EMOTIONAL INTELLIGENCE AS A PREDICTOR OF RADIO, TELEVISION AND ELECTRONIC WORKS TEACHERS' EFFECTIVE CLASSROOM MANAGEMENT IN SOUTH-SOUTH NIGERIA

MAXWELL UDUAFEMHE[1]; OLUWATOYIN OMOJOLA[2]; AROWOLO ABIMBOLA[3]; NICHOLAS ONELE[4]; ABDULKARIM ABDULHAKIM[5]; & ROMANUS EDOKA[6]
[1]Department of Industrial and Technology Education,
Federal University of Technology, Minna, Niger State, Nigeria
[2]Department of Educational Management, University of Ibadan, Nigeria
[3]Data-Lead Africa, Abuja, Nigeria
[4]Department of Technology and Vocational Education,
Ebonyi State University, Abakaliki, Nigeria
[5]National Directorate of Employment, Yola, Adamawa State, Nigeria
[6]Department of Technical Education,
Kogi State College of Education (Technical), Kaba, Nigeria
E-mail: Maxwelluduafemhe@gmail.com   **Phone No:** +234-803884-6479

Abstract

This study investigated the correlation between emotional intelligence and effective classroom management among radio, television and electronic works trade teachers. The study adopted correlational survey research design. The emotional intelligence of the 58 radio, television and electronic works teachers in the 20 technical colleges accredited for the trade were obtained using Emotional Intelligence Questionnaire and correlated with their classroom management obtained using Teachers' Classroom Management Self-Assessment Questionnaire. Pearson's product moment correlation and multiple regression were used for data analyses. Findings revealed that emotional intelligence when treated together have a strong positive and statistically significant correlation with the teachers' effective classroom management. It was concluded that radio, television and electronics works teachers with high emotional intelligence are better able to effectively manage their classrooms. Therefore, it was recommended that ministries of education should periodically organise training programmes capable of enhancing the emotional competencies of their teachers.

Keywords: Emotional intelligence, Classroom management, Technical college, Radio, Television and Electronics Work

Introduction

The skills of a teacher in piloting the activities that goes on in the classroom, often go a long way in determining the success of all other things that comes out of it. Since, the teacher, like other professionals, is an emotional being, the way he relates with the people (including his; colleagues, students and their parents) he encounters in the course of discharging his daily duties, is to a large extent a function of his emotional disposition. Raymond and Hassan (2015) noted that emotionally intelligent people recognize the fact that their success or failure can be influenced by their emotional disposition and therefore make use of their thinking skills to manage their emotions in order to come out successfully in any situation they find themselves.

Emotional Intelligence is a relatively new construct in the research space of Technical and Vocational Education in Nigeria. It is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships (Goleman, 1998). The four domains of emotional intelligence developed by Goleman were further expanded to include a total of 19 emotional competencies, they are: emotional self-awareness, accurate self-assessment, self-confidence, emotional self-control,

transparency, adaptability, achievement, initiative, optimism, empathy, organizational awareness, service, inspirational leadership, influence, developing others, change catalyst, conflict management, building bonds, and teamwork and collaboration. However, Bar-on (2006) combined the 19 competencies into five clusters, these are; self-awareness, self-regulation, self-motivation, social-awareness and social skills. With these competencies, the thinking and actions of an emotionally intelligent person are guided with enhanced rationality. In the field of education, emotional intelligence cannot be overemphasised. This is because of its great significance in teaching, as it helps teachers to understand their students in a better way (Llego & Tamayo, 2017).

Meanwhile, it was observed by Raymond and Hassan (2015) that the emotional intelligence of teachers has gotten the attention of researchers in recent years. This does not come as a surprise since emotional intelligence is a precursor to optimal and effective performance among teachers in classroom instruction. No educational system can function properly without the teacher. This is because, teachers are the moderators of the process through which knowledge can get to the students, who themselves represent the society. The possession of the required talents, skills and knowledge is however, a necessity if the teachers will be the effective source of knowledge of the society. Emotional intelligence is a factor in personal and professional success (Llego & Tamayo, 2017); hence could be highly related to success in classroom management.

