

**INTERNATIONAL JOURNAL OF EDUCATIONAL AND SCIENTIFIC RESEARCH
FINDINGS, MARCH, 2026, ISSN: 2749-7481 VOL. 8 NO.1, GERMANY**

**EMOTIONAL INTELLIGENCE AND WORKPLACE ADJUSTMENT AMONG
SECONDARY SCHOOL TEACHERS IN UYO LOCAL GOVERNMENT AREA**

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ABSTRACT

The study examined emotional intelligence and workplace adjustment among secondary school teachers in the Uyo Local Government Area of Akwa Ibom State. Specifically, the study investigated the relationship between self-regulation, self-awareness, and workplace adjustment among secondary school teachers. A correlational research design was adopted for the study. The population of the study comprised all teachers in public secondary schools in Uyo Local Government Area during the 2025/2026 academic session. A sample of 240 teachers was selected using a simple random sampling technique. A structured questionnaire titled Emotional Intelligence and Workplace Adjustment Questionnaire (EIWAQ) was used for data collection. Experts in educational management and measurement and evaluation validated the instrument, while the reliability coefficient of 0.82 was obtained using Cronbach's alpha statistics. Pearson Product Moment Correlation (PPMC) statistics were used to answer the research questions and test the hypotheses at the .05 level of significance. The findings revealed that self-regulation had a significant positive relationship with workplace adjustment among secondary school teachers in Uyo Local Government Area. The study also revealed that self-awareness significantly relates to workplace adjustment among teachers. Based on the findings, it was concluded that emotional intelligence enhances teachers' ability to adjust effectively to workplace demands and interpersonal relationships within the school environment. The study recommended that school administrators organize regular emotional intelligence training programs for teachers and encourage reflective practices that improve self-awareness and emotional management.

KEYWORDS: Emotional intelligence, self-awareness, self-regulation, workplace adjustment, secondary school teachers.

INTRODUCTION

Emotional intelligence has become an important construct in educational administration and organizational behavior due to its influence on interpersonal relationships, productivity, and adjustment within the workplace. In contemporary educational settings, teachers are expected to manage classroom stress, interact positively with colleagues and students, adapt to institutional changes, and maintain emotional stability despite increasing professional demands. These expectations have made emotional intelligence a critical factor in determining teachers' workplace adjustment and effectiveness. Emotional intelligence refers to the ability of individuals to perceive, understand, regulate, and appropriately express emotions in ways that enhance social interaction and personal growth. According to Daniel Goleman,

emotional intelligence involves competencies such as self-awareness, self-regulation, motivation, empathy, and social skills that enable individuals to function effectively in social and occupational settings.

Workplace adjustment refers to the degree to which employees adapt successfully to the demands, expectations, and conditions of their work environment. In the school setting, workplace adjustment involves teachers' ability to cope with job stress, maintain cordial relationships, comply with institutional policies, and effectively perform instructional duties. Teachers who are emotionally intelligent are more likely to demonstrate patience, adaptability, emotional stability, and effective communication, which contribute positively to their adjustment within the school environment. Conversely, teachers with low emotional intelligence may experience frustration, interpersonal conflict, burnout, and poor professional relationships.

Self-regulation is one of the major dimensions of emotional intelligence. It refers to an individual's ability to control emotions, impulses, and behaviors in difficult situations. Teachers with high self-regulation are often calm, disciplined, and capable of managing stressful situations without reacting impulsively. Such teachers can maintain professionalism during conflicts with colleagues, students, or parents. According to Mayer, Salovey, and Caruso (2019), self-regulation enables individuals to manage emotional reactions and maintain behavioral stability in challenging work environments. In educational institutions, teachers who regulate their emotions effectively are more likely to achieve workplace harmony and professional adjustment.

Self-awareness is another important component of emotional intelligence. Self-awareness refers to the ability of individuals to recognize and understand their emotions, strengths, weaknesses, and behavioral patterns. Teachers who possess self-awareness understand how their emotions influence their teaching behavior and interactions with others. They are able to identify areas requiring improvement and develop strategies for professional growth. Self-awareness also promotes confidence, reflective thinking, and effective decision-making among teachers. George (2020) noted that employees with high self-awareness demonstrate better workplace relationships and greater adjustment to organizational demands. Workplace adjustment among teachers has become increasingly important due to changing educational policies, technological advancement, increased workload, and students' behavioral challenges. Teachers are expected to adapt continuously to innovations in teaching methods, administrative practices, and curriculum reforms. However, many teachers experience difficulties adjusting to these workplace realities, resulting in stress, dissatisfaction, absenteeism, and reduced productivity. Emotional intelligence therefore becomes necessary in helping teachers cope effectively with workplace pressures and maintain professional competence.

