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EMOTIONAL INTELLIGENCE COMPETENCIES, PERSONALITY TYPES AND TEACHER'S EFFECTIVENESS IN SECONDARY SCHOOLS IN ETCHE LOCAL GOVERNMENT AREA OF RIVERS STATE

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ABSTRACT

The researchers investigated the emotional intelligence competencies, personality types and teacher's effectiveness in secondary schools in Etche Local Government Area of Rivers State. Five research questions and five hypotheses guided the study. The researchers used Emotional Intelligence Scale (EIS), Type A and Type B Personality Scales (TATBPS) and Teachers Effectiveness Scale (TES) as the Instrument for data collection. The instruments were administered to a sample of 367 teachers in all the public secondary schools in Etche Local Government Area of Rivers State. The population of the study was 1,231 teachers in Etche Local Government Area of Rivers State. The researchers employed the correlational research design for the study. The reliability coefficient yielded 0.80 (EIS), 0.86 (TATBPS) and 0.79 for (TES) respectively using test retest method which shows that the instruments is reliable. Based on the findings it was revealed that emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) and personality types are predictors of teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State. Based on the findings of this study conclusion and recommendations were made.

KEYWORDS: Emotional Intelligence Competencies, Personality Types And Teacher Teaching Effectiveness.

Introduction

In every society, it is necessary for the transmission of knowledge, attitude and skills from a highly experienced individual to a less experienced individual and this is always

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done through teaching. Teaching is a profession that requires a high level of training, skills and competencies for the teacher to achieve a desirable level of effectiveness. According to Omoifo and Urevbu (2007), teaching is a skilled process of imparting values, knowledge and skills from a highly experienced individual to a less experienced person in a given area. They also explained that teaching could take place in a formal organized environment, such as a classroom or in an informal setting, which takes place in a non-structured setting and could be acquired at any point in the course of human daily activities.

Adetayo (2008) noted that for education to achieve the goal of "development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to society and the development of an individual into a morally sound, patriotic and effective citizen," as stated in national policy on education, then the effectiveness of the teacher is required for its actualization. Teachers effectiveness is the degree to which a teacher achieves the goals that they set for themselves or that others have set for them, such as ministries of education, legislators and other government officials, and school or college administrators. An effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if these goals are to be achieved (Odeh, 2000).

Both teaching and learning depend on teachers; no wonder a teacher's effectiveness has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna 2001). Teachers' effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation. The influence of teachers' teaching effectiveness on the learning outcome of students as measured by their academic performance has been the subject of several studies (Adediwura and Tayo 2007; Adu & Olatundun 2007). For a teacher to be effective in teaching, the resources needed for teaching and learning must be available. Emeka (2015) explained that the government at various levels has been providing the required resources for teaching to be effective in our various schools, such as instructional materials, a conducive learning environment, a well-equipped classroom and manpower, etc. The ability of a teacher to utilize available resources to make teaching and learning interesting so as to ensure positive outcomes among learners makes him or her effective in teaching which entails the actualization of the objectives of learning by a teacher in any given learning process. The best index for measuring teachers' effectiveness is the observable behavioral change of the learner after learning has taken place in a given subject matter (Korthagen, 2004).

However, there are a lot of factors that may influence teachers' effectiveness either negatively or positively. But the researchers have observed that as a teacher, emotional

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intelligence competencies and personality types play a vital role in relation to his effectiveness. Emotional intelligence, according to Brackett & Mayer (2003), is the ability, capacity, skill or self-perceived ability to identify, asses and manage the emotions of oneself, others and groups. According to him, people who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. Bar-On (2006) pointed out that emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure. Goleman, Brackett and Mayer (2003) identified five domains or dimensions of emotional intelligence, encompassing twenty-five competencies into twenty, and the five domains into four, which are self-awareness, self-management, social awareness and relationship management.

