



Emotional Intelligence as Correlate of Acquisition of Pedagogical Skills among Secondary School Chemistry Teachers in Enugu State, Nigeria

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Abstract

Chemistry is a key subject in promoting scientific and technological advancement. The imperative about improving students' learning outcomes in Chemistry is also about ensuring the quality of Chemistry teachers. This study explored the correlation between emotional intelligence and the acquisition of pedagogical skills among Chemistry teachers. It was designed to address three research questions and test three hypotheses. Utilizing a correlational research design, a sample of 64 Chemistry teachers was selected through a multi-stage sampling process. Data collection involved two instruments: the Chemistry Teachers' Emotional Intelligence Scale (CTEIS) and the Chemistry Teachers' Pedagogical Skills Acquisition Observational Rating Scale (CTPSAORS). The internal consistency of the CTEIS, assessed via Cronbach's Alpha, was 0.792, and the inter-rater reliability of the CTPSAORS, calculated using Kendall's Coefficient of Concordance, was 0.931. Data analysis was performed using SPSS version 25.0, with Pearson Product Moment Correlation Coefficient and the Hayes PROCESS macro employed to examine the research questions. Hypotheses were tested through analysis of variance (ANOVA) and Hayes PROCESS macro at a 0.05 significance level. The findings revealed that emotional intelligence had a positive but weak and non-significant relationship with the acquisition of pedagogical skills among secondary school Chemistry teachers in Enugu State. However, gender and academic qualifications significantly moderated this relationship. The study recommended integrating emotional intelligence training into teacher education programs and organizing of regular workshops and seminars by school administrators to enhance the emotional intelligence and teaching skills of Chemistry teachers.

Keywords: achievement in Chemistry, Chemistry teachers, emotional Intelligence, pedagogical skills

Introduction

Scientific and technological advancement remains a priority for nations worldwide, and Chemistry serves as a critical discipline in achieving these advancements. As a branch of science, Chemistry focuses on understanding the composition, properties, and applications of matter. The study of Chemistry is essential in addressing fundamental human needs, and progress in fields such as agriculture, transportation, engineering, medicine, industry, and space exploration is largely attributed to chemical processes and innovations. Consequently, enhancing students' academic performance in Chemistry deserves significant attention. According to Steinmayr et al. (2014), academic achievement is the performance outcome that reflects the extent to which individuals meet the objectives underlying instructional activities within a school system. The authors further emphasized that academic achievement is a multidimensional



concept, encompassing various aspects of learning. It represents the results of students' educational efforts, typically measured by grades or scores in internal or external assessments. These results provide insight into the knowledge, skills, and attitudes acquired over time.

Despite the crucial role of Chemistry in advancing scientific and technological progress, the performance outcomes of secondary school students in the subject across Nigeria has not seen a parallel improvement. Data from the West African Examinations Council (WAEC) Chief Examiner reports (2018–2022) reveal this troubling trend. To address this, there is an urgent need for targeted actions aimed at improving student outcomes in Chemistry. A key factor in this effort is the quality of Chemistry teachers, as the strength of an education system is inherently linked to the competence of its teachers (Teachers Registration Council of Nigeria [TRCN], 2004). In recognition of this, the Federal Republic of Nigeria has set forth the goals of teacher education to ensure the development of motivated, skilled, and capable teachers across all educational levels (Federal Republic of Nigeria [FRN], 2013, p.56). Enhancing student performance in Chemistry, both in internal and external assessments, requires teachers who not only have a thorough understanding of the subject but also possess strong pedagogical skills.

The demonstration of pedagogical skills is essential for effective teaching and learning in science, given the crucial role science plays in technological progress. According to Amosun and Kolawole (2015), pedagogical knowledge encompasses the instructional methods and strategies necessary for facilitating learning. Similarly, Samina and Shamsa (2019) described pedagogical skills as a combination of communication, instructional delivery, and classroom management abilities that support learning. Shah (2023) emphasized the importance of these skills, noting that they form the foundation for meaningful classroom interactions and effective teaching. Teachers must not only acquire the necessary knowledge, abilities, and skills but also effectively convey these to students in the teaching-learning situation. Benson et al. (2020) discovered that students believe teachers' pedagogical skills significantly influence their interest and attitude toward science. Adegbola's (2019) research further demonstrated that teachers' pedagogical competence has a notable impact on students' attitudes toward Basic Science. Attitude is a very important determinant of academic achievement in any subject particularly Chemistry. Research findings of Sutiyaatno (2018); Eremie and Doueyi-Fiderikumo (2019), and Kuliahana and Marzuki (2020) all showed a positive impact of use of various pedagogical skills on the achievement of students in different subjects across different localities. Nworgu (2009) categorized basic pedagogical skills as set induction, stimulus variation, use of examples, non-verbal communication skills, questioning skills, reinforcement and closure skills among others. Demonstration of adequate pedagogical skills could be related to certain psychological variables in the teacher among which is emotional intelligence (EI).

