

Emotional Intelligence and Workplace Adjustment of Secondary School Teachers in Uyo Local Government Area of Akwa Ibom State, Nigeria

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Abstract

This study investigated the relationship between emotional intelligence components (self-awareness, self-regulation, and social skills) and workplace adjustment of secondary school teachers in Uyo Local Government Area of Akwa Ibom State. The study adopted a correlational research design. The population comprised all secondary school teachers in the study area, while a sample of 562 teachers was selected using appropriate sampling techniques. Data was collected using a structured tool titled "Emotional Intelligence and Workplace Adjustment Questionnaire" (EIWAQ). The questionnaire was face-validated by experts. The reliability of the instrument was established using the internal consistency method. The data obtained were analyzed using Cronbach's alpha statistics, and an overall reliability coefficient of 0.81 was obtained. Pearson product-moment correlation statistics were used to analyze the data at a 0.05 level of significance. The findings revealed that self-awareness has a moderate positive and significant relationship with workplace

adjustment ($r = 0.52, p < 0.05$), self-regulation has a strong positive and significant relationship ($r = 0.73, p < 0.05$), while social skills have a very strong positive and significant relationship ($r = 0.83, p < 0.05$) with workplace adjustment. Based on these findings, it was concluded that self-awareness, self-regulation, and social skills components of emotional intelligence play a crucial role in enhancing teachers' ability to adapt effectively to workplace demands. The study recommended, among others, that educational authorities and school administrators in Akwa Ibom State should organize training programs to enhance teachers' emotional intelligence skills and promote effective workplace adjustment.

Keywords: emotional intelligence, self-awareness, self-regulation, social skills, workplace adjustment

Introduction

Secondary school teachers operate in a dynamic environment that requires continuous interaction with students, colleagues, administrators, and parents. These interactions may demand emotional balance, adaptability, and effective interpersonal skills to ensure smooth functioning within the school system. Workplace adjustment, therefore, becomes a critical factor in determining teachers' effectiveness and overall wellbeing. Workplace adjustment refers to the ability of individuals to adapt to the demands, expectations, and social environment of their workplace in a manner that promotes productivity and satisfaction (Ukaegbu & Akpan, 2026). Workplace adjustment involves the ability of teachers to cope with job demands, relate positively with others, and maintain stability in their professional roles. Similarly, Salami (2019) noted that workplace adjustment encompasses behavioral and emotional responses that enable individuals to function effectively within organizational settings. In secondary schools, poor adjustment among teachers may lead to low job satisfaction, poor performance, strained relationships, and an unconducive learning environment.

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One major factor that may influence teachers' workplace adjustment is emotional intelligence. As stated by Ukaegbu and Obikoya (2017), emotional intelligence is an important psychological construct that explains how individuals perceive, understand, manage, and utilize emotions in themselves and others. In the context of this study, emotional intelligence refers to a teacher's ability to regulate emotions, build positive relationships, and respond appropriately to workplace situations. According to Goleman (1995), cited in Ukaegbu (2018), emotional intelligence consists of core components such as self-awareness, self-regulation, motivation, empathy, and social skills. However, only three emotional intelligence components, namely self-awareness, self-regulation, and social skills, were studied. Self-awareness refers to the ability of individuals to recognize and understand their own emotions, strengths, weaknesses, values, and the impact of their behavior on others (Ukaegbu, 2018). It involves being conscious of one's emotional state at any given time and understanding how such emotions influence thoughts, decisions, and actions. In the workplace, self-awareness can enable teachers to reflect on their attitudes and behaviors, thereby promoting personal growth and effective functioning. A self-aware teacher can identify feelings such as frustration, stress, or enthusiasm and understand how these emotions influence classroom management and professional relationships. This awareness can allow them to regulate their responses and avoid negative behaviors that could disrupt the teaching and learning process.