Self-awareness is the ability to identify one's own internal states, preferences, resources and intuition (Goleman, 2006). Self-awareness involves recognizing one's emotions and their effects, as well as self-confidence which refers to a strong sense of strength and limit. Self-management is the ability to regulate distressing effects like anxiety and anger and inhibit emotional impulsivity (Goleman, 2016).

Social awareness is the ability to sense, understand and react to others' emotions while comprehending social networks. In other words, social-awareness competencies determine how we handle relationships. Relationship management is the ability to inspire, influence, and develop others while managing conflict. The relationship management domain, as explained by Goleman (2006), contains competencies that have the most direct effect on interactions with other people. Relationship management is the ability to manage emotions in others (Orluwene & Wachukwu, 2014).

Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics, behaviour and thought (Allport in Bull, 2015). Personality is the characteristic pattern of difference among individuals in terms of thinking, interest, feeling and behaving etc. Theories of personality types classify an individual's personality pattern or make-up into two types, such as type A and type B (Bull, 2015). Type A personality patterns include individuals who are impatient, ambitious, proactive, aggressive, competitive, anxious and overly concerned with activities or issues. They are high-achieving workaholics who are multi-taskers and seem to push themselves with deadlines; they are always restless and often exposed to stress-related problems (Omoligi, 2013).

Type B personalities include individuals who generally live at a lower stress level, work steadily, and enjoy activities without becoming stressed out when not achieving, in contrast to type A personalities. Some of the major traits of the type B personality pattern include being relaxed, flexible with situations, focused, too casual, expressive,

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emotionally stable and having an easy-going attitude (Srivastava, 2003). Miraglia (2016) noted that the difference in the personality patterns of individuals in the workplace could lead to the production of two different results in a given organization irrespective of the goal of such an organization. Personality types have the ability to influence the job effectiveness of workers in different directions which could be positive or negative. To the best of the researcher's knowledge, no research has been done on the joint contributions of emotional intelligence competencies and personality types as predictors of a teacher's effectiveness.

The majority of the researchers have investigated emotional intelligence and job satisfaction (Salim, 2012), emotional intelligence as a predictor of martial adjustment (Wolff, 2002), and personality types A and B in relation to organizational citizenship behavior among female nursing professionals (Zeelenberg & Pieters, 2006). None of the researchers studied the joint contributions of the independent variables in this study to the prediction of teachers' effectiveness in secondary schools. It is against this background that the researchers conceived the idea to investigate emotional intelligence competencies and personality types as predictors of teacher effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Statement of the Problem

The importance of teaching cannot be overemphasized in any given society. However, teaching is a profession that requires great physical, emotional and intellectual commitment. While some teachers are showing a high level of commitment to the profession in order to achieve a better outcome, many others are displaying a laissez-faire attitude towards their daily functions as teachers, which is affecting their effectiveness in the profession. The situation of ineffectiveness towards the teaching profession is on the increase on a daily basis in Nigeria, especially among secondary school teachers in Etche Local Government Area of Rivers State, as observed by the researchers in recent times. Despite government efforts to provide a conducive environment for teaching and learning in schools, some of the teachers are always involved in going to school very late and also leaving schools to their homes before the official closing hour; some do not have a comprehensive lesson plan for teaching; others do not cover their lesson notes in a term; and others do not use modern teaching aids for proper teaching and learning in the schools. This trend of teachers' ineffectiveness is affecting the academic performance of learners in schools in the area. As learners now perform poorly in their internal and external examinations in schools in the area. The inability of teachers to assess and manage their emotions and those of others, identify and utilize their personality types appropriately in teaching situations, could affect their effectiveness in teaching negatively. This situation requires urgent attention by the government and stakeholders in the education sector so as to enhance high productivity among teachers. The problem of this study is to ascertain the extent to which emotional

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intelligence competencies and personality types predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Aim and Objectives of the Study

The aim of this study is to investigated the extent emotional intelligence competencies, personality types predicts of teacher's effectiveness in secondary schools in Etche Local Government Area of Rivers State.

A specifically, the objectives are to:

- determine the extent to which emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately predict teachers' effectiveness in secondary schools Etche Local Government Area of Rivers State.

