations and their feelings to how they should or should not react in a particular case. They understand that their emotions can affect their performance at work. They use their skills of being aware of their feelings to guide their values and goals.

2.3 Empirical Studies

Mamat and Ismail (2021) carried out a study on Teachers Emotional Intelligence and Best Practices for Classroom Management. The purpose of this phenomenological study was to understand how middle school teachers describe their use of the four elements of emotional intelligence (self-awareness, self-management, social awareness, and relationship management) to reduce student behavioural referrals. In addition, it was the purpose of this study to discover the barriers and benefits to teacher use of the elements of emotional intelligence. In addition, a qualitative approach was utilized to find out the obstacles and benefits to teacher use of the features of Emotional Intelligence. A sample of middle school teachers from San Bernardino and Los Angeles Counties participated through in-depth interviews. Reported benefits of Emotional Intelligence included better

relationships with students, higher levels of student engagement, and more trusting relationships. Reported barriers included student home lives and limited training for Emotional Intelligence. Teachers in this study stressed the importance of building relationships, using the four skills of Emotional Intelligence to build better relationships, engaging students through Emotional Intelligence and establishing trust with students. The similarity between this study and the current study is that they both investigated the influence of teachers' emotional intelligence on their classroom management practices. However, the difference between this study and the present study is that this study adopted a qualitative research design using the interview as a means of data collection. In contrast, the current study is quantitative, using a questionnaire as a means of data collection. The present study also correlated the Emotional Intelligence of chemistry teachers with their classroom management practices and the chemistry students' performance in Kwara state.

Katanani and Sakarneh (2021) examined the influence of emotional intelligence on the academic achievement of gifted students in Saudi Arabia. In particular, it investigated the influence of self-awareness, self-regulation, motivation, empathy, and social skills on the academic achievement of gifted students. One hundred fifty respondents consisting of both male and gifted female students were involved in the quantitative study. Meanwhile, ten teachers and 30 gifted students were invited to participate in the qualitative research. Questionnaires and interview protocol were the instruments used to gather data for the quantitative and qualitative studies, respectively. Multiple regressions were used to analyse and interpret the quantitative data, particularly the influence of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) on the academic achievement of gifted students. This technique was also applied with the effect size to determine the emotional intelligence

elements that could best predict students' academic achievement. In addition, a T-test was adopted to identify the significant difference in emotional intelligence among the students based on gender. Results of the study demonstrated the effect of emotional intelligence on the academic achievement of the students and the difference in the emotional intelligence level between male and female pupils. The similarity between this study and the current study is that they examined the emotional intelligence of teachers' and students' academic success. However, there exist differences between this study and the present study. First, the study explored other teachers' demographic variables on student academic success. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. It used linear regression to analyse the data collected for the study

MacChann *et al.* (2020) examined the role of emotional intelligence (Social awareness, Self awareness, Self-Motivation and Empathy) in the classroom teaching practice of high performing high school mathematics teachers. The study was qualitative in design as it aimed at obtaining opinions and behaviours of the teachers in school, given the fact that they are subjected to the classroom situation and at the same time are expected to treat learners with compassion. Data was collected qualitatively through semi-structured interviews. Five mathematics teachers from five high schools in Pretoria, Gauteng, were selected. Content analysis, which involves analysing qualitative data through summaries and data interpretation, was employed. The findings from the data analysed revealed that emotional intelligence in the classroom plays a major role in dealing with or addressing the day-to-day challenges teachers face. The results also showed that teachers must have specific skills to cope with classroom pressure and challenges. However, creating or passing on values such as trust, self-respect and confidence to

learners, is not an easy task. There are those learners that can't cope with mathematics, and giving them all the necessary support and instilling these kinds of values was discovered to play a pivotal role to teachers in classroom practice. In addition, having positive relationships between teacher and learner may enhance a learner's performance, thereby benefiting the learner and the school and the community. The similarity between this study and the current study is that both studies sought how teachers' emotional intelligence influences classroom management practices. However, there exist differences between the two studies. The present study tends to correlate the emotional intelligence of chemistry teachers on classroom management practices and Chemistry students' performance in Kwara State.

Nagaraj and Ramesh (2020) investigated the level of Emotional Intelligence among a Sample of Secondary School Teachers at Al- Koura District-Jordan. The study's main objective was to investigate the levels of emotional intelligence among a sample of secondary school teachers at Al Koura Educational district in light of their gender, qualification, and teaching experience. The study sample consisted of (283) male and female teachers selected using random sampling in the academic year 2017 /2018. The results of the study indicated that teachers reported moderate levels of emotional intelligence; it is also stated that there are no significant differences in emotional intelligence levels due to gender and qualification, while significant differences were found in emotional intelligence levels due to teaching experience, in favour of more teacher's experiences. The similarity between this study and the current study is that they both examined emotional intelligence to performance. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used

linear regression to analyse the data collected for the study while this study tails towards other teachers characteristics in times of teachers gender, qualification and teaching experience.

Farhat *et al.* (2020) examined Classroom management and students' academic performance in secondary schools in Nyamagabe District- Rwanda. Among others, the study's specific objectives include reviewing classroom management forms in secondary schools in Nyamagabe District, determining the level of students' academic performance in secondary school in Nyamagabe District, and examining the correlation between classroom management and students' academic performance. The study adopted a case study design, stratified and purposive sampling found appropriate for the study. The study involved five schools and a sample size of 120 respondents selected from among teachers, heads of departments, Dean of studies and headteachers. Data was collected by the use of questionnaires and interviews. The study results on the first objective indicated two major classroom management, namely instructional management and behavioural management.

To the second objective, the results showed poor academic performance of students in the Nyamagabe District. Lastly, the study results revealed a positive relationship between classroom management and students' academic performance on the correlation of 0.448, which is statistically significant since the Sig. (2-tailed) p-value, which is equal to 0.00, is less than 0.01. Basing on the results, the researcher concluded that classroom management influences students' academic performance. This means that effective classroom management leads to good students' academic performance, while poor classroom management results from poor students' academic performance. From the conclusion drawn, the researcher recommended that teachers and school administrators improve classroom management as it dramatically influences students'

academic performance. The similarity between this study and the current study is that they correlated classroom management practices and students' performance using questionnaires. However, the difference between this study and the present study is that the current study also correlated the emotional intelligence of chemistry teachers with classroom management practices and student performance in chemistry.

Cheng and Cheng (2018) also carried out a study on the influence of classroom management practices on students' academic achievement in public secondary schools in Tharakanithi County; The study sought to assess the influence of classroom management practices on the learner academic achievements in public secondary schools in Meru South Sub-County. The specific objectives for the study were; to assess the influence of classroom discipline management on student academic achievement; to find out how instructional supervision affects student academic achievement; to evaluate the influence of classroom instructional methodologies on student academic achievement, and to determine the influence of supportive feedback on student academic achievement. The descriptive survey design was used to carry out this study. The target population for the study was 55 principals, 102 teachers and 3150 students. Out of these, 355 subjects were sampled using stratified random sampling and purposive sampling methods. To ensure the validity of the instruments, both face and content validity was used. A reliability of 0.67 and 0.69 was obtained with the teachers and students' questionnaires.

Based on this, the instruments were considered acceptable. Data were collected by the use of structured questionnaires and an interview schedule. Both content and descriptive analysis were used. Content analysis was used to analyze the interview responses, while descriptive analysis was used to analyze the student and teachers questionnaires. The study established that classroom discipline management practices impacted learner

achievement; however, teaching methodologies were ineffective and led to little effect on learner achievement. Instructional supervision done by principals had a positive impact on learners' achievement as this made sure teachers were able to complete the class syllabus. Teachers' supportive feedback through encouragement of learners played a crucial role in ensuring that learners were motivated, hence improving learners' achievement. This study recommends that classroom discipline management practices should be enhanced to realize better results. The similarity between this study and the current study is that they correlated classroom management of teachers and student success using questionnaires. The difference between this study and the present study is that the recent study also related the emotional intelligence of chemistry teachers with classroom management practices and student performance in chemistry without using an interview schedule.

Sakirudeen and Sunday (2017) investigated Effective Classroom Management and Students' Academic Performance in the Uyo Local Government Area. Four research questions and four null hypotheses were formulated to guide the study. The survey design was adopted for the study. The population of 2044 Senior Secondary School One (SS1) students with a sample of 200 students selected from 5 public secondary schools in 4 clans within the study area. A researcher-made questionnaire was used to elicit data from respondents. The research instrument has a 4-point rating scale and 25 items based on the study variables. The Pearson Product Moment (PPM) Correlation Coefficient of 0.94 ascertained the instrument's reliability for use in the study. After administering, scoring, and collating the instrument, the data obtained were subjected to the chi-square (X^2) analysis. All the null hypotheses were tested at a 0.05 level of significance. Based on the result of this study, it is concluded that SS1 students in the public Secondary Schools in Uyo Local Government Area differ significantly in terms of academic

performance based on verbal instruction, corporal punishment, instructional supervision, the delegation of authority to learners. Therefore, it is recommended that teachers be skilled in classroom management to influence students' academic performance positively. The similarity between this study and the current study is that they correlated classroom management practices and student performance using questionnaires. The difference between this study and the present study is that the recent study also related the emotional intelligence of chemistry teachers with classroom management practices and student performance in chemistry, Kwara State.

Swanepoel and Britz (2017) carried out a study on Emotional Intelligence and Academic Performance. The specific aim of the study was to determine the relationship between general cognitive ability, emotional intelligence and academic performance. The instruments utilized were the Learning Potential Computerised Adaptive Test (LPCAT) and Emotional Intelligence Test Body-Mind. The sample comprised 32 third-year students studying Human Resources Management. The results indicated a positive relationship between academic performance and emotional intelligence. Inferential statistics proved that males and females do not differ significantly on the three dependant variables. The similarity between this study and the current study is that they both examined emotional intelligence in relation to students' academic success. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study.

Asrar-ul-Haq *et al.* (2017) also examined the impact of emotional intelligence on teacher's job performance in the education sector of Pakistan. The sample size consists of 166 teachers from universities in the area of central Punjab, Pakistan. Theories of

emotional intelligence proposed by Salovey and Mayer (1989–1990) were used as the conceptual framework, and its relationship with the job performance of teachers was examined. The reliability and validity of variables were tested through the measurement model of PLS-SEM. The result indicated that emotional intelligence has a significant impact on the teacher's job performance. Key research findings revealed that emotional self-awareness, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the teacher's job performance. The similarity between this study and the current study is that they both examined emotional intelligence in relation to their jobs. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with Student Performance and used linear regression to analyse the data collected.

Dahnial *et al.* (2017) explored teacher emotional intelligence, school climate, and the intersection of the two. Emotional intelligence instruction and education were provided to the teacher research participants during the study to support their personal growth. This study provided an understanding of the impact of teacher emotional intelligence on school climate. Results indicated that teacher emotional intelligence could be developed or enhanced and affect their perception of the school climate. The impact was reflected in greater teacher awareness, intentional application of emotional intelligence strategies, recognition of the benefits of emotional intelligence on school climate, acknowledgement of factors impeding emotional intelligence and school climate, and an altered perception of their role in the school climate. The study revealed a continued need for emphasizing and enhancing teacher emotional intelligence to improve school climate. Utilizing a model such as the Six Seconds Model for Emotional Intelligence

proved worth the time and effort because it enhanced teacher emotional intelligence and changed teacher perceptions of school climate. A need for additional time and continued EI training was also noted for further growth in a more positive school climate. The similarity between this study and the current study is that they both examined teachers' emotional intelligence in the school system. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study.