EI also which is also known as Emotional Quotient (EQ) is a psychological variable that has attracted the attention of educationists in recent times. Emotions differentiate humans from animals. Emotions are complex states of mind and body and emanate from one's evaluation of internal and external pieces of information as one interacts with the environment (Rupande, 2015). Verma et al. (2022) identify emotions as the driving forces behind creativity, enthusiasm, optimism, motivation, and personal growth, underscoring the relevance of emotional intelligence, especially to Chemistry teachers. Segal et al. (2024) defined EI as the capacity to recognize, harness, and regulate emotions in a constructive way so as to relieve stress, communicate efficiently, show empathy with others, navigate challenges, and resolve conflicts.



The authors posited that to achieve success in life, intellectual ability alone is not sufficient but that emotional intelligence is equally important. This view was corroborated by Panguluri and Mohan (2018). Goleman (1995) viewed EI as a master aptitude that has the potential to affect all other abilities profoundly, either facilitating or hindering them. Krishnan and Awang (2020) viewed EI as an ability-based construct which can be likened to general intelligence. EI is therefore a set of non-cognitive and social competences that enable an individual understand self and others, and thus live healthy, relate well with others, and succeed in the workplace and other life endeavours. Teaching has been noted to be one of the professions that require high emotional intelligence as teachers are more frequently exposed to stressful situations in schools and classrooms more than many other professions (Mohzan et al., 2012; Dolev & Leshem, 2016). Such stressful situations could hinder their pedagogical competencies if not well managed. A Chemistry teacher with high EI should be able to manage these stressful situations in ways that learning is not hindered. In other words, high emotional intelligence in a Chemistry teacher should guarantee a high level of self-regulation despite challenging classroom situations, thus ensuring the demonstration of adequate pedagogical skills.

Furthermore, EI affects a teacher's enthusiasm in his or her teaching. Teachers with high EI will be highly motivated to do their job very well and with enthusiasm; will pay closer attention to students and show concern for their success and well-being (Sekreter, 2019). These will promote teacher-student relationship, enhance the demonstration of pedagogical skills and will invariably translate to better students' achievement especially in a subject like Chemistry that many students perceive as abstract and difficult (Eze & Obiekwe, 2017). The enthusiasm generated in an emotionally intelligent teacher not only enhances self-motivation but also creativity. Creativity drives the wheel of innovation in all fields of human endeavour, teaching inclusive. Emotional intelligence skills could be inborn in individuals but could also be learned and developed through training (Amar & Dipti, 2016; Setreter, 2019).

Extensive research has explored the association between EI and competency in teaching or teaching effectiveness across different educational levels. Kaur and Talmar (2014) identified a significant positive association between EI and teaching competency among secondary school educators. In a similar vein, explored the correlation between EI and effectiveness in teaching among university lecturers in Perak, Malaysia, finding a positive and significant correlation across all EI components. Biresaw (2017) investigated the correlation between EI, self-efficacy, and pedagogical success among English as a Foreign Language (EFL) teachers, revealing a notable positive correlation between EI and pedagogical success. Reshi and Sayedil (2018) researched on emotional intelligence and teaching effectiveness among secondary level educators and showed a positive but non-significant correlation. Soanes and Sungoh (2019) examined how EI influenced the effectiveness of science teachers in Meghalaya, India, and revealed a positive association. Further, Siddique et al. (2020) researched on how EI correlated with teacher effectiveness of secondary school educators in Lahore, Pakistan, reporting a strong and positive correlation.

From the foregoing, it is evident that EI is positively correlated to teaching competency of teachers. However, most results showed significant correlation while few showed otherwise. Further, given that emotional intelligence may differ across cultures, and recognizing that, to the best of the researchers' knowledge, no such study has been carried out in Enugu State, particularly among Chemistry teachers, it was deemed essential to explore the correlation



between EI and the demonstration of pedagogical skills among Chemistry educators in Enugu State, Nigeria.