Self-regulation, on the other hand, refers to the ability to control and manage one's emotions, impulses, and behaviors, especially in challenging or stressful situations (Iruloh & Ukaegbu, 2017). It involves the capacity to think before acting, remain calm under pressure, and respond to situations in a thoughtful and constructive manner rather than reacting impulsively. Self-regulation includes emotional discipline, patience, and the ability to delay immediate reactions in favor of more appropriate responses. Self-regulation may be essential for teachers as they are frequently exposed to situations that may trigger emotional responses, such as student misbehavior, workload pressures, or interpersonal issues with colleagues. Teachers who possess strong self-regulation skills can manage these situations effectively by maintaining composure, avoiding emotional outbursts, and making

rational decisions. This may help to create a stable and supportive learning environment for students and promote positive professional relationships among staff.

As highlighted by Ukaegbu and Obikoya (2017), social skills refer to the ability to communicate effectively, build and maintain relationships, and interact positively with others. These skills involve the capacity to express ideas clearly, listen actively, resolve misunderstandings, and engage in meaningful interpersonal interactions. Social skills also include abilities such as teamwork, conflict management, cooperation, and the use of appropriate verbal and non-verbal communication in different social contexts. Social skills may be important for teachers as they constantly interact with students, colleagues, administrators, and parents. Teachers with strong social skills are able to foster positive relationships, promote teamwork, and create a supportive and inclusive atmosphere within the school. They may likely engage in effective communication, collaborate with colleagues on academic and administrative tasks, and handle interpersonal issues constructively.

However, there is a need to investigate how these three emotional intelligence components relate specifically to the workplace adjustment of secondary school teachers. It is against this background that this study investigated the relationship between emotional intelligence and workplace adjustment of secondary school teachers in Uyo Local Government Area of Akwa Ibom State, Nigeria.

Statement of the Problem

Workplace adjustment among secondary school teachers in Uyo Local Government Area of Akwa Ibom State has become a matter of concern due to increasing reports of job dissatisfaction, interpersonal conflicts, stress, and reduced effectiveness in schools. Teachers are expected to adapt to diverse classroom situations, institutional policies, and interpersonal relationships, yet many struggle to cope with these demands effectively.

Despite the importance of emotional intelligence in enhancing workplace adjustment, many teachers still lack the necessary emotional competencies required to function effectively in the school environment. This manifests in poor relationships with colleagues, inability to manage stress, low motivation, and difficulty adapting to workplace expectations. Although some studies have investigated emotional intelligence in relation to workplace behaviour, there is limited empirical evidence on how specific components of emotional intelligence such as self-awareness, self-regulation and social skills relate to workplace adjustment of secondary school teachers, particularly in Uyo Local Government Area of Akwa Ibom State. This gap in knowledge necessitated the need for this study.

Purpose of the Study

The purpose of this study was to determine the relationship between emotional intelligence and workplace adjustment of secondary school teachers in the Uyo Local Government Area of Akwa Ibom State, Nigeria. Specifically, the study sought to determine the following:

- i. The relationship between self-awareness and workplace adjustment of secondary school teachers.
- ii. The relationship between self-regulation and workplace adjustment of secondary school teachers.
- iii. The relationship between social skills and workplace adjustment of secondary school teachers.

Research Questions

The study was guided by the following research questions:

- i. What is the relationship between self-awareness and workplace adjustment of secondary school teachers?
- ii. What is the relationship between self-regulation and workplace adjustment of secondary school teachers?
- iii. What is the relationship between social skills and workplace adjustment of secondary school teachers?

Research Hypotheses

The following null hypotheses were tested at a 0.05 level of significance:

- i. There is no significant relationship between self-awareness and workplace adjustment of secondary school teachers.
- ii. There is no significant relationship between self-regulation and workplace adjustment of secondary school teachers.
- iii. There is no significant relationship between social skills and workplace adjustment of secondary school teachers.

Significance of the Study

The findings of this study will be beneficial to teachers, school administrators, counselors, educational policymakers, and researchers. Teachers will benefit by gaining insight into how emotional intelligence can enhance their workplace adjustment and overall effectiveness. School administrators will find the study useful in designing training programs aimed at improving teachers' emotional competencies and promoting a conducive work environment.

