

# Self-Motivation as Predictor of Teacher Job Performance: The Moderating Role of Emotional Intelligence in Public Secondary Schools in Delta and Edo States

TEMIENOR, Eguonor<sup>1</sup>, Prof. V. F. Peretomode\*, Prof. (Mrs.) R. I. Asiyai<sup>2</sup>

<sup>1 2</sup> Department of Educational Management and Foundations, Faculty of Education, Delta State University, Delta State, Nigeria

\*Corresponding Author

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.910000770>

Received: 06 November; Accepted: 11 November 2025; Published: 24 November 2025

## ABSTRACT

This study investigated the impact of self-motivation on teacher job performance, with a specific focus on the moderating effect of emotional intelligence in public secondary schools in Delta and Edo States of Nigeria. A correlation survey research design was adopted, involving a population of 10,262 teachers across 792 public secondary schools in the six senatorial districts of both states. A sample of 387 teachers was selected using a multi-stage sampling method, incorporating both stratified and simple random sampling techniques. Data on self-motivation, emotional intelligence, and job performance were collected through validated structured questionnaires, with reliability testing conducted for the instruments. Analysis of the data involved calculating means, standard deviations, and Pearson's Product Moment Correlation. The findings revealed that teachers in both states exhibited high levels of self-motivation, emotional intelligence, and job performance. A significant positive relationship between self-motivation and job performance was observed, with emotional intelligence serving as a significant moderator in this relationship. The study concluded that both self-motivation and emotional intelligence are essential factors in enhancing teacher effectiveness and performance. It recommended that professional development programs should emphasize strengthening teachers' motivational and emotional skills to enhance further performance and maintain educational quality in public secondary schools.

**Keywords:** Emotional intelligence, job performance, self-motivation, teacher effectiveness.

## INTRODUCTION

Teachers occupy a central position in every educational system, as their effectiveness largely determines the quality of teaching and learning outcomes. They are not only facilitators of knowledge but also role models whose commitment and attitudes shape the learning experiences of students. According to Arop et al. (2019), the effective execution of any curriculum is largely determined by the quality and performance of teachers, as their actions or inactions directly impact the achievement of instructional goals. In the context of schools, teacher job performance has become a vital factor in determining the overall success of education. It encompasses the duties and responsibilities teachers undertake to achieve educational goals, including lesson preparation, classroom instruction, student assessment, and participation in co-curricular activities (Karakus, 2021). Yet, the quality of a teacher's performance does not occur in isolation—it is deeply rooted in psychological dispositions such as motivation and emotional competence.

Self-motivation is a crucial psychological element that influences teacher performance. It refers to the internal drive that propels individuals to actively pursue their objectives and duties with dedication and persistence. This intrinsic desire to improve and maintain effort occurs even without external rewards or supervision (Bahramnezhad & Keshmiri, 2025). In the teaching profession, self-motivation manifests in teachers' dedication to lesson planning, their willingness to employ innovative strategies, and their resilience in addressing classroom challenges. According to Karakus (2021), teachers who are self-motivated are often more productive, exhibit positive classroom behaviours, and demonstrate stronger professional commitment. Thus, self-motivation not

only fuels teachers' enthusiasm but also sustains their capacity to perform effectively in dynamic educational environments.

While self-motivation provides the internal energy for performance, teacher job performance reflects how effectively this energy is translated into action. Teacher job performance refers to the effectiveness with which educators carry out their tasks and responsibilities within the classroom setting (Nwunuji et al., 2025). It involves the ability to deliver quality instruction, manage classrooms effectively, and foster meaningful student engagement. Onaolapo et al. (2019) emphasized that job performance combines both efficiency and effectiveness, signifying a teacher's ability to translate effort into measurable educational outcomes. High-performing teachers are distinguished by their consistency, preparedness, and commitment to professional excellence. Consequently, teacher job performance is a direct reflection of self-motivation, as motivated educators are more inclined to invest time and creativity into their teaching tasks. However, while motivation is critical, sustaining high levels of performance requires emotional balance and interpersonal sensitivity, dimensions captured by the construct of emotional intelligence.

