

## New Teachers' Soft Skills and Productivity in Secondary Schools in Rivers State.

Gospel G. Kpee<sup>1</sup>, Evelyn O. Umeghalu<sup>2</sup>

<sup>1</sup>*Associate Professor*

*Department of Educational Management*

*Faculty of Education*

*University of Port Harcourt*

<sup>2</sup>*M.Ed Scholar*

*Department of Educational Management*

*Faculty of Education*

*School of Graduate Studies*

*University of Port Harcourt*

**ABSTRACT:** The study investigated new teachers' soft skills and productivity in senior secondary schools in Rivers State, Nigeria. Three research questions were answered while three null hypotheses were tested at 0.05 alpha level of significance. The theory was anchored on Social Learning Theory by Albert Bandura in 1977. The study adopted a correlational research design. The population comprised all of the 268 government owned Secondary Schools in Rivers State with 8452 teachers. The sample size for this study was 470 representing 5.56% of the population size using the Taro Yamane formula. Proportionate stratified random sampling technique was used to draw the 470 respondents from the strata. Two sets of instruments titled New Teachers' Soft Skills Questionnaire (NTSSQ) and Productivity of Teachers Questionnaire (PTQ) were used for data collection. Face and content validities were ensured by experts. The reliability coefficient of the NTSSQ and PTQ were 0.90 and 0.88 with the use of Cronbach alpha. Multiple regression and Pearson Product Moment correlation coefficient were used to answer the research questions. ANOVA associated with multiple regression and z-ratio were used to test the null hypotheses at 0.05 alpha level of significance. It was found that emotional intelligence and teamwork have a significant positive high relationship of 0.746 with productivity in secondary schools in Rivers State. It was recommended among others that the school principals should remember that the teachers are their colleagues and should avoid the use of offensive and abusive words that are capable and culpable of distorting teachers' emotion.

**KEYWORDS:** *New teachers, soft skills, emotional intelligence, teamwork, productivity*

### I. INTRODUCTION

Man by nature is a social animal. It is right from school that children are taught to interact with one another; from a very young age. This is the task before the new teachers to ensure that students emulate them in learning and character so as to be well mannered at a young age. The new teachers cannot be said to be productive if the students are found wanting in character. Students and teachers who concentrate on flow would be engaged in meaningful and relevant learning activities that would deepen the understanding and the conceptualization of academic goals; the knowledge that everyone is using different character strength at a different time in a different way would lead to enormous amount of productivity (Sulkowski & Lazarus, 2016).

In order words, educational productivity can be perceived as a proportional relationship existing between the impact of education and what it takes to acquire education for total development. Soft skills are the generic competence expected in a new teacher so as to ensure the proper integration of both the cognitive and non-cognitive skills. It has become an issue of serious concern to experts in education when young school leavers find it difficult to exhibit soft skills. This happen when most of these young school leavers could not apply classroom outcomes to the predominant situation like the adverse effects of youthful exuberance because they lack the requisite soft skills.

Soft Skills are generic finesse but are indispensable for teachers in the 21st century to improve on their productivity. The new teachers' Soft Skills in relation to their productivity can be much reflected on how they organize content material in relation to the needs of the students.. Majority of the components of soft skills include among others:

**1. Emotional Intelligence:**

This can be defined as an individual's ability to determine at every point in time, the reason behind his or her intuitive feelings or desire, show concern and respect for other people's legitimate desire or instinctive feelings and above all, guides instinctive or intuitive feelings in such a way and manner that could yield productively. Also, Fatum, (2013) sees Emotional Intelligence (EI) as competencies that are developed from the ability to be aware of one's own emotions and patterns of behaviour (Self-Knowledge), to manage negative or destructive emotions effectively (Self-Management), and to share in positive relationships and experiences with others in a way that enhances learning and life satisfaction (Relationship Management)

**2. Teamwork:**

This is another factor required by any system in enabling the facilitation of coordinated efforts so as to achieve excellent outcome within the system. In order to understand 'Teamwork', there must be people who share the same interest, an outlined goal, openness of mind by concerned individuals towards one another and the goals outlined, and consensually agreed stratagem to achieve the outlined goals. Thus, for the secondary educational institution to run as a well-oiled machine; it is mandatory that all the teachers (both old and new) work as a team which is a part of the teachers Soft Skills. Working together always yield better results than working individually or in coterie no matter the subject area of specialization

Soft Skills in the secondary school are very important for new teachers because they need these skills when it comes to communicating with their colleagues and students working as a proper system. It is however worthy of note that it is yet unclear if most of our new teachers in the secondary school system have been able to appreciate the impact of soft skills as it relates to productivity. To this end, this study investigated new teachers' soft skills and productivity in Secondary Schools in Rivers State, Nigeria.

**Aim and Objectives of the Study**

This study is aimed at examining the relationship between new teachers' soft skills and productivity in Secondary Schools in Rivers State. Specifically, the objectives were to:

1. determine the relationship between new teachers' soft skills (emotional intelligence and teamwork) and productivity in Secondary Schools in Rivers State.
2. ascertain the relationship between emotional intelligence of new teachers and productivity in Secondary Schools in Rivers State
3. examine the relationship between teamwork for new teachers and productivity in Secondary Schools in Rivers State.

