

## Emotional Intelligence and Gender Inclusivity for Effective Instructional Delivery in Public Senior Secondary School in Okirika Local Government Area, Rivers State

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### Abstract

The study investigated emotional intelligence and gender inclusion. Two inseparable twins for efficient instructional delivery in public senior high schools in the Okirika Local Government Area, Rivers State. The research employed a descriptive survey design. The research population comprises 3,850 individuals. This includes 3,850 educators and students from eight public senior secondary schools in the Okirika Local Government Area, Rivers State. The study's sample size was calculated using Taro Yamane's formula at a 5% precision level. The study's sample size comprises around 362 respondents, proportionally selected from teachers and students across eight schools. The data collection instrument was a meticulously designed questionnaire entitled "Impact of Teachers' Emotional Intelligence and Gender Inclusivity for Effective Instructional Delivery Effectiveness Questionnaire (ITEIIDE)." The questionnaire comprised two sections: Section A, which gathered the respondents' biographical data, and Section B, which provided information to address the research questions. The instrument was validated for face and substance by two professionals in Educational Management. Cronbach's Alpha and a reliability value of 0.80 were used to assess the instrument's reliability. The z-test statistical tool was used to test the hypotheses at the 0.05 level of significance, and the data was examined using the mean and standard deviation to address the research issues. According to the study, teachers who possess emotional intelligence are better able to foster an inclusive classroom where all kids are respected. In every classroom contact, teachers exhibit professionalism and respect. According to the study's conclusions, schools and educational authorities should, among other things, host frequent workshops, training sessions, and seminars to help teachers become more adaptive. This will give them the tools they need to modify their teaching strategies, use cutting-edge tactics, and effectively address the varied needs of their students, all of which will improve instructional.

## **Background to the Study**

The demand for effective instructional delivery in public senior secondary schools has intensified in recent decades due to rapid social transformation, increasing diversity in classrooms, and heightened expectations for quality education. Across many educational systems, particularly in developing countries. Public senior secondary schools serve students from varied socio-economic, cultural, and gender backgrounds. Within this dynamic environment, teachers are not only expected to demonstrate mastery of subject content but also to possess the socio-emotional competencies necessary to foster inclusive and supportive learning spaces. It is within this context that emotional intelligence and gender inclusivity emerge as critical, interconnected constructs for effective instructional delivery.

Salovey and Mayer's (1990) groundbreaking work popularized the idea of emotional intelligence, which they described as the capacity to recognize, comprehend, control, and regulate one's own and other people's emotions. Later, Daniel (1995) popularized the concept by highlighting its importance in education, leadership, and job performance. In the context of education, emotional intelligence empowers instructors to foster meaningful relationships with students, effectively manage classroom dynamics, constructively address behavioral issues, and establish emotionally safe environments that improve learning results. In adolescent-centered classes, which are common in senior secondary schools, teachers with high emotional intelligence are better able to exhibit empathy, exercise self-control, and retain motivation.

Concurrently, gender inclusivity has emerged as a central pillar in global educational discourse. The pursuit of inclusive and equitable quality education is strongly reflected in the United Nations Sustainable Development Goals, particularly Goal 4, which emphasizes inclusive education and the elimination of gender disparities. Gender inclusivity in education transcends mere parity in enrollment; it entails creating learning environments where all genders feel valued, respected, and equally empowered to participate and succeed. In public senior secondary schools, entrenched gender stereotypes, differential teacher expectations, unconscious biases, and socio-cultural norms often influence classroom interactions and instructional practices. Such dynamics can inadvertently marginalize certain groups of students, thereby undermining effective instructional delivery (Abe,2020).

