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Social Factors and Teaching Effectiveness Among Female Secondary School Teachers in Imo State: Implication for Counselling Psychology

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Abstract: This study examines relationship between social factors and teaching effectiveness among secondary school female teachers in Imo State: Implication for counseling psychology. Two research questions and two null hypotheses guided the Study. Correlational research design was used for the study. Population of the study comprised all the female teachers in public senior secondary schools in Imo State, totaling 6,614 and 1,620 senior secondary school students who were used to rate their female teachers' effectiveness. A fluid survey online sample size calculator was used to determine 360 female teachers for the study. Multi-stage and simple random sampling techniques were used for the study. Two self-constructed instruments titled 'Teacher Social Factors Scale' (TSFS), and Teaching Effectiveness Scale' (TES,) were used to collect data. The instruments TSFS and TES were validated by experts. The reliability of the instruments were determined through test-retest method that yielded reliability indices of Interpersonal Relationship $r = 0.81$, Recognition $r = 0.83$ and Teaching effectiveness $r = 0.85$. The researcher personally administered the instruments to the respondents. Pearson Product Moment Correlation (PPMC) was used to answer the research questions and tested the null hypotheses at 0.05 level of significance using SPSS version 25. The findings of the study revealed that, there was a significant relationship between interpersonal relationship and teaching effectiveness among secondary school female teachers in Imo state, and there was a significant relationship between recognition and teaching effectiveness among secondary school female teachers in Imo State. It was recommended based on the findings that, school administrators should encourage and promote their teachers' interpersonal relationships and self-concept, as it creates a good interactive environment with their students as well as their colleagues capable of inducing high teaching and learning outcomes in terms of students' academic performance and teaching effectiveness. The Imo State government, school administrators and stakeholders in education should as a matter of urgency provide for female teachers awards, public praise, and private praise, gift items amongst others to support, validate and encourage female teachers to continue doing what they do best.

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1. Introduction

It is a known saying that education is the foundation of national development and that teachers build the foundation for it. The success of educational system is what the

teacher makes out of it. Education is so powerful that it can “heal and kill”, it can build up or tear apart, it can lift up or impoverish. This however would depend on the type of education and particularly on the teacher who is the hub of the education process. It is therefore expected that only the intellectually promising, morally stable and qualified teachers are needed in teaching the learners. Teachers constitute an important factor in the implementation of the school curriculum. For the goals of the education to be achieved, the role of the teacher cannot be underplayed. Teachers as principal agents of change must be effective for the goals of education to be achieved. Effectiveness means producing the desired result. Teacher effectiveness is therefore used broadly, to mean the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

Alao explained teaching effectiveness as efficiency exhibited by a teacher in instructional strategies classroom management, personal disposition, evaluation, interpersonal relations, job involvement, initiative and enthusiasm, professional values, as well as innovativeness in the everyday teaching and learning situation [1]. Effective teaching is synonymous with teaching effectiveness and has been noted as the basic ways which include definition of term of teacher personalities, teacher pupil interaction and teacher impact on pupil's behaviour, teacher effectiveness also has impact on student learning and satisfaction of parents. It is only an effective teacher that can teach effectively. Abela explained that a highly qualified effective teachers are necessary to improve students' performance, and there is growing interest in identifying individuals teacher's impact on students' achievement, and it is clear that highly qualified teachers and having the necessary qualification and certifications does not necessarily predict highly effective teachers [2]. But the teacher effectiveness is the need of the hour because teachers play an important role in nation building if a teacher is free from all stress and strain, he will teach effectively in the classroom. Effective teaching is important in the success of any education programme. Teacher's effectiveness is the ability and the interaction between the physical, intellectual and psychological interest of the students, content matters, ability of the teachers and the evaluative procedures. Teachers have the greatest potential to influence student's education. Students learn more when teachers employ systematic teaching methods. The Federal Republic of Nigeria (2004) in Anderson stated in her national Policy on education that no education can grow above the standard and quality of the teachers [3]. For this purpose, priorities ought to be attached to the psycho-social factors in relation to teaching effectiveness.

In modern times, teacher qualification and teaching effectiveness have become a part of school phenomena and has received considerable attention in recent years. Social factors in relation to teaching effectiveness as a phenomenon has been researched in various professions and the teaching profession is no exception. It has been a common finding that educators experience higher level of ineffectiveness than other professions (Federal Republic of Nigeria, 2004) [3]. The social factors that relate to teaching effectiveness are teacher recognition and interpersonal relationship. Recognizing teacher accomplishments means saying thank you to the teacher who make the school and their job better. To encourage expertise in their job setting is important to have award mechanisms in place which help reward the above and beyond efforts of educators. Adeyemi investigated the impact of teacher recognition and environment on their job performance in Delta State [4]. The findings revealed that there was a significant positive influence of teacher verbal praises, written praises, monetary recognition security, and relationship with colleagues, management of students as well as their job performance and effectiveness.