Emotional intelligence (EI), as defined by Salovey and Mayer (1990), is the ability to recognize, comprehend, and manage both personal emotions and the emotions of others. It plays a crucial role in how teachers cope with stress in the classroom, interact with students, and address the daily challenges they face in teaching. Teachers with high emotional intelligence tend to be empathetic, adaptable, and capable of maintaining constructive relationships with students and colleagues (Wang, 2023). Bbagwan and Anupama (2025) observed that employees with high emotional intelligence demonstrate superior teamwork, accuracy, and productivity, all of which translate into improved organizational performance. In the educational setting, teachers with high emotional intelligence are more capable of fostering emotionally supportive classrooms, managing disruptive behaviors with composure, and maintaining motivation even in stressful situations (Todmal et al., 2023). Emotional intelligence, therefore, complements self-motivation by providing the emotional regulation and social awareness necessary to translate motivation into consistent performance.

The connection between self-motivation, emotional intelligence, and teacher job performance is thus mutually dependent and mutually reinforcing. Self-motivation provides the internal drive that propels teachers toward goal achievement, while emotional intelligence ensures that this drive is managed, directed, and expressed productively. As Gulay et al. (2023) observed, emotional intelligence enables teachers to maintain self-control, empathy, and resilience, which are indispensable for effective performance in emotionally demanding school environments. When teachers are both self-motivated and emotionally intelligent, they are more likely to maintain professional enthusiasm, exhibit constructive behaviour, and enhance the overall quality of instruction. Understanding how these variables interact provides valuable insight into the psychological foundations of effective teaching and underscores their importance in improving teacher job performance in Delta and Edo States.

## Statement of the Problem

Teacher job performance is a key determinant of the overall effectiveness of an educational system. In public secondary schools, the quality of teaching and learning depends largely on how efficiently teachers discharge their instructional, evaluative, and administrative duties. However, there is growing concern over the declining level of teacher performance in many Nigerian public schools. Instances of poor lesson preparation, inadequate classroom management, low enthusiasm for work, and irregular attendance have become common among teachers. Such behaviours have led to declining student achievement and a general loss of confidence in the school system. These challenges suggest that many teachers may lack the internal drive required to sustain consistent performance. Self-motivation, which propels individuals to act purposefully without external pressure, appears to be diminishing among teachers, thereby weakening their level of commitment and productivity in the teaching profession.

In addition to the problem of motivation, many teachers also appear to struggle with managing the emotional demands of their profession. Teaching requires constant interaction with students from various backgrounds, demanding a strong sense of emotional balance, empathy, and self-regulation. Emotional intelligence is crucial in helping teachers recognize and manage their own emotions as well as those of their students, ultimately

improving their job performance. However, teachers who lack emotional intelligence often experience frustration, stress, and burnout, which further reduce their motivation and effectiveness in the classroom. While self-motivation may influence how teachers perform their duties, emotional intelligence could determine the extent to which that motivation translates into effective teaching performance. Although these psychological traits are crucial, there has been limited focus on how emotional intelligence influences the relationship between self-motivation and teacher job performance in public secondary schools in Delta and Edo States. This gap highlights the need for this study, which aims to explore self-motivation as a predictor of teacher job performance and examining the moderating effect of emotional intelligence on this relationship.

### **Purpose of the Study**

The primary goal of this study is to investigate self-motivation as a predictor of teacher job performance, with a focus on the moderating role of emotional intelligence in public secondary schools in Delta and Edo States. Specifically, the study aims to answer the following three research questions and test two null hypotheses:

### **Research Questions**

The research questions were:

1. What is the level of self-motivation among teachers in Delta and Edo states?
2. What is the level of emotional intelligence possessed by teachers in both states?
3. What is the level of job performance among teachers in public secondary schools in both states?

### **Null Hypotheses**

Two null hypotheses further guided the study:

1. There is no significant relationship between self-motivation and teacher job performance in Delta and Edo States.
2. Emotional intelligence does not significantly moderate the relationship between self-motivation and teacher job performance in both states.

## **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

This study draws on Daniel Goleman's Emotional Intelligence Theory (1995), which emphasizes the significance of an individual's ability to recognize, comprehend, and manage emotions in achieving success both personally and professionally. Salovey and Mayer (1990) defined emotional intelligence as the ability to recognize, understand, and regulate one's emotions as well as those of others. The theory identifies five core components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. These components interact to shape how individuals manage themselves and engage with others. In the context of teaching, this theory provides a psychological framework for understanding how teachers' emotional capabilities influence their motivation, interactions, and overall job performance. Teachers with high emotional intelligence are more inclined to maintain a positive attitude, manage stress effectively, and build strong relationships with students and colleagues, all of which enhance job performance.