**Research Questions**

The following research questions guided this study.

1. Is there any relationship between new teachers' soft skills (emotional intelligence and teamwork) and productivity in Secondary Schools in Rivers State?
2. What is the relationship between emotional intelligence of new teachers and productivity in Secondary Schools in Rivers State?
3. Which relationship exists between teamwork for new teachers and productivity in Secondary Schools in Rivers State?

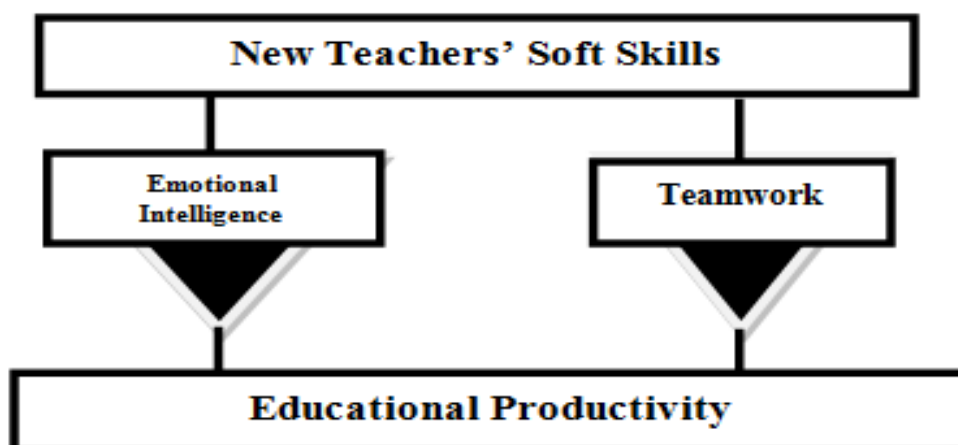
**Hypotheses**

To achieve the objectives of the research stated herein, the following three (3) null hypotheses were formulated to guide the study at 0.05 alpha level of significance.

1. There is no significant relationship between new teachers' soft skills (emotional intelligence and teamwork a) and productivity in Secondary Schools in Rivers State.
2. There is no significant relationship between emotional intelligence of new teachers and productivity in Secondary Schools in Rivers State.
3. There is no significant relationship between teamwork for new teachers and productivity in Secondary Schools in Rivers State.

**II. LITERATURE REVIEW****Conceptual Review**

The concepts of this study is situated on teachers' productivity in secondary schools, new teachers' soft skills- new teachers emotional intelligence, the role of teamwork and new teachers' productivity as indicated diagrammatically below.



*Source: Researcher's Conceptualization (2018)*

### **New Teachers' Emotional Intelligence and Productivity**

The need for new teachers' emotional intelligence as a soft skill is borne out of social pressure. One of such is work-life balance of the new teachers coupled with the students and parents demand. Poorly managed social pressure by the new teachers could lead to emotional imbalance thereby impeding on their productivity. Thus, no educational system may rise above the quality of its teachers, is an old academic adage (Aja-Okorie, 2016).

Ignat & Clipa, (2012) are of the opinion that, if the new teachers put efforts in developing their professional and emotional competencies, then such challenges can be met easily. In this regard, emotional intelligence (EI) serves as a significant tool that helps the new teachers to adjust their emotions and meet the societal challenges that disturb the balance of their emotions (Muhammad, Sadia & Misbah, 2017)

Emmer & Stough, (2001) are of the opinion that new teachers who are able to manage their own emotions can not only organize and manage classroom environment but can also manage the behaviours of the students to increase the positive academic outcomes which is an aspect of the teacher's productivity in relation to emotional intelligence. Moreover, research findings of Sieberer-Nagler, (2015) shows that the most crucial concerns relating to the classroom management of the new teachers include maintaining discipline and managing the emotional and social problems of the students.

According to Salami, (2010), the academic achievement and performance of the students can be advanced through self-efficacy, emotional intelligence, and psychological well-being. Emotional efficacy plays an important role in enhancing the abilities of emotional self-management among individuals with respect to their academic tasks (Qualter, Gardner, Pope, Hutchison & Whiteley, 2012).

Some skills and competences required in the profile of teaching profession could be identified in models of emotional intelligence, whether emotional intelligence is treated as cognitive ability or personality trait: awareness of their own emotions, assertiveness, empathy, sociability, social responsibility, problem-solving, flexibility, self-control, motivation, communication, co-operation, teamwork (Mayer, Caruso, Salovey, 2002; Bar-On, 1997; Goleman, 2004; Segal, 1999; Petrides, Furnham, 2001; Wood, Toley, 2003). Should as a matter of necessity not be undermined.

### **Teamwork and New Teachers' Productivity**

Teamwork is defined by Scarnati, (2001) in Tarricone & Luca, (2002), as a cooperative process that allows ordinary people to achieve extraordinary results. Harris & Harris, (1996) in Tarricone & Luca, (2002), also explain that a team has a common goal or purpose where team members can develop effective, mutual relationships to achieve team goals. Teamwork relies upon individuals working together in a cooperative environment to achieve common team goals through sharing knowledge and skills.