The intersection between emotional intelligence and gender inclusivity becomes particularly significant when considering the teacher's role as both an instructional leader and a socializing agent. Emotional intelligence provides the psychological foundation upon which gender-inclusive practices can thrive. A teacher who is emotionally self-aware and empathetic is more likely to recognize subtle forms of gender bias, challenge discriminatory behaviors, and foster equitable participation among students. Emotional regulation aids teachers in responding calmly and fairly to gender-related conflicts, while social awareness enhances sensitivity to diverse gender identities and expressions. Thus, emotional intelligence does not merely complement gender inclusivity; it actively enables and sustains it (Reyes et al2020). Moreover, adolescence is a defining stage of senior secondary education is characterized by

identity formation, including gender identity and social belonging. During this period, students are particularly sensitive to issues of fairness, acceptance, and recognition. Instructional delivery that lacks emotional attunement or gender sensitivity can contribute to disengagement, diminished self-esteem, and poor academic performance. Conversely, classrooms led by emotionally intelligent and gender-inclusive teachers tend to promote psychological safety, collaborative learning, and equitable student participation, thereby improving instructional effectiveness (Anoowar & Rohani, 2019).

Despite the acknowledged importance of both constructs, existing literature often examines emotional intelligence and gender inclusivity in isolation. Studies on teacher effectiveness frequently highlight pedagogical skills, content knowledge, and classroom management strategies, with comparatively less attention to the socio-emotional and gender-responsive dimensions of teaching. Similarly, research on gender inclusivity tends to focus on policy frameworks, curriculum reform, and access to education, while underexploring the emotional competencies required of teachers to implement inclusive practices effectively. This fragmentation in scholarship suggests a critical gap: the need to conceptualize emotional intelligence and gender inclusivity as mutually reinforcing elements “inseparable twins” in the pursuit of effective instructional delivery (Delgado, 2020).

In public senior secondary schools, where resource constraints, large class sizes, and diverse student populations present persistent challenges, the synergy between emotional intelligence and gender inclusivity becomes even more vital. While pedagogical knowledge and content mastery have traditionally been the focus of teacher performance, recent scholarship underscores the growing importance of emotional intelligence in influencing how teachers deliver instruction (Mavroveli & SánchezRuiz, 2021). Teachers who lack emotional competence may struggle to cultivate inclusive environments, while gender-inclusive policies without emotionally intelligent implementation may remain superficial. Therefore, integrating these constructs into teacher preparation, professional development, and educational leadership frameworks is essential for sustainable instructional improvement.

Effective instructional delivery remains a central concern in contemporary education, as educators strive to meet the diverse academic, social, and emotional needs of learners. In increasingly diverse classrooms, differences in gender identity, expression, and socialization patterns significantly influence students' participation, engagement, and academic performance. However, many instructional approaches still emphasize cognitive achievement while paying insufficient attention to the emotional and gender-related dynamics that shape the learning environment. Emotional intelligence involves the ability to recognize, understand, and manage one's own emotions and those of others, a capacity that is increasingly recognized as critical to effective teaching.

One essential component of Emotional Intelligence is adaptability, which refers to a teacher's capacity to adjust their instructional strategies, classroom management styles, and communication patterns to accommodate varying student needs and shifting classroom

dynamics. For instance, a teacher with high adaptability may revise lesson plans in the moment or spontaneously when they notice students are disengaged or modify their approach for learners with diverse academic backgrounds. Emotional Adaptability involves adjusting instruction based on student responses, learning pace, and comprehension levels. Adaptability refers to a teacher's ability to adjust their thoughts, behaviors, and instructional approaches in response to changing classroom conditions, diverse learner needs and evolving educational demands of all the students irrespective of their gender. In emotionally intelligent teaching, adaptability is not merely about reacting to change, it's about being proactive, flexible, and responsive in ways that support both academic and emotional success for all students. Adaptability in emotionally intelligent teaching also entails monitoring classroom dynamics in real time. Teachers continuously observe how students are responding both emotionally and cognitively and adjust their instructional pacing, content complexity, and interaction style accordingly. This level of responsiveness ensures that instruction remains aligned with students' evolving needs and promotes a sense of safety and support.

