Emotional Intelligence and Interpersonal Skills Training Programmes as Strategies for Enhancing Teachers' Teamwork Behaviour in Ogun State, Nigeria.

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Abstract. Teamwork behaviour are becoming pervasive in the world of education services. Globally, teachers are increasingly being employed, evaluated, compensated, recommended, and promoted based on their ability to work effectively on teams. This study examined the effects of Emotional intelligence (EI) and lnterpersonal skills training (IST) on Teamwork behaviour among secondary school teachers. The study adopted a pretest, posttest, control group quasi-experimental design with a 3 x 3 x 2 factorial matrix. One hundred and twenty-six secondary school teachers were randomly selected and assigned to two treatment groups and a control group. Collective Teacher Efficacy Instrument (CTEI) was used to put respondents into groups while Teamwork Behaviour Questionnaire (TBQ) was used to collect pretest and posttest data. Findings revealed that the two treatment strategies were effective in enhancing teachers' teamwork behaviour. It also revealed a no significant interaction effect of treatment, collective efficacy and gender on teamwork behaviour of teachers. It was concluded that secondary school teachers who have individual weakness and are unable to work effectively on teams, could be helped through emotional intelligence and interpersonal skills training. It was recommended amongst others that teachers should embrace teamwork behaviour, accept the challenges of working purposively, regularly and cooperatively in teams to help students learn meaningfully.

Keywords: Teachers' teamwork behaviour; emotional intelligence training; interpersonal skills training: collective efficacy, gender.

1. Introduction

Globally and nationally, teamwork are becoming pervasive in the world of education services. Teachers are increasingly being employed, evaluated, compensated recommended and promoted based on their ability to work effectively on teams. This is not surprising perhaps because government, educational policy-makers, school leaders and principals have seen teacher's teamwork as a way of improving school quality, school success, students happiness, improved learning, continuity of instruction for student, and academic performance (Afolabi, Adesina & Aigbedion, 2009; Rahul, 2011; Ministry of Education, Guyana, 2015, & Mamabolo, 2016)

Effective teamwork among teachers also ensures that educational problems are exposed to a greater diversity of knowledge, skill and experience and therefore, a greater variety of knotty issues can be resolved effectively by pooling expertise and resources. The more teachers are committed to teamwork, the greater the momentum they can generate to get the job well done (Mamabolo, 2016). Teamwork compliments teachers' individual weakness by making it possible for teachers to wear the many hats required during the daily interaction with young adolescent learners (Wild, et. al, 2008). Effective teamwork leads to goal achievements at personal, team and organizational levels (Akindele-Oscar, 2016).

Teamwork spreads responsibility, encourages creativity, deepens friendship, and builds communication among teachers. For example, the presence of another teacher in class may reduce student-teacher personality problems. It could make teachers feel valued, leading to improve confidence, self efficacy and self-esteem. Also, team members can discuss particular pupils who they feel are showing signs of inattention or lack of understanding and all work together to find a way to help these pupils, especially where there is no school counselor or where the pupils' enrolment is high for the counselor to attend to all pupils promptly.

Historically, the word team was first used in the ninth century to denote animals yoked together for ploughing; by the sixteenth century, its meaning had developed to describe people working together with a common goal (Stacey, 2009). Nowadays, teamwork doesn't happen by accident. It requires effort and commitment, and a willingness to accept the challenges of working together (Gaylord, Wallace, Pickett, & Linkins, 2002).

Teamwork behaviour of teachers involves them working purposefully, regularly, and cooperatively to help students learn. It involves the teachers together: set learning objectives; teach students; select common teaching textbooks/teaching aids; develop common examinations; giving advice; sharing teaching insights; sharing material; preparing lessons jointly; or even team teaching (Vogt, 2002; Park,

Henkin & Egley, 2005). Teaching team can be single-discipline, interdisciplinary or school-within-a school team that meet with a common set of students over an extended period of time. Also, it may require new teachers being paired with veteran teachers.