- find out the extent to which emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken jointly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

- find out the extent to which (type A and B personality) jointly taken predict teachers' effectiveness in public schools in Etche Local Government Area of Rivers State.

- ascertain the extent to which (type A and B personality pattern) separately taken predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

- find out the extent to which emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types A and B) taken jointly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Research Questions

The following research questions were used to guide the study:

- To what extent does emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State?

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- To what extent does emotional intelligence competencies (self-awareness, self-management, social awareness relationship management) taken jointly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State?

- To what extent does (type A and B personality) taken jointly predict teachers effectiveness in secondary schools in Etche Local Government Area of Rivers State?

- To what extent does (type A and B personality pattern) separately taken predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State?

- To what extent does emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types A and B) taken jointly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State?

Hypotheses

The following null hypotheses tested at 0.05 alpha level of significance was used to guide the study.

- Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately do not significantly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

- Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken jointly do not significantly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

- Type A and B personality jointly taken do not significantly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

- Type A and B personality separately taken do not significantly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

- Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A

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and B) taken jointly do not predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Methodology

The correlational research design was adopted for this study. The population of the study consisted of teachers from all the senior secondary schools in Etche Local Government Area of Rivers State. As at the time of this study, there are 1,231 teachers in senior public secondary schools in the area (source: zonal secondary schools board Okehi Etche Local Government Area 2022 teachers enrolment figures). A sample of 367 teachers were drawn through simple random sampling technique and used for the study.

Three instruments developed by the researchers were titled "Emotional Intelligence Scale (EIS) consisting of 14 items, "Type A and B Personality Types Scale (TABPT) consisting of 20 items "Teachers Effectiveness Scale consisting of 17 items (TES)" were used for the study. The instruments were structured on a 4 point Likert scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD); weighted SA = 4 points, A = 3 points, D = 2 points, SD = 1 point for the positively keyed items and SA = 1 points, A = 2 points, D = 3 points, SD = 4 point for the negatively keyed items.

After the development of the instrument, copies of it, alongside that of purpose of the study and research questions was given to two experts in Measurement and Evaluation and Educational Psychology. The reliability of the instruments were determined using Cronbach Alpha reliability estimates with a sample of 30 teachers who were not part of the sample for the study and coefficients of obtained were 0.80 (EIS), 0.86 (TABTP) and 0.79 (TES) respectively. The instruments were personally administered by the researchers with the assistants of (head teachers) who were well guided about the instruments. The instruments were collected immediately after administration. The data were analyzed using Linear regression and the hypotheses was tested using multiple regression associated with ANOVA.

Results

The results of the study were presented as follows:

Research question 1: To what extent does emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

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Table 1: Multiple regression of the extent to which emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

	R	R2	Adj.R2	Std.Error	β
Self – awareness	0.72	0.52	0.21	6.53	0.40
Self – management	0.52	0.27	0.11	1.5	0.30
Social – awareness	0.61	0.37	0.9	0.11	0.23
Relationship – management	0.43	0.18	0.13	0.45	0.12

Table 1: shows regression coefficient (R= 0.72, 0.52, 0.61, 0.42), (R2 =0.52, 0.27, 0.37, 0.18), adjusted (R2 = 0.21, 0.11, 0.9, 0.13), (standard error = 6.53, 1.5, 0.11, 0.45) and (beta value β = 0.40, 0.30, 0.23, 0.12) for self-awareness, self-management, social awareness, relationship management respectively. From the R2 value, it is seen that self – awareness accounts for about 52%, self – management accounts for 27%, social – awareness accounts for 37% and relationship – management accounts for 18% of the variance in teachers effectiveness. The β also reveals that as the values of self-awareness, self-management, social awareness, relationship management increases by a unit, there is a corresponding 0.40, 0.30, 0.23, 0.12 increases in the values of teacher's effectiveness. The value of R2 shows that to a very moderate extent emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately predicts teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Hypothesis 1: Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately do not significantly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

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Table 2: One Way Analysis Of Variance (ANOVA) of Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately do not significantly predict teachers' effectiveness in secondary schools.