The study was anchored in Emotional Intelligence Theory developed by Daniel Goleman in 1995. The theory emphasizes that emotional competencies such as self-awareness, self-regulation, empathy, and social skills are essential for personal and professional effectiveness. According to the theory, individuals who can understand and manage their emotions effectively are more likely to adapt successfully to workplace demands and maintain positive interpersonal relationships. The relevance of the theory to this study lies in its explanation that teachers with strong emotional intelligence competencies are better positioned to adjust to workplace challenges. Self-awareness helps teachers recognize emotional triggers

and behavioral patterns, while self-regulation enables them to manage stress, frustration, and emotional reactions in professional settings. Consequently, emotional intelligence promotes workplace adjustment, productivity, and harmonious relationships among teachers.

Adeyemi and Ekpenyong (2022) conducted a study on emotional intelligence and teachers' job adjustment among secondary school teachers in Lagos State, Nigeria. The study adopted a correlational research design with a sample of 320 teachers selected through simple random sampling. Findings revealed that self-regulation significantly predicted teachers' workplace adjustment and stress management. The researchers recommended emotional intelligence training for teachers to improve workplace adaptation. Johnson and Etim (2023) examined self-awareness and organizational adjustment among teachers in public secondary schools in Cross River State. Using a descriptive survey design and a sample of 280 teachers, the study found that teachers with high self-awareness demonstrated better interpersonal relationships and professional commitment. The study concluded that self-awareness enhances teachers' adjustment to workplace demands.

Udo and Akpan (2021) investigated emotional intelligence and job performance among secondary school teachers in Akwa Ibom State. The study employed a correlational design with 350 teachers selected through a stratified sampling technique. Results indicated that emotionally intelligent teachers adjusted better to institutional policies and exhibited higher productivity than teachers with low emotional intelligence. Similarly, Ekanem and Robert (2024) carried out a study on emotional intelligence and workplace behavior among teachers in public schools in Rivers State. The study revealed that self-regulation and self-awareness significantly relate to teachers' organizational adjustment and conflict management. The researchers recommended regular emotional intelligence workshops for teachers. Studies have shown that emotional intelligence significantly predicts job satisfaction, organizational commitment, interpersonal relationships, and workplace adjustment. For instance, Adeyemi and Ekpenyong (2022) found that teachers with high emotional intelligence demonstrated better adaptation to workplace stress and improved professional relationships. Similarly, Johnson and Etim (2023) reported that emotionally intelligent teachers exhibit greater resilience and classroom effectiveness. Despite these findings, limited studies have specifically examined emotional intelligence and workplace adjustment among secondary school teachers in the Uyo Local Government Area. This gap necessitated the present study.

Statement of the Problem

The teaching profession in contemporary society is increasingly characterized by stress, emotional demands, workplace conflicts, and continuous adjustment to institutional changes. Secondary school teachers are expected to manage students' behavior, maintain effective interpersonal relationships, adapt to technological innovations, and perform administrative responsibilities simultaneously. Despite these expectations, many teachers experience workplace maladjustment manifested in emotional instability, interpersonal conflicts, poor stress management, absenteeism, frustration, and low productivity. It has also been observed that some teachers find it difficult to control their emotions during challenging situations within the school environment. Others struggle with self-understanding, effective communication, and adaptation to workplace expectations. These challenges may negatively affect teachers' effectiveness, job satisfaction, and relationships with colleagues and students. Consequently, poor workplace adjustment among teachers could undermine instructional delivery and the

achievement of educational goals. Although emotional intelligence has been identified as an important factor in organizational adjustment, there is limited empirical evidence on how dimensions such as self-regulation and self-awareness relate with workplace adjustment among secondary school teachers in Uyo Local Government Area. It is against this background that this study examined emotional intelligence and workplace adjustment among secondary school teachers in Uyo Local Government Area.

Purpose of the Study

The main purpose of the study was to examine emotional intelligence and workplace adjustment among secondary school teachers in Uyo Local Government Area. Specifically, the study sought to:

- i) examine the relationship between self-regulation and workplace adjustment among secondary school teachers in Uyo Local Government Area.
- ii) determine the relationship between self-awareness and workplace adjustment among secondary school teachers in Uyo Local Government Area.

Research Questions

The following research questions guided the study:

- i) What relationship exists between self-regulation and workplace adjustment among secondary school teachers in Uyo Local Government Area?
- ii) What relationship exists between self-awareness and workplace adjustment among secondary school teachers in Uyo Local Government Area?

Research Hypotheses

The following null hypotheses were formulated to guide the study:

- i) There is no significant relationship between self-regulation and workplace adjustment among secondary school teachers in Uyo Local Government Area.
- ii) There is no significant relationship between self-awareness and workplace adjustment among secondary school teachers in Uyo Local Government Area.

Research Method

A correlational research design was adopted for the study. The population of the study comprised all teachers in public secondary schools in Uyo Local Government Area during the 2025/2026 academic session. A sample size of 240 teachers was selected using a simple random sampling technique.