Furthermore, gender-related concerns across various aspects of human activity have consistently drawn the interest of researchers, particularly those in science education. Gender encompasses the social dynamics between males and females, including their roles, behaviors, activities, characteristics, and opportunities. It influences individuals' self-perception, actions, interactions, and the allocation of power and resources within society. Gender disparity has been an issue in science-related disciplines. Wang and Degol (2017); Butler and Hasenfratz noted that females continue to be under-represented in the fields of Science, Technology, Engineering, and Mathematics. Gender differences among teachers have been reported in teachers' teaching effectiveness. According to Nwagbo and Onah as cited in Ezinwa (2021), gender differences can manifest in behaviours such as emotion, intelligence, ambition etc. hence, the need to investigate the influence of gender on the correlation between EI and acquisition of pedagogical skills among Chemistry teachers in Enugu State. Apart from gender, teachers' teaching qualification could also be a factor in the acquisition of pedagogical skills as well as the EI of secondary school Chemistry teachers.

A qualification signifies the successful completion of a course, often granting the status of a certified practitioner in a particular profession or field. Teachers' qualifications refer to professional credentials that authorize individuals to practice as registered educators. Qualifications of this nature encompass the Post Graduate Diploma in Education (PGDE), Nigerian Certificate of Education (NCE), Bachelor of Education (B.Ed), Master of Education (M.Ed), and Doctor of Philosophy (Ph.D.) in Education. Studies by Ewetan and Ewetan (2015) and Abidoye and Bamuwagun (2022) demonstrated that teachers' academic qualifications significantly impact students' performance. Despite this, the outcome of the research of Musau and Abere (2015), suggested that teacher qualifications do not have a significant impact on academic performance of students in Science, Mathematics, and Technology. This study however focused on investigating how teachers' qualifications might influence the correlation between Chemistry teachers' EI and their development of pedagogical skills. The study was structured around the following research questions and hypotheses.

Research Questions

1. What is the correlation between EI and acquisition of pedagogical skills among secondary school Chemistry teachers?
2. What is the correlation between EI and acquisition of pedagogical skills among secondary school Chemistry teachers as moderated by gender?
3. What is the correlation between EI and acquisition of pedagogical skills among secondary school Chemistry teachers as moderated by teachers' qualification?

Hypotheses

H0₁: The correlation between EI and acquisition of pedagogical skills among secondary school Chemistry teachers is not significant.

H0₂: The correlation between EI and acquisition of pedagogical skills among secondary school Chemistry teachers is not significantly moderated by gender



H0₃: The correlation between EI and acquisition of pedagogical skills among secondary school Chemistry teachers is not significantly moderated by teachers' qualification.

Materials and Methods

Design of the Study

The study utilized a correlational research design, which, as outlined by Nworgu (2015), is intended to explore the type of relationship that exists between two or more variables. Additionally, correlational studies reveal both the strength and direction of the relationships among the variables. Since this study examined the correlation between EI and Chemistry teachers' acquisition of pedagogical skills, the chosen design was deemed appropriate. Moreover, similar studies by Kaur and Talmar (2014), Shahid et al. (2015), Biresaw (2017), and Siddique et al. (2020), all employed the same design.

Participants

The study population included all 326 Chemistry teachers (154 males and 172 females) in 295 public secondary schools across Enugu State during the 2022/2023 academic session. From this population, a sample of 64 Chemistry teachers (23 males and 41 females) was drawn using a multistage sampling approach within the Enugu and Nsukka Education Zones. Simple random sampling (balloting with replacement) was employed at the first stage to select two zones: Enugu and Nsukka. In the second stage, purposive sampling was used to choose two local government areas (LGAs) from each of the two zones, based on the number of Chemistry teachers in each LGA. At the final stage, schools with at least two Chemistry teachers were purposively selected, as one Chemistry teacher from each of these schools was briefed and engaged as a research assistant.

Instruments

The data collection instruments included the Chemistry Teachers' Emotional Intelligence Scale (CTEIS) and the Chemistry Teachers' Pedagogical Skills Acquisition Observational Rating Scale (CTPSAORS). The CTEIS was a 29-item self-report questionnaire, adapted from Belinda Davies' framework (n.d.) and organized into five clusters reflecting the subscales of emotional intelligence (EI). The questionnaire was structured into two sections: Section A gathered demographic details such as gender and qualifications, while Section B consisted of five clusters: Self-Awareness (12 items), Self-Regulation (8 items), Self-Motivation (6 items), Empathy (7 items), and Social Skills (5 items). Responses were rated on a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). For the negatively cued questions, the scores were reversed.