Classroom management refers to actions taken to create and maintain a learning environment conducive for successful instruction including; arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities. Classroom management like other forms of management requires that the teacher deliberately performs his duties in line with the management strategies of: planning, organizing, directing, supervising and evaluation (Ugwulashi, 2012). It is an important aspect of the teaching profession. Therefore, classroom management plays an indispensable role in fostering the professional success of teachers in all institutions, including technical colleges.

A technical college is an institution which equip students with the practical skills in a trade area to enable them become self-reliant and contribute to national development. According to the Federal Republic of Nigeria, FRN, (2013), a technical college is post-primary institutions that impart the necessary skills leading to the production of craftsmen and technicians who are enterprising and self-reliant. Technical college graduates are expected to do one or all of: secure employment either at the end of the whole course or after completing one or more modules of employable skills; set up their own businesses and become self-employed and be able to employ others; and pursue further education in advance craft/technical programmes and in post-secondary (tertiary) technical institutions such as polytechnics or colleges of education (technical) and universities (FRN, 2013). The major trade areas in the technical colleges in Nigeria include: Agriculture, Hospitality, Information and Computer Technology, Fashion Designing, Building Construction, Woodwork, Mechanical Engineering works, and Electrical and Electronics Works (Emesini, 2016). In general, Electrical and Electronics Works consist of trades which include: Electrical installation and maintenance works, Refrigeration and Air-conditioning, GSM maintenance and repairs, Computer Maintenance and Instrument Mechanics, and Radio, Television and Electronic Works, (Emesini, 2016; FRN, 2013).

Radio, Television and Electronic Works (RTVEW) is one of the trade areas available in technical colleges in Nigeria, designed to give training in the skills and impart the necessary attitudes that are needed in order to become an enterprising and self-reliant craftsman or

technician in consumer electronic workmanship (Uduafemhe, Raymond, Usman & Idris, 2018). Okwelle and Okeke (2012) stressed that the RTVEW curriculum among others, is aimed at training skilled technical manpower equipped with the necessary technical knowledge and practical skills for diagnosing and repairing faults in electronics systems. The success or failure of the technical college graduate in this regard could be hinged upon his emotional intelligence, which is in a way dependent on the emotional intelligence of his teacher. An RTVEW teacher is a person who has been trained up to a degree level under the technology education programme as stipulated in the national policy on education (FRN, 2013) and that teaches at least one RTVEW module in a technical college.

The work schedule of the RTVEW teacher involve among other things, interaction with his colleagues and students, and so he is expected to make use of his classroom management skills in order to facilitate successful learning experience among his students. Success in this regard calls for a high emotional intelligence. There is research evidence indicating that emotional intelligence has a direct impact on the teacher's behaviour while carrying out his official routines (Arvind, Soofi & Ruwaiya, 2013; Llego & Tamayo, 2017; Tok, Tok & Dolapçioğlu, 2013). Because of this, the importance of emotional intelligence to RTVEW teacher in their professional success cannot be overemphasised. For the RTVEW teacher, high emotional intelligence could help him attain high quality in terms of effective classroom management as it has done in other endeavours of his (Hamidi & Khatib, 2016). This is because the RTVEW teacher's work entails that he develops caring, supportive relationships with and among students, organize and implement instruction in ways that optimize students' access to learning, encourage students' engagement in academic tasks, promote the development of students' social skills and self-regulation, and use appropriate interventions to assist students with behaviour problems (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2014). Against this backgrounds, teachers' effective classroom management with respect to their emotional intelligence is worth investigating.

Literature Review
Some scholars have previously researched into the relationship between emotional intelligence and some constructs. For instance, Raymond and Hassan (2015) investigated the emotional intelligence and instructional performance of electrical installation and maintenance work teachers in Niger State. The study made important discoveries; (1) there is a positive correlation between emotional intelligence and instructional performance, as revealed by both self-reported and students rated scales. (2) Emotional stability, self-motivation, managing relations, self-awareness and integrity emerged as the best predictors of instructional performance, among the ten components of emotional intelligence considered in the study; and (3) gender differences in the scores of emotional intelligence and instructional performance was insignificant. In the same vein, Mohamad and Jais (2016) carried out a study on the emotional intelligence and job performance among Malaysian teachers. Findings from the study indicated a significant correlation between emotional intelligence and job satisfaction among teachers of Malaysia.