Counsellors will benefit from the findings of this study by gaining understanding on how emotional intelligence influences workplace adjustment, enabling them to develop appropriate intervention strategies for teachers experiencing adjustment difficulties. Educational policymakers will benefit by using the findings to formulate policies that promote emotional intelligence development among teachers. The study will also contribute to existing literature and serve as a reference for future researchers.

Scope of the Study

The study focused on the relationship between emotional intelligence and workplace adjustment of secondary school teachers. Emotional intelligence variables, namely self-awareness, self-regulation, and social skills, served as the independent variables, while workplace adjustment served as the dependent variable. The study was delimited to teachers in public secondary schools in Uyo Local Government Area of Akwa Ibom State.

Theoretical Framework

Emotional Intelligence Theory by Daniel Goleman (1995)

The Emotional Intelligence Theory was popularized by Daniel Goleman in 1995. The theory emphasizes the role of emotional competencies in shaping individuals' behavior, decision-making, and interpersonal relationships. It posits that emotional intelligence consists of self-awareness, self-regulation, motivation, empathy, and social skills. These components enable individuals to understand and manage emotions effectively. Goleman explained that individuals with high emotional intelligence are better able to adapt to workplace demands, maintain positive relationships, and manage stress effectively. Emotional competencies such as self-regulation and empathy help individuals respond appropriately to workplace challenges, while social skills enhance communication and collaboration.

The relevance of this theory to the present study lies in its explanation of how emotional intelligence variables influence teachers' ability to adjust to workplace conditions. Teachers with high emotional intelligence are more likely to adapt successfully to their work environment and maintain positive relationships within the school system.

Work Adjustment Theory by Dawis and Lofquist (1964)

The Work Adjustment Theory was developed by Dawis and Lofquist in 1964. The theory explains how individuals adjust to their work environment based on the interaction between personal characteristics and workplace conditions. It posits that workplace adjustment occurs when there is a correspondence between an individual's abilities and the demands of the job, as well as between the individual's needs and the rewards provided by the workplace. According to the theory, successful adjustment leads to job satisfaction and stability, while poor adjustment results in dissatisfaction and poor performance. The theory also emphasizes that individuals must continuously adapt their behaviors and attitudes to maintain a balance between themselves and their work environment.

The relevance of this theory to the study lies in its emphasis on the interaction between individual characteristics and workplace conditions in determining effective adjustment. The theory provides a framework for

understanding how teachers adapt to the demands of the school environment based on the alignment between their abilities, needs, and job expectations.

Review of Empirical Studies

Adeyemi (2022) investigated the influence of self-awareness on teachers' workplace adjustment in public secondary schools in Ondo State, Nigeria. The study adopted a correlational research design. The population consisted of 5,245 teachers, out of which a sample of 654 was selected using the stratified random sampling technique. Data were collected using a structured questionnaire titled "Self-Awareness and Workplace Adjustment Scale (SAWAS)." The instrument was validated by experts in educational psychology and measurement and evaluation, while a reliability coefficient of 0.81 was obtained using the Cronbach Alpha method. Data were analyzed using Pearson Product Moment Correlation. The findings revealed that self-awareness has a significant positive relationship with workplace adjustment of teachers. The study recommended that school administrators should organize training programs that enhance teachers' self-awareness to improve their adjustment and effectiveness in the workplace. Similarly, Smith (2020) explored the extent to which self-awareness predicts workplace adjustment among high school teachers in Texas, USA. The study employed a descriptive survey design. A total of 355 teachers were selected using a simple random sampling technique. Data were collected using a standardized emotional intelligence inventory and workplace adjustment scale with reliability coefficients of 0.78 and 0.80, respectively. Regression analysis was used to analyze the data. The findings indicated that self-awareness alone did not significantly predict workplace adjustment when other variables such as organizational climate and interpersonal relationships were controlled. The study concluded that workplace adjustment is a multidimensional construct and recommended that future studies should consider additional variables beyond self-awareness.