Ebinagbomi and Nzam (2016) examined the impact of emotional intelligence on student's academic performance. The study was conducted to investigate the impact of emotional intelligence on students' academic performance of information technology and business management students. The independent variable includes self-awareness, self-motivation, empathy, emotional management and interpersonal skills, while the dependent variable is academic performance. The research adopted descriptive and explanatory research design. It also employs the use of a cross-sectional survey method using survey questionnaires containing 40 items with Likert Scale (Disagree-1 and 5 for Agree). The sample of 123 students from FTMS College, Cyberjaya and Erican College were selected using convenient sampling. The data collected was analyzed using descriptive means and regression via SPSS19. The Pearson's correlation coefficients of the five dependent variables significantly correlated with students' academic performance. However, using the regress analysis, only two variables were significant: empathy and self-motivation. Hence, the study concluded that only the independent variable of empathy and motivation strongly influences the students' academic performance. The similarity of this study with the current study is that both studies use

emotional intelligence to find the relationship of students' academic performance and uses questionnaire for data collection. However, there is a difference between this study and the current study. This study finds the relationship of chemistry teachers' emotional intelligence with classroom management practices and the academic performance of chemistry students in Kwara State.

Udo and Ukpog (2016) investigated the influence of self and social awareness on Business Education students' academic performance in Federal Universities in South-South, Nigeria. Two specific objectives, two research questions and two null hypotheses guided the study. The ex-post facto research design was used for the study. The study population consisted of all the 513 students in their second and third year of studies in the Business Education programme in the three Federal Universities in South-South, Nigeria that offer Business Education programme. A sample of 356 Business Education students from two entire years was selected for the study using a stratified sampling technique. The validated instrument, Emotional Competency Inventory, was used for data collection; the Cronbach Alpha reliability technique obtained an internal consistency reliability coefficient of 0.76. Mean and standard deviation was used to answer the research questions, while multiple regression analysis was used to test the null hypotheses at a 0.05 level of significance. The result revealed a significant influence of self-awareness and social -awareness on Business Education students' academic performance in Federal Universities in South-South, Nigeria. It is recommended, among others, that a balanced combination of emotional and cognitive strategies be employed in training students. This will facilitate the identification, recognition, and development of their emotional skills, which will contribute to their personal, academic, and career success. The similarity between this study and the current study is that they both evaluated teachers' emotional intelligence and student

Performance in Nigeria using a questionnaire. The difference between this study and the present study is that the current study correlated emotional intelligence factors of Chemistry teachers with classroom management practices and Chemistry students' performance and uses simple linear regression to test the hypotheses.

Haider *et al.* (2015) find out the impact of students' motivation on their academic performance. The data was collected from 120 students. From three different departments (DMS, CS and Pharmacy) of The Islamia University of Bahawalpur. A questionnaire was divided into three parts. In the first part, we asked the students about their personal information; in the second part, there were 30 items to measure intrinsic and extrinsic motivation. The third part comprises questions about academic performance. This study reveals that intrinsic motivation and extrinsic motivation had a positive impact on students' academic performance. The similarity between this study and the current study is that they both examined emotional intelligence (Self-Motivation) in relation to students' performance. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study.

Ofem *et al.* (2015) conducted a study on the influence of teacher demographic variables on secondary School students' academic achievement in Home Economics in the Calabar educational zone of Cross River State. Hypotheses were postulated to guide the study. In addition, some relevant literature was reviewed based on the two variables of the study. The study adopted a survey design. A simple random sampling technique was utilized to draw four hundred and twenty (420) respondents comprising of twenty (20) Home Economics teachers and four hundred (400) JSS III Students from the population.

Two sets of instruments were used to elicit information from the sample. These instruments include: “Teacher demographic variables questionnaire” (TDVQ) and the “Home Economics Achievement Test” (HEAT). Kuder Richardson formula – 21 was used to establish the reliability coefficient of HEAT with an estimate of 0.77. T-Test was used in the data analysis. The results of data analysis showed that the two hypotheses were significant at 0.05 level. This means that the educational qualifications and experience of the teachers influence the students’ academic achievement significantly in Home Economics in the study area. Based on these findings, some recommendations were made. The similarities between this study and the current study are that they both considered teachers’ property on students’ academic success, uses the same research design (survey), same sampling techniques and two instruments for the data collection. However, there exist differences between the two studies. The differences between this study and the current study are that the present study investigated Chemistry teachers’ emotional intelligence and classroom management practices on student performance in Chemistry, Kwara State. This study uses a T-test for the data analysis, while the current study used simple linear regression for the data analysis.

Omenka and Otor (2015) investigated the Influence of Classroom Management on Students’ Academic Achievement in Science and Mathematics in Oju Local Government Area of Benue State. In this study, two research questions and two null hypotheses were tested. The descriptive survey design was adopted for the study. The researchers constructed a structured four-point scale questionnaire titled influence of classroom management on students’ academic achievement in science and mathematics. They used it to collect data for the study. Data obtained were analyzed using descriptive and inferential statistics. Mean, and standard deviation was used to answer the research

Questions, while Chi-square (X^2) was used to test the null hypotheses at a 0.05 level of significance. The study's findings revealed that classroom discipline and motivation significantly influence students' academic achievement in science and mathematics. Based on the results, it was recommended that teachers should always maintain discipline in their classroom; Teachers should endeavour to introduce innovative ideas to motivate learning so that students' behaviour and academic achievement can be positively influenced. The similarity between this study and the current study is that they evaluated classroom management of teachers and student success in Nigeria using a questionnaire. The difference between this study and the present study is that the current study correlated the emotional intelligence of Chemistry teachers with classroom management practices and student performance and uses simple linear regression to test the hypotheses.

Festus and Seraphina (2015) determine how the acquisition of Emotional Intelligence Skills could influence students' achievement in Geometry. To guide the study, four research questions and four hypotheses were generated. The design for the study was the Quasi-experimental design (non-equivalent pre-test, post-test, control group design. The Instruments used for the study were the Geometry Achievement Test (GAT) and the Emotional Intelligence Inventory (EII). The study population was the Senior Secondary Two (SS2) students in public schools in Keffi Education Zone of Nasarawa State, Nigeria. There were 7,185 SS2 students in the Education Zone. The multi-Stage cluster sampling technique was used to select a sample of 132 students for the study. The student's responses to the two instruments were scored and analysed using mean, standard deviation and the Analysis of Covariance (ANCOVA).

The results of the data analysis indicated that: there was a significant difference in the mean emotional intelligence scores of students in the experimental group and control group in favour of the students in the experimental group who were exposed to emotional intelligence skills; there was a significant difference in the mean achievement scores in Geometry between students in the experimental group and those in the control group in favour of the students in the experimental group exposed to emotional intelligence skills. Still, the results showed no significant difference in the mean achievement scores in Geometry between male and female students exposed to emotional intelligence skills. There was no significant interaction effect of emotional intelligence and gender on the mean achievement scores of students in Geometry. The study concluded that students' emotional intelligence in schools could be improved upon by exposing them to emotional intelligence skills; students' acquisition of emotional intelligence skills could improve their achievement scores in Geometry. The similarity between this study and the current study is that they examined emotional intelligence and students' academic success in Nigeria. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study.

Chukwuka and Ezeudu (2014) investigated the influence of emotional intelligence on students' achievement in chemical quantitative problem solving in the Nnewi Education zone. The primary purpose was to determine the influence of emotional intelligence, gender and school location on students' achievement in chemical problem solving. Seven research questions and their corresponding hypotheses were formulated to guide the study. The study adopted an ex-post-facto design. The study population was 757

SS2 students from 49 government secondary schools in the Nnewi Education zone. The sample for the study was 304 SS2 chemistry students comprising 135 males and 169 females. Two-stage sampling consisting of simple random and stratified sampling techniques were used to select the schools for the study.

An emotional quotient inventory (EQi) and a chemistry achievement test (CAT) were used for data collection. Data were subjected to descriptive and inferential statistical analysis using means, standard deviation and Analysis of variance (ANOVA). Means and standard deviation of scores were used to answer the research questions, and the null hypotheses were tested using one-way ANOVA and two-way ANOVA. The results revealed a significant difference among the problem-solving mean achievement scores of students of high, medium and low emotional intelligence students in chemistry. Results also showed a significant difference between chemistry achievements mean scores of male and female students and a significant difference between chemistry achievements mean scores of students in rural and urban areas. It was concluded that emotional intelligence influences students' achievement in chemical quantitative problem solving; male students achieved relatively better than female students and that students from rural schools achieved somewhat better than students from urban schools. The similarity between this study and the current study is that they examined emotional intelligence on Chemistry students' academic success in Nigeria. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. It used linear regression to analyse the data collected for the study.

Ashworth (2014) examined the relationship between secondary public school principals' emotional intelligence and school performance. The correlational study

employed an explanatory sequential mixed-methods model. The non-probability sample consisted of 105 secondary public school principals in Texas. The emotional intelligence characteristics of the principals were documented. Analysis of the quantitative data showed that the relationship between principals' emotional intelligence and school performance was not statistically significant. The qualitative data analysis resulted in two themes, namely, 1) strong interpersonal and intrapersonal skills and 2) positive leadership. The principals believed that raising school performance happens over time and that crucial factors related to affecting school performance include building relationships, motivation, inspiration, organizational skills, emotions (knowing one's own emotions and the emotions of others), and communication skills. The results showed that a principal's awareness of their emotions as well as other's emotions and how to deal with them are vital to relationship building and positive leadership. The quantitative and qualitative results were synthesized and discussed. The study's practical implications are to develop, strengthen, and enhance a principal's emotional intelligence skills to become a more effective administrator. The skills can begin to be taught and developed to aspiring principals enrolled in a Master's degree program. Emotional intelligence skills can also be developed, strengthened, and enhanced through professional development opportunities like continuing education classes, staff development, and workshops. The similarity between this study and the current study is that, they both examined emotional intelligence in the school system. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study.

Lawrence and Deepa (2013) find the relationship between emotional intelligence and academic achievement of high school students with reference to the background variables. A survey method was employed. This study uses two tools: the self-made Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and the Achievement Tests Questions. The significant difference between the means of each pair of the group is computed using Standard Deviation, T-test, ANOVA and Pearson's Co-efficient Correlation. The findings are established and tabulated from the analysed data. The result shows no significant difference between emotional intelligence and academic achievement of high school students. Finally, Interpretations, Recommendations were given by the investigator based on the findings. The similarity between this study and the current study is that they examined emotional intelligence and students' academic success in the school system. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study.

Chew *et al.* (2013) investigated Emotional intelligence and academic performance in first and final year medical students. This study examined the effect of Emotional Intelligence on academic performance in first- and final-year medical students in Malaysia. This was a cross-sectional study using an objectively scored measure of Emotional Intelligence, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Academic performance of medical school students was measured using continuous assessment (CA) and final examination (FE) results. The first- and final-year students were invited to participate during their second semester. Students answered a paper-based demographic questionnaire and completed the online MSCEIT on their

own. Relationships between the total MSCEIT score to academic performance were examined using multivariate analyses. A total of 163 (84 year one and 79 year five) medical students participated (response rate of 66.0%). The gender and ethnic distribution was representative of the student population. The total Emotional Intelligence score was a predictor of good overall CA (OR 1.01), a negative predictor of poor result in overall CA (OR 0.97), a predictor of the good overall FE result (OR 1.07) and was significantly related to the final-year FE marks (adjusted $R^2 = 0.43$). In conclusion, medical students who were more emotionally intelligent performed better in the continuous assessments and the final professional examination. Therefore, emotional skill development may enhance medical students' academic performance. The similarity between this study and the current study is that they both examined emotional intelligence in relation to students' academic performance. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study.