Chemistry Teachers' Pedagogical Skills Acquisition Observational Rating Scale (CTPSAORS) was a 17-item instrument adapted by the researchers from the pro-forma used by the Science Education department of the University of Nigeria, Nsukka (UNN) for assessment of students in teaching practice and the harmonized steps for lesson note writing by the same department. Combining the two, the researchers arrived at the instrument consisting of 17 items which are observable pedagogical skills such as communication skills, questioning skills, use of examples, repetition, students' participation, stimulus variation and knowledge of subject matter



among others. The Chemistry teachers were observed while teaching using the CTPSAORS and rated on a four point scale of: very low (1); low (2); high (3) and very high (4).

Validity and Reliability

The instruments were content-validated by a panel of three experts: a specialist in Measurement and Evaluation, an expert in Educational Psychology, and a professional in Chemistry Education, all from the Faculty of Education at the University of Nigeria, Nsukka. The CTEIS was further subjected to construct validation via factor analysis to obtain the minimum number of valid items for the study. The number of items reduced from 42 to 29 items used for the study.

To establish the reliability of the validated CTEIS, the valid items from the factor analysis were extracted for 20 Chemistry teachers in Obollo-Afor Education Zone. The data collected from the responses of participants were used to assess the internal consistency of the CTEIS through Cronbach's alpha, resulting in a reliability coefficient of 0.792. For the CTPSAORS, inter-rater reliability was evaluated by having three teachers independently rate each of the 10 observed Chemistry teachers. Using the Kendall coefficient of concordance, the reliability coefficient was determined to be 0.931.

Data Analysis

To address research question 1, the Coefficient of Correlation (R) was utilized, while Analysis of Variance (ANOVA) was conducted to evaluate hypothesis 1. The Hayes PROCESS macro was employed for analyzing research questions 2 and 3, as well as testing hypotheses 2 and 3. A significance level of 0.05 was used for testing all hypotheses. Correlation coefficients between 0 and 0.29 were interpreted as low relationship; correlation coefficient between 0.30 and 0.49 were interpreted as moderate relationship while correlation coefficient between 0.50 and 1.00 were interpreted as high relationship (Cohen, 1992). The null hypothesis was dismissed if the probability value was equal to or smaller than the predefined significance level ($p \leq 0.05$); if not, it was retained.

Results

Table 1 reveals that the correlation between EI and the acquisition of pedagogical skills among secondary school Chemistry teachers is weakly positive, with a correlation coefficient of $R = .233$ and a coefficient of determination (R^2) of .055. This suggests that EI has a modest influence on the acquisition of pedagogical skills among these teachers in Enugu State. Since it is a positive relationship, it implies that increase in EI leads to increase in acquisition of pedagogical skills among Chemistry teachers. Moreover, the coefficient of determination of .055 implies that 5.5% positive variation in Chemistry teachers' acquisition of pedagogical skills is attributed to their emotional intelligence. Thus, 94.5% variation in Chemistry teachers' acquisition of pedagogical skills is attributed to other variables excluding emotional intelligence.

Table 1. Regression Analysis of Variance of the Correlation between EI and Acquisition of Pedagogical Skills of Chemistry Teachers

Model	R	R Square	Adjusted R Square
1	.233 ^a	.055	.039



a. Predictors: (Constant), Emotional Intelligence

Table 2 indicates that the correlation between EI and the acquisition of pedagogical skills among Chemistry teachers in Enugu State, Nigeria, produced an F-value of $F(1, 62) = 3.575$, with a p-value of .063. Since the p-value is greater than the 0.05 significance threshold, the null hypothesis is not rejected, suggesting that there is no significant correlation between the EI of Chemistry teachers and their acquisition of pedagogical skills.