As a reward for teachers' effectiveness, recognition is defined as acknowledgement, approval and genuine appreciation. Recognition can be set up on a formal basis for instance, in a school setting, female teachers may be rewarded for good performance and

effectiveness on their jobs, it can be administered on a public, staff meeting, newsletter, or banquet or on a one-on-one private level, verbally or written [5]. There is a fine line between recognition as defined above and other positive reinforcers or rewards such as money and feedback. For instance, providing a merit increase in pay or a bonus and feedback about effectiveness can be considered forms of recognition. However, nonfinancial recognition does not necessarily contain information about effectiveness, although some formal recognition programs may involve prizes, dinners or plaques that cost money and both formal and informal recognition may sometimes include information about a teacher's effectiveness [6]. The broad appeal of recognition is that secondary school administrators believed it applies to everyone top to bottom in the organization, no one gets too much of it, no satiation principle here, it is available to everyone to use, and it does not cost anything. Under classic behavioral management based on reinforcement theory by Covey [7], Covey, recognition is classified as a natural reinforcer as opposed to a contrived reinforcer such as money. Recognition is treated as universally applicable and, if provided on a contingent basis in dealing with teachers' behaviour, can be a very powerful reinforcer to improve teaching effectiveness. The contingent recognition might be the head teacher saying to a teacher, "I noticed that you helped out stand six when their mathematics teacher was absent."

Isangedgehi conducted research on relationship between teachers' recognition and teaching effectiveness among junior secondary school teachers in Belgium China [8]. The findings revealed significant relationship exists on the level of non-recognition, and teaching effectiveness of junior secondary school teachers in China. This implies that, the level of isolation and non-recognition of teachers are significantly related and also affected their teaching effectiveness as a result of school humiliation and punishment on absentee teachers. Afful-Brom carried out a study on teachers' praises and gift items as directed by NDC Germany affected grade 2, 3, 4, 5 teachers [9]. The result of the study proved that 46 percent of the entire respondents exhibited dissatisfaction on the choice of principal style of reward and praises. They agreed that lack of praises when a teacher performs extra duty causes irritation and lowers their teaching effectiveness. The result also indicated that 40 percent of the teachers have difficulty expressing his or her self freely in the classroom during lesson. The finding showed that 75 percent of the teachers became unhappy, depressed, moody and sometime became sick due to non-recognition, while 35 percent of the respondents indicated low interest in their teaching, most of them agreed that teaching without recognition alone constitutes its own socio-emotional trimmer, hence affects teachers' effectiveness. The relevance of this empirical review to the present study is due to the fact that the topic addressed the core teacher motivating factors also used in the present study.

In other words, instead of receiving no consequence for this helping behaviour which will lead to extinction or a punishing consequence of having to work harder which will lead to a decrease, the supervisor providing contingent recognition as a positive reinforcer will strengthen the teacher's behaviour and enhance the productivity and better teaching effectiveness in the school. As in the school setting example above, upon observing this behaviour the head teacher would provide contingent recognition by saying something like, "I overheard your explanation to students about how to obtain, use, and the advantages of CD and DVDs in teaching and learning process. I will bet, we will be adding acquiring some for the school." The recognition is a positive reinforcer for the service behaviour leading to increased teaching effectiveness and student students' academic performance [10].

Teachers' interpersonal relationship is the association with other people. It may be momentary or lasting in nature. Alberta Teachers' Association postulated that we engage in interpersonal relationship every day [11]. This could be with relations, friends, co-teachers, students and some others. For a teacher to be able to relate adequately with others most importantly with his/her students, the teacher must possess certain dexterity or

ability in order to get along properly in any relationship, whenever this trait is lacking, there is every tendency that getting with others will be a problem which may result to stress while making the teacher ineffective in the classroom. Covey defined interpersonal relationship as the type of relationship that transpires between two or more people [7]. However, it is obvious that a teacher is likely to experience stress in the classroom and also in his extra circular activities in the school if he/she fails to establish a cordial relationship with students.

Interpersonal relationship is defined as a strong, deep, and close association between two or more people that may range in duration from brief to enduring relationship. The relationship can vary from teacher and student relation, principal and colleague's relation, teacher and parent's relation, social groups and of society as a whole. Interpersonal relationships thrive through equitable and reciprocal compromise. Willoughby explained that relationship does not exist in isolation, but rather between two or more persons [12]. Worthy relationship brings about cordiality and good rapport which enhances commonality of living. Alberta Teacher Association explained that no family, community and friendship can exist in a coarse environment [11]. It is a good practice for co-workers to have a very decent interpersonal relationship. Wherever interpersonal relationship is withheld, things do not move efficiently. Interpersonal relationships are formed on the basis of social and communal effects. The perspective varies from place to place. Interpersonal relationship is a durable deep or very close association between two or more persons. The relationship could be tantamount on harmony, inference and affection.

