



## Relationship between Social Intelligence, Classroom Discipline and Interaction Skills among Teachers in Technical Colleges in Abuja, Nigeria

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### ABSTRACT

The study established the relationship between social intelligence, classroom discipline and interaction skills among teachers in technical colleges in Abuja, Nigeria. Two research questions were raised to guide the study and two hypotheses were formulated and tested at .5 level of significance. The study used survey method correlational research design. A total of 226 respondents comprising of 92 teachers from Federal Science and Technical College, Orozo, 87 from Government Science and Technical College, Garki and 67 from Government Science and Technical College Kwali, Abuja were used as the targeted population for the study. Due to the manageable size of the population, Total Population Sampling Technique was employed. Three instruments were used for data collection that include: Social Intelligence Test (SIT), Classroom Discipline Skill Scale (CDSS) and Classroom Interaction Skill Scale (CISS). Data collected were analyzed using Pearson Product Moment Correlation (PPMC) formula to answer the research questions and using table of critical values for Pearson's  $r$  to test the hypothesis at .05 level of significant. Findings from the study revealed that, there is positive significant relationship between social intelligence, classroom discipline and interaction skills among teachers in technical colleges in Abuja, Nigeria. The study recommended among others that, technical college administrators should develop social intelligence enhancement activities to promote teachers' classroom discipline and interaction skills.

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### INTRODUCTION

Technical college is an organized institution where specialized type of education aimed at providing skills and knowledge required for employment in an occupation is provided. According to Federal Republic of Nigeria (FRN) (2004), the aim of technical colleges is to produce craftsmen

with saleable skills, knowledge and attitude necessary for effective employment. According to Abdulkadir (2011), this aim is far from being achieved as large number of technical college graduates in Nigeria are unemployable due to lacks adequate requisite skills. This negative development



may be attributed to the quality of technical college teachers.

The primary function of technical teachers is to ensure the realization of the aim of technical colleges through classroom instruction. The success of any teaching and learning process which influences students' academic achievement depends on teachers' effectiveness and efficiency. Manabete and Makinde (2016) reported that, lack of effectiveness and efficiency among teachers is partly responsible for the manifested non-realization of technical colleges aim. Effiong (2017) revealed that, teachers' effectiveness and efficiency required for realization of technical colleges aim encompasses mastery in subject matter, pedagogy and classroom management skills.

Classroom management skills are intellectual abilities required by teacher based on knowledge about action and situation relationships in the classroom. Brophy (2018) defined classroom management skills as body of competences that a teacher manifests in directing the affairs of the classroom organization. Classroom management skill is one of the most special skills needed by a teacher for effective teaching and classroom organization. According to Oboegbulem (2011), for effective teaching and learning in technical colleges, teacher needs classroom management skills that include, discipline and interaction skills among others.

Classroom discipline skill is a key component to effective classroom management. It refers to the ability of a teacher to manage student behaviors and attitudes during instructional time. Aken (2016) described classroom discipline skill as the ability to cope with the social contingency of the classroom. It ensures positive behavior among students in the classroom and also creates positive learning environment that enhances students' academic achievement. According to Schleicher (2011), lack of classroom

discipline skill among teachers results to ineffective classroom management which negatively impact students' learning outcomes. Effective classroom discipline skill of teachers is influence by several other skills, among which is the classroom interaction skill (Pianta *et al.*, 2019).

Classroom interaction skill is crucial in enhancing teachers' effectiveness in developing quality and effective classroom teaching experiences. Allen *et al.* (2013) described classroom interaction skill as the significant competence of teacher profession that is characterized with the ability to maintain social communication in the classroom. Teacher's classroom interaction skill helps learners develop social skills capable of enhancing learning outcomes (Schleicher, 2011). This implies that, the lack of classroom interaction as well as discipline skills among teachers in technical college may influence the academic performance of students negatively. Hence, the need for effective classroom management skills that encompasses discipline and interaction is paramount. It is therefore important, to explore technical college teachers' traits that may influence their classroom management skills such as social intelligence.

Social intelligence is the ability to handle reasoning, solve problems, apply tricks think abstractly, comprehend complex ideas, learn quickly and learn from experience. Sternberg (2016) defined social intelligence as the combination of verbal, numerical and spatial abilities which includes visualizing, use of memory, word fluency, verbal relations, perceptual speed, induction and deduction. Social intelligence could be seen as the intellectual capabilities such as writing, reading, logic, analyzing, reason and prioritizing. Bertua, Anderson and Salgado (2015) confirmed that social intelligence has positive relationship with training proficiency and work performance. Nevertheless, this could be applicable to



classroom discipline and interaction skills. Hence, the study seeks to determine the relationship between social intelligence, classroom discipline and interaction skills among teachers in technical colleges in Abuja, Nigeria.