A study that investigated the relationship between self-regulation and job effectiveness of secondary school teachers in Anambra State, Nigeria, was conducted by Nwankwo (2021). The study adopted a correlational design. The population comprised 980 teachers, while a sample of 320 teachers was selected

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using a multi-stage sampling technique. Data were collected using a researcher-developed questionnaire titled “Self-Regulation and Job Effectiveness Questionnaire (SRJEQ).” The instrument was validated and yielded a reliability coefficient of 0.84 using Cronbach's alpha. Pearson Product Moment Correlation was used for data analysis. The findings revealed a significant positive relationship between self-regulation and job effectiveness of teachers. It was recommended that teachers should be trained on self-regulation strategies to enhance their performance and adaptability in the workplace. In a similar study, Johnson (2019) investigated the role of self-regulation in workplace adjustment among employees in educational institutions in the United Kingdom. The study adopted a survey research design. A sample of 235 respondents was selected through a purposive sampling technique. Data were collected using validated self-regulation and workplace adjustment scales with reliability indices of 0.76 and 0.79, respectively. Multiple regression analysis was employed to analyze the data. The findings showed that self-regulation did not independently predict workplace adjustment without the influence of external factors such as administrative support and work environment. The study recommended a holistic approach that integrates both personal and organizational variables in enhancing workplace adjustment.

In his study, Okorie (2022) explored the relationship between social skills and workplace adjustment among secondary school teachers in Imo State, Nigeria. The study adopted a correlational research design. The population consisted of 4,187 teachers, from which a sample of 550 was drawn using the stratified sampling technique. Data were collected using a structured questionnaire titled “Social Skills and Workplace Adjustment Inventory (SSWAI).” The instrument was validated and had a reliability coefficient of 0.86. Pearson Product Moment Correlation was used for data analysis. The findings revealed a very strong positive relationship between social skills and workplace adjustment of teachers. The study recommended that teachers should be encouraged to develop effective interpersonal and communication skills to enhance their adjustment and productivity. In a related study, Williams (2020) investigated the influence of social skills on workplace adjustment among employees in private organizations in Canada. The study employed a descriptive survey design. A total of 375 employees

were selected using a simple random sampling technique. Data were collected using standardized social skills and workplace adjustment scales with reliability coefficients of 0.80 and 0.82, respectively. Data were analyzed using regression analysis. The findings indicated that social skills alone did not significantly predict workplace adjustment without supportive organizational structures and policies. The study recommended that organizations should create enabling environments that complement employees' social competencies for better workplace adjustment.

Methodology

Research Design

The study adopted a correlational research design to examine the relationship between emotional intelligence (self-awareness, social skills, and self-regulation) and workplace adjustment among secondary school teachers. According to Nworgu (2015), a correlational research design is used to establish relationships among variables as they naturally occur. This design is therefore suitable for investigating how emotional intelligence relates to workplace adjustment among secondary school teachers in Uyo Local Government Area of Akwa Ibom State.

Population of the Study

The population of the study consisted of 1,245 secondary school teachers in public secondary schools in the Uyo Local Government Area of Akwa Ibom State, Nigeria. The teachers were distributed across the public secondary schools in the study area (Akwa Ibom State Secondary Schools Board, 2026).

Sample and Sampling Technique

The sample for the study consisted of 555 secondary school teachers drawn from a population of 1,245 teachers in public secondary schools in the Uyo Local Government Area of Akwa Ibom State, Nigeria. The sample size was determined using Taro Yamane's formula for finite populations. A proportionate stratified random sampling technique was adopted in selecting the respondents. The population was first stratified based on the schools, after which the sample was proportionately distributed according to the size of each stratum. Thereafter, a

simple random sampling technique was used to select the respondents from the respective schools.

Instrumentation

The instrument used for data collection in this study was a structured questionnaire titled “Emotional Intelligence and Workplace Adjustment Questionnaire (EIWAQ)” developed by the researchers. The questionnaire was divided into two sections, namely Section A and Section B. Section A consisted of 15 items, with five items designed to measure each of the independent sub-variables of emotional intelligence (self-awareness, self-regulation, and social skills), while Section B consisted of 15 items that measured workplace adjustment. The items were structured on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively.