Teams enable people to cooperate, enhance individual skills and provide constructive feedback without any conflict between individuals (Jones, Richard, Paul, Sloane & Peter, 2007). Teamwork is an important factor for the smooth functioning of an organization and for strengthening leadership. Furthermore, teamwork is necessary for all types of leadership, including school leadership (Pfaff & Huddleston, 2003).

Team members enhance the skills, knowledge, and abilities while working in teams (Froebel & Marchington, 2005). This enhancement brings about the unity of purpose in any organizational leadership, school leadership included (Lazarus, Baraka, Simon & Joshua, 2016). Teamwork is not optional for effective schools.

Effective administrations ensure that teachers can work together to plan, share ideas, and support each other. Once educators experience the benefits of collaboration, they will appreciate the camaraderie and creativity it provides (Glaze, 2014). It should be noted that no meaningful development can take place in an atmosphere of fear, feeling of low self-esteem or inferiority complex, loneliness and boredom.

For students to achieve a comprehensive, well-rounded education, integrated teamwork on several fronts is vital. Teamwork is necessary between students, between students and teachers, and among parents and educators. The more teamwork fundamentals exhibited, the more opportunity exists for students to learn the vital skills of compromise and collaboration. Many classroom environments employ the use of paraprofessionals, teaching assistants, student teachers, and even parent volunteers to help with fundamental classroom exercises. This assistance frees up the time for the lead teacher to focus on skills development and classroom management. To be effective, good communication and teamwork between the adults is vital to ensure that students are getting the time, attention and levels of instruction required. Typically, each adult in the classroom is tasked with carrying out specific duties and responsibilities in a collaborative manner (McQuerry, 2018).

According to Nondestructive Testing (NDT, 2018), it is important for teacher and students (the team members) to know that teams don't just form and immediately start working together to accomplish great things. There are actually stages of team growth and teams must be given time to work through the stages and become effective. Team growth can be separated into four stages.

**Stage 1: Forming.** When a team is forming, members cautiously explore the boundaries of acceptable group behavior. They search for their position within the group and test the leader's guidance. It is normal for little team progress to occur during this stage.

**Stage 2: Storming.** Storming is probably the most difficult stage for the group. Members often become impatient about the lack of progress, but are still inexperienced with working as a team. Members may argue about the actions they should take because they faced with ideas that are unfamiliar to them and put them outside their comfort zones. Much of their energy is focused on each other instead of achieving the goal.

**Stage 3. Norming.** During this stage team members accept the team and begin to reconcile differences. Emotional conflict is reduced as relationships become more cooperative. The team is able to concentrate more on their work and start to make significant progress.

**Stage 4. Performing.** By this stage, the team members have discovered and accepted each other's strengths and weaknesses and learned what their roles are. Members are open and trusting and many good ideas are produced because they are not afraid to offer ideas and suggestions. They are comfortable using decision-making tools to evaluate the ideas, prioritize tasks and solve problems. Much is accomplished and team satisfaction and loyalty are high. Since working as part of a team can improve learning and is a much-needed skill in today's workplace, some team exercises should be included in the classroom. With well-planned out tasks, careful guidance, and close observation, instructors can make team exercises extremely valuable learning experiences.

Larson & LaFasto, in NDT, (2018) characterized effective teamwork in the classroom as follows:

*Crystal clear goal.* Team goals should call for a specific performance objective, expressed so concisely that everyone knows when the objective has been met.

*Results-driven structure.* The team should be allowed to operate in a manner that produces results. It is often best to allow the team to develop the structure.

*Competent team members.* In the education setting, this can be taken to mean that the problem given to the team should be one that the members can tackle given their level of knowledge.

*A unified commitment.* Although team members may not agree on everything however it means that all individuals must be directing their efforts towards the goal. If an individual's efforts are going purely towards personal goals, then the team will confront this and resolve the problem.

*A collaborative climate.* It is a climate of trust produced by honest, open, consistent and respectful behavior. With this climate teams perform well...without it, they fail.

*High standards* (that are understood by all). Team members must know what is expected of them individually and collectively. Vague statements such as "positive attitude" and "demonstrated effort" are not good enough. Collaborative learning should be included in almost every classroom, but some teachers struggle with having students work cooperatively. There are a number of reasons for this struggle, which include the need to develop good team exercises and the added difficulty in assessing the individual performance of the team members. This is where understanding how to teach effective teamwork becomes a crucial task for the teacher.

*External support and encouragement.* Encouragement and praise work just as well in motivating teams as it does with individuals.

*Principled leadership.* Teams usually need someone to lead the effort. Team members must know that the team leader has the position because they have good leadership skills and are working for the good of the team. The team members will be less supportive if they feel that the team leader is putting him/her above the team, achieving personal recognition or otherwise benefiting from the position.

Teamwork creates room for workmanship and sportsmanship skills, and an exciting classroom. An exciting classroom creates lively students who can discover themselves and ascertain where each other's weaknesses and strength lies. When the students are properly guided with the use of teamwork, this soft skills by the new teacher is to discover their individual differences in terms of strength and weaknesses, and also how they could complement each other's effort for an improved performance; the issue of examination malpractice will reduce to the barest minimum if not completely eradicated within the shortest period of time. There will be harmonious relationship within the school system; deviant behaviours will be quickly checkmated thereby leading to increase productivity of the new teacher.