Empirical evidence has consistently shown that teachers' job performance is closely linked to their level of self-motivation. Teachers who possess high intrinsic motivation are more committed, purposeful, and capable of delivering quality instruction (Karakus, 2021). They exhibit persistence, creativity, and enthusiasm in their professional roles, leading to enhanced classroom management and better student learning outcomes. Arop et al. (2019) also highlighted that motivation is a key factor in teacher effectiveness, as it affects not only their attitude toward their work but also their openness to adopting innovative teaching methods. Bahramnezhad and Keshmiri (2025) observed that intrinsic motivation is positively correlated with performance, indicating that individuals who are self-driven tend to sustain higher levels of productivity even in the absence of external rewards. In the teaching profession, therefore, self-motivation remains a critical psychological factor that shapes teachers' ability to fulfill their professional obligations and achieve institutional goals.

In a related line of research, emotional intelligence has been widely studied as a psychological variable that enhances job performance across professions, including teaching. Subsequent research has shown that teachers with high emotional intelligence are better at managing classroom stress, maintaining discipline, and fostering positive relationships with students and colleagues (Wang, 2023). Bbagwan and Anupama (2025) found that employees with high emotional intelligence excel in teamwork, accuracy, and interpersonal communication, all of which lead to improved job performance. Similarly, Todmal et al. (2023) discovered that emotional intelligence training enhances both academic and social-emotional skills, which are essential for effective teaching. Gulay et al. (2023) also found that teachers with high emotional intelligence report higher levels of job satisfaction and performance compared to their peers with lower emotional intelligence. Collectively, these studies underscore the importance of emotional intelligence in enhancing teacher effectiveness and professional success.

Although these findings provide valuable insights, many existing studies have focused on self-motivation and emotional intelligence as distinct predictors of job performance, with little exploration of their interaction. The connection between self-motivation and teacher job performance is often viewed as direct, without considering the potential moderating role of emotional intelligence. The absence of sufficient empirical studies exploring this moderating effect creates a conceptual gap in understanding how these variables jointly influence teachers' performance in the classroom. In the context of Nigeria, particularly in Delta and Edo States, there is a noticeable gap in empirical research concerning how emotional intelligence might enhance or reduce the influence of self-motivation on teacher job performance. This study seeks to fill this gap by examining self-motivation as a predictor of teacher job performance and exploring the moderating role of emotional intelligence among teachers in schools in these states.

## METHODS AND MATERIALS

The study utilized a survey and correlation research design, which was considered appropriate for determining the level and assessing the predictive relationship between self-motivation and teacher job performance, along with the moderating influence of emotional intelligence, without manipulating any of the variables. This method enabled the collection of quantitative data and facilitated the statistical analysis of the strength and direction of the relationships between the variables. The study's population included 10,262 teachers from 792 public secondary schools across the six senatorial districts of Delta and Edo States. Of these, 6,441 teachers were from 477 schools in Delta State's three senatorial districts, while 3,821 teachers were from 315 schools in Edo State's three senatorial districts.

A sample of 387 teachers was drawn using a multi-stage sampling technique that combined stratified and simple random sampling methods. In the first stage, 40% of the local government areas (LGAs) from each senatorial district in both Delta and Edo States were randomly selected, resulting in 17 LGAs—10 from Delta State and 7 from Edo State. In the second stage, 10% of schools were randomly chosen from the selected LGAs. In the third stage, 50% of the teachers from each of these schools were randomly selected to form the final sample. As a result, 208 teachers were selected from Delta State, and 179 from Edo State, ensuring proportional representation based on the number of schools and teachers in each state. This sample size was deemed adequate according to Krejcie and Morgan's (1970) sample size determination table, which recommends a minimum of 384 respondents for a population of 100,000 at a 95% confidence level.