Validation of the Instrument

The instrument was subjected to face validation by three experts, comprising two experts in guidance and counseling and one expert in measurement and evaluation, all from the Faculty of Education. The experts examined the instrument for clarity, relevance, appropriateness of language, and adequacy in measuring the variables under study. Their corrections and suggestions were incorporated into the final version of the instrument to ensure that it adequately measured emotional intelligence and workplace adjustment of secondary school teachers.

Reliability of the Instrument

The reliability of the instrument was established using the internal consistency method. The instrument was administered to 30 secondary school teachers who were part of the population of the study but were not included in the sample. The data obtained were analyzed using the Cronbach Alpha statistic. The reliability coefficients obtained were 0.82 for self-awareness, 0.79 for social skills, 0.81 for motivation, 0.80 for empathy, 0.78 for self-regulation, and 0.84 for workplace adjustment, with an overall reliability coefficient of 0.81. With these values, the use of the instrument for the study was justified.

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Method of Data Collection

The researchers used a direct administration method in collecting data for the study. Permission was obtained from the sampled school principals before administering the questionnaire. Copies of the questionnaire were distributed to the respondents in their respective schools. The purpose of the study was explained to the teachers, and they were assured of confidentiality and anonymity of their responses. The respondents were given sufficient time to complete the questionnaire, after which the completed copies were collected immediately. Out of the 555 copies of the questionnaire distributed, 550 were correctly completed and returned, while 5 copies were not returned. The 550 returned copies were used for the analysis.

Method of Data Analysis

Data were analyzed using Pearson Product Moment Correlation (PPMC) statistics. The correlation coefficients (r-values) were used to answer all the research questions by determining the strength and direction of the relationship between emotional intelligence variables and workplace adjustment. The null hypotheses were tested using the associated p-values of the correlation coefficients at the 0.05 level of significance. All data were analyzed using the Statistical Package for Social Sciences (SPSS).

Decision Rule

For the research questions, the value of Pearson's r was interpreted as follows:

- ±0.10 - ±0.39 Weak relationship
- ±0.40 - ±0.59 Moderate relationship
- ±0.60 - ±0.79 Strong relationship
- ±0.80 - ±1.00 Very strong relationship

More so, if the value of significant value is less than the .05 alpha level of significance, the null hypothesis of no significance was rejected while the alternate hypothesis was upheld and vice versa.

Results

Table 1: Pearson Product Moment Correlation coefficient of the relationship between self-awareness and workplace adjustment of secondary school teachers in Uyo Local Government Area of Akwa Ibom State (n = 562)

Variables	n	r	p-value	Remark
Self-Awareness	562	0.52	.001	Moderate positive relationship; Significant.
Workplace Adjustment	562			

The result presented in Table 1 shows the Pearson Product Moment Correlation analysis of the relationship between self-awareness and workplace adjustment of secondary school teachers in Uyo Local Government Area of Akwa Ibom State. The findings reveal a correlation coefficient (r) of 0.52 with a p-value of 0.001 at a sample size of 562. This indicates a moderate positive relationship between self-awareness and workplace adjustment. The p-value is less than the 0.05 level of significance, which means that the relationship is statistically significant. Consequently, it can be deduced that a rise in teachers' self-awareness correlates with an enhancement in their workplace adjustment. Consequently, the null hypothesis of no significant relationship between self-awareness and workplace adjustment is rejected, while the alternative hypothesis is accepted.

Table 2: Pearson Product Moment Correlation coefficient of the relationship between self-regulation and workplace adjustment of secondary school teachers in Uyo Local Government Area of Akwa Ibom State (n = 562)

Variables	n	r	p-value	Remark
Self-Regulation	562	0.73	.000	Strong positive relationship; Significant.
Workplace Adjustment	562			

The result presented in Table 2 shows the Pearson Product Moment Correlation analysis of the relationship between self-regulation and workplace adjustment of secondary school teachers in Uyo Local Government Area of Akwa Ibom State. The findings reveal a correlation coefficient (r) of 0.73 with a p-value of 0.000 at a sample size of 562. This indicates a strong positive relationship between self-regulation and workplace adjustment. The p-value is less than the 0.05

level of significance, which implies that the relationship is statistically significant. Therefore, the null hypothesis of no significant relationship between self-regulation and workplace adjustment is rejected, while the alternative hypothesis is accepted.