### III. THEORETICAL REVIEW

#### The Social Learning Theory

Bandura - a Canadian psychologist propounded the social learning theory in 1977. The theory reinvigorated the strictly behavioural interpretation of modeling postulated by Miller & Dollard, (1941). It emphasizes the importance of observing and modeling the behaviours and emotional reactions of others to be productive. This is akin to the concept of soft skills because it is largely dependent on learning and being productive through emotional intelligence as Bandura, (1977) puts it,

Learning would be exceedingly laborious, not to mention hazardous if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, the most human behaviour is learned observationally through modeling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions, this coded information serves as a guide for action. (p. 22)

Social learning theory explains human behaviours in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. The highest level of observational learning is achieved by first organizing and rehearsing the modeled behaviour symbolically and then enacting it overtly. The coding of modeled behaviour into words, labels and/or images do result in *better retention* for the students than simply observing which aspect of the expected productivity is. Individuals are more likely to adopt a modeled behaviour if it results in outcomes they value. Individuals are more likely to adopt a modeled behaviour if the model is similar to the observer and has admired status and the behaviour has functional value.

The component processes underlying observational learning are:

**Attention**, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement),

**Retention**, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal),

**Motor Reproduction**, including physical capabilities, self-observation of reproduction, accuracy of feedback,

**Motivation**, including external, vicarious and self-reinforcement.

Because it encompasses attention, memory and motivation, social learning theory spans both cognitive and behavioural frameworks which are all an embodiments of soft skills. In view of this, the trio of Md-Alia, Shaffieb & Yusof, (2016) note with sincere concern that:

It is of high importance for every student to acquire adequate skills beyond academic or technical knowledge. Students need to be guided to acquire relevant soft or generic skills and they would also need role models that they can look up to in order to become well-trained and skillful in these skills. Within their formal education, they can actually learn much from their educators, including looking up to these educators as role models for understanding and acquiring knowledge on soft skills. Bandura explained this easily by proposing a different type of learning called observational learning. Bandura claimed that learners' learning is heavily reliant on observation, which is who do learners observe and model themselves on. These include parents, siblings, friends and also teachers. (p. 696)

It is obvious from the above that there is more to the conventional form of education in meeting the needs of the current social realities. This has much to do with taking into consideration adaptable informal skills like being optimistic, polite, smart, brave, and cheerful always, kind, industrious, and punctual to the school and class to drive the subject matter into the learners/students. Similarly, Ibarra, (2017) emphatically remark thus:

Albert Bandura's social learning theory explains that humans learn primarily through the observable behaviours of others. Most human behaviour is learned observationally through modeling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions, this coded information serves as a guide for action, but this theory goes beyond simple social interactions. In fact, humans learn complex social interactions by observing the behaviours of others and the consequences of these behaviours. These observations then model our own behaviours in similar situations.



Thus, the essence of the above is that in order to make the students being taught by their new teacher to gain in-depth understanding of the theme of the discourse during and after the class section, there is a need for the new teacher to behave and keep behaving the subject matter in a more polished manner, Dipple, (2017) avers that:

Albert Bandura brought the social learning theory into the forefront of education. The implications of his study are far-reaching for teachers. Understanding the social learning theory is highly relevant for today's classroom. If you are a teacher, you will be teaching social skills. Teaching social skills begins with teacher modeling. Whether you realize it or not, your students watch how you behave and will emulate you in many ways. When children watch adults and other kids behave in a certain way, that behaviour is most often imitated. If kids feel certain behaviours are acceptable because you do them, then it is a certainty that many of them will too. (p.4)

From the above submission, it therefore follows that social skills is another term that could be used to describe the term soft skills. It is therefore worthy of note that the best way to teach the children as a new teacher and make them assimilate quickly is by behaving the subject matter of the study. A new teacher handling health science must constantly put into practice simple health science principles for the students to learn faster through observations. The new teacher taking English studies must constantly dress in such a manner and speak in such a manner that will depict the essence of English studies. The new teacher handling mathematics must be good at using figures to interpret situations all the time. By so doing, the students will not just learn through the hard skills but with soft skills.

#### IV. EMPIRICAL REVIEWS

##### Teachers' Soft Skills and Productivity

Onabamiro, Onuka & Oyekanmi, (2014) completed a study on teachers' perception of teaching and assessing soft skills in the Secondary School setting. The following skills were considered: note taking, study habit, daily review of notes, organizational communication, and teamwork and leadership skills. Multi-stage sampling technique was used to select 120 teachers from 24 schools in 6 Local government areas. Three valid instruments were used to collect data on teaching and assessing soft skills and ways of teaching soft skills respectively. The data were analyzed using descriptive and t-test statistics. Findings were: male and female teachers perceived soft skills as highly teachable and assessable. There was no significant difference between male and female teachers' perceptions about the ways of teaching soft skills. Both male and female teachers agreed that the skills could be more easily assessed using essay questions, assignment, project, case studies, etc. than utilizing objective questions. All stakeholders should come together to formulate a policy that will engender the teaching and assessment of soft skills. Teachers should also be trained to teach and assess soft skills at all levels of education.