In a study by Delgado et al. (2020), it was found that teachers who could adapt their instruction based on student feedback were significantly more effective in promoting learning outcomes and maintaining classroom motivation. Equally important is self-awareness, which allows teachers to identify their emotional triggers, recognize their teaching strengths and limitations, and reflect meaningfully on their practice. A self-aware teacher is less likely to let personal frustrations interfere with professional responsibilities and is more capable of adjusting their behavior for optimal instructional impact. Research by Li et al. (2021) found that self-aware teachers exhibit greater emotional regulation and are more likely to engage in continuous self-improvement factors that contribute to sustained instructional effectiveness. Moreover, self-awareness fosters a mindful approach to teaching, where teachers intentionally align their methods with student needs and classroom goals.

Another fundamental Emotional intelligence domain is the social skills, encompassing the ability to communicate effectively, collaborate with students and colleagues, and foster positive classroom relationships. Teachers who possess strong social skills tend to be approachable, can manage classroom conflicts constructively, and encourage active participation in learning. These social competencies enhance classroom cohesion, promote student voice, and facilitate cooperative learning environments (Brackett et al., 2019). Furthermore, socially skilled teachers are better at interpreting student non-verbal cues, engaging learners through dialogue, and maintaining a classroom climate conducive to academic risk-taking and creativity.

Emotional intelligence, through its various components, directly impacts how teachers plan, execute, and assess their instruction. A teacher who adapts instruction based on student feedback (adaptability), understands the influence of their emotions on classroom decisions (self-awareness), builds strong student relationships (social skills), and responds compassionately to student needs (empathy), is more likely to deliver instruction that is engaging, inclusive, and effective (Abe, 2020). The synergistic impact of these emotional

intelligence dimensions shapes the overall instructional experience and student outcomes. In the evolving landscape of education, the role of the teacher extends beyond mere content delivery. Today teachers are expected to be emotionally attuned, responsive, and reflective practitioners who can support students' holistic development. This shift is especially pronounced at the senior secondary level, where students experience complex emotional and academic transitions. Emotional intelligence (EI) is now recognized as a pivotal factor in helping teachers navigate these expectations. As noted by Mavroveli and Sánchez-Ruiz (2021), emotionally intelligent educators exhibit higher competence in managing classroom demands and promoting student engagement, thus redefining instructional effectiveness in modern education. Senior secondary school classrooms are emotionally dynamic settings where students grapple with identity formation, peer pressure, and academic stress. Teachers who lack emotional intelligence may struggle to manage these dynamics, resulting in disengaged learners and disrupted instruction. In contrast, teachers who exhibit Emotional intelligence can create emotionally safe learning environments that foster motivation and academic resilience. Yin, Zheng, and Wang (2019) emphasized that emotionally intelligent teachers demonstrate superior emotional regulation, which positively influences student behavior and instructional flow both critical components of effective classroom delivery.

Recent scholarship has deepened our understanding of how Emotional intelligence intersects with pedagogy. Emotional intelligence, as conceptualized by Mayer, Caruso, and Salovey (2016), includes the ability to perceive, use, understand, and regulate emotions to facilitate interpersonal and intellectual growth. When applied in classroom contexts, this ability helps teachers connect with students, manage stressors, and make emotion-informed pedagogical decisions. Li et al. (2021) confirmed that emotionally intelligent teachers are more adept at adjusting instruction based on emotional cues, leading to more inclusive and effective teaching practices in secondary education. Effective instructional delivery encompasses not just curriculum coverage but also the emotional experience of learning. Students are more likely to engage in active learning and critical thinking when the classroom climate supports their emotional needs.