Mohzan *et al.* (2013) investigated the influence of Emotional Intelligence on academic achievement among students of the Education Faculty, Universiti Teknologi Mara (UiTM). The data of this research were obtained through a questionnaire that elicits information on the students' Emotional Intelligence level and their academic performance. The results of the study reveal that the respondents have a high level of Emotional Intelligence. Furthermore, two domains (Self-Emotion Appraisal and Understanding of Emotion) of the Emotional Intelligence investigated are significantly and positively associated with the respondents' academic achievement. Therefore, the study's findings hold essential implications on the value of Emotional Intelligence and

its relationships to students' academic performance, especially among pre-service teachers. The similarity between this study and the present study is that both studies investigated Emotional Intelligence with students' academic success and employed the same data collection method (questionnaire). However, there exists a difference between this study and the current study. This study investigated the influence of Emotional Intelligence on academic success among students of the Education Faculty, Universiti Teknologi Mara (UiTM). In contrast, the current study correlated Emotional Intelligence and Classroom Management practices of Chemistry teachers with Chemistry students' performances in Kwara State.

Chamundeswari (2013) investigated the emotional intelligence and academic achievement of students at the higher secondary level. Using random sampling technique 321 students, from the higher secondary level in different education systems, namely, state, matriculation and central board schools, are chosen. The Emotional Intelligence Scale has been used to assess emotional intelligence, and the marks scored in Science were taken from their half-yearly performance. The data collected is subjected to statistical analysis, namely, mean, standard deviation, T-test, 'F'- ratio, Karl Pearson's Product Moment Correlation Co-efficient 'r'. Results show a positive significant correlation between emotional intelligence and academic achievement among the students.

Furthermore, the students belonging to the central board schools have a higher emotional intelligence level than students in state board but did not differ from students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools perform better in academics compared to students in state and matriculation board schools at the higher secondary level. The similarity between this study and the current study is that they both examined emotional

intelligence in relation to students' academic success. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with Student Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study. In contrast, the study used T-test, 'F'- ratio, Karl Pearson's Product Moment Correlation Co-efficient to analyse the data collected.

Azimifar (2013) investigated the relationship between emotional intelligence and academic achievement among Iranian students in elementary schools. Emotional intelligence competencies were measured using the Six Seconds Emotional Intelligence Assessment for Youth (SEI-YV). The SEI-YV is a self-report instrument that provides scores on three composite measures of emotional intelligence, eight EI competencies, and five barometers of health. Academic achievement scores were measured by using a standard achievement test in Mathematics and Science. Fifty students from two elementary schools in Tehran, whose teachers were instructed to teach emotional intelligence competencies, were selected for this study. Results suggested two weak but significant correlations between two barometers of health and scores in English-Language Arts. However, results revealed no statistically significant correlations between student scores on the SEI-YV and the achievement tests among Iranian students at elementary schools. The similarity between this study and the current study is that they examined emotional intelligence and students' academic success using correlational analysis. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study.

Preeti (2013) also evaluated the role of Emotional Intelligence for the Academic Achievement of Students. The emphasis of this paper was to determine the factors affecting the development of emotional intelligence and its role in academic achievement for students. In this research, secondary data has been collected and find out the correlation between emotional intelligence and academic achievement. Teaching emotional and social skills at school positively influences academic achievement when these are introduced and impacts long-term achievement. Findings of this paper present that academic achievement without emotional intelligence does not indicate future success. The absence of emotional intelligence also shows the weak personality and ability to build relations in the workplace and schools. The similarity between this study and the current study is that they both examined emotional intelligence with regard to students' academic success. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the Student Performance in Kwara State and used linear regression to analyse the data collected for the study.

Tok *et al.* (2013) also evaluated the relationship between classroom teachers' Emotional Intelligence (Self-awareness, Social awareness, Self-Motivation and interpersonal skills) and classroom management approaches. They predicted whether Emotional Intelligence significantly predicts classroom management approaches. A correlational model was used in the study. The study sample was composed of 233 primary school teachers working at 22 primary schools in Hatay city's central province, Antakya (Turkey). The data was collected by administering the Emotional Intelligence Scale and the Classroom Management Inventory. The results revealed that Emotional Intelligence is a positive predictor of teacher-centred classroom management with weak predictive

power. There is a low-level, positive, and significant relationship between primary school teachers' Emotional Intelligence levels and teacher-centred classroom management approach. This research results also indicated that Emotional Intelligence significantly predicts student-centred classroom management. There is a medium-level, positive, and significant relationship between primary school teachers' Emotional Intelligence levels and their student-centred classroom management approaches. The similarity between this study and the current study is that they both correlate teachers' emotional intelligence with classroom management practices. However, the difference between this study and the present study is that the present study also relates the emotional intelligence of chemistry teachers' and students' performance in Kwara State.

Yahaya *et al.* (2012) examine the impact of the five emotional intelligence elements identified as (Self-awareness, Social awareness, Self-Motivation, empathy and interpersonal skills) towards secondary school students' academic achievement. This study also aims to identify whether the five elements of emotional intelligence have contributed to academic achievement. Statistical inference of the Pearson-r and multiple regressions are used to analyse the data. The results showed that the significant relationship between self-awareness ($r = 0.21$), emotional management ($r = 0.21$) and empathy ($r = 0.21$) at the level of $p < 0.05$ with academic achievement. Multiple regression analysis (stepwise) results showed that only three elements of emotional intelligence which is self-awareness ($\beta = 0.261$), self-motivation ($\beta = -0.182$) and empathy ($\beta = 0.167$), accounted for 8.7% of the variation in criterion (academic achievement). Research also presented a model designed to reflect the relationship between the elements of emotional intelligence and academic achievement. These studies imply that the level of emotional intelligence contributes to and enhances the student's cognitive abilities. Thus, to produce a competent generation and successful

country in line with the philosophy of education, the persistence of students' emotional intelligence is essential. The similarity between this study and the current study is that they examined emotional intelligence and students' academic success. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. It used linear regression to analyse the data collected for the study.

Matthews (2012) investigated the relationship between emotional intelligence and self-efficacy amongst teachers in the Western Cape. This study aimed to determine the relationship between emotional intelligence and the self-efficacy of teachers. The respondents were asked to answer a self-administered consolidated questionnaire consisting of a biographical survey, the Schutte Self-Report Emotional Intelligence Test and the General Self-Efficacy Scale. Both these tests have been demonstrated to be psychometrically sound, and their reliability and validity have been extensively reported on and supported in numerous studies. The sample group (n = 90) consisted of male and female teachers, and convenience sampling was utilised to select the sample. The key findings of this study suggest that there is no significant relationship between the emotional intelligence and self-efficacy of teachers and their demographic profile.

Furthermore, the present investigation demonstrated that neither gender, age, or race was significantly related to teachers' self-efficacy levels. The similarity between this study and the current study is that they both examined teachers' emotional intelligence. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study.

Kashani *et al.* (2012) carried out a study to see whether there is a relationship between emotional intelligence (Self-awareness, Social awareness, Self-Motivation) and academic achievement or not. The purpose of the study was to look into the relationship between emotional intelligence and academic performance. In addition, they want to know whether they should incorporate emotional intelligence in school programs. The research design for this study was a correlational study; a sample of 100 individuals was selected using the opportunity or convenience sampling among the students of Islamic Azad University, Tehran South branch and was tested with emotional intelligence questionnaires. The results indicated no significant association between emotional intelligence and the students' end-of-the-term and diploma degrees. Their research concluded that there is no significant relation between emotional intelligence (self-awareness, self-management, social awareness and relationship management) and academic achievement.

Moreover, a strong relationship between diplomas and university degrees was observed, indicating that academic success is significantly correlated to IQ and can be a reliable predictor of educational achievement. However, their findings do not prove any significant association between emotional intelligence and diploma and university degree. Therefore, they concluded that it could not be a reliable predictor of educational achievement. The similarity between this study and the present study is that both studies correlated Emotional Intelligence with students' academic success and employed the same data collection method (questionnaire) and analysis. However, there exists a difference between this study and the current study. The present study also correlated Emotional Intelligence and Classroom Management Practices of Chemistry teachers with Chemistry students' performances in Kwara State.

Joshi *et al.* (2012) carried out a descriptive cross-sectional study on Emotional Intelligence and Academic Performance of MBBS Students of first-year medical undergraduates and evaluating its relationship with their academic performance. EIS (Emotional Intelligence Scale submitted for publication developed by authors) was administered to assess Emotional Intelligence on 97 first year one medical undergraduates of a medical college based in India. Spearman's rho correlation coefficient between Emotional Intelligence ranks and Academic Ranks was 0.81 (significant at the 0.05 level). Thus, medical undergraduates' emotional Intelligence and academic performance correlate with each other in a statistically significant manner; i.e. high Emotional Intelligence determines better academic performance. The similarity between this study and the present study is that both studies correlated Emotional Intelligence with students' academic success and employed the same data collection method (questionnaire) and analysis. However, there exists a difference between this study and the current study. This study correlated the Emotional Intelligence of MBBS year one Medical students in India with their performances. On the other hand, the present study correlated Emotional Intelligence and Classroom Management Practices of Chemistry teachers with Chemistry students' performances in Kwara State.

Nwadinigwe and Azuka-Obieke (2012), similarly investigated the impact of emotional intelligence on the academic achievement of senior secondary school students in Lagos, Nigeria. The purpose of the study was to examine the relationship between emotional intelligence and academic achievement among senior secondary school students. A sample of 156 participants randomly selected from three senior secondary schools was used. The schools were randomly assigned to the treatment conditions (emotional intelligence training techniques) and the control group. Questionnaire and achievement tests were employed to generate data for the study. Two research hypotheses were

formulated to guide the study. The hypotheses were tested using a descriptive statistical method, analysis of covariance (ANCOVA) and Pearson product-moment correlation coefficient statistics. The study revealed a positive relationship between emotional intelligence skills and academic achievement. Developing the emotional intelligence skills of a student will lead to the enhancement of their academic achievement. Thus, there is the need to teach the development of emotional intelligence skills into the school curriculum. This is considered necessary because of its impact in improving the academic achievement of students. The findings of this study may assist stakeholders in the education sector in developing a better understanding of the effects of emotional intelligence on the academic achievement of senior secondary school students. The similarity between this study and the current study is that they both examined emotional intelligence in relation to students' academic success. However, there exist differences between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the Student Performance in Kwara State and used linear regression to analyse the data collected for the study.

Mwaniki (2012) investigated the influence of classroom management on the academic performance of History and Government in public secondary schools in Embu East District. The objectives of the study were: To determine the influence of teacher qualifications on the academic performance of History and government in Embu East District; to assess the influence of teacher experience on the academic performance of History and Government in Embu East District; to investigate the relationship between classroom management and academic performance of History and government in Embu East District; to investigate the relationship between instructional methods and academic performance and to examine the influence of methods of assessment on

academic performance in History and government in Embu East District. The study adopted a descriptive research design. The secondary schools in Embu East District are 36; however, the research only sampled ten schools out of the possible thirty-six using a stratified random sampling technique. The methods of data analysis that were used included frequencies, percentiles tables and Pearson's coefficient correlation. The similarity between this study and the current student is that both studies sought the relationship between the students' academic performance and classroom management practices of teachers. However, there exist differences between the two studies. This study sought the influence of teachers' qualifications and teaching experiences on the classroom management practices and academic performance of history and government students, which the current student does not. This study does not correlate the teachers' emotional intelligence on classroom management practices and Chemistry students' performance in Kwara State, which the current research does. The present study uses mean and standard deviation to answer research questions and simple linear regression to test for the hypotheses

Fallahzadeh (2011) carried out a study on the relationship between emotional intelligence and academic achievement in medical science students in Iran. This study was performed to survey emotional intelligence and its relation with the academic performance of medical science students. To measure emotional intelligence, the instrument EQ-i- questionnaire was selected. A sample consisted of two hundred and twenty-three (223) adolescent students, 70 males and 153 females, who participated in this study by stratified sampling. Initially, they filled the demographic data form, and then they rated themselves on EQ-i-test. Finally, their academic performance was appraised based on their final exam results for the last three years. To analyse data, regression analysis, Pearson's correlation and T-test were used. The mean Emotional

Intelligence score was 245.94 (95 per cent CI: 243.15-248.72). Pearson's correlation coefficient showed a significant ($r=0.14$, $p=0.039$) relationship between emotional intelligence and academic performance. At the same time, findings indicated a meaningful relation ($p<0.05$) between its two subcomponents, emotional intelligence and academic performance. Furthermore, there were significant differences in the emotional intelligence scores by students' habitat ($p<0.01$). Considering the low level of emotional intelligence among students the meaningful relation between total and some components of emotional intelligence with academic performance, it seems very important to evaluate students' mental health to improve and help them do their tasks more successfully. The similarities between this study and the current study are that they both find the relationship between emotional intelligence and students success and use regression analysis to analyse the data gathered. However, the difference between this study and the present study is that the current study correlated Chemistry teachers Emotional Intelligence and Classroom Management Practices with Chemistry Student academic Performance in Kwara State and not the medical Science Students. Moreover, the present study does not employ a T-test for its analysis rather a simple linear regression.