Usually, a team share, collaborate and assist one another which leads to workplace success. Teams are collections of the organization's best assets who joined to work toward a common goal.Teamwork are prime movers of the productive education system. Thus, teachers must view themselves as teams in the education process. Teachers who believe in team effectiveness commit their time, energy and efforts to work which result in improve academic achievement of students (Scott, 2004).

Unfortunately, there is a general impression that a large number of teachers in Nigeria secondary schools still work in isolation despite the changing terrain of public and private education, characterized by: teacher shortages; continuous increase in students' enrolment; deterioration in conditions of service; students' poor academic performance in public examinations; increased classroom indiscipline; students poor transition and low academic self-efficacy among students.

The inability of the school leaders in secondary schools to make use of team approach had been touted as one of the major reasons why some of the aforementioned problems continue to fester like cancer in Nigeria. Planning, operation, evaluation and decision making in school development require active teamwork (Erawan, 2008). Globally, teaching is moving in the direction of team-teaching from turn-teaching, Nigeria cannot afford to be left behind.

Despite the fact that there is need for teamwork behaviour among teachers now more than ever, it is beset with myriads of barriers such as: time constraints; relationship concerns; differences in teaching and experience; vertical trust; lack of cooperation; Mind reading/biases; peer jealousy; impatience; and poor team spirit (Polega, Neto, Brilowski & Baker, 2019; Acosta, Salanova & Llorens, 2011; Akindele-Oscar, 2016).

It is not unlikely that these challenges in implementing teamwork behaviour among secondary teachers may have exerted some emotional, cognitive and physical pressures on them probably leading to job dissatisfaction; mental health problems; turnover intention; leadership – teacher or teacher-teacher conflict; and devolve relationships. Therefore, researchers must continuously look out for interventions that may help mitigate these hindrances and help foster effective teamwork behaviour among secondary school teachers.

This work is hinged on the Mental model of teamwork. Team mental model as a personal, internal representation of external reality that people use to interact with the world around them (Jones, Ross, Lynam, Perez and Letch 2011). Team mental models refers to the collective task-and team – relevant knowledge that team members bring to a situation (Canon-Bowers, Salas & Bhekensalerfer, 1999). When the members of a team organize their knowledge of team tasks, equipment, roles, goals and abilities in similar fashion, they share mental models (Lim &Klein, 2006).

In recent times, there has been much interest in the construct of emotional intelligence (EI), a set of abilities relating to emotions and to the processing of emotional information. These abilities generally pertain to the perception of emotions, the regulation/management of emotions, and the capacity to utilize (or reason with) emotions in thought (Mayer, Salovey & Caruso, 2000).Emotional intelligence has been theoretically related to important human values including teaching-leaning, decision-making , team skills, innovation, and teamwork within and across organizations (Palmer, Donaldson, & Stough, 2001; Saini, 2018; Gobinder & Shraddha, 2017).

A large number of teachers have difficulty coping with work related pressure resulting from the emotional demands of their profession (Chan, 2006). This situation has led to poor content delivery, devolve relationships with students and significant others, job dissatisfaction, and ultimately, turnover intention and leaving the teaching profession.

However, a teacher's relationship with colleagues and students hold the key to exceptional performance. Much of what we say and do, as well as how we say and do things, directly relates to our emotional intelligence (Eckman, 2004)

A fundamental pre-requisite for success in any human endeavour is good interpersonal skill. Good interpersonal skill is needed in achieving personal and educational goals (Ayodele, 2010). Interpersonal skills are the qualities and behaviours teachers uses to interact with staff and students effectively while performing their job. Interpersonal skills range from communication and listening to attitude and deportment (Lim, 2019).