	Sum of Square	Df	Mean Square	F	Significance
Self-awareness					
Regression	33.5856	7	8.396401	4.370	0.062
Residual	567.217	231	22.68868		
Total	600.8026	238			
Self-management					
Regression	56.65	7	10.01	3.70	0.054
Residual	671.21	231	27.88		
Total	727.86	238			
Social awareness					
Regression	40.34	7	15.76	13.44	0.071
Residual	801.21	231	1.01		
Total	681.55	238			
Relationship Management					
Regression	89.14	7	18.93	5.23	0.059
Residual	938.21	231	5.34		
Total	1027.35	238			

The hypothesis was tested ANOVA in association with regression and the table reveals calculated F value of 4.370, 3.70, 1.44, 5.23 and a sig. value of 0.062, 0.054, 0.071, 0.05; for self-awareness, self-management, social awareness, relationship management respectively. Hence, since the sig value (p = 0.062, 0.054, 0.071, 0.059 > 0.05) is greater than 0.05 alpha therefore, the null hypothesis is accepted meaning that Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately significantly predicts teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Research Question 2: To what extent does emotional intelligence competencies (self-awareness, self-management, social awareness relationship management) taken jointly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

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Table 3: Simple linear regression of the extent to which emotional intelligence competencies (self-awareness, self-management, social awareness relationship management) taken jointly predict teachers' effectiveness in secondary schools.

R	R^2	Adj.R^2	Std. Error	β
0.76	0.57	0.17	2.25	0.42

Table 3: shows regression coefficient R= 0.76, R2 =0.57, adjusted R2 = 0.17, standard error = 2.25 while β=0.42, From the R2 value, it is seen that which emotional intelligence competencies (self-awareness, self-management, social awareness relationship management) taken jointly taken accounted for about 57% of the variance in teachers effectiveness in secondary schools. The β also reveals that as the values of emotional intelligence competencies increases by a unit, there is a corresponding 0.42 increases in the values of teachers effectiveness in secondary schools. The value of R2 shows that to a very moderate extent emotional intelligence competencies (self-awareness, self-management, social awareness relationship management) taken jointly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Hypothesis 2: Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken jointly do not significantly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Table 4: One Way Analysis Of Variance (ANOVA) of Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken jointly do not significantly predict teachers' effectiveness in secondary schools.

	Sum of Square	Df	Mean Square	F	Significance
Regression	58.54	7	9.43	5.40	0.029
Residual	754.32	231	2.39		
Total	812.86	238			

The ANOVA table reveals calculated F value of 5.40 and a sig. value of 0.090. Hence, since the sig value (p = 0.090 > 0.05) is greater than 0.05 alpha therefore, the null hypothesis is rejected meaning that Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken jointly significantly predicts teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Research question 3: To what extent does (type A and B personality) taken jointly predict teachers effectiveness in secondary schools in Etche Local Government Area of Rivers State.

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Table 5: **Simple regression of the extent to which (type A and B personality) taken jointly predict teachers effectiveness in secondary schools in Etche Local Government Area of Rivers State.**

R	R2	Adj.R2	Std.Error	β
0.67	0.45	0.21	2.12	0.42

Table 5: shows regression coefficient R= 0.67, R2 =0.45, adjusted R2 = 0.21, standard error = 2.12 while β=0.42, From the R2 value, it is seen that type A and B personality jointly taken accounted for about 45% of the variance in teachers effectiveness in secondary schools. The β also reveals that as the values of type A and B personality jointly taken increases by a unit, there is a corresponding 0.42 increases in the values of teachers effectiveness in secondary schools. The value of R2 shows that to a very moderate extent type A and B personality jointly taken predicts teacher's effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Hypothesis 3: Type A and B personality jointly taken do not significantly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Table 6: **One Way Analysis Of Variance (ANOVA) whether type A and B personality jointly taken significantly predict teachers' effectiveness in secondary schools or not**