Table 3: Pearson Product Moment Correlation coefficient of the relationship between social skills and workplace adjustment of secondary school teachers in Uyo Local Government Area of Akwa Ibom State (n = 562)

Variables	n	r	p-value	Remark
Social Skills	562	0.83	.001	Very Strong positive relationship; Significant.
Workplace Adjustment	562			

The result presented in Table 3 shows the Pearson Product Moment Correlation analysis of the relationship between social skills and workplace adjustment of secondary school teachers in Uyo Local Government Area of Akwa Ibom State. The findings reveal a correlation coefficient (r) of 0.83 with a p-value of 0.001 at a sample size of 562. This indicates a very strong positive relationship between social skills and workplace adjustment. The p-value is less than the 0.05 level of significance, which means that the relationship is statistically significant. This implies that as teachers' social skills improve, their level of workplace adjustment also increases significantly. Therefore, the null hypothesis of no significant relationship between social skills and workplace adjustment is rejected, while the alternative hypothesis is accepted.

Discussion of Findings

The analysis of data on the relationship between self-awareness and workplace adjustment of secondary school teachers revealed that self-awareness relates to workplace adjustment to a moderate extent. In addition, the test of the corresponding null hypothesis indicated that self-awareness has a significant relationship with workplace adjustment. This suggests that teachers' ability to understand their emotions, strengths, and weaknesses plays an important role in enhancing their adjustment in the workplace. Self-awareness enables teachers to recognize their reactions to stress, manage classroom challenges effectively, and

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maintain positive relationships with colleagues and students, thereby improving their overall work adjustment. Teachers who are more self-aware are likely to be emotionally balanced, adaptable, and better positioned to cope with the demands of the teaching profession. This finding is consistent with the study of Adeyemi (2022), who found that self-awareness significantly enhances teachers' adaptability and job effectiveness. However, this finding contrasts with the work of Smith (2020), who argued that self-awareness alone may not significantly influence workplace adjustment without the support of other factors such as organizational climate and interpersonal skills.

The analysis of data on the relationship between self-regulation and workplace adjustment of secondary school teachers revealed that self-regulation relates to workplace adjustment to a high extent. In addition, the test of the corresponding null hypothesis indicated that self-regulation has a significant relationship with workplace adjustment. This suggests that teachers' ability to control their emotions, manage impulses, and respond appropriately to workplace situations plays an important role in enhancing their adjustment in the school environment. Self-regulation helps teachers to remain calm under pressure, handle classroom challenges effectively, and maintain professional relationships, thereby improving their overall workplace adjustment. Teachers who possess strong self-regulation skills are more likely to be disciplined, emotionally stable, and adaptable in their duties. This finding is consistent with the study of Nwankwo (2021), who found that self-regulation significantly enhances teachers' effectiveness and adaptability in the workplace. However, this finding contrasts with the work of Johnson (2019), who argued that self-regulation alone may not significantly influence workplace adjustment without the support of external factors such as administrative support and working conditions.

The analysis of data on the relationship between social skills and workplace adjustment of secondary school teachers revealed that social skills relate to workplace adjustment to a very high extent. In addition, the test of the corresponding null hypothesis indicated that social skills have a significant relationship with workplace adjustment. This suggests that teachers' ability to interact effectively, communicate clearly, and build positive relationships with

colleagues and students plays a crucial role in enhancing their adjustment in the workplace. Social skills promote cooperation, reduce conflicts, and foster a supportive work environment, thereby improving teachers' overall effectiveness and stability in their professional roles. Teachers who possess strong social skills are more likely to be approachable, collaborative, and better equipped to handle interpersonal challenges within the school setting. This finding is consistent with the study of Okorie (2022), who found that social skills significantly enhance teachers' workplace adaptability and interpersonal effectiveness. However, this finding contrasts with the work of Williams (2020), who argued that social skills alone may not significantly influence workplace adjustment without the presence of supportive organizational structures and policies.