Furthermore, Hamidi and Khatib (2016) investigated the interplay among emotional intelligence, classroom management, and language proficiency of Iranian English as a foreign language (EFL) teachers. Findings revealed that there was a statistically significant relationship between emotional intelligence, classroom management and the language proficiency of Iranian EFL teachers. In 2013, a study was conducted by Tok, et al. on the relationship between emotional intelligence and classroom management approaches of primary school teachers. The findings from the study revealed that there is a low-level, positive, and significant relationship between primary school teachers' emotional intelligence levels and teacher-centred classroom education approach. The research results also indicate

that emotional intelligence significantly predicts student-centred classroom management. In addition to these, there is a medium-level, positive, and significant relationship between primary school teachers' emotional intelligence levels and their student-centred classroom management approaches. In the same vein, Llego and Tamayo (2017) carried out a study tiled: the relationship of emotional intelligence and classroom management of science, technology and engineering (STE) teachers in Pangasinan. Results revealed that there is no significant relationship between emotional intelligence and classroom management.

Statement of the Problem

A well-managed classroom can lead to increase in motivation and interest of students which can result in improved achievement. Al-Zu'bi (2013) reported that classroom management is widely viewed by most educators, as the number one concern in schools. Poor student's achievement may be linked to poor classroom management (George, Sikirudeed & Sunday, 2017). There is a link between teachers' overall professional success or otherwise and their emotional intelligence. This is premised on the fact that emotional intelligence is essential for predicting one's ability to succeed at any work and in life. Therefore, teachers' emotional intelligence may have some relationship with their effective classroom management. However, there is virtually no literature known to the researchers pointing to the correlation between emotional intelligence and effective classroom management among Radio, Television and Electronics Work teachers in technical colleges. It is this gap that this study seeks to fill. Therefore, this study was carried out to investigate the correlation between emotional intelligence and effective classroom management among Radio, Television and Electronics Work teachers in technical colleges in South-South Nigeria.

Research Questions

The study was guided by the following research questions:
(i)   Is there a correlation between emotional intelligence when treated together and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria?
(ii)   Is there a correlation between emotional intelligence when treated separately and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria?

Hypotheses

The following null-hypotheses were tested at 0.05 level of significance:
H_{O1} There is no significant correlation between emotional intelligence when treated together and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria.
H_{O2} There is no significant correlation between emotional intelligence when treated separately and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria.

Methodology

Correlational survey research design was adopted for the study. Correlational survey research is a research design that is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations (Leedy & Ormrod, 2010). The study was carried out on all the 58 RTVEW teachers in the 20 technical colleges accredited by NBTE in South-South Nigeria to offer RTVEW. South-South Nigeria is comprised of: Edo, Delta, Bayelsa, Cross River, Rivers and Akwa Ibom states. Two instruments; Emotional Intelligence Questionnaire (EIQ) and Teachers' Classroom Management Self-Assessment Questionnaire (TCMAQ) were used for data collection. EIQ is a 93 item questionnaire that was designed by Bar-On in 2006 based on Goleman's theory of

emotional intelligence in which the respondents rated themselves on a scale of 1 to 5 in comparison to other people in their age and experience. It was coded and interpreted as follows: 1 (underdeveloped), 2 (needs improvement), 3 (adequate), 4 (good), and 5 (excellent). TCMAQ on the other hand, is a 75-item, researchers constructed, questionnaire used to elicit information on the effective classroom management of teachers. It is a five point likert type scale of; 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. The two instruments were face and content validated by five experts. The experts consisted of two Measurement and Evaluation lecturers and three behavioural science lecturers. Their suggestions were taken into consideration in the production of the final drafts of the two instruments.