Attakorna, Tayuta, Pisithawata & Kanokorna, (2013) completed a study on soft skills of new teachers in the Secondary Schools of KhonKaen Secondary Educational Service Area in Thailand. The data were collected from 60 purposive samples of new teachers by interviewing and questionnaire. The results of this study were informed that new teachers have all of the soft skills at the high level totally. Findings revealed that Soft skills fulfill an important role in shaping an individual's personality. A perfect blend of personal qualities, soft skills, and hard skills will definitely contribute to enhancing graduate employability. Hard skills tend to be specific to a certain type of task or activity, soft skills are broadly applicable. It is often said that hard skills will enable individuals to obtain an interview but soft skills enable individuals to secure a job. Vast research and expert opinions have been sought in the effort to determine the specific soft skills to be implemented and used in higher institutions of learning. Based on the research findings obtained, seven soft skills have been identified and chosen to be implemented in all institutions of higher learning. Communicative skills were highest among seven of the soft skills and next Life-long learning and information management skills, Critical and problem-solving skills, Teamwork skills, Ethics, moral and professional skills, Leadership skills and Innovation invention and development skills were lowest in all skills.

##### Emotional Intelligence and Productivity

Asrar-ul-Haq, Anwar & Hassan, (2017) explored the impact of emotional intelligence on teachers' productivity in the education sector of Pakistan. Sample size consists of 166 teachers from universities in the area of central Punjab, Pakistan. Theories of emotional intelligence proposed by Salovey & Mayer, (1989–1990) were used as the conceptual framework and its relationship with the job performance of teachers was examined. Reliability and validity of variables was tested through measurement model of PLS-SEM. The result indicated that emotional intelligence has a significant impact on the teachers' job performance. Key research finding revealed that emotional self-awareness, self-confidence, achievement, developing others and conflict management have a positive and significant relationship with the teachers' productivity.

Naseer, Chishti, Rahman & Jumani, (2011), completed a study on impact of emotional intelligence on team performance in higher education institutes. EI was assessed using the Wong and Law Emotional Intelligence Scale (WLEIS). Sample size was made up of 15 teams selected from higher education institutes of Pakistan a single questionnaire was used to gather data from the teams, each team consisting of 5-15 members. Simple and multiple regression was applied to investigate the relationships between emotional intelligence as a whole and team performance and then between different dimensions of emotional intelligence. Results indicated that emotional intelligence had positive impact on team performance. The study recommended that experimental study may be conducted to compare the performance of teams before and after providing the training on emotional intelligence so that a clear picture may emerge.

### **Teamwork and Productivity**

Agarwal & Adjirackor, (2016), explored the impact of teamwork on organizational productivity in some selected basic schools in the Accra metropolitan assembly. The sampling technique that was adopted for this research was non-probability quota sampling. A sample size of 200 staff members of the Kwashieman Anglican Basic School, Ablekuman Anglican Basic School and Omanjor M/A Basic School located in the Accra Metro, Ga-Central and Ga-West assembly of the Greater-Accra region was used. The data collected were coded and input into a computer software called Statistical Package for the Social Sciences (SPSS) version 16.0 for the analysis. Both quantitative and descriptive statistics were used in the analysis. The descriptive analytical tools include the use of cross tabulation while the quantitative analytical tools include correlation coefficients, correlation matrix and regression equation mode. Teamwork, Esprit de corps (Team Spirit), team trust, recognition and rewards and organizational productivity were analyzed. The study shows that there is a significant positive impact of the predictors on the response variable with an adjusted R<sup>2</sup> of 70.5%. The study recommends that teamwork activities have to be adopted in order to enhance productivity

Pitsoe & Isingoma, (2014), conducted a study on how do school management teams experience teamwork: a case study in the schools in the Kamwenge District, Uganda. A purposeful sample of 40 teachers from ten (10) government grant-aided primary schools, working in cooperation with Link Community Development, a non-governmental organization was used. A survey questionnaire and interviews were used to collect data from the ten primary schools in the Kamwenge District. The data was analyzed through gathering descriptive statistics and information regarding the current perceptions about, knowledge of and competencies in teamwork of school head teachers, deputy head teachers, female senior teachers and heads of subjects at the schools in the Kamwenge District, Uganda. The study revealed that teamwork among School Management Teams impacts positively on the quality of teaching and learning

## **V. SUMMARY OF REVIEWS**

In summary, the conceptual review, framework and theoretical review on social learning theory in relation to new teachers' soft skills are of essence since they are in adherence to a behavioural approach to social phenomena. Soft skills are social phenomena required for exceptional performance at school and of course, at work. It was discovered that the variables on the concept adopted for new teachers' soft skills and their productivity in Public Secondary Schools in Rivers State are sacrosanct in the realization of the new teacher that is capable of delivering on the national goals on education

## **VI. METHODOLOGY**

### **Research Design**

The researcher adopted a correlational research design for this study. Kpolovie, (2010) highlighted that correlational research is adopted for investigation of the magnitude and direction or nature (positive or negative) of relationship that exists between a dependent variable (criterion variable) and one or more independent variables (predictor variables). In this study the dependent variable is productivity of teachers and the independent variables are emotional intelligence, teamwork. Therefore, the correlational research design becomes essential since the study involves the calculation of correlational coefficients which measures the extent to which the soft skill variables vary in the same way.