The study utilized three structured instruments to gather data. The Self-Motivation Scale (SMS) was created to measure teachers' intrinsic motivation, commitment to their teaching roles, and professional persistence. The Teacher Job Performance Questionnaire (TJPQ) was developed to evaluate teachers' performance in areas such as lesson planning, instructional delivery, classroom management, and participation in co-curricular activities. The third instrument, the Emotional Intelligence Inventory (EII), was modified to measure teachers' self-awareness, self-regulation, empathy, and social relationship management. All three instruments employed a four-point scale, ensuring consistency in response measurement and enabling easy data analysis. The threshold of the scale was 2.50. The aggregate mean score of items at this point and below was considered low, and those 2.51 and above were considered as high. On the whole, the four point scale was categorized as follows;

4 = (3.26 – 4.00) = Very High

$$3 = (2.51 - 3.25) = \text{High}$$

$$2 = (1.76 - 2.50) = \text{Low}$$

$$1 = (1.00 - 1.75) = \text{Very Low}$$

To ensure validity, the instruments were subjected to face and content validation by three experts—two from Educational Psychology and one from Measurement and Evaluation—at well-established Nigerian universities. Their feedback prompted revisions that improved the clarity, structure, and relevance of the instruments. A pilot test was then carried out with 30 teachers who were not included in the main sample to evaluate the reliability of the instruments. The Cronbach's Alpha reliability coefficients were 0.79 for the Self-Motivation Scale, 0.81 for the Teacher Job Performance Questionnaire, and 0.71 for the Emotional Intelligence Inventory. These coefficients indicated a high level of internal consistency and affirmed the appropriateness of the instruments for the study.

The data collected were analyzed using both descriptive and inferential statistics. Mean and standard deviation were used to address the research questions 1 through 3, which aimed to assess the levels of self-motivation, emotional intelligence, and teacher job performance. Pearson's Product-Moment Correlation (PPMC) was applied to answer research question 4 and to test hypothesis 1, which examined the relationship between self-motivation and job performance. To explore the moderating effect of emotional intelligence on the relationship between self-motivation and teacher job performance, multiple regression analysis was conducted for hypothesis 2. All hypotheses were tested at a 0.05 significance level.

## RESULTS

**Research Question 1:** What is the level of self-motivation among teachers in Delta and Edo states?

**Table 1:** Teachers' level of self-motivation

Self-motivation level	Delta State		Edo State		Both States	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Aggregate Mean Scores	2.86*	1.04	2.88*	1.03	2.87*	1.04

\* = High level of self-motivation

Table 1 shows that teachers in both Delta and Edo States reported high levels of self-motivation, with mean scores of 2.86 (SD = 1.04) and 2.88 (SD = 1.03), respectively, resulting in an overall mean of 2.87 (SD = 1.04). These values are above the benchmark of 2.50, indicating that teachers are generally self-driven and capable of motivating themselves. The slight difference of 0.02 between the states reflects a highly similar motivational profile among teachers. The consistent high scores suggest that teachers in both states possess the internal drive needed to manage their duties effectively, although some variability (SD  $\approx$  1.04) implies occasional fluctuations in self-motivation levels, possibly influenced by personal or work-related stress.

**Research Question 2:** What is the level of job performance of teachers in Delta and Edo states?

**Table 2:** Teachers' Level on Aspect of Job Performance

Aspects of the Job	Delta State		Edo State		Both States	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
A. Teaching Skills	3.36	0.87	3.38	0.86	3.37	0.87
B. Management Skills	3.29	0.90	3.31	0.89	3.30	0.90
C. Discipline & Regularity	3.33	0.88	3.35	0.87	3.34	0.88

D. Interpersonal Relationships	3.31	0.89	3.33	0.88	3.32	0.89
Aggregate Mean Scores	3.32**	0.89	3.34**	0.88	3.33**	0.89

\*\* = Very High Job Performance; 2.50 = Threshold

Table 2 shows that teachers in Delta and Edo States demonstrated a very high level of job performance across all assessed areas, with aggregate mean scores of 3.32 (SD = 0.89) for Delta and 3.34 (SD = 0.88) for Edo, producing a combined mean of 3.33 (SD = 0.89). These mean values are well above the threshold of 2.50, indicating strong performance. The highest scores were recorded in teaching skills (mean  $\approx$  3.37) and discipline and regularity (mean  $\approx$  3.34), suggesting that teachers are competent in delivering lessons, managing time, and maintaining classroom order. Slightly lower but still high scores in management skills and interpersonal relationships reflect solid administrative capability and professional collaboration among teachers. The minimal mean difference of 0.02 between states indicates uniform job performance, likely influenced by similar teacher training, professional expectations, and educational policies operating in both states.