Betonio noted that interpersonal relationships are common association with others [13]. They are momentary and lasting. We practice interpersonal relation always with people. Interpersonal relationship is operated between two who are there to fulfil each other's passionate and bodily needs. Intimate relationship could provide a sense of belongingness, protection, safety and reduces fatigue and equally enhance healthy living.

Jan examined the relationship between teacher-students interpersonal relationships and students' academic achievements in social studies [14]. The study revealed that a good human relationship is a powerful tool of high productivity and achievement in all areas of life including education industry. Dunkin carried out a study on the effect of interpersonal relation between teacher and a principal in the overall school achievement in Starden High School Uganda [15]. The study found that, in an atmosphere of trust, shared vision and openness creates positive school climate conditions. Principals' relationships with their teachers affect principals and teachers' satisfaction, unity, and commitment levels, teacher effectiveness, less stress was recorded and overall school achievement was also high.

Betonio asserted that, interpersonal relationship is an interaction that occurs among two individuals [13]. And for relationship to exist there must be an agreement between the two parties. There must be need for them to be together and complement themselves. Stress affects interpersonal relationship in the work place to a great extent. It is important for teachers to understand what causes them ineffective, since they cannot avoid socialization, they should recognize those factors that reduces their interpersonal relations and manage them, ineffectiveness comes in diverse ways and for teachers to be able to keep their relationships with co-workers, heads and students, the need to have the right attitude in coping with colleagues and students. Eggen and Kauchak noted that teachers' who have interpersonal relationship record more achievement than those who do not [16]. Building a concrete interpersonal relationship depends on the ability to listen, and care about what others have to say. Improving teacher's relationship with colleagues' and students have a vital and positive long-lasting effect on teacher's social development and job performance. The teachers who have close relationship with their colleagues and students, will achieve more compared to those who encounter conflict in their work places.

Interpersonal skills help the teacher to enter learner's frame of interest and readiness for learning activities; interpersonal skills are dependent upon the teacher making

available certain important conditions. Conditions that will improve interpersonal relationships of students, colleagues and teachers are highlighted by Alao thus [1]: (a) respect; the teacher's ability to showcase a belief in the student's ability to resolve his or her problems, (b) immediacy; the ability of the teacher to communicate to the students and colleagues about his /her relationship as it exists at that period in time, (c) concreteness; the teacher's ability to identify or accurately label feelings and experiences of the student or colleagues, (d) empathy; the ability of the teacher to interact and understanding of the student's and colleague's interpersonal interactions, (e) warmth; the ability of teacher to showcase that he or she cares for the students and colleagues as a person, (f) self-Disclosure; teachers ability to expose experiences of his or her own that were similar to what the students and colleagues are experiencing, (g) genuineness; the ability of the teacher to expose his or her openness and honest with the students, and (h) confrontation; teacher's ability to inform the student of a discrepancy that exist between things that he or she has been saying and things that he or she been doing.

Covey noted that, teacher-student interaction must be based on strong foundations of mutual belief and understanding in order to be an effective framework for assisting students [7]. Teacher trust in tells confidence in students' ability, positive expectations for their success, and a willingness to let students participate not only in setting goals important to their education, but also in determining approaches to those objectives. Darling-Harmond observed that teacher –student interaction that includes the specific factors of task orientation, teacher questions, teacher praise, student initiation and response appeared to be vital predictors of student success in reading [17]. A teaching situation that relied greatly on teacher-task orientation and teacher teaching did not relate adequately to students' academic achievement.

Teachers like those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials, school/collage administrators. Anderson noted that an effective teacher must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately, if those goals are to be achieved [3]. Chuma postulated that possession of knowledge and skills falls under the heading of teacher competence and the use of knowledge and skill in the classroom is referred to as teacher performance; teacher performance and teacher competence with the accomplishment of teacher goals is the teacher effectiveness [6]. It can be safely assumed that the purpose of every human interaction is the accomplishment of some set of goals. Within the school context, these goals might be the need to increase students' enrolment, improve academic performance, bolster creativity and promote entrepreneurship. It was in line with this that the Nigerian educational system has formulated some basic goals expected to be achieved through education in her National Policy on Education Federal Republic of Nigeria 2024, and held that despite the wide array of goals to be accomplished, the Nigerian government at the federal, state and local government levels as well as other private investors continue to seek for the best approach at getting the most competent teachers for the job, which can bring to fruition the goals of education and schooling utilizing the least possible resources within the shortest possible time [9].