	Sum of Square	Df	Mean Square	F	Significance
Regression	58.54	7	9.43	5.40	0.029
Residual	754.32	231	2.39		
Total	812.86	238			

The ANOVA table reveals calculated F value of 5.40 and a sig. value of 0.029. Hence, since the sig value (p = 0.029 > 0.05) is lesser than 0.05 alpha therefore, the null hypothesis is rejected meaning that Type A and B personality jointly taken significantly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Research question 4: To what extent does (type A and B personality pattern) separately taken predict teachers' effectiveness in Etche Local Government Area of Rivers State.

Table 7: **Simple regression of the extent to which (type A and B personality pattern) separately taken predict teachers' effectiveness.**

	R	R2	Adj.R2	Std.Error	β
Type A	0.73	0.53	0.41	0.43	0.28
Type B	0.70	0.49	0.12	0.78	0.35

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Table 7: shows regression coefficient (R= 0.73, 0.70); (R2 =0.53, 0.49); (adjusted R2 = 0.41, 0.12); (standard error = 0.43, 0.22) and beta value (β = 0.28, 0.35) for type A and type B respectively. From the R2 value, it is seen that type A personality accounted for about 53% of the variance in teachers effectiveness in secondary schools while type B accounted for 49%. The β also reveals that as the values of type A and B increases by a unit, there is a corresponding 0.28 and 0.35 increases in the values of teacher's effectiveness in secondary schools. The value of R2 shows that to a very moderate extent type A and B personality pattern separately taken predicts teachers' effectiveness in Etche Local Government Area of Rivers State.

Hypothesis 4: Type A and B personality separately taken do not significantly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Table 8: One Way Analysis Of Variance (ANOVA) of the whether Type A and B personality separately taken significantly predict teachers' effectiveness in secondary schools or not.

	Sum of Square	Df	Mean Square	F	Significance
Type A					
Regression	81.09	7	14.09	7.08	0.013
Residual	504.32	231	4.90		
Total	585.41	238			
Type B					
Regression	58.54	7	9.43	5.40	0.029
Residual	754.32	231	2.39		
Total	812.86	238			

The ANOVA table reveals calculated F value of 7.08 and 5.40 with a sig. value of 0.013 and 0.029 for Type A and type B personality respectively. Hence, since the sig value (p = 0.013 and 0.029 > 0.05) is lesser than 0.05 alpha therefore, the null hypothesis is rejected meaning that Type A and B personality separately taken significantly predicts teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Research Question 5: To what extent does emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types A and B) taken jointly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

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Table 9: Simple regression of the extent to which emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types A and B) taken jointly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

R	R2	Adj.R2	Std.Error	β
0.89	0.79	0.21	0.39	0.10

Table 9 Shows regression coefficient R= 0.89, R2 =0.79, adjusted R2 = 0.21, standard error = 0.39 while β=0.10, From the R2 value, it is seen that Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A and B) jointly taken accounted for about 79% of the variance in teachers effectiveness in secondary schools. The β also reveals that as the values of Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A and B) taken jointly increases by a unit, there is a corresponding 0.10 increases in the values of teacher's effectiveness in secondary schools. The value of R2 shows that to a very moderate extent Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A and B) taken jointly predicts teacher's effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Hypothesis 5: Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A and B) taken jointly do not predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Table 10: One Way Analysis of Variance (ANOVA) of whether Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A and B) taken jointly do predict teachers' effectiveness in secondary schools or not

	Sum of Square	Df	Mean Square	F	Significance
Regression	90.14	7	12.87	3.35	0.019
Residual	708.21	386	4.09		
Total	798.35	393			

The ANOVA table reveals calculated F value of 12.87 and a sig. value of 0.019. Hence, since the sig value (p = 0.019 > 0.05) is lesser than 0.05 alpha therefore, the null

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hypothesis is rejected meaning that Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A and B) taken jointly predicts teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Summary of Findings

The following summaries were made based on the findings of the study.

- Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately predicts teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

- Emotional intelligence competencies (self-awareness, self-management, social awareness relationship management) taken jointly predicts teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

- Type A and B personality taken jointly predict teachers effectiveness in secondary schools in Etche Local Government Area of Rivers State.

- Type A and B personality pattern separately taken predict teachers' effectiveness in Etche Local Government Area of Rivers State.

- Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types (A and B) taken jointly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

Discussion of Findings

The results of the findings are discussed below one after the other.

Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately predicts teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

The finding on emotional intelligence competencies taken separately predicts teachers effectiveness in secondary schools and the result showed regression coefficient (R= 0.72, 0.52, 0.61, 0.42), (R2 =0.52, 0.27, 0.37, 0.18), adjusted (R2 = 0.21, 0.11, 0.9, 0.13), (standard error = 6.53, 1.5, 0.11, 0.45) and (beta value β = 0.40, 0.30, 0.23, 0.12) for self-awareness, self-management, social awareness, relationship management respectively. From the R2 value, it was seen that self – awareness accounts for about 52%, self – management accounts for 27%, social – awareness accounts for 37% and

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relationship – management accounts for 18% of the variance in teachers effectiveness. The β also reveals that as the values of self-awareness, self-management, social awareness, relationship management increases by a unit, there is a corresponding 0.40, 0.30, 0.23, 0.12 increases in the values of teacher's effectiveness. The value of R^2 shows that to a very moderate extent emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately predicts teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State. The result was further subjected to hypothesis testing using Analysis of Variance ANOVA in association with regression and the revealed a calculated F value of 4.370, 3.70, 1.44, 5.23 and a sig. value of 0.062, 0.054, 0.071, 0.05; for self-awareness, self-management, social awareness, relationship management respectively. Hence, since the sig value ($p = 0.021, 0.043, 0.011, 0.029 < 0.05$) is greater than 0.05 alpha therefore, the null hypothesis is rejected meaning that Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken separately significantly predicts teachers' effectiveness in secondary schools. The findings is in line that of Muraina, Ojo, Nyorere, & Muraina (2014) who said that there is a relationship between emotional intelligence and teachers productivity in their work place.

Emotional intelligence competencies (self-awareness, self-management, social awareness relationship management) taken jointly predicts teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

The finding on emotional intelligence competencies taken jointly predicts teachers effectiveness in secondary schools. The result showed regression coefficient R= 0.76, R^2 =0.57, adjusted R^2 = 0.17, standard error = 2.25 while β=0.42, From the R^2 value, it is seen that which emotional intelligence competencies (self-awareness, self-management, social awareness relationship management) taken jointly taken accounted for about 57% of the variance in teachers effectiveness in secondary schools. The β also reveals that as the values of emotional intelligence competencies increases by a unit, there is a corresponding 0.42 increases in the values of teachers effectiveness in secondary schools. The value of R^2 shows that to a very moderate extent emotional intelligence competencies (self-awareness, self-management, social awareness relationship management) taken jointly predict teachers' effectiveness in secondary schools. The result was further subjected to hypothesis testing using analysis of variance ANOVA and it revealed calculated F value of 5.40 and a sig. value of 0.090. Hence, since the sig value ($p = 0.090 > 0.05$) is greater than 0.05 alpha therefore, the null hypothesis is rejected meaning that Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management) taken jointly significantly predicts teachers' effectiveness in secondary schools.

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Type A and B personality taken jointly predict teachers' effectiveness in secondary schools in Etche Local Government Area of Rivers State.