The moderating variables of this study are collective efficacy (CE) and Gender. Collective efficacy is a belief about the shared capacities of the groups in which people participate and belief about joint endeavour and joint outcomes. Researches have confirmed that collective efficacy predicted individual teamwork behaviour (Tasa & Seijts, 2007; MCleod & Orta-Ramirez, 2018). Gender often plays an important role in determining how individuals behave in an organization. When gender learn to effectively interact with one another, it creates a stronger organization (Hamilton, Barton, Jack & Hilde, 2003).

To achieve the objectives of the study, the following research hypotheses were posed and tested:

- There is no significant main effect of treatment on teamwork behaviour of participants.
- There is no interaction effect of treatment, collective efficacy and gender or teamwork behaviour of participants.

2. Method

2.1 Design and Participants

A pre-test-post-test control group quasi-experimental design with a 3 x 3 x 2 factorial matrix was adopted for the study. The

population for the study comprised of all teachers in public secondary schools in Ogun State, Nigeria. A total of one hundred and twenty-six teachers from three public secondary schools were randomly selected from the three Senatorial district in Ogun State, Nigeria as sample for the study through stratified random sampling technique. Forty two teachers were randomly assigned to group 1 and the group was randomly assigned to Emotional intelligence training. Another forty-two teachers were randomly assigned to experimental group 2 and the group was randomly assigned to Interpersonal skills training. The remaining forty-two teachers were randomly assigned to Control group.

2.1 Instrumentation

2.1.1 **Collective Teacher Efficacy Instrument (CTEI)**

This was developed by Goddard and Hoy (2001) and is made up of 21 items that measured the two integrated dimensions of collective efficacy: teaching competence and teaching task analysis. Participants responded on a four point rating scale ranging from 1 – strongly agree to 4 strongly disagree. It has a co-efficient alpha of .71. Validity evidence for the scale, was demonstrated by a positive correlation with Tschannen-Moran, Woolfolk-hoy and Hoy's Trust in Colleagues Scale (1998, r = .67,

P<.001) and additional divergent validity evidence was demonstrated by a negative correlation with Zielinski and Hoy's (1983) Sense of Powerlessness scale. Groups higher in collective efficacy were found to be similar to groups with a greater sense of trust in their colleagues while differing with groups that have a greater sense of group powerlessness, demonstrating the distinctiveness of the collective efficacy construct.

2.1.2 **Teamwork Behaviour Questionnaire (TBQ)**

The instrument was developed by the Institute of Management Sciences, Kohat University of Science and Technology, Kohat. KPK-Pakistan (2011) TBQ contains 20 items statements relating to teamwork concepts, team behaviour and impact on group performance. It has a reliability coefficient of 0.72. The rating consists of 4 likert scale and score ranges from Always (4 points) to Never (1Point).

2.2 Sampling Procedure

The process of sampling of participants, allocation of participants to group, and the groups to treatment and control, followed strict process of randomization. Experimental group 1 was taught EI, the experiemental group 2 was taught interpersonal skills, while the control was taught a placebo.

3. Results and Discussion

Table 1: Estimates of Main effect of Treatment on Teamwork Behaviour

Treatment group	Mean	Student error	95% confidence interval	
			Lower bound	Upper bound
Emotional intelligence training	60.805[a]	1.041	58.731	62.879
Interpersonal skills training	61.892a	1.117	59.666	64.118
Control	49.934a	1.149	47.645	52.222

a.   covariates appearing in the model are evaluated at the following values: teamwork behaviour = 57.0319.

The results in table 1 reveal that the participants in the emotional intelligence group had a mean score of 60.805 and standard error of 1.041. in interpersonal skills group, the mean score was 61.892 and standard error was 1.117. To determine if significant difference exists in the mean scores of treatment, the analysis of covariance was undertaken and the results are presented in table 2.