A structured questionnaire titled Emotional Intelligence and Workplace Adjustment Questionnaire (EIWAQ) was used for data collection. The instrument consisted of two sections. Section A obtained demographic information while Section B measured variables relating to self-regulation, self-awareness, and workplace adjustment.

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The instrument was face-validated by experts in educational management and measurement and evaluation. The Cronbach Alpha reliability method was used to determine the internal consistency of the instrument, and a reliability coefficient index of 0.82 was obtained.

Pearson Product Moment Correlation (PPMC) statistics were used to answer the research questions and test the null hypotheses at the .05 level of significance.

Results

Research Question One

What relationship exists between self-regulation and workplace adjustment among secondary school teachers in Uyo Local Government Area?

Table 1: Pearson Product Moment Correlation between Self-Regulation and Workplace Adjustment among Secondary School Teachers in Uyo Local Government Area

Variables	n	r	Remark
Self-regulation	240	.742	High Positive Relationship
Workplace Adjustment			

The result in Table 1 revealed the r-value of .742 which shows a high positive relationship between self-regulation and workplace adjustment among secondary school teachers in Uyo Local Government Area. This implies that teachers who possess higher self-regulation adjust better to workplace conditions and professional demands.

Research Question Two

What relationship exists between self-awareness and workplace adjustment among secondary school teachers in Uyo Local Government Area?

Table 2: Pearson Product Moment Correlation between Self-Awareness and Workplace Adjustment among Secondary School Teachers in Uyo Local Government Area

Variables	n	r	Remark
Self-awareness	240	.781	High Positive Relationship
Workplace Adjustment			

The result in Table 2 revealed the r-value of .781 which indicates a high positive relationship between self-awareness and workplace adjustment among secondary school teachers in Uyo Local Government Area. This implies that teachers who understand their emotions and behaviours tend to adjust more effectively within the workplace environment.

Hypothesis One

There is no significant relationship between self-regulation and workplace adjustment among secondary school teachers in Uyo Local Government Area.

Table 3: Summary of Pearson Product Moment Correlation for Self-Regulation and Workplace Adjustment

Variables	n	r-value	p-value	Decision
Self-regulation	240	.742	.000	Significant. Ho Rejected
Workplace Adjustment				

df = 238, Significant at .05 alpha level.

The result in Table 3 revealed that the p-value of .000 is less than the .05 alpha level of significance at 238 degrees of freedom. Therefore, the null hypothesis was rejected. This implies that there is a significant relationship between self-regulation and workplace adjustment among secondary school teachers in Uyo Local Government Area.

Hypothesis Two

There is no significant relationship between self-awareness and workplace adjustment among secondary school teachers in Uyo Local Government Area.

Table 4: Summary of Pearson Product Moment Correlation for Self-Awareness and Workplace Adjustment

Variables	n	r-value	p-value	Decision
Self-awareness	240	.781	.000	Significant. Ho Rejected
Workplace Adjustment				

df = 238, Significant at .05 alpha level.

The result in Table 4 revealed that the p-value of .000 is less than the .05 alpha level of significance at 238 degrees of freedom. Therefore, the null hypothesis was rejected. This implies that there is a significant relationship between self-awareness and workplace adjustment among secondary school teachers in Uyo Local Government Area.

Discussion of Findings

The findings of the study revealed that self-regulation significantly relates to workplace adjustment among secondary school teachers in the Uyo Local Government Area. This implies that teachers who can manage their emotions effectively are more likely to cope successfully with workplace challenges, maintain professional relationships, and adjust positively to institutional demands. The finding agrees with Adeyemi and Ekpenyong (2022), who found that self-regulation significantly predicts teachers' workplace adjustment and stress management. The finding also aligns with Mayer, Salovey, and Caruso (2019), who emphasized that emotional regulation enhances behavioral stability and professional effectiveness.

The findings also revealed that self-awareness significantly relates to workplace adjustment among teachers. This suggests that teachers who understand their emotions, strengths, and weaknesses are better equipped to adapt to workplace conditions and maintain harmonious relationships. The finding supports Johnson and Etim (2023), who found that self-awareness, improves interpersonal relationships and organizational adjustment among teachers. Similarly, Ekanem and Robert (2024) reported that self-awareness contributes significantly to teachers' conflict management and professional adaptation.

CONCLUSION

Based on the findings of the study, it was concluded that emotional intelligence significantly enhances workplace adjustment among secondary school teachers in Uyo Local Government Area. Specifically, self-regulation and self-awareness contribute positively to teachers' ability to manage workplace stress, maintain effective interpersonal relationships, and adapt successfully to professional demands within the school environment.

RECOMMENDATIONS

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

- i) School administrators should organize seminars and workshops on emotional intelligence to help teachers develop self-regulation skills for effective workplace adjustment.
- ii) Teachers should be encouraged to engage in reflective practices and counseling programs that enhance self-awareness and emotional management.

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