The finding on type A and B personality taken jointly predicts teachers effectiveness in secondary schools. The result showed regression coefficient R= 0.67, R2 =0.45, adjusted R2 = 0.21, standard error = 2.12 while β=0.42, From the R2 value, it is seen that type A and B personality jointly taken accounted for about 45% of the variance in teachers effectiveness in secondary schools. The β also reveals that as the values of type A and B personality jointly taken increases by a unit, there is a corresponding 0.42 increases in the values of teachers effectiveness in secondary schools. The value of R2 shows that to a very moderate extent type A and B personality jointly taken predicts teacher's effectiveness in secondary schools. The result was further subjected to hypothesis testing using Analysis of Variance ANOVA table reveals calculated F value of 5.40 and a sig. value of 0.029. Hence, since the sig value (p = 0.029 > 0.05) is lesser than 0.05 alpha therefore, the null hypothesis is rejected meaning that Type A and B personality jointly taken significantly predict teachers' effectiveness in secondary schools. This findings is in line with that of Adeniyi, and Anuodo (2018) who opined that personality types influences teacher's effectiveness.

Type A and B personality pattern separately taken predict teachers' effectiveness in Etche Local Government Area of Rivers State.

The finding on type A and B personality taken separately predicts teachers effectiveness in secondary schools. The result showed regression coefficient (R= 0.73, 0.70); (R2 =0.53, 0.49); (adjusted R2 = 0.41, 0.12); (standard error = 0.43, 0.22) and beta value (β = 0.28, 0.35) for type A and type B respectively. From the R2 value, it is seen that type A personality accounted for about 53% of the variance in teachers effectiveness in secondary schools while type B accounted for 49%. The β also reveals that as the values of type A and B increases by a unit, there is a corresponding 0.28 and 0.35 increases in the values of teacher's effectiveness in secondary schools. The value of R2 shows that to a very moderate extent type A and B personality pattern separately taken predicts teachers' effectiveness. The result was further subjected to ANOVA and the result revealed a calculated F value of 7.08 and 5.40 with a sig. value of 0.013 and 0.029 for Type A and type B personality respectively. Hence, since the sig value (p = 0.013 and 0.029 > 0.05) is lesser than 0.05 alpha therefore, the null hypothesis is rejected meaning that Type A and B personality separately taken significantly predicts teachers' effectiveness in secondary schools.

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Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types A and B) taken jointly predict teachers' effectiveness.

The finding on emotional intelligence competencies and type A and B personality jointly predicts teachers effectiveness in secondary schools. The result showed regression coefficient R= 0.89, R2 =0.79, adjusted R2 = 0.21, standard error = 0.39 while β=0.10, From the R2 value, it is seen that Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A and B) jointly taken accounted for about 79% of the variance in teachers effectiveness in secondary schools. The β also reveals that as the values of Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A and B) taken jointly increases by a unit, there is a corresponding 0.10 increases in the values of teacher's effectiveness in secondary schools. The value of R2 shows that to a very moderate extent Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A and B) taken jointly predicts teacher's effectiveness in secondary schools. The analysis of variance ANOVA results revealed calculated F value of 12.87 and a sig. value of 0.019. Hence, since the sig value (p = 0.019 > 0.05) is lesser than 0.05 alpha therefore, the null hypothesis is rejected meaning that Emotional intelligence competencies (self-awareness, self-management, social awareness, relationship management and personality types of A and B) taken jointly predicts teachers' effectiveness in secondary schools.

Conclusion

Based on the findings of the study, it was concluded that there is a significant relationship between teacher effectiveness, emotional intelligence competencies and personality types.

Recommendations

Based on the findings of the study it was recommended that;

- Government should always provide infrastructural facilities that will improve the emotional intelligence of the teachers especially during teaching and learning.

- Since the concept of emotional intelligence is relatively new in underdeveloping countries like ours, so a number of programs, seminars, workshops and conferences for the purpose of awareness and importance of emotional intelligence should be done to educate teachers and students.

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- Teachers should not allow their personality type to influence their daily conduct in the teaching and learning process.

- For more understanding of emotional intelligence a number of training programs specially for teachers working in rural areas and also for the female teachers should be arranged.

Implications for Counselling

The following are the counselling implications of the findings of the study.

- Counsellors should always provide teachers with up to date knowledge on coping strategies of emotional intelligence.

- Counselling should always be tailored towards providing ways teachers can view their personality especially, in schools.

- There is need for teachers to be provided with personal social counselling with the view of enhancing their positive personality disposition with students.

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