A pilot test of the instruments was carried out on 15 RTVEW teachers in Kaduna and Niger states for the purpose of estimating their reliability coefficients. The internal consistency coefficients of the instruments was calculated using Cronbach's alpha formula, and it yielded overall instrument coefficients of internal consistencies of 0.81 for EIQ and 0.83 for TCMAQ respectively. The instruments was considered reliable and hence suitable for use for the study because Uzoagulu (2011) stated that an instrument having a reliability coefficient of up to 0.70 and above is generally accepted as being of good reliability. The instruments were administered to the respondents with the help of six research assistants one for each of the six states. The completed questionnaires were retrieved within one week. Pearson Product-Moment Correlation and multiple regression were used to analyse the data for study. Pearson Product-Moment Correlation was used to answer the research questions. Pearson Product-Moment Correlation was considered appropriate because the study involves determining the relationship that exist between two constructs. The bench marks for taking decision on the direction of Pearson (r) for the relationship not the strength of the variables as proposed by Cohen (1988) are: r =.10 to.29 or r = −.10 to −.29 low correlation; r=.30 to.49 or r =.30 to −.4.9 medium correlation; and r=.50 to 1.0 or r = −.50 to −1.0 high correlation. On the other hand, the hypotheses were tested at an alpha level of 0.05 using multiple regression. Multiple regression is a sophisticated correlation used when exploring the predictive ability of a set of independent variables on one continuous dependent measure (Pallant, 2005). Hence, it was considered appropriate because the predictive abilities of five clusters of emotional intelligence were tested on effective classroom management.

Results
The analyses and presentation of data for the study were ordered with respect to the research questions and hypotheses that guided the study and are presented hereunder.

Research Question One: What is the correlation between emotional intelligence when treated together and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria?

Table 1: Pearson's product moment correlation of RTVEW teachers' emotional intelligence when treated together and effective classroom management in South-South Nigeria

Variable	Mean	SD	N	r
EIQ	3.58	0.55	58	0.88
TCMAQ	3.61	0.55	58	

N = Number of respondents, SD = Standard Deviation, and r = Correlation Coefficient.

The Pearson's product moment correlation of RTVEW teachers' emotional intelligence when treated together and effective classroom management in South-South Nigeria is presented

in table 1. The result show that emotional intelligence and effective classroom management correlate at r = 0.88. This connote that emotional intelligence is a predictor of effective classroom management. Hence, there is a positive correlation between emotional intelligence when treated together and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria.

Research Question Two: What is the correlation between emotional intelligence when treated separately and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria?

Table 2: Pearson's product moment correlation of RTVEW teachers' emotional intelligence when treated separately and effective classroom management in South-South Nigeria

Pearson Correlation	TCMAQ	Self-Awareness	self-Regulation	Self-Motivation	Social-awareness	Social-skills
TCMAQ	1.00	0.79	0.81	0.83	0.85	0.87
Self-Awareness	0.79	1.00	0.92	0.80	0.87	0.84
Self-Regulation	0.81	0.92	1.00	0.84	0.83	0.81
Self-Motivation	0.83	0.80	0.84	1.00	0.81	0.85
Social-awareness	0.85	0.87	0.83	0.81	1.00	0.80
Social-skills	0.87	0.84	0.81	0.85	0.80	1.00

Table 2 shows the Pearson's product moment correlation of RTVEW teachers' emotional intelligence when treated separately and effective classroom management in South-South Nigeria. From the result, emotional intelligence when treated separately had the following results: self-awareness (r = 0.79, $p < .05$), self-regulation (r = 0.81, $p < .05$), self-motivation (r = 0.83, $p < 0.05$), social-awareness (r = 0.85, $p < .05$), and social-skills (r = 0.87, $p < .05$). These results indicated that each of; self-awareness, self-regulation, self-motivation, social-awareness, and social-skills, correlate positively with effective classroom management among RTVEW teachers in South-South Nigeria.

Ho$_1$: There is no significant correlation between emotional intelligence when treated together and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria.