Reyes et al. (2020) argue that classroom emotional climate shaped largely by the teacher's emotional intelligence should be a key indicator of teaching effectiveness. Including EI in evaluation rubrics ensures a more comprehensive understanding of instructional delivery. Finally, emotional intelligence is not only a personal resource for teachers but also a professional standard that enhances institutional outcomes. Emotionally intelligent teachers tend to experience lower burnout, higher job satisfaction, and more effective teaching performance (Abe, 2020). Their presence influences school morale, supports positive student outcomes, and contributes to a healthy learning environment. As schools aim to meet the complex demands of 21st-century education, promoting EI among teachers becomes imperative advancing inclusivity for sustained instructional excellence and student success. Against this backdrop, the present study seeks to examine the relationship between emotional intelligence and gender inclusivity and how their interplay influences effective instructional delivery in public senior secondary schools. By framing these constructs as interdependent

rather than discrete variables, the study contributes to a more holistic understanding of teacher effectiveness and provides a conceptual foundation for policy and practice aimed at strengthening.

### **Statement of the Problem**

Emotional intelligence popularized by Daniel Goleman encompasses self-awareness, self-regulation, motivation, empathy, and social skills. These competencies enable educators to understand students' emotions, manage classroom interactions effectively, and create supportive learning spaces. At the same time, gender inclusivity, as advocated by global bodies such as UNESCO, calls for equitable teaching practices that respect and affirm all gender identities, challenge stereotypes, and eliminate discriminatory behaviors in educational settings. Despite the recognized importance of both constructs, emotional intelligence and gender inclusivity are often treated as separate domains in teacher preparation, policy formulation, and classroom practice. This disconnect may result in emotionally insensitive pedagogies, reinforcement of gender stereotypes, marginalization of non-conforming learners, and unequal participation patterns. Teachers who lack emotional intelligence may struggle to address gender-based conflicts or unconscious biases, while gender-inclusive policies without emotional competence may fail to translate into authentic, empathetic classroom interactions.

The problem, therefore, lies in the “limited integration of emotional intelligence and gender inclusivity as complementary and mutually reinforcing components of effective instructional delivery. There is insufficient empirical and practical understanding of how these two constructs function together to enhance teacher effectiveness, student engagement, classroom climate, and learning outcomes. Without intentional integration, efforts to promote inclusive education may remain superficial, and instructional delivery may continue to fall short of addressing the holistic needs of all learners. This study seeks to investigate the interrelationship between emotional intelligence and gender inclusivity, examining how their integration can serve as a foundational framework for effective instructional delivery in diverse educational contexts.

### **Purpose of the Study**

The purpose of this study is to investigate the imperative of emotional intelligence and gender inclusivity for effective instructional delivery in public senior secondary schools in Okrika Local Government Area. Specifically, this study aims to:

1. To examine the extent to which teachers' adaptability to gender inclusivity influences their instructional delivery in public senior secondary schools in Okrika Local Government Area.
2. To assess how teachers' social skills, contribute to fostering gender inclusivity for effective instructional delivery in public senior secondary schools in Okrika Local Government Area

## **Research Questions**

The study is guided by the following research questions;

1. To what extent does teachers' adaptability to gender inclusivity influence their instructional delivery in public senior secondary schools in Okrika Local Government Area?
2. To what extent does teachers' social skills foster gender inclusivity for effective instructional delivery in public senior secondary schools in Okrika Local Government Area?

## **Hypotheses**

The following hypotheses guided the study:

1. There is no significant difference in the mean opinion of teachers and students on adaptability to gender inclusivity for effective instructional delivery in public senior secondary schools in Okrika Local Government Area?
2. There is no significant difference in the mean opinion of teachers and students on how social skills fosters gender inclusivity for effective instructional delivery in public senior secondary schools in Okrika Local Government Area