### **Population for the Study**

The population comprised all of the 268 government owned Senior Secondary Schools in Rivers State with 8452 teachers. This includes: 4413 male staff and 4039 female staff. There are 4654 teachers in rural areas and 3798 teachers in urban areas [Planning, Research and Statistics Department, Rivers State Senior Secondary Schools Board, January, 2018].

### **Sample and Sampling Technique**

The sample size for this study was 470 representing 5.56% of the population size using the Taro Yamane formula. Proportionate stratified random sampling technique was used to draw the 470 respondents from the strata.

Hence, 15 Public Senior Secondary Schools are to the nearest whole number of the 5.56% of the total population of 268 Public Senior Secondary Schools in Rivers State. Proportionate stratified random sampling technique for the study was applied as follows: Rivers East, 3 urban and 2 rural (134 teachers) Public Senior Secondary Schools, Rivers West, 3 urban and 2 rural (133 teachers) Public Senior Secondary Schools and Rivers South-East, 3 urban and 2 rural (133 teachers) Public Senior Secondary Schools.

### **Instrument for Data Collection**

The research instruments utilized for data collection in this study were two sets of instruments: New Teachers' Soft Skills Questionnaire (NTSSQ) and Productivity of Teachers Questionnaire (PTQ). The first instrument is a self-structured instrument titled "New Teachers' Soft Skills Questionnaire" (NTSSQ). The NTSSQ had two sections A & B. Section A consists of the demographic information of the respondents while section B consists of 5 sections having a total of 46 items.

The second instrument was also a self-structured instrument titled "Productivity of Teachers Questionnaire" (PTQ) and consists of 20 associated items. Both NTSSQ and PTQ were structured after the modified Likert's rating scale of 4 points as follows; Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA).

### **Validity of the Instrument**

To ensure face and content validities of the instruments, the manuscripts were submitted to the supervisor and three other experts from the Departments of Educational Management, Psychology, Measurement & Evaluation and Educational Development and Curriculum; all from the University of Port Harcourt. They were requested to review the various items on the instruments in terms of relevance, clarity and response patterns as they relate to the study. Their contributions and modifications were included in the final copies of the instruments.

### **Reliability of the Instrument**

The internal consistency method using Cronbach Alpha reliability statistics was used to calculate the reliability coefficient. The Cronbach Alpha was suitable because the instrument is sectioned and one time administered. The reliability coefficient of New Teachers' Soft Skills Questionnaire (NTSSQ) and Productivity of Teachers Questionnaire (PTQ) were 0.90 and 0.88. Teachers Emotional Intelligence Subscale was calculated to be 0.84, Role of Creative and Critical Thinking Subscale was calculated to be 0.81, Student-Teacher Communication Subscale was calculated to be 0.74, Teamwork Subscale was calculated to be 0.77 and Students' Engagement Subscale was calculated to be 0.75. The various reliability coefficients are high enough and guaranteed the use of the instrument for the study.

### **Method of Data Collection**

The researcher was assisted in the administration of the copies of the instrument to the respondents for their strong opinion by two trained research assistant. The instrument was retrieved from the respondents on completion immediately. The researcher also engages a few of the teachers in a brief interaction. This assisted the researcher to ascertain the extent of their sincerity with respect to their responses.

### **Method of Data Analysis**

The first research question was analyzed with the use of multiple regression while the rest were analyzed with the use of Pearson product-moment correlation coefficient (r). ANOVA associated with multiple regression was also used to test the first hypothesis, while the remaining five hypotheses were tested with z-ratio at 0.05 alpha level of significance. The following index shows the extent of prediction to the independent variable via;

0- 25%	=	Low
26 - 50%	=	Moderate
51 - 75%	=	High
76 - 100%	=	Very High

## **VII. RESULTS**

### **Research Question 1**

What is the relationship between new teachers' soft skills (emotional intelligence and teamwork) and productivity in Secondary Schools in Rivers State?



### Model summary of the joint prediction of teachers' soft skills on productivity in Secondary Schools in Rivers State

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>
1	0.75	0.56	0.57

Data in the table above revealed that teachers' soft skills have a positive high relationship of 0.75 with productivity. More so, the R squared ( $R^2$ ) value was calculated to be 0.56 meaning that teacher' soft skills contribute 56% ( $0.56 \times 100$ ) of productivity in secondary schools in Rivers State.

### Research Question 2

What is the relationship between emotional intelligence of new teachers and productivity in Secondary Schools in Rivers State?

### Pearson Product Moment Correlation between emotional intelligence and productivity in Secondary Schools in Rivers State

Categories	n	df	r	Remark
Emotional intelligence				
Productivity	470	468	0.50	Positive moderate relationship

Data in the table above revealed that Pearson Product Moment correlation coefficient was 0.50. This showed that there is a positive moderate relationship between emotional intelligence and productivity. This showed that increase in emotional intelligence leads to increase in productivity

### Research Question 3

What is the relationship between teamwork for new teachers and productivity in Secondary Schools in Rivers State?

### Pearson Product Moment Correlation between teamwork and productivity in Secondary Schools in Rivers State

Categories	n	df	r	Remark
Teamwork				
Productivity	470	468	0.86	Positive very high relationship

Data in the table above revealed that Pearson Product Moment correlation coefficient was 0.86. This showed that there is a positive very high relationship between teamwork and productivity which indicated that, increase in teamwork leads to increase in productivity.