Joibari and Mohammadtaheri (2011) investigated the relations between components of emotional intelligence and students' academic achievement in High schools in Tehran city. The research method was descriptive. The samples included 380 subjects, 180 girls and 200 boys students. Collected data were analysed by using T- student Test and Pearson Correlation. Results showed a significant correlation between the main components of emotional intelligence (self-motivation, self-awareness, self-regulation, social consciousness, and social skills) and students' academic achievement. Also, there is a meaningful difference between male and female students' emotional intelligence.

The similarity between this study and the present study is that both studies adopted a correlational research design on emotional intelligence and student success. However, the difference between this study and the present study is that the current study also correlated the emotional intelligence of Chemistry teachers and classroom management practices in Kwara State. Another difference is that this study uses a student T-test for analysing the collected data, while the present study analyses the data collected using simple linear regression.

Adepoju and Oluchukwu (2011) investigated the academic performance of secondary school students in two principal subjects (English Language and Mathematics) at the Senior School Certificate Examinations (SSCE) in ten secondary schools typical of urban and rural locations in five randomised Local Government Areas of Oyo State, Nigeria. The study employed a descriptive survey research design. An instrument titled: Students' Academic Performance in English Language and Mathematics Questionnaire (SAPEMQ) was used to collect relevant data for the study. The ten secondary schools involved were selected based on a simple random sampling technique. The statistical tools employed to analyse the data collected were percentages, means scores and multiple regression. Four research questions and one null hypothesis were formulated to guide the study.

The result, among other things, revealed that there was a significant difference in the performance of students in urban and rural schools at the SSCE with impressive means scores obtained in urban schools (Urban = 69.8, 54.4 and 60.2 in 2005, 2006 and 2007 respectively; Rural = 36.4, 24.9 and 23.8 in 2005, 2006 and 2007 respectively). The implications of the findings for educational planning and policy in Nigeria were discussed. The similarity between this study and the current study is that they examined students' performance among Nigeria students. However, there exist differences

between this study and the present study. The present study correlated the relationship of Chemistry teachers' emotional intelligence and their Classroom Management Practices with the students' Performance in Kwara State. Also, it used linear regression to analyse the data collected for the study.

2.4 Summary of Literature Review

There is an abundance of research on emotional intelligence in schools, the majority of it focuses on student emotional intelligence and various student outcomes. The research that has been conducted on teacher emotional intelligence concentrates mainly on its relationship to teacher outcomes. Some studies have investigated the relationship between teacher emotional intelligence and teacher efficacy, impacting student academic performance. Overall, these studies suggest that as teacher emotional intelligence increases, teacher effectiveness also increases. However, more research in this area is necessary to firmly establish this relationship and generalize results to other populations. Very few studies have investigated the relationship between teacher emotional intelligence and student outcomes. Although their results support a significant and positive relationship between teacher emotional intelligence and student academic achievement, more research is necessary for this area.

The reviewed literature has helped to bring out the concept of emotional intelligence and classroom management practices. Teachers' emotional intelligence will help to enhance students' academic performance in their learning environment. Emotional intelligence is the ability of a teacher to monitor, access, express and regulate their emotions, the capacity to identify, interpret and understand students' emotions and the ability to use this information to guide their thinking and actions.

Similarly, the study reviewed the theoretical framework under the Ability Model of Emotional Intelligence Theory and Social Learning Theory. The inventors of these theories believe that people with high emotional intelligence may enjoy the most success in life than others who surpass them in mental intelligence; they also tend to use more effective coping strategies. In this theory, they suggested that emotionally intelligent people form stronger emotional bonds with others and enjoy tremendous career success. They added that emotionally intelligent people with good classroom management practices avoid intense depression, anger or anxiety and work more effectively towards long-term goals by controlling impulses for immediate gratification. They also added that people learn by observing others and this is as a result of an interaction between three things: environment, behaviour, and one's psychological processes. People who can learn through observing others will adjust well in school because the way a child is brought up will determine how the child will be changed since the psychological development and adjustment start from the home.

From the empirical reviews of the current study, no study known to the researcher carried out in Kwara State on Emotional Intelligence as correlates of chemistry students' performance and teachers' classroom management practices among Senior Secondary Schools. Hence this present study wishes to fill this research gap.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The research design for this study was correlational design using the descriptive survey research method. The correlational design is considered appropriate because correlational research is used to determine how two or more variables are related among a single group of people. In a correlational study, variables do not influence but only measure them and look for the relations (correlations) between some set of variables involved. Records of already existing performance scores of chemistry students in Kwara State who were taught by the teachers were accessed and surveyed for this study (see Appendix F, Page 123). Hence, correlational research design can be used to determine whether and how these variables (predictors and criterions) are related.

3.2 Population of the Study

The population for the study was made up of all the chemistry teachers who are currently teaching in Kwara State Government Senior Secondary Schools. The total numbers of Government Senior Secondary Schools in Kwara State are Three hundred and seventy-seven (377), with the population of Chemistry Teachers being Two hundred and seventy-four (274) as at 2019/2020 academic session (see appendix D, Page 121 and E, Page 122), respectively. The choice of chemistry teachers is paramount due to the low performance of students in Chemistry over the years. Therefore, the researcher correlated chemistry teachers' emotional intelligence and classroom management practices to the student academic performance in the State.

3.3 Sample and Sampling Technique

A simple random sampling technique was used to select chemistry teachers who are currently teaching Chemistry in the State. From the study population, one hundred and fifty nine (159) chemistry teachers was obtained using Krejcie and Morgan table as the sample size of the teachers. Similarly, in a correlational research design, equal numbers of subjects (respondents) from each group are required. Hence, the sample size for the students is also one hundred and fifty nine (159) using the hat draw method.

3.4 Research Instruments

Two research instruments were used for this study; a structured questionnaire titled Emotional Intelligence Questionnaire (EMIQ) and Chemistry Teachers Classroom Management Practices Questionnaire (CTCMPQ). The instruments were adapted by the researcher and validated by two Senior lecturers in the School of Science and Technology Education from the Federal University of Technology Minna. (See Appendix B, Page 116)

3.4.1 Emotional intelligence questionnaire (EMIQ) and chemistry teachers classroom management practice questionnaire (CTCMPQ)

The questionnaires consist of Three (3) sections: A, B, and C. Section A is concerned with the respondents' bio-data for the study. Section B of the questionnaire is made up of sixty (60) items on Emotional Intelligence. Twenty (20) items each for the three constructs of Emotional Intelligence considered for this study (self-awareness, social-awareness and self-motivation). Section C consists of twenty (20) items on Classroom Management Practices of Chemistry Teachers, (see Appendix A, Page 107). The items in the section B and C consist of Likert five-point scale of measurements. The response mode for the items in this section are Strongly Agree (SA=5), Agree (A=4), Undecided

(UD=3), Disagree (D=2), and Strongly Disagree (SD=1). The Likert scale provides flexibility and sensitivity for the respondents to decide based on the items provided.

3.5 Validity of Research Instruments

To ensure the instruments' validity, the instruments were validated by two (2) Senior lecturers in the School of Science and Technology Education from the Federal University of Technology Minna. Their comments, suggestions and correction were used to produce the final draft of the instruments (See Appendix B, Page 114).

3.6 Reliability of the Research Instruments.

To ensure the consistency of the instruments (EMIQ) and (CTCMPQ), the reliability coefficients were determined after a pilot test. For the pilot test, a sample of 40 chemistry teachers' in Kwara state were used. The reliability of the instruments was then determined using the Chronbach Alpa coefficient. The reliability coefficients of the three constructs of Emotional Intelligence were 0.76, 0.81 and 0.76 for self-awareness, self-motivation and social-awareness, respectively. To this end, the reliability coefficients for (EMIQ) and (CTCMPQ) were 0.92 and 0.78, respectively (see Appendix C, Page 115). This is an indication that the instruments were good enough for the study.

3.7 Method of Data Collection

The researcher sought a research permit from the Head of the Department before going to the field authorising him to visit the selected schools for the study. The researcher proceeded to visit the schools to establish rapport and seek permission from the school administrators to carry out the research and inform the respondents of the purpose and significance of the study. The instruments was administered to chemistry teachers who

were currently teaching in the sampled secondary schools of the State. A total number of One hundred and fifty nine (159) Chemistry teachers were used for the study. Considering the research designs for this study, equal numbers of the students that were taught by this chemistry teachers used for this study were also picked by the hat draw method. The data collected was used for the analysis. To avoid failure due to logistical issues, there was a prior arrangement with the schools' administrators for appropriate dates for visiting the schools for actual data collection from the respondents. Three research assistants were assigned to help in administering and retrieving the copies of the questionnaires. These research assistants were chemistry teachers from senior secondary schools within the state which were properly briefed and trained on the importance of this study. The performance scores of the students that were used for the study was their terminal promotion examination results of the students conducted by the same chemistry teachers used for the study (see Appendix F, Page 123)

3.8 Method of Data Analysis

The scattered plots and standard deviation were used to answer the research questions raised and Simple linear regression was used to test the null hypotheses at 0.05 level of significance using Statistical Package for Social Science (SPSS) version 21.0

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Answering Research Questions

4.1.1 Research question one:

What is the relationship between chemistry Teachers' self-awareness and chemistry Students' performance in Kwara State Senior Secondary Schools?

This research question was answered using a scatter plot, as shown in Figure 4.1



Figure 4.1 Scatter plot relationship between chemistry students' performance and Teachers' Self-awareness.

Figure 4.1 is a Scatterplot of the relationship between chemistry Students' performance and Teachers' self-awareness. The scatter plot indicated that there was a positive relationship between the two constructs as indicated by the trend line.

This findings was supported by the mean and standard deviation of the two constructs and shown in Table 4.1

Table 4.1: Mean and Standard Deviation of Student Performance and Teachers' Self awareness

Variable	N	\bar{x}	SD
Performance	159	60.87	15.079
Self-awareness	159	69.08	9.950

Table 4.1 shows the mean and standard deviation of Chemistry students' performance and teachers' Self-awareness. The findings show a computed mean score of 60.87 and Standard Deviation of 15.079 for Students Performance in chemistry and a Mean score of 69.08 with a Standard Deviation of 9.950 for teachers' self-awareness.

4.1.2 Research question two:

What is the relationship between chemistry teachers' self-awareness and chemistry Teachers' classroom management practices in Kwara State Senior Secondary Schools?