**Research Question 3:** What is level of EI among teachers in Delta and Edo States?

**Table 3:** Teachers' Level of Emotional Intelligence (EI)

Level of EI	Delta State		Edo State		Both States	
	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
Aggregate Mean Scores	2.76*	1.04	2.79*	1.05	2.78*	1.05

\* = High level of Emotional Intelligence

Table 3 shows that teachers in both Delta and Edo States exhibited a high level of emotional intelligence, with mean scores of 2.76 (SD = 1.04) for Delta and 2.79 (SD = 1.05) for Edo, leading to an overall mean of 2.78 (SD = 1.05). These scores exceed the 2.50 benchmark, suggesting that teachers possess strong abilities in emotional awareness, self-regulation, and empathy. The standard deviations indicate some variation in how teachers perceive and manage emotions, likely due to personal differences or situational challenges. The narrow mean difference of 0.03 between the states reflects consistent emotional intelligence levels among teachers, possibly due to shared socio-cultural values, similar teacher education frameworks, and comparable classroom experiences.

**Ho1:** There will be no significant relationship between Self-Motivation and Job Performance

**Table 4:** Significance of the Relationship between Self-Motivation and Job Performance of Teachers

State	Variables	R	Sig. (2-tailed)	Remark
Delta	Self-motivation→ Job performance	0.703	0.000	Significant
Edo	Self-motivation→ Job performance	0.711	0.000	Significant

The findings in Table 4 reveal a statistically significant and strong positive correlation between self-motivation and teacher job performance in both Delta and Edo States. The correlation coefficients ( $r = 0.703$  for Delta and  $r = 0.711$  for Edo) suggest that teachers with higher levels of self-motivation tend to perform better in their teaching roles. Since the p-values (.000) are below the 0.05 significance threshold, the null hypothesis is rejected. This indicates that self-motivation is a key factor in enhancing teachers' job performance by strengthening their determination, goal-setting, and commitment to excellence in teaching.

**Ho2:** There will be no significant relationship between Self-Motivation, EI, and Job Performance

**Table 5:** Significance of the Relationship between Self-Motivation, Emotional Intelligence, and Job Performance of Teachers

State	Variables	R	Sig. (2-tailed)	Remark
Delta	Self-motivation and Emotional Intelligence → Job performance	0.718	0.000	Significant
Edo	Self-motivation and Emotional Intelligence → Job performance	0.720	0.000	Significant

Table 5 illustrates a strong and statistically significant correlation between self-motivation, emotional intelligence, and teacher job performance in both Delta and Edo States. The correlation coefficients ( $r = 0.718$  for Delta;  $r = 0.720$  for Edo) indicate that the combination of self-motivation and emotional intelligence explains a substantial proportion of the variance in job performance. The significance levels (.000) confirm that the observed relationship is not a result of chance. Therefore, the null hypothesis is dismissed. This indicates that teachers who possess high emotional intelligence and self-motivation tend to perform better, as they are more capable of managing classroom challenges, maintaining a positive attitude, and staying committed to achieving institutional objectives.

## DISCUSSION

**The findings of this study revealed significant insights into the subject matter of investigation.**

The findings in Table 1 indicate that teachers in both states demonstrated a high level of self-motivation. This suggests that teachers have a strong internal drive, allowing them to tackle challenging tasks, maintain productivity, and persist in reaching their professional objectives. The high motivation level reflects teachers' willingness to meet deadlines, prioritize essential tasks, and adopt innovative teaching approaches. Such intrinsic drive is critical in sustaining teachers' enthusiasm and persistence, particularly in the face of challenges common in public education systems. This high self-motivation may be attributed to teachers' commitment to their professional responsibilities, a sense of moral duty to their students, and the personal satisfaction derived from successful teaching outcomes. The collaborative atmosphere in schools, coupled with a sense of professional identity, may also foster sustained motivation. This finding aligns with the report of Oyewole and Popoola (2015), who observed that self-motivated educators tend to perform their duties more effectively and show higher engagement at work. Similarly, Akomolafe and Olatomide (2013) found that teachers with strong motivational orientation display higher levels of persistence, confidence, and productivity.