### Hypothesis 1

There is no significant relationship between new teachers' soft skills (emotional intelligence, creative and critical thinking, student-teacher communication, teamwork and students' engagement) and productivity in Secondary Schools in Rivers State.

### ANOVA associated with multiple regressions on the prediction of soft skills on productivity in Rivers State

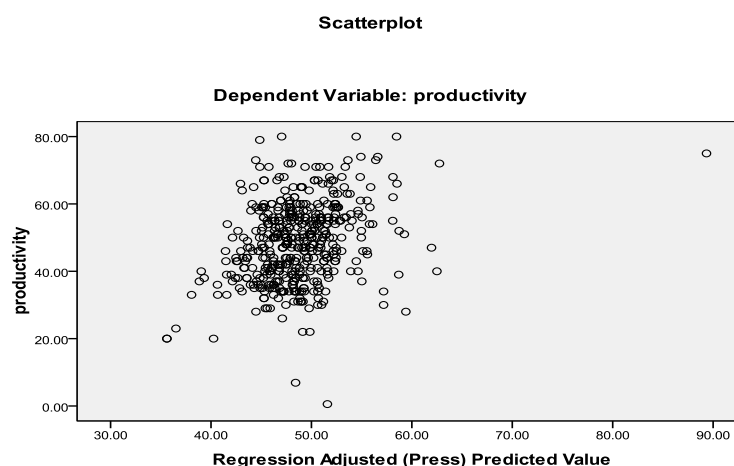
Model	Sum of Squares	df	Mean Square	f	Sig.
Regression	7765.52	5	1553.10	12.66	.00 <sup>a</sup>
Residual	56915.11	464	122.66		
Total	64680.63	469			

a. Predictors: (Constant), emotional intelligence and teamwork.

b. Dependent Variable: productivity

Data in the table above indicated that the sums of squares are 7765.52 and 56915.11 while the mean squares are 1553.10 and 122.66 respectively. With degrees of 5 and 464, the calculated F-value of 12.66 is significant at 0.00 when subjected to an alpha level of 0.05. Therefore, the null hypothesis is rejected. By implication, there is a significant relationship between new teachers' soft skills (emotional intelligence, creative

and critical thinking, student-teacher communication, teamwork and students' engagement) and productivity in Secondary Schools in Rivers State



**Figure 4.1:** Graphical representation of the joint relationship between soft skills and productivity.

### Hypothesis 2

There is no significant relationship between emotional intelligence of new teachers and productivity in Secondary Schools in Rivers State.

#### **z-ratio on the correlation between emotional intelligence and productivity in Secondary Schools in Rivers State**

Categories	n	df	r	z-ratio	t-cal	Remark
Emotional intelligence	470	468	0.50	10.08	$\pm 1.96$	Significant relationship
Productivity						

Data in the table above revealed that the degree of freedom is 468 with calculated z-ratio of 10.08 which is greater than the critical table value of 1.96. Therefore, the null hypothesis is rejected. By implication, there is significant relationship between emotional intelligence of new teachers and productivity in Secondary Schools in Rivers State

### Hypothesis 3

There is no significant relationship between teamwork for new teachers and productivity in Secondary Schools in Rivers State.

#### **z-ratio on the correlation between teamwork and productivity in secondary schools in Rivers State**

Categories	n	df	r	z-ratio	t-cal	Remark
Teamwork						Significant relationship
Productivity	470	468	0.86	17.24	$\pm 1.96$	

Data in the table above revealed that the degree of freedom is 468 with calculated z-ratio of 17.24 which is greater than the critical table value of 1.96. Therefore, the null hypothesis is rejected. By implication, there is significant relationship between teamwork for new teachers and productivity in Secondary Schools in Rivers State.

### Summary of Findings

The findings of this study are summarized as shown below:

1. It was found that teachers' soft skills have a significant relationship of 0.75 with productivity in secondary schools in Rivers State.
2. The finding showed that there is a significant relationship of 0.50 between emotional intelligence and productivity.
3. It was revealed that there is a significant relationship of 0.86 between teamwork and productivity.

**Discussion of Findings**

The findings of this study are discussed under the following subheadings:

**Teachers' Soft Skills and Productivity**

It was found that teachers' soft skills have a significant positive high relationship of 0.75 with productivity in secondary schools in Rivers State. The high positive relationship depicted between teachers' soft skills and productivity is not questionable owing to the fact that there is great importance of sundry of skills in the achievement of organizational set goals and objectives. This implies that the acquisition of the right skill towards a profession will go a long way to enhance the ability of that worker to achieve the anticipated result. The finding of this study is in line with Abiola, (2017) who found that the possession of the needed skills in a given teaching profession is as good as being completed the assignment of the profession. In the same line of thought, Attakorna, Tayuta, Pisitthawata, & Kanokorna, (2013) found that Soft skills fulfill an important role in shaping an individual's personality.