Table 2. Regression Analysis of Variance of the Correlation between EI and Acquisition of Pedagogical Skills of Chemistry Teachers

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	146.900	1	146.900	3.575	.063 ^b
	Residual	2547.835	62	41.094		
	Total	2694.734	63			

a. Dependent Variable: Pedagogical Skills

b. Predictors: (Constant), Emotional Intelligence

Table 3 shows that the correlation coefficient between male chemistry teachers' emotional intelligence and their acquisition of pedagogical skills is $R = .204$ with a coefficient of determination, $R^2 = .042$ while the correlation coefficient between female Chemistry teachers' emotional intelligence and their acquisition of pedagogical skills is $R = .359$ with a coefficient of determination, $R^2 = .129$. This suggests that male Chemistry teachers exhibit a weak positive relationship between their EI and the display of pedagogical skills, whereas female Chemistry teachers show a moderate positive relationship between these two variables. Additionally, the Hayes PROCESS macro moderation analysis reveals that the degree of gender's moderating effect on the correlation between EI and the acquisition of pedagogical skills the Chemistry educators is $R = .112$. Therefore, gender has a weak positive moderating influence on this relationship.

Table 3. Regression Analysis of the Moderating Influence of Gender on the Correlation between EI and Acquisition of Pedagogical Skills of Chemistry Teachers

Model	Gender	R	R Square	Adjusted R Square	R	T	Sig.
1	Male	.204 ^a	.042	-.004	.112	1.958	.050
	Female	.359 ^a	.129	.106			

a. Predictors: (Constant), Emotional Intelligence

Table 3 presents the results of the Hayes PROCESS macro analysis, which investigated the moderating influence of gender on the correlation between EI and the acquisition of pedagogical skills among Chemistry teachers. With a t-value of 1.958 and a p-value of .050, the null hypothesis is rejected since the p-value is equal to the significance threshold of .050. This indicates that gender influences the strength of the correlation between EI and pedagogical skills acquisition, demonstrating a significant moderating influence of gender in this context.



Table 4 shows that the coefficient of correlation between the EI of Chemistry educators with an NCE and their acquisition of pedagogical skills is $R = .883$, with a coefficient of determination (R^2) of .780. For Chemistry teachers with a first degree, the correlation coefficient is $R = .175$, with $R^2 = .031$, while for those with a Master's degree, the correlation coefficient is $R = .505$, and $R^2 = .255$. Additionally, the Hayes PROCESS macro moderation analysis reveals that the magnitude of the moderating effect of qualification on the correlation between EI and the acquisition of pedagogical skills is $R = .638$. This indicates a strong positive moderating influence of qualification on this relationship among secondary school Chemistry teachers.

Table 4. Regression Analysis of the Moderating Influence of Qualification on the Correlation between EI and Acquisition of Pedagogical Skills of Chemistry Teachers

Model	Qualification	R	R Square	Adjusted R Square	R	T	Sig.
1	NCE	.883 ^a	.780	.670			
	First Degree	.175 ^a	.031	.010	.638	9.165	.003
	Master	.505 ^a	.255	.172			

a. Predictors: (Constant), Emotional Intelligence

Table 4 displays the results of the Hayes PROCESS macro analysis, which examined how gender moderates the correlation between EI and the display of pedagogical skills. The analysis yielded a t-value of 9.165 and a p-value of .003. The null hypothesis is rejected as the p-value is below the significance threshold of .05,. This finding indicates that gender has a significant moderating influence on the correlation between EI and the acquisition of pedagogical skills among secondary school Chemistry teachers. Therefore, it suggests that the gender of Chemistry teachers influences the strength of this relationship.

Discussion

The results revealed a weak yet positive correlation between emotional intelligence and the development of pedagogical skills among secondary school Chemistry teachers. This implies that an increase in the EI of Chemistry teachers is linked to a greater demonstration of pedagogical skills in the classroom. This could be because emotional intelligence enables one to understand and regulate their emotions, motivate self towards hard work, as well as display social skills that build rapport between teacher and students. All these competences culminate in a teacher being favourably disposed towards putting in the best to enable the students learn. One way a teacher can do this is by demonstrating adequate pedagogical skills. The finding supports the assertions of Perry and Ball (2005) that good teaching is a reflection of the exercise of emotional intelligence and Adeyemo and Chukwudi (2014) that positive mood is associated with good teaching. Moreover, the result supports Daniel Goleman's (1995) EI theory, which suggests that possessing EI competencies contributes to success both in personal life and in the workplace. Thus, EI skills are essential basis for Chemistry teachers' teaching competency exhibited by demonstration of adequate pedagogical skills.