Conclusion

Based on the findings of the study, it was concluded that self-awareness, self-regulation, and social skills components of emotional intelligence play a crucial role in enhancing teachers' ability to adapt effectively to workplace demands. Therefore, teachers who are more self-aware, emotionally regulated, and socially skilled are better positioned to function efficiently and maintain stability in their professional roles.

Recommendations

- i. Educational authorities and school administrators in Akwa Ibom State should organize regular workshops, seminars, and training programs aimed at improving teachers' self-awareness, self-regulation, and social skills for better workplace adjustment.
- ii. Teacher education institutions in Akwa Ibom State should incorporate emotional intelligence components into their curriculum to equip prospective teachers with the necessary skills for effective workplace adaptation.

- iii. School management in Akwa Ibom State should create a supportive and conducive work environment that encourages positive interpersonal relationships, collaboration, and continuous professional development among teachers.

Implications for Counseling

The findings of this study have significant implications for counseling practice, particularly within the school system. First, the moderate but significant relationship between self-awareness and workplace adjustment suggests that counselors should help teachers develop greater insight into their emotions, strengths, and limitations. Through counseling techniques such as self-reflection, cognitive restructuring, and emotional awareness training, teachers can better understand their behaviors and improve their ability to cope with workplace demands.

Second, the strong relationship between self-regulation and workplace adjustment highlights the need for counselors to equip teachers with emotional control and stress management strategies. Counselors can provide interventions such as anger management, relaxation techniques, and coping skills training to help teachers manage classroom pressures, reduce burnout, and maintain professional composure.

More so, the very strong relationship between social skills and workplace adjustment underscores the importance of interpersonal competence in the teaching profession. Counsellors should therefore focus on enhancing teachers' communication skills, conflict resolution abilities, and teamwork through group counselling, role-playing, and social skills training programs. This will enable teachers to build positive relationships with colleagues, students, and school administrators.

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EMOTIONAL INTELLIGENCE AND WORKPLACE ADJUSTMENT QUESTIONNAIRE (EIWAQ)

Instruction: Choose your response from the number of alternatives by ticking appropriately in the box provided.

Keys: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Section A: Emotional Intelligence

S/N	Self-Awareness	SA	A	D	SD
1	I am aware of my emotions while teaching.				
2	I understand how my feelings affect my classroom behaviour.				
3	I can identify my strengths as a teacher.				
4	I reflect on my actions after classroom interactions.				
5	I understand how my mood affects my students.				
	Self-Regulation				
6	I remain calm when faced with challenging classroom situations.				
7	I adapt easily to changes in school policies.				
8	I manage my anger effectively in the workplace.				
9	I think before reacting to stressful situations at work.				
10	I stay focused despite distractions at work.				
	Social Skills				
11	I communicate clearly with my students.				
12	I maintain positive relationships with my colleagues.				
13	I cooperate with teachers to achieve school goals.				
14	I encourage collaboration among colleagues.				
15	I promote a friendly work environment.				

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Section B: Workplace Adjustment

S/N	Items	SA	A	D	SD
1	I am comfortable with my teaching responsibilities.				
2	I cope well with my workload.				
3	I feel satisfied with my job as a teacher.				
4	I maintain a positive attitude towards my work.				
5	I manage classroom challenges effectively.				
6	I feel emotionally stable at work.				
7	I maintain good relationships with my colleagues.				
8	I handle work-related stress effectively.				
9	I manage time effectively in my teaching tasks.				
10	I maintain a balance between work demands and personal life.				
11	I feel comfortable interacting with school management.				
12	I cope effectively with unexpected challenges at work.				
13	I can work effectively under pressure.				
14	I adjust well to students' diverse behaviours.				
15	I respond positively to workplace changes.				