## **Methodology**

This study utilized a descriptive survey research design. The population of this study is 3,850. This contains 3,850 instructors and students from eight public senior high schools in Okirika Local Government Area, Rivers State. The sample size for the study was determined using Taro Yamane's formula for sample size calculation at a 5% level of precision: Thus, the sample size for the study is roughly 362 respondents, which was proportionally picked among teachers and students across the eight schools. The instrument data collecting was a well-structured questionnaire titled "Impact of Teachers' Emotional Intelligence and gender inclusivity for effective instructional delivery effectiveness questionnaire (ITEIIDE)" The questionnaire has two portions; section A and B. Section A comprises the bio-data of the respondents and section B provides information to answer the study questions. The responses were weighted as follows; Very High Extent (VHE- 4points), High Extent (HE-3point), Low Extent (LE-2point) and Very Low Extent (VLE-1 point) correspondingly. The measure was accorded face and content validity by two specialists in Educational Management. The dependability of the instrument was determined using Cronbach's Alpha and a reliability coefficient of 0.80. The data was analyzed using Mean and standard deviation to answer the study questions while the z-test statistica tool was utilized to test the hypotheses 0.05 level of significance.

## **Presentation of Results**

### **Answers to Research Questions**

**Research Question 1:** To what extent does teachers' emotional adaptability and gender inclusivity influence their instructional delivery in public senior secondary schools in Okrika Local Government Area?

**Table 1:** Mean Ratings of Respondents on the extent teachers' emotional adaptability and gender inclusivity influence their instructional delivery in in public senior secondary schools in Okrika Local Government Area

| S/N | Questionnaire Items   | (Teacher)   |                  | (Student)   |                  | Average                     |             |           |
|-----|---|-------------|------------------|-------------|------------------|-----------------------------|-------------|-----------|
|     |   | N= 171      |                  | N= 183      |                  | Mean                        |             |           |
|     |   |             |                  |             |                  | $\frac{\chi^1 + \chi^2}{2}$ |             |           |
|     | Questionnaire Items   | $\bar{X}_1$ | Std <sub>1</sub> | $\bar{X}_2$ | Std <sub>2</sub> | Mean                        | Std         | RMK       |
| 1   | Teachers adjust their teaching methods to both boys and girls in class.   | 3.16        | 1.11             | 3.24        | 0.97             | 3.20                        | 1.04        | HE        |
| 2   | Teachers modify lesson plans to make room for inclusivity   | 3.42        | 0.92             | 3.36        | 0.92             | 3.39                        | 0.92        | HE        |
| 3   | Teachers give equal opportunities to all students in class  | 3.36        | 0.90             | 3.28        | 0.92             | 3.32                        | 0.91        | HE        |
| 4   | Teachers incorporate technology and multimedia tools to enhance lesson delivery for the generality of the students. | 3.41        | 0.93             | 3.45        | 0.90             | 3.20                        | 0.91        | HE        |
| 5   | Teachers adopt instructional strategies to suit students' pace of learning irrespective of gender.                  | 3.48        | 0.91             | 3.39        | 0.87             | 3.43                        | 0.89        | HE        |
| 6   | Teachers revise their classroom management techniques to maintain student engagement.                               | 3.46        | 0.92             | 3.30        | 0.78             | 3.38                        | 0.85        | HE        |
| 7   | Teachers adapt assessment methods to fairly evaluate all students' understanding.                                   | 3.44        | 0.92             | 3.30        | 0.87             | 3.37                        | 0.89        | HE        |
|     | <b>Grand Mean/SD</b>  | <b>3.39</b> | <b>0.94</b>      | <b>3.33</b> | <b>0.89</b>      | <b>3.32</b>                 | <b>0.91</b> | <b>HE</b> |

The analyzed data in Table 1 for research question one showed that all items were of a high extent by the teacher and students. The confirmation was made with a grand mean of 3.29 and 3.33 respectively and standard deviation of 0.94 and 0.89 as responses of the respondents on both teacher and students are above the criterion mean score of 2.50. This shows that Teachers modify lesson plans when faced with unexpected classroom situations. Teachers revise their classroom management techniques to maintain student engagement. This is true since the grand mean value was above the benchmark of 2.50, meaning that most of the respondents were on the High extent range of the scale.