Further analysis however showed that the correlation between Chemistry teachers' EI and their acquisition of pedagogical skills is not significant. This implies that the EI of Chemistry teachers is not significantly related to their acquisition of pedagogical skills. Thus, the possibility of this relationship being attributed to chance cannot be overruled. This finding could be as a result of the seemingly overwhelming stressful situations prevalent in the Nigerian society of today. The poor salary structure in the face of high cost of living; insufficient number of teachers that lead to increase in workload of teachers; juvenile delinquencies prevalent among students are among the factors which present emotional demands on teachers and are making it increasingly difficult for Chemistry teachers to cope in the workplace. The finding aligns with the results of Reshi and Sayedil (2018), who reported that emotional intelligence did not significantly correlate with teaching effectiveness, and Mohzan et al. (2013), who found no significant correlation between the EI of student-teachers and their academic outcomes. In contrast, this finding differs from those of Kaur and Talmar (2014), Biresaw (2017), Soanes and Sungoh (2019), Siddique et al. (2020) who observed a notable positive relationship between EI and successful teaching among educators at different levels of education across different locations.

The results of the study revealed that the moderating influence of gender on the correlation between secondary school Chemistry teachers' EI and their acquisition of pedagogical skills is low but positive and significant. This suggests that gender plays a notable role in ascertaining the strength and extent of the correlation between EI and the acquisition of pedagogical skills among the Chemistry teachers. More specifically, the analysis indicates a weak yet positive relationship for male Chemistry teachers, while the relationship is moderate and positive for female teachers. This implies that the correlation between Chemistry teachers' EI is stronger among female teachers than their male counterparts. This could mean that female teachers exhibit higher EI competencies than their male counterparts, which consequently enables them to demonstrate more pedagogical skills in the classroom. This finding is in agreement with the stereotype widely held that females have greater emotional ability than the males. Higher emotional ability of female teachers could result in their being more in tune with the emotional and academic challenges of their students and hence more determined to help them out through display of adequate pedagogical skills that will enhance their learning. The male teachers on the other hand having less emotional ability may not be ready to go the extra mile as their female counterparts. This result is in line with the results of the research by Amar and Dipti (2016), Valente et al. (2018), and Valente et al. (2020), who all reported that female teachers showed higher EI skills than their male counterparts.

Contrary to the results of the current study, Naqvi et al. (2016) found a significant gender difference in the relationship between emotional intelligence and teaching performance, with males showing a stronger link in secondary school teachers in Lahore, Pakistan. Similarly, Siddique et al. (2020) reported a notable gender difference in the correlation between EI and teaching effectiveness, again favouring male teachers in Lahore, Pakistan.

The results indicated that teachers' qualifications have a strong, positive, and statistically significant moderating influence on the correlation between EI and the development of pedagogical skills among secondary school Chemistry teachers. This suggests that the level of academic qualification of Chemistry teachers influences the strength of the connection between their EI and their pedagogical skill acquisition. Further, the results revealed that the relationship is strongest for NCE teachers, followed by the teachers with Master degree, while it is weakest



for teachers with Bachelors' degree. This could be as a result of the varying curricula contents especially in terms of pedagogy the teachers were exposed to in their teacher preparatory institutions. It is common knowledge that quality training of would-be teachers is more effectively undertaken in colleges of education in Nigeria more than in other institutions of higher learning. In Colleges of Education, many education courses are split into manageable wholes and taught in details, microteaching is well organized and undertaken and teaching practice is done for two whole terms, unlike what is obtainable in the faculties of education of many universities.

The results are supported by the research results of Enwelim (2016); Abidoye and Bamuwagun (2022) which showed significant positive influence of teacher's qualification on students' achievement / pedagogic competence of teacher. Further, Abidoye et al. (2022) also showed that the academic qualification of Biology teachers had a significant influence on their use of instructional resources for Biology teaching in Moro LGA of Kwara State.

Conclusions

The study showed that EI has a positive but low and non-significant correlation with the acquisition of pedagogical skills among Chemistry teachers in Enugu State. Emotional intelligence is therefore not a very strong determinant of the acquisition of pedagogical skills among the Chemistry teachers. Furthermore, gender and academic qualification of teachers had significant moderating influence on the correlation between EI and the acquisition of pedagogical skills among Chemistry teachers in Enugu State, making them very strong factors in the strength of the correlation between EI and the acquisition of pedagogical skills. In the light of the results of the study, the researchers suggest that EI training be incorporated into teacher education programs to improve Chemistry teachers' EI capabilities. Additionally, school administrators should organize regular workshops and seminars to help Chemistry teachers enhance both their emotional intelligence and pedagogical skills.



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