This research question was answered using a scatter plot, as shown in Figure 4.2

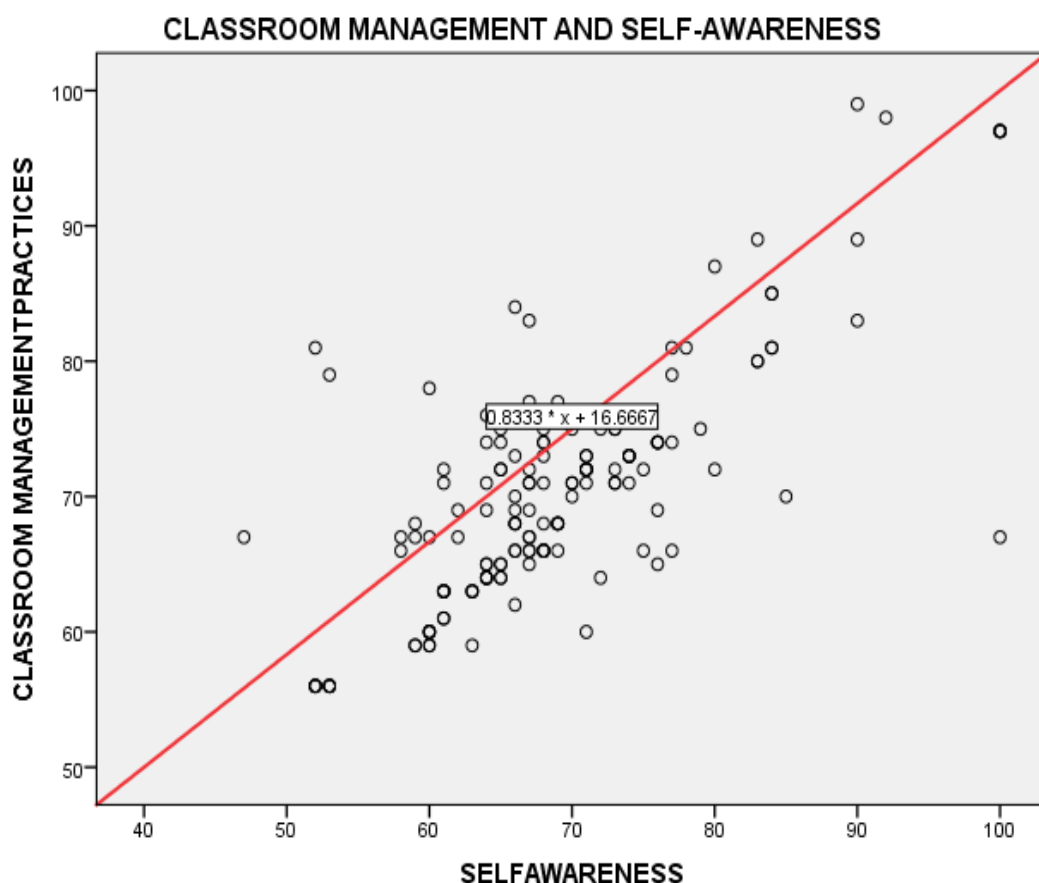


Figure 4.2 Scatter plot relationship between Classroom Management Practices and Teacher’s Self-awareness.

Figure 4.2 is a scatter plot of the relationship between chemistry Teachers’ classroom management practices and teachers’ self-awareness. The scatter plot indicates that there was a positive relationship between the two constructs, as indicated by the trend line.

This finding was supported by the mean and standard deviation of the two constructs as shown in Table 4.2

Table 4.2: Mean and Standard Deviation of Self-awareness and Teachers’ Classroom management Practices

Variable	N	\bar{x}	SD
Classroom Management	159	70.81	8.816
Self-awareness	159	69.08	9.950

Table 4.2 shows the mean and standard deviation of self-awareness and teachers' classroom management practices. The findings show a computed mean score of 70.81 and Standard Deviation of 8.816 for chemistry Teachers' classroom management practices and a Mean score of 69.08 with a Standard Deviation of 9.950 for self-awareness.

4.1.3 Research question three:

What is the relationship between chemistry teachers' social-awareness and chemistry students' performance in Kwara State Senior Secondary Schools?

This research question was answered using scatter plot as shown in Figure 4.3

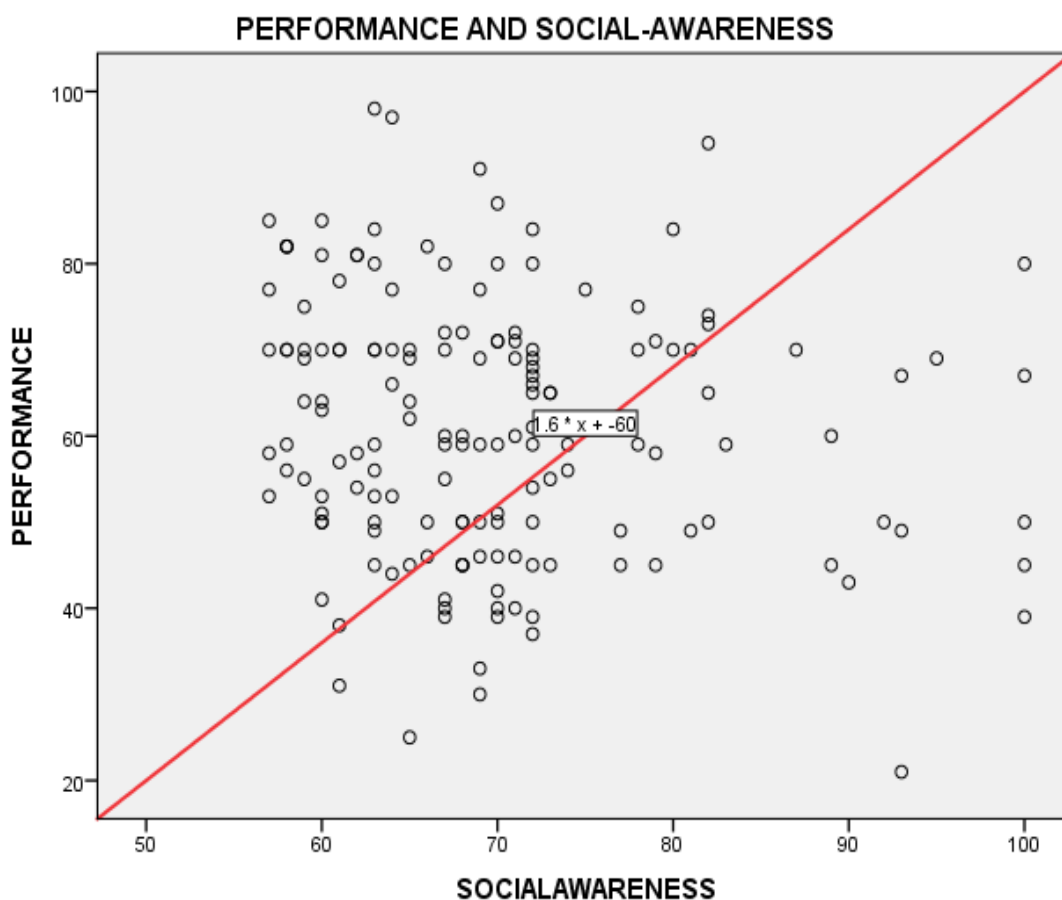


Figure 4.3 Scatter plot relationship between chemistry student's performance and teachers' Social-awareness.

Figure 4.3 is a Scatter plot of the relationship between chemistry student's performance and teachers' social-awareness. The scatter plot indicates that there was a positive relationship between the two constructs as indicated by the trend line.

This finding was supported by the mean and standard deviation of the two constructs as shown in Table 4.3

Table 4.3: Mean and Standard Deviation of Social-awareness and Chemistry Students' Performance

Variable	N	\bar{x}	SD
Performance	159	60.87	15.079
Social-awareness	159	69.91	10.032

Table 4.3 shows the mean and standard deviation of chemistry students' performance and teachers' Social-awareness. The findings show a computed mean score of 60.87 with and Standard Deviation of 15.079 for students performance in chemistry and a Mean score of 69.91 with a Standard Deviation of 10.032 for chemistry Teachers' social-awareness.

4.1.4 Research question four:

What is the relationship between chemistry teachers' social-awareness and chemistry Teachers' classroom management practices in Kwara State Senior Secondary Schools?

This research question was answered using a scatter plot, as shown in Figure 4.4

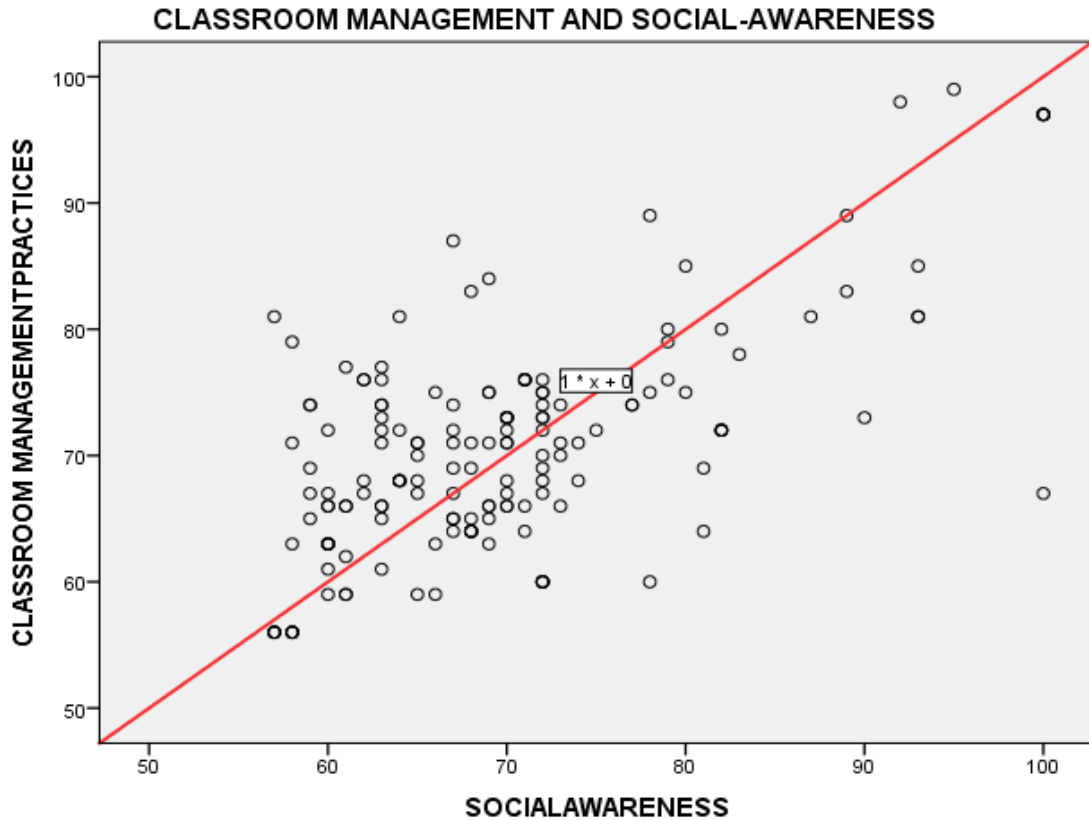


Figure 4.4 Scatter plot relationship between Classroom Management Practices and Teachers’ Social-awareness.

Figure 4.4 is a scatter plot of the relationship between classroom management practices and teachers’ social-awareness. The scatter plot indicates that there was a positive relationship between the two constructs as indicated by the trend line.

This finding was supported by the mean and standard deviation of the two constructs as shown in Table 4.4

Table 4.4: Mean and Standard Deviation of Social-awareness and Classroom Management Practices

Variable	N	\bar{x}	SD
Classroom Management	159	70.81	8.816
Social-awareness	159	69.91	10.032

Table 4.4 shows the mean and standard deviation of classroom management practices and teachers' social-awareness. The findings show a computed mean score of 70.81 and Standard Deviation of 8.816 for classroom management practices and a Mean score of 69.91 with a Standard Deviation of 10.032 for chemistry Teachers' social-awareness.