**Research Question 2:** To what extent does teachers' social skills foster gender inclusivity for effective instructional delivery in public senior secondary schools in Okrika Local Government Area?

**Table 2:** Mean Ratings of Respondents on the extent teachers' social skills foster gender inclusivity for effective instructional delivery in public senior secondary schools in Okirika Local Government Area  
(N = 354)

| S/N | Questionnaire Items  | (Teacher)   |                  | (Student)   |                  | Average Mean                |             |           |
|-----|--|-------------|------------------|-------------|------------------|-----------------------------|-------------|-----------|
|     |  | N= 171      |                  | N= 183      |                  | $\frac{\chi^1 + \chi^2}{2}$ |             |           |
|     | Questionnaire Items  | $\bar{X}_1$ | Std <sub>1</sub> | $\bar{X}_2$ | Std <sub>2</sub> | Mean                        | Std         | RMK       |
| 1   | Teachers treats students equally by giving positive reinforcement and encouragement.   | 2.77        | 1.09             | 2.62        | 1.08             | 2.69                        | 1.08        | HE        |
| 2   | Teachers create an inclusive classroom environment that respects all students.   | 3.44        | 0.89             | 2.78        | 1.05             | 3.11                        | 0.97        | HE        |
| 3   | Teachers engage male and female students in group activities to enhance interaction and learning.                            | 3.54        | 0.83             | 3.69        | 0.62             | 3.61                        | 1.45        | VHE       |
| 4   | Teachers demonstrate respect and professionalism in dealing with male and female students during all classroom interactions. | 3.49        | 0.83             | 3.80        | 0.60             | 3.64                        | 0.71        | VHE       |
| 5   | Teachers communicate effectively with students to enhance understanding.   | 2.92        | 1.12             | 3.91        | 0.37             | 3.41                        | 0.74        | HE        |
| 6   | Teachers build positive relationships with students to encourage class interaction.  | 2.87        | 1.01             | 3.77        | 0.55             | 3.32                        | 0.78        | HE        |
| 7   | Teacher encourages students to collaborate well with each other to reduce gender related conflicts.                          | 3.05        | 0.97             | 2.73        | 1.11             | 2.89                        | 1.04        | HE        |
|     | <b>Grand Mean/SD</b>   | <b>3.15</b> | <b>0.96</b>      | <b>3.32</b> | <b>0.76</b>      | <b>3.32</b>                 | <b>0.96</b> | <b>HE</b> |

The analyzed data in Table 2 for research question two showed that five items were of a high extent, while 2 items were on Very High extent by the teacher and students. The confirmation was made with a grand mean score of 3.15 and 3.32 and standard deviation of 0.96 and 0.76 as responses of the respondents on both teacher and students which is above the criterion mean of 2.50. This shows that Teachers create an inclusive classroom environment that respects all students. Teachers demonstrate respect and professionalism in all classroom interactions.

**Test of Hypotheses**

**H<sub>01</sub>** To what extent does teachers' emotional adaptability to gender inclusivity influence their instructional delivery in in public senior secondary schools in Okrika Local Government Area?

**Table 3:** z-test Analysis on the mean ratings of teacher and students on the extent Teachers' emotional Adaptability to gender inclusivity influence effective instructional delivery in public senior secondary schools in Okirika Local Government Area.

| Respondents | N   | x    | Std  | DF  | z-cal | z-crit | LS   | Decision |
|-------------|-----|------|------|-----|-------|--------|------|----------|
| Teacher     | 171 | 3.39 | 0.94 | 352 | 0.66  | ±1.96  | 0.05 | accepted |
| Student     | 183 | 3.33 | 0.89 |     |       |        |      |          |

Table 3 above shows the result of z-calculated value of 0.66 which was less than the z-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 352. The null hypothesis was therefore accepted which states that is no significant difference in the mean ratings of teacher and students on the extent Teachers' Adaptability influence instructional delivery in public senior secondary schools in Okirika Local Government Area.