Table 3a: Regression analysis of RTVEW teachers' emotional intelligence when treated together and effective classroom management in South-South Nigeria

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	Upper Bound	Correlations Zero-order	Partial	Part	Collinearity Statistics Tolerance	VIF
(Constant)	.461	.173		2.669	.009	.118	.804					
EIQ	.880	.048	.887	18.467	.000	.786	.975	.887	.887	.887	1.000	1.000

Table 3a shows the result of the regression analysis done on RTVEW teachers' emotional intelligence when treated together and effective classroom management in South-South Nigeria. The result shows that t value of 2.669, significant criterion (sig) = .009 at $p < .05$. With the significance criterion is less than the p-value of .05, the null hypothesis is rejected in favour of the alternate hypothesis. In addition, the results show that emotional intelligence predicts effective classroom management by 89% (β = .887). This implies that

emotional intelligence significantly predict effective classroom management among RTVEW teachers in South-South Nigeria. Therefore, there is a significant correlation between emotional intelligence when treated together and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria.

Ho$_2$: There is no significant correlation between emotional intelligence when treated separately and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria.

Table 4: Regression analysis of RTVEW teachers' emotional intelligence when treated separately and effective classroom management in South-South Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	0.208	0.894		2.233	.045
Self-Awareness	0.059	0.137	.050	.427	.038
Self-Regulation	0.246	0.142	.222	1.734	.027
Self-Motivation	0.851	0.127	.830	6.718	.034
Social-awareness	0.012	0.116	1.012	1.107	.017
Social-skills	1.042	0.131	3.040	5.324	.022

The regression analysis of RTVEW teachers' emotional intelligence when treated separately and effective classroom management in South-South Nigeria is presented in Table 4. The result indicate that each emotional intelligence domain had the following results: self-awareness (β = 0.050, t = 0.427, sig. = 0.038), self-regulation (β = 0.222, t = 1.734, sig. = 0.027), self-motivation (β = 0.830, t = 6.718, sig. = 0.034), social-awareness (β = 1.012, t = 1.107, sig. = 0.017), and social-skills (β = 3.040, t = 5.324, sig. = 0.022). From the foregoing, the significance criterion (sig.) of all the five domains are less than the p-value of .05. This means that the null hypothesis was rejected. This implies that; self-awareness, self-regulation, self-motivation, social-awareness, and social-skills are predictors of classroom management. Therefore, there is a significant correlation between emotional intelligence when treated separately and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria.

Discussion
It was found out from this study that there is a positive correlation between emotional intelligence when treated together and effective classroom management among Radio, Television and Electronics Work teachers in technical colleges in South-South Nigeria. In relation to this, the null hypothesis tested at a confidence level of 0.05 revealed that there is a significant correlation between emotional intelligence when treated together and effective classroom management among Radio, Television and Electronics Work teacher's in technical colleges in South-South Nigeria. The implication of this is that for the teacher to create a conducive atmosphere in the classroom which he normally would achieve through effective classroom management, he needs to possess high emotional intelligence, which luckily can be learnt. These findings are not farfetched as Raymond and Hassan (2016) reported similar finding when their study revealed a positive relationship between emotional intelligence and teachers' practical skills performance in Radio, Television and Electronic Work. The results also agree with the findings of Hamidi and Khatib (2016) which revealed that there was a positive significant relationship between emotional intelligence and effective classroom management among science teachers. However, Llego and Tamayo (2017) found no significant relationship between emotional intelligence and classroom management,

meanwhile, they concluded that higher emotional intelligence is important for the enhancement of optimum productivity among science teachers.

Furthermore, this study revealed that there is a strong positive correlation between emotional intelligence (self-awareness, self-regulation, self-motivation, social-awareness, and social-skills) when treated separately and effective classroom management among Radio, Television and Electronics Work teachers in technical colleges in South-South Nigeria. The null hypothesis tested at 0.05 confidence level, revealed that there is a significant correlation between emotional intelligence when treated separately and effective classroom management among Radio, Television and Electronics Work teachers in technical colleges in South-South Nigeria. These findings imply that RTVEW teachers require greater emotional intelligence, in order to be better able to handle RTVEW classrooms for the desired goals to be achieved. The finding is supported by Tok, et al. (2013) who found that emotional intelligence has a medium-level, positive, and significant relationship with classroom management approaches. Similarly, the findings of Mohamad and Jais (2016) corroborate this when they reported that there is a significant relationship between the components of emotional intelligence (self-awareness, self-regulation, self-motivation, and social-awareness) and job performance of Malaysian teachers. It is therefore, evident that emotional intelligence is an important competency that every RTVEW teacher should strive to possess for a fulfilling career in technical colleges. As a teacher's productivity does not only require professional expertise and pedagogical skills, but also patience, resilience, self-motivation, self-awareness, self and social-management skills, empathy and all the other components of emotional intelligence (Raymond & Hassan, 2015).