Table 2: Univariate Analysis Of Covariance for Main Effect of Emotional intelligence, Interpersonal skill and Control Groups on Participants Teamwork Behaviour

	Sum of Squares	Df	Mean Square	F	Sig.
Contrast	1933.995	2	966.998	31.682	.000
Error	2258.642	74	30.522		

The result in table 2 revealed a univariate f-ratio of 31.682 that is significant beyond the .05 level of significance. The null hypothesis which stated that there is no significance main effect of treatment on teamwork behaviour of participants was therefore rejected. These results implied that EI and IS training programmes could serve as interventions in fostering teachers' teamwork behaviour.

Table 3: Analysis of Covariance of The Interaction Effects of Treatment, Collective Self-Efficacy and Gender on Participants' Teamwork Behaviour

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4445.071[a]	19	233.951	7.665	.000
Intercept	1027.209	1	1027.209	33,655	.000
TWPRE	538.652	1	538.652	17.648	.000
PSYPRE	6.554	1	6.554	.215	.644
GROUP	1933.995	2	966.998	31.682	.000
COSELF	74.818	2	37.409	1.226	.299
GEN	19.779	1	19.779	.648	.423
GROUP *COSELF	244.764	4	61.191	2.005	.103
GROUP * GEN	40.463	2	20.232	.663	.518
COSELF * GEN	21.723	2	10.861	.356	.452
GROUP *COSELF* GEN	76.011	4	19.003	.623	.648
Error	2258.642	74	30.522		
Total	324197.000	94			
Corrected Total	6703.713	93			

a. R Squared = .663 (Adjusted R Squared = .577)

Results in table 3 indicated that there was significant effect of treatment on participants teamwork behaviour F(2,74) = 31.682; P<.05). There were no significant main effects of collective self-efficacy (F(2,74) = 1.226; P>.05) and gender (F(1,74) = .648; P>.05 on participants' teamwork behaviour. The results however revealed no significant two-way interaction effects of treatment and collective efficacy (F(4,74) = 2005; P>.05). Also, no significant two-way interaction between treatment and gender (F(4,74) = .663; P> .05) on participants' teamwork behaviour. No significant two-way interaction effects of treatment and collective efficacy (F (4,74)= 2005; P>.05).on participants teamwork behaviour was found. The results showed no three-way interaction effects of treatment, collective efficacy and gender (F(4,74) = .623; P>.05) on participants' teamwork behaviour.

4. Discussion

The study investigated the effects of emotional intelligence and interpersonal skills training programmes in the enhancement of teachers' teamwork behaviour in Nigeria. It also sought to investigate whether collective efficacy and gender could interact with interventions (emotional intelligence and interpersonal skills) on the enhancement of teachers' teamwork behaviour. The results as presented showed a significant main effect of treatment on teamwork behaviour of participants. In other words, the treatments are effective in fostering teacher's teamwork behaviour in Nigeria.

This finding attests to the potency of emotional intelligence and interpersonal skills training programmes as useful psychological interventions for behaviour changes since the objective of the study is to enhance the teamwork behaviour of teachers, our finding is therefore in agreement with the ones reported by Druskat & Wolff (2001), Akindele Oscar (2007), Gobinder & Shraddha (2017), and Saini

(2018) who confirmed the significant influence of E.I to group effectiveness, interactions and teamwork behaviour within and across organizations. Our finding also gave credence to Ayodele (2010) report that interpersonal skills is efficacious in assisting teachers achieve educational goals. The results also showed no three-way significant interaction effects of treatment, collective-efficacy and gender on teachers' teamwork behaviour. This means that one, or two-way interactions do not differ significantly across the level of the third variable (treatment).

5. Conclusion

This study have shown the practical importance of EI and IS in enhancing teachers' teamwork behaviour. Therefore, school administrators should help facilitate teamwork behaviour among secondary school teachers by providing enabling environment such as team teaching of subjects and sharing material and preparing lesson jointly. Similarly, workshops, training, symposia and lectures on emotional intelligence and interpersonal skills could be organized by government in collaboration with education stakeholders for improved teachers' teamwork behaviour

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