The aim of technical colleges is to produce craftsmen with saleable skills, knowledge and attitude necessary for effective employment. According to Nabi and Holden (2018), this aim is far from being achieved as large number of technical college graduates in Nigeria are unemployable due to lacks adequate requisite skills. The shortcoming is attributed to several factors among which is, lack of effective classroom management among teachers in technical colleges. The teachers' inability to effectively manage classroom often contribute to student exhibiting some deviant behaviour. These deviant behaviours in the classroom contribute in huge sum to students' low academic achievement. In order to address this challenge, studies investigated the relationship between teachers' emotional intelligence and classroom management skills. Despite these studies, the low academic achievement of these technical college students is recorded. Hence, this study seeks to investigate the relationship between social intelligence, classroom discipline and interaction skills among teachers in technical colleges in Abuja, Nigeria.

#### ***Aim and Objectives of the Study***

The aim of the study was to establish the relationship between social intelligence, classroom discipline and interaction skills among teachers in technical colleges in Abuja, Nigeria. Specifically, the objectives of the study sought to determine:

1. The relationship between social intelligence and classroom discipline skill among teachers in technical colleges in Abuja, Nigeria

2. The relationship between social intelligence and classroom interaction skill among teachers in technical colleges in Abuja, Nigeria

#### ***Research Questions***

The following research questions were raised to guide the study:

1. What is the relationship between social intelligence and classroom discipline skill among teachers in technical colleges in Abuja, Nigeria?
2. What is the relationship between social intelligence and classroom interaction skill among teachers in technical colleges in Abuja, Nigeria?

#### ***Hypotheses***

The following null hypotheses were formulated and tested at .5 level of significant:

- Ho<sub>1</sub>:** There is no significant relationship between social intelligence and classroom discipline skill among teachers in technical colleges
- Ho<sub>2</sub>:** There is no significant relationship between social intelligence and classroom interaction skill among teachers in technical colleges

#### **METHODOLOGY**

A correlational research design was employed for the study. The study was conducted in Abuja, Nigeria. A total of 246 respondents comprising of 92 teachers form Federal Science and Technical College, Orozo, 87 form Government Science and Technical College, Garki and 67 form Government Science and Technical College Kwali, Abuja were used as the targeted population for the study. Due to the manageable size of the population, Total Population Sampling Technique was employed. Hence, the whole population were used. Three instruments were used for data collection that include: Social Intelligence Test (SIT), Classroom Discipline



Skill Scale (CDSS) and Classroom Interaction Skill Scale (CISS). SIT was adopted from Wonderlic (2019) and it comprises of 50 multiple choice questions with five responses options to measure the social intelligence of teachers in technical colleges. CDSS was adopted from Munro (2015) and CISS from Nsubili (2016). Both CDSS and CISS comprises of 10 items each on five-point rating scale of Strongly Agree (SA), Agree (A), Disagree (DA), Strongly Disagree (SD) and Undecided (UD) with numerical values of 5, 4, 3, 2, and 1, respectively to measure teachers' classroom discipline and interaction skills. The scales were tested by the authors and proved good for use. Hence, the need to establish the reliability and validity of the scales become negligible. Data collected were analyzed manually using PPMC formula to answer the research questions and comparing calculated and

table of critical values for Pearson's  $r$  to test the hypothesis at .05 level of significance. PPMC was used for data analysis because it is considered as best index for establishing relationship between two variables. Decisions regarding research questions were taken based on  $r$ -calculated value from zero to one indicates positive relationship and  $r$ -calculated value from minus one to zero indicates negative relationship while decisions regarding hypotheses were taken based on  $r$ -calculated value above  $r$ -critical value indicates significant relationship and  $r$ -calculated value below  $r$ -critical value indicates no significant relationship.

**RESULTS**

**Research Question One:** What is the relationship between social intelligence and classroom discipline skill among teachers in technical colleges?

**Table 1:** Relationship between social intelligence and classroom discipline skill among teachers in technical colleges

Variables	$\bar{X}$	N	Df	$r$ -cal	Decision
Social Intelligence	34.4	246	244	.85	Positive Relationship
Classroom discipline skill	38.4				

Key:  $\bar{X}$  = Mean Score, N = Number of Teachers, df = Degree of Freedom,  $r$ -cal = Pearson's Calculated Value.

Table 1 revealed the value of  $r = .85$ . This indicate positive relationship between the social intelligence and classroom discipline skill among teachers in technical colleges.

**Research Question Two:** What is the relationship between social intelligence and classroom interaction skill among teachers in technical colleges?