Conclusion and Recommendation
The critical role played by emotional intelligence in helping teacher effectively manage their classrooms and indeed all other professional activities cannot be overemphasised. This study leaves no room for doubt regarding the fact that Radio, Television and Electronics Works teachers with high emotional intelligence are better able to effectively manage their classrooms. This is in not farfetched based on the fact that all the five components of emotional intelligence; self-awareness, self-regulation, self-motivation, social-awareness and social skills combined have a huge influence on teachers professional success. Since effective classroom management is a precursor for desirable learning experiences among students, it should indeed be encouraged in order to sustain the tempo. Hence, it is recommended that ministries of education should periodically organise training programmes capable of enhancing the emotional competencies of their teachers.

References

Al-Zu'bi, Z. H. (2013). Classroom management problems among teacher students training at Hashemite University. *European Journal of Business and Social Sciences, 2*(3), 140-149. Retrieved on 25th October 2018 from: http://www.ejbss.com/recent.aspx

Arvind, H., Soofi, A. M., & Ruwaiya, S. S. (2013). A study on emotional intelligence among teachers: case study of private educational institutions in Muskat. *International Journal of Application or Innovation in Engineering and Management, 2*(7), 359-367.

Bar-On, R., (2006). *The bar-on model of emotional-social intelligence (ESI)*. Consortium for Research on Emotional Intelligence in Organizations–*Issues in Emotional Intelligence*. Retrieved 22nd November 2018 from www.eiconsortium.org.

Cohen, J. (1988). Set correlation and contingency tables. *Applied Psychological Measurement*, *12*(4), 425-434. Doi:10.1177%2F014662168801200410

Emesini, N. O. (2016). Empowering of students in technical colleges in Nigeria with trade skills for self-reliance to enhance sustainable development. *British Journal of Education*, *4*(9), 46-54.

Federal Republic of Nigeria, (2013). *National policy on education*. Lagos. NERDC Press.

George, I. N., Sikirudeed, A. O. & Sunday, A. H. (2017). Effective classroom management and students' academic performance in secondary schools in Uyo Local Government area of Akwa Ibom State. *Research in Pedagogy*, *7*(1), 43-56. Doi: 10.17810/2015.47.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantan.

Hamidi, H. & Khatib, M. (2016). The interplay among emotional intelligence, classroom management, and language proficiency of Iranian EFL teachers. *Broad Research in Artificial Intelligence and Neuroscience, 7*(2), 49-58.

Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2014). *Effective classroom management strategies and classroom management programs for educational practice: A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioural, emotional, and motivational outcomes*. Groningen: RUG/GION.

Leedy P. D., & Ormrod, J. E. (2010) *Practical research: Planning and design 9th Ed*. Boston: Pearson Educational International.

Llego, J. H., & Tamayo, K. E. (2017). The relationship of emotional intelligence and classroom management of STE science teachers in Pangasinan. *International Journal of Education, Learning and Development*, *5*(2), 12-20.

Mohamad, M., & Jais, J. (2016). Emotional Intelligence and Job Performance: a study among Malaysian teachers. *Procedia Economics and Finance,* 35(2016), 674-682.

Okwelle, P. C., & Okeke, B. (2012). Development and validation of instrument for assessing practical skills in fault diagnoses and repairs of radio and television systems in Nigerian technical colleges. *American Journal of Scientific and Industrial Research*, *3*(3), 181-190. Doi:10.5251/ajsir.2012.3.3.181.190.

Pallant, J. (2005). *SPSS survival manual: A step by step guide to data analysis using SPSS for windows*. Sydney. Allen & Unwin.

Raymond, E. & Hassan, Y. J. (2015). Emotional intelligence and instructional performance of electrical installation and maintenance work teachers in Niger State. *International Journal of Scientific & Engineering Research*, *6*(1), 1398-1404. doi: 10.9734/BJESBS/2016/22150