4.1.5 Research question five:

What is the relationship between chemistry teachers' self-motivation and chemistry students' performance in Kwara State Senior Secondary Schools?

This research question was answered using scatter plot as shown in Figure 4.5



Figure 4.5 Scatter plot relationship between student's performance and Teacher's Self-Motivation.

Figure 4.5 is a Scatter plot of the relationship between chemistry students' performance and teachers' self-motivation. The scatter plot indicates that there was a positive relationship between the two constructs as indicated by the trend line.

This finding is supported by the mean and standard deviation of the two constructs as shown in Table 4.5

Table 4.5: Mean and Standard Deviation of Self-Motivation and Chemistry Students' Performance

Variable	N	\bar{x}	SD
Performance	159	60.87	15.079
Self-Motivation	159	69.53	10.174

Table 4.5 shows that the mean and standard deviation of chemistry students performance and teacher's self-motivation. The findings show a computed mean score of 60.87 and Standard Deviation of 15.079 for students performance and a Mean score of 69.53 with a Standard Deviation of 10.174 for self-motivation.

4.1.6 Research question six:

What is the relationship between chemistry teachers' self-motivation and chemistry classroom management practices in Kwara State Senior Secondary Schools?

This research question was answered using a scatter plot, as shown in Figure 4.6



Figure 4.6 Scatter plot relationship between Classroom Management Practices and Teacher’s Self-Motivation.

Figure 4.6 is a scatter plot of the relationship between classroom management practices and teachers’ self-motivation. The scatter plot indicates that there was a positive relationship between the two constructs as indicated by the trend line.

This finding was supported by the mean and standard deviation of the two constructs as shown in Table 4.6

Table 4.6: Mean and Standard Deviation of Self-Motivation and Classroom Management Practices

Variable	N	\bar{x}	SD	Mean difference
Classroom Management	159	70.81	8.816	1.28
Self-Motivation	159	69.53	10.174	

Table 4.6 shows that the mean and standard deviation of chemistry Teachers’ classroom management practices and chemistry Teachers’ self-motivation. The findings show a

computed mean score of 70.81 and Standard Deviation of 8.816 for chemistry teachers' classroom management practices and a Mean score of 69.53 with a Standard Deviation of 10.174 for chemistry teachers' self-motivation.

4.2 Testing of Null Hypotheses

4.2.1 Hypothesis one (H₀₁): There is no significant relationship between chemistry teachers' self-awareness and chemistry students' performance in Kwara State Senior Secondary Schools.

This formulated hypothesis was tested using linear regression and the summary of the results is presented in Table 4.7a

Table 4.7a: Linear Regression Model Summary on the Relationship between Chemistry Teachers' Self-awareness and Student's Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.123 ^a	.015	.009	15.012

Predictor: (Constant), Self-awareness

Table 4.7a shows the regression model summary for the independent variable (chemistry teachers' self-awareness) and the dependent variable (chemistry students' performance). The result shows $r(1,157) = .123$, $r^2 = .015$. The r^2 of 0.015 approximately indicated that only 2.0% of the total variation in the secondary school students' performance in chemistry can be attributed to the teachers' self-awareness. The regression coefficient is presented in Table 4.7b

Table 4.7b: Linear Regression Coefficient on the relationship between Chemistry Teachers Self-awareness and Students Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 Constant	73.797	8.376		8.811	.000
Self-awareness	-.187	.120	-.123	-1.559	.121

Dependent Variable: performance

Table 4.7b shows the regression coefficient of chemistry teachers' self-awareness and students' performance in chemistry. The result shows that teachers Self-awareness was not a significant predictor of Student's Performance ($B = -.123$, $t = -1.56$, $p = 0.12 > 0.05$). The findings indicated that the standard Beta coefficient for teachers' self-awareness was negative and statistically not significant. Therefore, the hypothesis was retained. The regression coefficient indicated that for any increase in one units of chemistry teachers' self-awareness will not predict any units of Secondary School Student's Performance in chemistry when all other factors are constant.

4.2.2 Hypothesis two (H_{02}): There is no significant relationship between chemistry teachers' self-awareness and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.

This formulated hypothesis was tested using linear regression, and the summary of the results is presented in Table 4.8a

Table 4.8a: Linear Regression Model Summary on the Relationship between Chemistry Teachers' Self-awareness and Classroom Management Practices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759 ^a	.575	.573	5.763

Predictors: (Constant), Self-awareness

Table 4.8a shows the regression model summary for the independent variable (chemistry teachers' self-awareness) and the dependent variable (chemistry teachers' classroom management practices). The result shows $r(1,157) = .759$, $r^2 = .575$. The r^2 of 0.575 approximately indicated that only 58.0% of the total variation in chemistry teachers' classroom management practices can be attributed to the teachers' self-awareness. The regression coefficient is presented in Table 4.8b

Table 4.8b: Linear Regression Coefficient on the relationship between Chemistry Teachers Self-awareness and Classroom Management Practices

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 Constant	24.381	3.216		7.582	.000
Self-awareness	.672	.046	.759	14.585	.000

Dependent Variable: Classroom Management Practices

Table 4.8b shows the regression coefficient of teachers' self-awareness and classroom management practices. The result shows that teachers self-awareness was a significant predictor of Classroom Management Practices ($B = .759$, $t = 14.59$, $p(0.00) < 0.05$). The findings indicated that the standard Beta coefficient for teachers' self-awareness was positive and statistically significant. Therefore, the hypothesis was rejected. The regression coefficient indicated that for any increase in one units of chemistry teachers' Self-awareness will predict an increase of 0.672 units of chemistry teachers' classroom management practices (when all other factors are constant) in Kwara State senior secondary schools.

4.2.3 Hypothesis three (H₀₃): There is no significant relationship between chemistry teachers' social-awareness and chemistry students' performance in Kwara State Senior Secondary Schools.

This formulated hypothesis was tested using linear regression and the summary of the results is presented in Table 4.9a

Table 4.9a: Linear Regression Model Summary on the Relationship between Chemistry Teachers' Social-awareness and Student's Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143 ^a	.020	.014	14.972

Predictors: (Constant), Social-awareness

Table 4.9a shows the regression model summary for the independent variable (chemistry teachers' social-awareness) and the dependent variable (chemistry student's Performance). The result shows $r(1,157) = .143$, $r^2 = .020$. The r^2 of 0.020 approximately indicated that only 2.0% of the total variation in the secondary school students' performance in chemistry can be attributed to the teachers' social awareness. The regression coefficient is presented in Table 4.9b

Table 4.9b: Linear Regression Coefficient on the relationship between Chemistry Teachers Social-awareness and Students Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	75.891	8.385		9.051	.000
	Social-awareness	-.215	.119	-.143	-1.809	.072

Dependent Variable: performance

Table 4.9b shows the regression coefficient of teachers' social awareness and students' performance. The result shows that teachers' social-awareness was not a significant predictor of Student's performance ($B = -.143$, $t = -1.81$, $p(0.07) > 0.05$). The findings indicated that the standard Beta coefficient for teachers' social-awareness was negative and statistically not significant. Therefore, the hypothesis was retained. The regression coefficient indicated that for any increase in one units of teachers' Social-

awareness will not predict any units of Secondary School Student's Performance in chemistry when all other factors are constant.

4.2.4 Hypothesis four (H₀₄): There is no significant relationship between chemistry teachers' social-awareness and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.

This formulated hypothesis was tested using linear regression and the summary of the results is presented in Table 4.10a

Table 4.10a: Linear Regression Model Summary on the Relationship between Chemistry Teachers' Social-awareness and Classroom Management Practices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.653 ^a	.427	.423	6.697

Predictor: (Constant), Social-awareness

Table 4.10a shows the regression coefficient for the independent variable (chemistry teachers' social-awareness) and the dependent variable (classroom management Practices). The result shows $r(1,157) = .653$, $r^2 = .427$. The r^2 of 0.427 approximately indicated that only 43.0% of the total variation in chemistry teachers' classroom management Practices can be attributed to the chemistry teachers' social awareness. The regression coefficient is presented in Table 4.10b.

Table 4.10b: Linear Regression Coefficient on the relationship between Chemistry Teachers Social-awareness and Classroom Management Practices

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 Constant	30.675	3.751		8.179	.000
Social-awareness	.574	.053	.653	10.809	.000

Dependent Variable: Classroom Management Practices

Table 4.10b shows the regression coefficient of chemistry teachers' social awareness and chemistry teachers' classroom management Practices. The result shows that teachers' social-awareness was a significant predictor of classroom management Practices ($B = .653$, $t = 10.809$, $p(0.00) < 0.05$). The finding indicated that the standard Beta coefficient for chemistry teachers' social-awareness was positive and statistically significant. Therefore, the hypothesis was rejected. The regression coefficient indicated that for any increase in one units of chemistry teachers' Social-awareness will predict an increase of 0.574 in the units of Secondary School Student's performance in chemistry when all other factors are constant.

4.2.5 Hypothesis five (H_{05}): There is no significant relationship between chemistry teachers' self-motivation and chemistry students' performance in Kwara State Senior Secondary Schools.

This formulated hypothesis was tested using linear regression, and the summary of the results is presented in Table 4.11a

Table 4.11a: Linear Regression Model Summary on the Relationship between Chemistry Teachers' Self-Motivation and Student's Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.150 ^a	.022	.016	14.956

a. Predictors: (Constant), Self-Motivation

Table 4.11a shows the regression coefficient for the independent variable (chemistry teachers' self-motivation) and the dependent variable (chemistry students' performance). The result shows $r(1,157) = .150$, $r^2 = .022$. The r^2 of 0.022 approximately indicated that only 2.2% of the total variation in the secondary school students' performance in chemistry can be attributed to the teachers' self-motivation. The regression coefficient is presented in Table 4.11b.

Table 4.11b: Linear Regression Coefficient on the relationship between Chemistry Teachers Self-Motivation and Students Performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	Constant	76.329	8.218		9.288	.000
	Self-Motivation	-.222	.117	-.150	-1.901	.059

. Dependent Variable: performance

Table 4.11b shows the regression coefficient of chemistry teachers' self-motivation and students' performance in chemistry. The result shows that chemistry teachers' self-motivation was not a significant predictor of student's performance ($B = -.150$, $t = -1.901$, $p(0.06) > 0.05$). The finding indicated that the standard Beta coefficient for teachers' self-motivation was negative and statistically not significant. Therefore, the hypothesis was retained. The regression coefficient indicates that for any increase in one units of chemistry teachers' self-motivation will not predict any units of

Secondary School Student's Performance in Chemistry when all other factors are constant.

4.2.6 Hypothesis six (H₀₆): There is no significant relationship between chemistry teachers' self-motivation and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.

This formulated hypothesis was tested using linear regression, and the summary of the results is presented in Table 4.12a

Table 4.12a: Linear Regression Model Summary on the Relationship between Chemistry Teachers' Self-Motivation and Classroom Management Practices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645 ^a	.416	.412	6.762

Predictor: (Constant), Self-Motivation

Table 4.12a shows the regression model summary for the independent variable (chemistry teachers' self-motivation) and the dependent variable (chemistry teachers' classroom management practices). The result shows $r(1,157) = .645$, $r^2 = .416$. The r^2 of 0.416 approximately indicated that only 42.0% of the total variation in chemistry teachers' classroom management practices can be attributed to the teachers' self-motivation. The regression coefficient is presented in Table 4.12b

Table 4.12b: Linear Regression Coefficient on the relationship between Chemistry Teachers Self-Motivation and Classroom Management Practices

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	31.966	3.715		8.604	.000
	Self-Motivation	.559	.053	.645	10.564	.000

a. Dependent Variable: Classroom Management Practices

Table 4.12b shows the regression coefficient of chemistry teachers' self-motivation and chemistry teachers' classroom management practices. The result shows teachers' self-motivation was a significant predictor of classroom management Practices ($B = .645$, $t = 10.564$, $p (0.00) < 0.05$). The finding indicated that the standard Beta coefficient for chemistry teachers' self-motivation was positive and statistically significant. Therefore, the hypothesis was rejected. The regression coefficient indicated that for any increase in one units of chemistry teachers' self-motivation will predict an increase of 0.559 in the units of teachers' classroom management practices (when all other factors are constant) in Kwara State senior secondary schools.