**Table 2:** Relationship between social intelligence and classroom interaction skill among teachers in technical colleges

Variables	$\bar{X}$	N	df	$r$ -cal	Decision
Social Intelligence	34.4	246	244	.87	Positive Relationship
Classroom interaction skill	36.4				

Table 2 revealed the value of  $r = .87$ . This indicates positive relationship between the social intelligence and classroom

interaction skill among teachers in technical colleges.

**Ho<sub>1</sub>:** There is no significant relationship between social intelligence and



classroom discipline skill among  
teachers in technical colleges

**Table 3:** Test for significant relationship between social intelligence and classroom discipline skill among teachers in technical colleges

Variables	$\bar{X}$	N	df	r-cal	r-crit	Decision
Social Intelligence	34.4	246	244	.85	.14	Significant
Classroom discipline skill	38.4					

Table 3 revealed r-critical value at .05 level of significant and 244 degree of freedom for two tailed test is 0.138. Since r-calculated value (.85) is greater than r-critical value (.14). This implies that, there is significant relationship between social intelligence and classroom discipline skill

among teachers in technical colleges. Hence, the null hypothesis one is rejected.

**Ho<sub>2</sub>:** There is no significant relationship between social intelligence and classroom interaction skill among teachers in technical colleges

**Table 4:** Test for Significant relationship between social intelligence and classroom interaction skill among teachers in technical colleges

Variables	$\bar{X}$	N	df	r-cal	r-crit	Decision
Social Intelligence	34.4	246	244	.87	.14	Significant
Classroom interaction skill	38.4					

Table 4 revealed r-critical value at .05 level of significant and 244 degree of freedom for two tailed test is 0.138. Since r-calculated value (.87) is greater than r-critical value (.14). This implies that, there is significant relationship between social intelligence and classroom interaction skill among teachers in technical colleges. Hence, the null hypothesis two is rejected.

teachers in technical colleges in Abuja, Nigeria.

4. There is significant relationship between social intelligence and classroom interaction skill among teachers in technical colleges in Abuja, Nigeria.

#### DISCUSSION OF FINDINGS

Findings on the relationship between social intelligence and classroom discipline skill among teachers in technical colleges in Abuja, Nigeria revealed there is positive relationship. The finding is in line with the views of Merrell *et al.* (2013) that revealed positive relationship between social behaviour and self-concept in school settings. The finding implies that, enhancing teachers in technical colleges' social intelligence will positively impact their classroom discipline skill thereby making them competent to manage classroom disruptive behavior effectively. However,

#### FINDINGS

1. There is positive relationship between social intelligence and classroom discipline skill among teachers in technical colleges in Abuja, Nigeria.
2. There is positive relationship between social intelligence and classroom interaction skill among teachers in technical colleges in Abuja, Nigeria.
3. There is significant relationship between social intelligence and classroom discipline skill among



findings on the test for significant relationship between social intelligence and classroom discipline skill among teachers in technical colleges revealed significant. The finding concurs with the findings of Deb and Grewal (2010) that revealed significant relationship between study emotional intelligence and classroom management skills among Physics teachers. The significant relationship between social intelligence and classroom discipline skill could be due to the fact that, classroom discipline skill required social ability.

Findings on the relationship between social intelligence and classroom interaction skill among teachers in technical colleges in Abuja, Nigeria revealed there is positive relationship. The finding is in agreement with the finding of Reiff and Gerber (2010) that revealed social intelligence have positive correlation with time management skill. The finding implies that, enhancing teachers in technical colleges' social intelligence will positively impact their classroom interaction skill thus, promoting the students' social skills. On the other hand, findings on the test for significant relationship between social intelligence and classroom interaction skill among teachers in technical colleges revealed significant. The finding concurs with the findings of Bursuck and Asher (2016) that revealed significant relationship between teachers' social competence and communication skills. The significant relationship between social intelligence and classroom interaction skill could be due to the fact that, classroom interaction skill required social ability.

## CONCLUSIONS

Based on the finding of the study, it was concluded that there is significantly positive relationship between social intelligence, classroom discipline and interaction skills among teachers in technical colleges in Abuja, Nigeria. The findings

confirmed that social intelligence is a strong determinant of classroom discipline and interaction skills among teachers in technical colleges. This implies that, enhancing teachers' social intelligence will positively impact their classroom discipline and interaction skills thereby making them competent to manage classroom effectively and provide conducive learning environment.

## RECOMMENDATIONS

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

1. Technical college administrators should develop social intelligence enhancement activities to promote teachers' classroom discipline and interaction skills.
2. Technical college teachers should engage on social intelligence enhancement activities to promote their classroom discipline and interaction skills.

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