Table 2 showed that teachers in Delta and Edo States exhibited strong job performance in all areas, including teaching skills, management abilities, discipline and consistency, as well as interpersonal relationships. This implies that teachers consistently perform their instructional and managerial duties with diligence and professionalism. The highest mean scores recorded in teaching skills and discipline suggest that teachers are not only proficient in instructional delivery but also maintain punctuality, order, and classroom control. The high level of job performance may be linked to teachers' accumulated experience, professional training, and self-motivation. Teachers' adherence to ethical standards, regular attendance, and commitment to students' welfare further reinforce their effectiveness. This finding corroborates the work of Karakus (2021), who reported that teacher performance is enhanced when individuals are motivated and committed to organizational goals. Ofoegbu (2014) similarly found that effective supervision, motivation, and a conducive work environment significantly improve teachers' job performance.

The findings in Table 3 indicate that teachers in both states possess a high level of emotional intelligence. This suggests that teachers are adept at managing their emotions, remaining calm under pressure, and fostering positive relationships with colleagues and students. The emotional intelligence observed in this study includes self-awareness, empathy, and self-regulation—essential qualities for effectively managing classroom dynamics and cultivating a positive learning atmosphere. The likely reason for the high emotional intelligence among teachers may be their experience in dealing with diverse student behaviors and their continuous interaction with various emotional situations in schools. Emotional maturity helps teachers handle stress, adapt to change, and respond empathetically to learners' needs. This finding is consistent with the observations of Todmal et al. (2023), who found that teachers with high emotional intelligence are more effective at creating positive learning

environments and managing stress. Bbagwan and Anupama (2025) also emphasized that emotional intelligence contributes to effective performance by enhancing emotional balance, empathy, and interpersonal understanding.

The results presented in Table 4 reveal a strong positive and significant correlation between self-motivation and teacher job performance in both states. This indicates that teachers with higher self-motivation are likely to perform better in their roles. Such teachers are often more efficient in lesson planning, punctual, and display greater enthusiasm during classroom interactions. This can be attributed to their goal-oriented mindset and resilience, which helps them stay focused despite challenges. They are more proactive, adaptable, and determined to achieve success in their teaching. This aligns with Karakus (2021), who found that teacher motivation plays a significant role in commitment and performance. Similarly, Arop et al. (2019) reported that motivated teachers are more productive, creative, and efficient in their teaching practices.

The results in Table 5 revealed a strong positive and significant relationship between the combination of self-motivation and emotional intelligence and job performance in both states, accounting for approximately 52% of the variance in job performance. Furthermore, the relationship was found to be statistically significant. This suggests that emotional intelligence strengthens the positive effect of self-motivation on teachers' performance. In other words, teachers who exhibit both self-motivation and emotional intelligence tend to be more effective, adaptable, and successful in their roles. This may be attributed to emotional intelligence equipping teachers with the ability to manage their emotions and interpersonal relationships positively, which helps translate their motivation into improved performance. Teachers with high emotional intelligence are able to stay calm, empathetic, and optimistic under pressure, contributing to sustained job satisfaction and effectiveness. These findings are in line with Bbagwan and Anupama (2025), who noted that emotional intelligence enhances work performance by improving emotional regulation and social interactions. Similarly, Todmal et al. (2023) found that emotionally intelligent teachers are better at sustaining motivation and managing classroom challenges, resulting in improved teaching outcomes.

Overall, the findings of this study suggest that teachers in Delta and Edo States are highly self-motivated, emotionally intelligent, and perform effectively in their professional roles. More importantly, self-motivation serves as a significant predictor of job performance, while emotional intelligence moderates this relationship by amplifying its positive effects. Teachers who blend self-motivation with emotional stability and interpersonal awareness are more likely to maintain high levels of performance and effectiveness in the classroom. These outcomes collectively underscore the psychological and emotional foundations of teacher performance and the need to prioritize them in professional development initiatives.

## CONCLUSION

The results of this study clearly indicate that self-motivation and emotional intelligence are key factors influencing teachers' job performance in Delta and Edo States. Teachers in both states demonstrated high levels of self-motivation, emotional intelligence, and job performance, indicating a strong internal drive and emotional stability that enhance their effectiveness in teaching and classroom management. The study established that self-motivation significantly predicts teachers' job performance, while emotional intelligence further strengthens this relationship by enabling teachers to regulate their emotions, maintain positive relationships, and remain resilient in challenging situations.