4.3 Summary of the Findings

The study investigated emotional intelligence as correlates of chemistry students' performance and chemistry teachers' classroom management practices in Kwara State Senior Secondary School. The data was collected and analysed which yielded the following findings:

1. There was no significant relationship between chemistry teachers' self-awareness and chemistry students' performance in Kwara State Senior Secondary Schools.
2. There was a significant relationship between chemistry teachers' self-awareness and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.
3. There was no significant relationship between chemistry teachers' social-awareness and chemistry students' performance in Kwara State Senior Secondary Schools.

4. There was a significant relationship between chemistry teachers' social-awareness and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.
5. There was no significant relationship between chemistry teachers' self-motivation and chemistry students' performance in Kwara State Senior Secondary Schools.
6. There was a significant relationship between chemistry teachers' self-motivation and chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools.

4.4 Discussion of the Findings

There was no significant relationship of Self-awareness of chemistry teachers on Senior Secondary School Performance in Kwara State. This supports Kashani *et al.* (2012) findings that investigated whether there is a relationship between self-awareness and academic performance of diploma and degree students. The results revealed that self-awareness is not a good predictor of students' academic performance. This is contrary to the findings of Yahaya *et al.* (2012) who examined the impact of self-awareness on the academic performance of secondary school students. The study aimed to identify whether self-awareness contributes to the academic performance of secondary school students. The results revealed that self-awareness is a positive predictor of students' academic performance. The present finding could result from the abstract nature of Chemistry, teachers' level of self-awareness in Kwara State during teaching and learning process.

There was a significant relationship of chemistry teachers Self-awareness on Classroom Management Practices. This supports the findings of Tok *et al.* (2013), who evaluated the relationship between self-awareness and classroom management.

The results revealed that self-awareness is a positive predictor of teachers' classroom management practices.

There was no significant relationship between Social-awareness of chemistry teachers on students' performance. This agrees with Ebinagbomi and Nzam (2016) findings that examined social awareness's impact on students' academic performance. The results revealed that social awareness is not a good predictor of students' academic performance. Contrarily, there is a disagreement with Udo and Ukpong (2016) finding, who investigated the influence of social awareness on the students' academic performance. The result revealed a significant relationship between social awareness on the students' academic performance.

There was a significant relationship between Social-awareness of chemistry teachers on Classroom Management Practices in Senior Secondary Schools. This supports MacChann *et al.* (2020) findings, which investigated the role of social awareness in high school on classroom management practices. The study revealed that social awareness plays a significant role in dealing with teachers' classroom management practices. The finding of the study also revealed that teachers must have specific skills to cope with classroom pressure and challenges.

There was no significant relationship of chemistry teachers' self-motivation on Students' Performance. This supports the findings of Kashani *et al.* (2012) that investigated whether there is a relationship between self-motivation and academic performance of diploma and degree students. The results revealed that self-motivation is not a good predictor to students' academic performance. Contrarily, this opposes Joibari and Mohammadtaheri (2011) findings who investigated the relationship between self-motivation and students' academic performance. The result showed that there was a significant correlation between self-motivation and the academic

performance of the students. The finding of this present study could be as a result of the abstract nature of Chemistry, teachers' poor salary scale, low teachers' level of self-motivation in Kwara State during the teaching and learning process and their poor classroom management skills, which will reduce students' interest towards the subject and thereby reducing the students' academic performance in Chemistry.

There was a significant relationship between chemistry teachers self-motivation on classroom management practices. This supports the findings of Tok *et al.* (2013), who evaluated the relationship between self-motivation and classroom management. The finding of the study revealed that self-motivation is a positive predictor of teachers centered classroom management practices during teaching and learning processes. The study also indicated that self-motivation significantly predict student-centered classroom management

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

From the finding of this study, it was concluded that chemistry teachers' emotional intelligence constructs (self-awareness, social awareness and self-motivation) have a positive relationship on the chemistry teachers' classroom management practices in Kwara State Senior Secondary Schools. Hence, the emotional intelligence of chemistry teachers' in Kwara State increases their classroom management practices during teaching and learning processes.

However, the study also concluded that chemistry teachers' emotional intelligence constructs (self-awareness, social awareness and self-motivation) does not predict the academic performance of chemistry students in Kwara State Senior Secondary Schools during teaching and learning processes.

5.2 Recommendations

Based on the findings of this study, it was recommended that:

1. Chemistry teachers' should adopt measures to strengthen their self-awareness, social awareness and self-motivation to boost their students' academic performance in chemistry.
2. As a matter of urgency, school administrators should train and employ emotional intelligent teachers who are qualified and ready to improve on their emotional intelligence
3. Workshops, conferences and seminars should be organized periodically to familiarize Chemistry teachers with recent research findings to lead to effective and meaningful teaching and learning.

4. Curriculum planners should incorporate content related concepts to emotional intelligence into the curriculum to improved the academic performance of students in chemistry.

5.3 Contribution to Knowledge

The study was able to establish:

1. That chemistry teachers' self-awareness, social awareness, and self-motivation influenced teachers' classroom management practices in Kwara State senior secondary schools.
2. That chemistry teachers' self-awareness, social awareness, and self-motivation does not influenced chemistry students' performance in Kwara State senior secondary schools..
3. That the findings from this study have added to the knowledge that it can serve as a source of literature for researchers in chemistry education.

5.4 Limitation of the Study

1. This study is limited to only chemistry teachers' and students' in Kwara State Public senior secondary schools.
2. The researcher could not get chemistry teachers' that were readily available in each of the schools selected for the study. As a result, it took the researcher more time to get all the chemistry teachers' attention.
3. The promotion examination scores used as the students' academic performance was not a standardized examination.

5.5 Suggestions for Further Study

1. This study could be replicated in North-Central Nigeria to give room for much generalization.
2. A similar study should be carried out in other subjects like Physics, Biology and Mathematics.

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APPENDIX A

QUESTIONNAIRE

DEPARTMENT OF SCIENCE EDUCATION

FEDERAL UNIVERSITY OF TECHNOLOGY MINNA, NIGER STATE.

**EMOTIONAL INTELLIGENCE QUESTIONNAIRE (EMIQ) AND
CHEMISTRY TEACHERS CLASSROOM MANAGEMENT PRACTICES
QUESTIONNAIRE (CTCMPQ).**

Dear Respondent,

You have been randomly selected as a respondent survey research which is being undertaken as part of an educational research in partial fulfillment of the Master Degree in Science Education of FUT Minna. Your cooperation in filling these questionnaires will ensure success of the study. Please feel free to give your views on the items given by answering all the questions and indicate your choice by putting a tick in the checkbox before the answer you feel most appropriate. The responses will be for academic purposes only and will be treated with utmost confidentiality. Thanks

SECTION A:

Please Tick (√) in the box as it is appropriate to you.

GENDER: Male **Female**

SECTION B:

INSTRUCTION: Please tick (√) under these options as it is appropriate to you

SA = Strongly Agree, A = Agree, UD= Undecided, D = Disagree, SD = Strongly Disagree

S/N	Self-Awareness	SA	A	UD	D	SD
1	I always know which emotions I am feeling and why while teaching my students in the classroom					
2	I do not recognize how my feelings affect my performance when i am teaching.					
3	I am aware of my strengths and weaknesses when I am					

	teaching students in the classroom.					
4	I am reflective and try to learn from experience when teaching my students.					
5	I am not open to candid feedback, new perspectives, continuous learning, and self-development during my teaching in the classroom					
6	I am decisive and able to make sound decisions despite uncertainties and pressures while teaching in the classroom					
7	I do not realise the links between my feelings and what I think, do and say during the course of my teaching.					
8	I am opened to candid feedback, new prospective, continuous learning and self-development during my teaching in the classroom					
9	I am able to show sense of humour and perspective about myself when teaching my students.					
10	I do not present myself with self-assurance while teaching in the classroom.					
11	I can voice views that are unpopular and go out for what is right during my teaching in the classroom					
12	I recognize how my feelings affect my performance while teaching in the classroom					
13	I am not aware of my strengths and weaknesses when teaching in the classroom					
14	I realise the links between my feelings and what I think, do and say in the classroom.					
15	I am not able to show sense of humour and perspective about myself while in the classroom.					
16	I have a guiding awareness of my values and goals while teaching in the classroom.					
17	I do not always know which emotions I am feeling and why while teaching my students in the classroom					
18	I present myself with self-assurance while teaching in the classroom.					
19	I know why I am over reactive to simple issues while teaching in the classroom.					
20	I do not know why I am over reactive to simple issues while teaching in the classroom.					

S/N	Self-Motivation	SA	A	UD	D	SD
1	I am results-oriented, with a high drive to meet objectives and Standards while teaching in the					

	classroom.					
2	I do not set challenging goals during the course of my teaching in the classroom					
3	I pursue goals beyond what's required or expected of me during the course of my teaching in the classroom					
4	I am not persistent in seeking goals despite obstacles and setbacks during the course of my teaching in the classroom					
5	I do not operate from hope of success rather than fear of failure during the course of my teaching in the classroom.					
6	I am not always ready to use any opportunities during the course of my teaching in the classroom					
7	The larger mission do not gives me a sense of purpose during the course of my teaching in the classroom					
8	I do not pursue goals beyond what is not required of me during the course of my teaching in the classroom					
9	I am persistent in seeking goals despite obstacle and setbacks during the course of my teaching in the classroom					
10	I operate from hope of success rather than fear of failure during the course of my teaching in the classroom					
11	I do not see setbacks as due to manageable circumstance rather than a personal flaw during the course of my teaching in the classroom					
12	I set challenging goals during the course of my teaching in the classroom					
13	I am not always ready to use any opportunities during the course of my teaching in the classroom					
14	I am not results-oriented, with a high drive to meet objectives and standards while teaching in the classroom.					
15	I continuously learn in order to improve my performance during the course of my teaching in the classroom					
16	The larger mission gives me a sense of purpose during the course of my teaching in the classroom					
17	I pursue information to reduce uncertainty and find ways to do better during the course of my teaching in the classroom.					
18	I see setbacks as due to manageable circumstance rather than a personal flaw during the course of my					

	teaching in the classroom					
19	I am always ready to use any opportunities during the course of my teaching in the classroom.					
20	I do not continuously learn in order to improve my performance during the course of my teaching in the classroom					

S/N	Social-Awareness	SA	A	UD	D	SD
1	I am attentive to emotional cues and am a good listener during the course of my teaching in the classroom					
2	I show sensitivity and understand others' perspectives during the course of my teaching in the classroom					
3	I do not acknowledge and reward student's strengths, accomplishments, and development during the course of my teaching in the classroom					
4	I do not offer useful feedback and identify people's needs for Development during the course of my teaching in the classroom					
5	I mentor, give timely coaching and offer assignments that Challenge and grow a student's skill during the course of my teaching in the classroom.					
6	I do not respect and relate well to students from varied backgrounds while teaching in the classroom.					
7	I help out based on understanding Student's needs and feelings while teaching in the classroom.					
8	I acknowledged and rewards students' strength, accomplishment and performance during the course of my teaching in the classroom.					
9	I do not see diversity as opportunities, creating an environment where diverse students can thrive during the course of my teaching in the classroom					
10	I consistently challenge bias and intolerance during the course of my teaching in the classroom.					
11	I do not have a good understanding of the forces that shape the views and actions of the students during the course of my teaching in the classroom.					
12	I gladly offer appropriate assistance to students during the course of my teaching in the classroom.					
13	I acknowledge and reward student's strengths, accomplishments, and development during the course of my teaching in the classroom.					