**H<sub>02</sub>:** There is no significant difference in the mean opinion of teachers and students on how social skills fosters gender inclusivity for effective instructional delivery in public senior secondary schools in Okrika Local Government Area.

**Table 4:** z-test Analysis in the mean ratings of teacher and students on the extent Teachers' social skills fosters gender inclusivity for effective instructional delivery in public senior secondary schools in Okirika Local Government Area.

| Respondents | N   | x    | Std  | DF  | z-cal | z-crit | LS   | Decision |
|-------------|-----|------|------|-----|-------|--------|------|----------|
| Teacher     | 171 | 3.15 | 0.96 | 352 | 1.88  | ±1.96  | 0.05 | accepted |
| Student     | 183 | 3.32 | 0.76 |     |       |        |      |          |

Table 4 above shows the result on the table show that z-calculated value of 1.88 which was less than the z-critical value of ±1.96 at 0.05 level of significance and with a degree of freedom of 352. The null hypothesis was therefore accepted which states that there is no significant difference in the mean ratings of teacher and students on the extent Teachers' social skills

influence instructional delivery in public senior secondary schools in Okirika Local Government Area.

### **Discussion of Findings**

Findings on Research Question 1 in Table 1 revealed that teachers adjust lesson plans when faced with unexpected classroom events. Teachers change their classroom management tactics to sustain student engagement with a grand mean of 3.39 for Teacher and students and 3.33 for students. Hypothesis 1 on table 3 demonstrated that there is no significant difference in the mean assessments of teacher and students on the extent Teachers 'emotional Adaptability affect instructional delivery in public senior high schools in Okirika Local Government Area with z-calculated value of 0.08 which was less than z-critical value of  $\pm 1.96$ . This finding is in line with the view of Johnson (2021) who claimed that Teachers' adaptability" plays a significant role in increasing instructional delivery. Emotional flexibility enables instructors to respond effectively to different classroom dynamics, ultimately boosting student engagement and learning results.

Teachers foster an inclusive classroom climate that respects genders, according to the results of Research Question 2 on Table 2. With a grand mean of 3.15 for teachers and 3.32 for pupils, teachers exhibit professionalism and respect in every classroom encounter. With a z-calculated value of 1.88, which is less than the z-critical value of  $\pm 1.96$ , Hypothesis 2 on Table 4 demonstrated that there is no significant difference between the mean ratings of teachers and students regarding the degree to which teachers' social skills influence instructional delivery in public senior secondary schools in Okirika Local Government Area. The results support the assertion made by Anowar and Rohani (2019) that "teachers' social skills significantly influence instructional delivery in public senior secondary schools in Okirika Local Government Area (LGA), Rivers State, Nigeria.

### **Conclusion**

Based on the findings of the study, it was concluded that Teachers modify lesson plans when faced with unexpected classroom situations. Teachers revise their classroom management techniques to maintain student engagement. Teachers are aware of how their behavior and attitude affect students' learning. Teachers reflect on their teaching methods to improve lesson delivery. The researcher conclude that Teachers create an inclusive classroom environment that respects all students. Teachers demonstrate respect and professionalism in all classroom interactions.

Finally, it was concluded that Teachers possess the necessary knowledge of their subject matter to deliver lessons effectively. Teachers show mastery of instructional techniques that enhance student engagement

### **Recommendations**

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

1. Schools and educational authorities should organize regular workshops, training

- programs, and seminars to improve teachers' adaptability. This will equip teachers with skills to adjust teaching methods, incorporate innovative strategies, and respond effectively to diverse student needs, thereby improving instructional delivery.
2. Teachers should be supported to develop interpersonal and communication skills through mentorship programs and collaborative teaching activities. Strong social skills enable teachers to build positive relationships with students and colleagues, manage classroom interactions efficiently, and foster an inclusive learning environment

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