**Emotional Intelligence and Productivity**

The finding showed that there is a significant positive moderate relationship of 0.50 between emotional intelligence and productivity. The study showed that emotional intelligence has a moderate positive relationship with productivity in secondary schools in Rivers State. The possible reason while emotional intelligence of teachers as soft skill is related with productivity could be because of the immense role emotion plays in the face of work responsibility. The acquisition of emotional intelligence makes one to be stable in assigned responsibility even in the face of provocation by the principal, students or the environment.

This is why Uzonna, (2016) reported that proper development of emotional intelligence by the teachers brings about enhanced productivity in their job areas. The invaluable measures of emotional intelligence in the achievement of productivity cannot be overemphasized. The finding did not beat the researcher's imagination in the sense that the researcher had expected teachers' good emotional understanding of one self and that of the students to enhance teaching and learning processes. It is still on the importance of emotional intelligence that Adams, (2017) found that complete emotion intelligence relates very highly with the achievement of human and organizational goals.

**Teamwork and Productivity**

It was revealed that there is a significant positive very high relationship of 0.862 between teamwork and productivity. The study has been able to show a positive very high relationship between teamwork and productivity in secondary schools in Rivers State. The possible reason why teamwork was able to positively relate to productivity could be from the fact that it brings about collaboration in diverse areas. In the school system where there is collaboration among members of staff, their level of provision of solution to issues will be apt and timely. This is why Okon, (2015) found a very strong positive relationship between teachers teamwork and job achievement in secondary schools in Cross Rivers State. The reason behind the finding of Okon may not be far from the fact that where there is teamwork among teachers, there must have existed within them coaching, mentoring and training. In the same vein, Erick, (2016) found that an increase in collaboration among workers leads to a corresponding increase in their performance.

**VIII. CONCLUSION**

Based on the findings of this study, it was concluded that teachers' usage of emotional intelligence and teamwork as soft skills is paramount and indispensable in the achievement of productivity in secondary schools in Rivers State, Nigeria.

**IX. RECOMMENDATIONS**

The following recommendations were made:

1. The school principals should remember that the teachers are their colleagues and avoid the use of offensive and abusive words that are capable and culpable of distorting teachers' emotion.
2. The less experienced teachers should be paired with well-experienced teachers in order to receive mentoring, coaching and collaboration.

**X. CONTRIBUTIONS TO KNOWLEDGE**

The study has been able to make the following contributions to knowledge.

1. The study has empirically documented that the use of emotional intelligence cum teamwork as soft skills for new teachers brings about productivity in the secondary schools by 56%.
2. The study has proven that emotional intelligence and teamwork as soft skills for new teachers enable the students improve classroom relationship and enhanced students' cognitive skills development.

## REFERENCES

- [1]. Agarwal, S. & Adjirackor, T. (2016). Impact of Teamwork on organizational Productivity in Some Selected Basic Schools in The Accra Metropolitan Assembly. *European Journal of Business, Economics and Accountancy* 4,(6).
- [2]. Aja-Okorie, U. (2016). Teachers Personnel Management as Determinant of Teacher Productivity in Secondary Schools in Delta State, Nigeria. *British Journal of Education (BJE)*. 4(8), 13-22.
- [3]. Asrar-ul-Haq, M, Anwar, S. & Hassan, M. (2017). Impact of emotional intelligence on teachers' performance in higher education institutions of Pakistan. *Future Business Journal* 3(2), 87-97.
- [4]. Bandura, A. (1977). Social Learning Theory. New York: General Learning Press.
- [5]. Dipple, S. (2017). Social Learning Theory. Retrieved 12/01/18 from <http://www.k5chalkbox.com/social-learning-theory.html>
- [6]. Fatum, B. (2013). Healthy Classrooms, Emotional Intelligence, and Brain Research. Retrieved 13/02/18 from <http://www.6seconds.org/2013/05/29/healthy-classrooms-emotional-intelligence-and-brain-research/>
- [7]. Glaze, S. (2014). For Effective Schools, Teamwork is Not Optional. Retrieved 7/02/18 from <https://www.edutopia.org/blog/effective-schools-teamwork-not-optional-sean-glaze>
- [8]. Ibarra, D. (2017). What Are Soft Skills? The Complete Guide To Soft Skills Training. Retrieved 20/01/18 from <https://www.bizlibrary.com/article/what-are-soft-skills/>
- [9]. McQuerrey, L. (2018), Why Is Teamwork Important in the Classroom? Retrieved 11/10/18 from <https://work.chron.com/teamwork-important-classroom-18281.html>
- [10]. Md-Alia, R., Shaffieb, F. & Yusof, F. M. Understandings and Conceptions of Soft Skills for Educators in Public Universities. *The European Proceedings of Social and Behavioural Sciences*. (1), 694-701.
- [11]. Miller, N. E., Dollard, J. & R. Yale University, (1941). *Institute of Human, Social learning and imitation*. New Haven; London: Pub. For the Institute of human relations by Yale university press; H. Milford, Oxford University Press.
- [12]. Naseer, Z., Chishti, S., Rahman, F. & Jumani, N. B. (2011). Impact of Emotional Intelligence on Team Performance in Higher Education Institutes. *International Online Journal of Educational Sciences*, 3(1), 30-46.
- [13]. Nondestructive Testing (NDT, 2018), Teamwork in the Classroom. <https://www.nde-ed.org/TeachingResources/ClassroomTips/Teamwork.htm>