14	I do not mentor, give timely coaching and offer assignments that challenge and grow a student's skill during the course of my teaching in the classroom.					
15	I respect and relate well to students from varied backgrounds while teaching in the classroom.					
16	I see diversity as opportunities, creating an environment where diverse students can thrive during the course of my teaching in the classroom.					
17	I offer useful feedback and identify student's needs for Development during the course of my teaching in the classroom					
18	I do not help out based on understanding student's needs and feelings while teaching in the classroom.					
19	I have a good understanding of the forces that shape the views and actions of the students during the course of my teaching in the classroom.					
20	I am not attentive to emotional cues and am not a good listener during the course of my teaching in the classroom.					

SECTION C

S/N	CHEMISTRY TEACHERS CLASSROOM MANAGEMENT PRACTICES QUESTIONNAIRE (CTCMPQ)	SA	A	UD	D	SD
1	I take into account students' previous knowledge to plan the activities based on their level.					
2	I make sure that the learning goals are clearly stated for students to understand them during the course of my teaching in the classroom.					
3	I do not provide positive reinforcement to students for appropriate behavior during the course of my teaching in the classroom.					
4	I use different types of seating arrangements depending on the type of activity students are assigned to do during the course of my teaching in the classroom.					
5	I do not take into account students' previous knowledge to plan the activities based on their level.					
6	I do not use body language to make instructions understandable during the course of my teaching in the classroom.					

7	I start the lesson in an unusual manner to catch students' attention (e.g. telling an amusing story or personal anecdote; starting in a very quiet or low voice) during the course of my teaching in the classroom.					
8	I use body language to make instructions understandable during the course of my teaching in the classroom.					
9	I respond to students' answers using verbal praising (e.g. "Brilliant!", "Great!", "Nice job!") during the course of my teaching in the classroom.					
10	I respond to students' incorrect answers validating students' participation (e.g. "that's partly correct", "good effort") during the course of my teaching in the classroom.					
11	I provide positive reinforcement to students for appropriate behavior during the course of my teaching in the classroom.					
12	I make students aware of consequences for misbehavior during the course of my teaching in the classroom.					
13	I redirect inappropriate behavior on the spot, using loud voice during the course of my teaching in the classroom.					
14	I ignore misbehavior that is non-disruptive to class during the course of my teaching in the classroom.					
15	I use short verbal cues to stop misbehavior (e.g. say student's name aloud, use "shh sound) during the course of my teaching in the classroom.					
16	I use nonverbal signals to stop misbehavior (e.g. make eye contact, approach and touch disruptive students) during the course of my teaching in the classroom.					
17	I do not redirect inappropriate behavior on the spot, using loud voice during the course of my teaching in the classroom					
18	I send for parents to report inappropriate behavior of the student.					
19	I promote respect for cultural diversity in the classroom during the course of my teaching.					
20	I do not use short verbal cues to stop misbehavior (e.g.					

	say student's name aloud, use "shh sound) during the course of my teaching in the classroom.					
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APPENDIX B

RESEARCH INSTRUMENT VALIDATION FORM

Sir/Ma,

The candidate INRISU JIBAU U. with Admission Number MTECH/SSTE/2018/9322 is a student of the department. You are requested to make amends or inputs that will improve the quality of the instrument. Your professional expertise is expected to assist the researcher towards the award of the degree.

Thank you.


Dr. Rabi M. Bello

HOD (Signature, Date & Official stamp)

Title of the Research Instrument: Emotional intelligence factor questionnaire (EMIFAQ) and chemistry teachers classroom management Practices Questionnaire (CTCMPQ).

SECTION A

1. Appropriateness of the Research Instrument title: OKAY
2. Suggest amendment if not appropriate: APPROPRIATE
3. Completeness of Bio-data Information: STANDARD
4. Suggest inputs if incomplete _____
5. Suitability of items generated WELL SUITABLE
6. Structure of the questionnaire/ test items generated THE QUESTIONNAIRE IS WELL STRUCTURED
7. Structure of the instrument in line with the objectives of the study. THE INSTRUMENT IS IN LINE WITH THE OBJECTIVE
8. Items coverage and distribution across constructs and domains measured COVERED
9. Appropriateness of the instrument in relation to the type of data to be collected YES APPROPRIATE
10. What is the general overview and outlook of the instrument? STANDARD
11. Rate the Instrument between 1-10 9

SECTION B

Name of the validator: Dr. Adams Lubiano

Designation/Rank: Senior Lecturer

Name of institution: FUI, MWDA

Department/ School: SSTE EDUCATIONAL TECH.

Telephone No/GSM No: 08026228687

E-Mail Address: _____

Adams 01/04/2021

Signature, Date and stamp (if available)

RESEARCH INSTRUMENT VALIDATION FORM

Sir/Ma,

The candidate IDRISU JIBRU L. with Admission Number MTECH/SSFE/2018/9322 is a student of the department. You are requested to make amends or inputs that will improve the quality of the instrument. Your professional expertise is expected to assist the researcher towards the award of the degree.

Thank you.


Dr. Rabiu M. Bello

HOD (Signature, Date & Official stamp)

Title of the Research Instrument: Emotional Intelligence factor Questionnaire (EMIFAQ) and Chemistry teachers classroom management Practices questionnaire (CTCMPQ)

SECTION A

1. Appropriateness of the Research Instrument title: The title is appropriate
2. Suggest amendment if not appropriate: okay
3. Completeness of Bio-data Information: satisfactory
4. Suggest inputs if incomplete complete
5. Suitability of items generated satisfactorily
6. Structure of the questionnaire/ test items generated okay
7. Structure of the instrument in line with the objectives of the study. Good
8. Items coverage and distribution across constructs and domains measured okay
9. Appropriateness of the instrument in relation to the type of data to be collected okay
10. What is the general overview and outlook of the instrument? Generally good, with little adjustment as suggested.
11. Rate the Instrument between 1-10 8

SECTION B

Name of the validator: D. Bashir Yankuzo A.U.


Designation/Rank: LT

Name of institution: F.U.T, Minna

Department/ School: Science Education

Telephone No/GSM No: 08065542825

E-Mail Address: bashir.aup@futu.edu.ng

 30/03/2021

Signature, Date and stamp (if available)

APPENDIX C

RELIABILITY COEFFICIENT RESULTS

Scale: self- awareness

Case Processing Summary

	N	%
Valid	40	100.0
Cases Excluded ^a	0	.0
Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.759	20

Scale: self- motivation

Case Processing Summary

	N	%
Valid	40	100.0
Cases Excluded ^a	0	.0
Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.812	20

Scale: social awareness

Case Processing Summary

		N	%
	Valid	40	100.0
Cases	Excluded ^a	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.759	20

Scale: emotional intelligence

Case Processing Summary

		N	%
	Valid	40	100.0
Cases	Excluded ^a	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.921	60

Scale: classroom management practices

Case Processing Summary

		N	%
	Valid	40	100.0
Cases	Excluded ^a	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.775	20

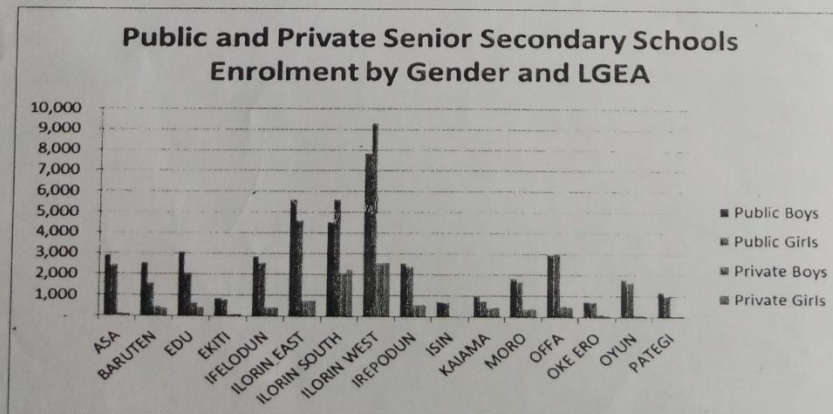
APPENDIX D

2018 - 2019 Kwara State School Census Report


Table 3.14: Public and Private Senior Secondary Schools Enrolment by Gender and LGEA

LGA	Number of Schools	Public			Private			
		Pupils	Girls	% girls	Number of Schools	Pupils	Girls	% girls
ASA	33	5,338	2,443	46%	6	242	100	41%
BARUTEN	20	4,142	1,586	38%	12	872	387	44%
EDU	22	5,151	2,058	40%	14	1,075	437	41%
EKITI	16	1,684	794	47%	3	198	88	44%
IFELODUN	46	5,428	2,574	47%	12	869	436	50%
ILORIN EAST	30	10,236	4,612	45%	22	1,540	758	49%
ILORIN SOUTH	20	10,170	5,622	55%	67	4,369	2,256	52%
ILORIN WEST	31	17,182	9,324	54%	61	5,129	2,560	50%
IREPODUN	41	4,931	2,389	48%	12	1,156	590	51%
ISIN	18	1,430	704	49%	1	24	10	42%
KAIAMA	9	1,734	759	44%	9	895	472	53%
MORO	23	3,530	1,688	48%	13	778	399	51%
OFFA	17	6,029	3,034	50%	16	1,008	460	46%
OKE ERO	14	1,492	726	49%	2	199	81	41%
OYUN	20	3,486	1,659	48%	5	199	105	53%
PATEGI	17	2,237	1,027	46%	1	141	74	52%
TOTAL	377	84,200	40,999	49%	256	18,694	9,213	49%

Figure 3.6: Graphical Representation Public and Private Senior Secondary Schools by Gender and LGEA



APPENDIX E



KWARA STATE TEACHING SERVICE COMMISSION
KWARA STATE GOVERNMENT

18th June, 2021

TO WHOM IT MAY CONCERN

The following are the numbers of Chemistry Teachers and Chemistry Students Performance (WAEC) records in Kwara State Public Senior Secondary Schools based on Local Government and years respectively


1. ASA	12
2. BARUEEN	2
3. EDU	11
4. EKITI	2
5. ILORIN EAST	37
6. ILORIN WEST	71
7. IFELODN	19
8. ILORIN SOUTH	56
9. IREPODON	1
10. ISIN	4
11. MORO	12
12. KAIMA	4
13. OFFA	18
14. OKE ERO	8
15. OYUN	11
16. PATIGI	6

TOTAL = 274

YEAR	% PASSED	% FAILED
2012	49.00	51.00
2013	36.00	64.00
2014	31.30	68.70
2015	34.18	65.82
2016	52.91	47.03
2017	33.74	66.26
2018	49.98	50.02

**DIRECTOR (PPRS)
KWARA STATE TEACHING
SERVICE COMMISSION
P. M. B.
ILORIN**

18/06/2021



P.M.B 1364, Ilorin Kwara State

APPENDIX F

STUDENTS ACADEMIC PERFORMANCE SCORES

59	40	50	53
45	45	80	58
70	71	77	56
45	42	64	70
45	57	65	56
69	45	64	60
59	84	65	69
59	73	70	50
70	46	60	50
69	87	64	50
70	82	80	55
59	49	81	53
45	45	80	67
70	91	77	53
70	38	84	50
69	51	81	41
70	41	72	40
70	46	58	53
70	21	81	74
59	85	75	40
70	60	98	66
69	51	82	50
70	46	61	59
45	44	78	50
39	65	62	58
59	80	71	50
39	65	70	50
43	80	71	60
56	82	84	66
72	77	55	50
33	77	50	59
72	54	45	49
85	63	39	70
71	37	70	45
97	55	49	70
94	54	69	25
50	46	59	59
67	49	39	68
67	30	45	75
82	31	25	

/