In conclusion, teachers who are both self-motivated and emotionally intelligent tend to exhibit superior job performance. This underscores the need for educational administrators and policymakers to focus on developing teachers' motivational and emotional competencies as part of ongoing professional development and capacity-building programmes in schools.

## RECOMMENDATIONS

Based on the findings and conclusions of this study, these recommendations are put forward:

1. School management and educational authorities should design and implement professional development programmes that emphasize self-motivation and emotional intelligence in order to strengthen further teachers' psychological readiness and workplace resilience.



2. Teacher training institutions should incorporate modules on self-motivation, emotional regulation, and interpersonal competence into their curriculum to prepare future teachers for the emotional and professional demands of the classroom.
3. Educational administrators should foster a supportive work environment that acknowledges and rewards intrinsic motivation, thereby encouraging teachers to maintain at high performance levels without depending solely on external rewards.
4. Government and policymakers should institutionalize regular workshops and seminars on emotional intelligence to help teachers further effectively manage stress, improve communication, and maintain positive relationships with students and colleagues.
5. Teachers themselves should engage in continuous self-development and reflective practices to strengthen their motivation, emotional awareness, and adaptability in the face of professional challenges.

## REFERENCES

1. Akomolafe, M. J., & Olatomide, O. O. (2013). Emotional intelligence and self-efficacy as determinants of job performance among secondary school teachers in Ondo State, Nigeria. *Journal of Educational and Social Research*, 3(2), 295–302.
2. Arope, F. O., Owan, V. J., & Agunwa, J. N. (2019). Teaching personnel management and attitude to work in secondary schools of Calabar Education Zone of Cross River state, Nigeria. *Prestige Journal of Education*, 2(1), 62–73.
3. Bahramnezhad, F., & Keshmiri, F. (2025). Establishing pathways to excellence in the teaching profession: An exploration of teachers' experiences on sustaining motivation in medical sciences universities. *BMC Med Educ.*, 25(1)279-393. doi: 10.1186/s12909-025-06844-1.
4. Bbagwan, J., & Anupama, O. (2025). Study of impact of emotional intelligence on employee performance. *Journal of Marketing & Social Research*, 02(02), 301-307.
5. Goleman, D (1995). *Emotional Intelligence: Why it can matter more than I Q*. London; Bloomsbury
6. Gulay, M., Elnur, R., Fuad, A., Matanat, A., & Ulviyya, N. (2023). *International Journal of Educational Sciences*, 41(1-3), 53-61.
7. Karakus, G. (2021). A literary review on curriculum implementation problems. *Shanlax International Journal of Education*, 9(3), 201-220.
8. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
9. Nwunuji, E. G., Sunday, A. O., & Kurason, A. K. (2025). Influence of institutional variables on teachers' job performance in senior secondary school in Donga Education Zone of Taraba State. *International Journal of Innovative Social & Science Education Research*, 13(1), 230-238
10. Ofoegbu, F. (2014). Teacher motivation: A factor for classroom effectiveness and school improvement in Nigeria. *College Student Journal*, 38(1), 81–89.
11. Onaolapo, A. A., Olajiga, G. D., & Onaolapo, M. T. (2019). Teachers job performance in secondary schools, Nigeria: The effect of family satisfaction and job satisfaction. *The International Journal of Business & Management*, 7(3), 211-230. doi:10.24940/theijbm/2019/v7/i3/BM1903-011.
12. Oyewole, B. K., & Popoola, S. O. (2015). Effect of self-concept, self-efficacy, and self-motivation on job performance of library personnel in selected universities in Nigeria. *Library Philosophy and Practice*, 1–18.
13. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
14. Selamat, N., Sams, S., & Kamalu, N. S. M. (2013). The impact of organizational climate on teachers' job performance. *Educational Research*, 2(1), 71–82.
15. Todmal, A. D., Rao, G. S., & Gagare, K. (2023). The role of emotional intelligence in effective teaching and classroom management. *Eur. Chem. Bull.*, 12(1), 4859-4872.
16. Wang X. (2023). Exploring positive teacher-student relationships: the synergy of teacher mindfulness and emotional intelligence. *Front Psychol.*, 14, 1301786. doi: 10.3389/fpsyg.2023.1301786.