Bonnet carried out a study on job effectiveness of college teachers [18]. Result shows that college teachers as a whole and irrespective of their sex, experience, location, and status did not differ significantly in their degree of job effectiveness. Although a concept of great significant and interest, teacher effectiveness has been conceptualized and operationalized differently by authors and scholar. Teacher effectiveness is an abstract or latent construct that cannot be pointed to or measured directly, but most scholars agree it is a multidimensional construct meaning that it has multiple components or dimensions [19]. These dimension in turn are made up of indicators that can be measured directly. Chowehun (2025) stated that at the most basic level, job effectiveness can be distinguished between a process and outcome aspect. The process aspect also called the behaviour aspect

refers to what people do while at work. Thus, only behaviour which people do can only be used as indicators of teaching effectiveness. Examples of such behaviour include delivery of lecture, preparation of lesson note and use of illustration to practical^ class instruction. The outcome aspect refers to the result of a teacher behaviour. This result might be improving students understanding of abstract concept, increased performance in an examination etc.

Teaching effectiveness as captured by Onyeachu (1999) in Chuma is the capacity of a teacher to engage in different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation, as well as personal interaction with students and other members of staff [6]. The multidimensional approach to teaching effectiveness is also recognized in the definition of Awotua-Efebo (2004) in Jan which is endorsed by most educational researchers as the most encompassing definition of the construct as behaviours or actions that are relevant to the goals of the educational institution [14]. This definition is accompanied by two notions: (i) teaching effectiveness should be defined in terms of behaviour rather than result (ii) teaching effectiveness should include only behaviours that are relevant to the organizational goals. Although this notion of performance has been accepted by most educationists, others have criticized it on the ground that it is difficult to differentiate between behaviour and result [20]. Therefore, other scholars such as Viswesren and Ones (2000) in Abela defined teaching effectiveness as scalable actions, behaviour and outcomes that teachers engage in or bring about that are linked with and contribute to educational goals [2].

Hunt (2009) in Anderson defined teachers' teaching effectiveness as [3]:

the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

Anderson defined an effective teacher as one who consistently achieves goals which either directly or indirectly strives to motivate and engage all their students in learning process in making sure the students succeeds [3]. A further definition of teacher effectiveness was provided by Dunkin as the degree to which a teacher achieves the desired effect upon students, he also differentiated it from teacher competence which is the extent to which the teacher possess the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching [15]. Similarly, Douglas (2009) in Jan defined teaching effectiveness as the achievement of all or most of the learning objectives and reduction of differences, in cognitive levels among the students [14]. A few conceptualized effective teaching as the type of teaching characterized by the exhibition of intellectual, social and emotional state enabling all teachers to be successful, belief in one's ability to be effective and to take on challenges, being consistent and fair [10]; keeping one's word, belief that all individuals matter deserve respect, ability to think logically, break things down, and cause and effect, conceptual thinking, ability to identify patterns and connections, even when, a wealth of detail is present, relentless energy for setting and meeting challenging targets, for students and the school, information seeking, drive to find out more and get to the heart of things intellectual curiosity initiative, drive to act now to anticipate and pre-empt events.

Statement of the Problem

There is no gain saying the fact that teachers are custodians of academic and societal trust. They are expected to be a source of inspiration, guidance and directives to future generation of students who would become leaders. Indeed, it has become priority for government at all levels to invest in teachers' welfare. In other words, little or no attention has been given to teacher's development, social wellbeing mostly the public institutions alongside the deteriorating level of trust in public institutions. Majority of female teachers

in secondary schools today showcase different levels of inability and ineffectiveness when it comes to lesson delivery and classroom management.

In Imo State, issues of low academic achievement in class examination and various school certificate examinations exist in large numbers. This could be traced among other things, to teacher ineffectiveness and lack of commitment to duty, resulting from consequent rise in examination malpractices, cultism, robbery, prostitution and related unethical behaviours among students. One observes the reduction in educational standard and a fast drift unto boredom among the students unpleasantly. Majority of schools are controlled by teachers who lack basic understanding about the psycho-social factors in relation to teacher ineffectiveness.

The social factors that relate to female teaching effectiveness include; teacher socioeconomic status, teacher interpersonal relationship, teacher depression, and teacher health status. In this study, the social factors in relation to teaching effectiveness selected as independent variables are; female teachers' interpersonal relationship and recognition. This study is therefore an effort to authenticate empirically the proposition that social attributes of a female teacher could determine effectiveness.

Aim and Objectives

The aim of this study was to find out the relationship between social factors and teaching effectiveness among senior secondary school 1 female teachers in Imo State. Specifically, the study sought;

1. To ascertain the extent interpersonal relationships relate to teaching effectiveness among senior secondary school 1 female teachers in Imo State.
2. To ascertain the extent recognition relate to teaching effectiveness among senior secondary school 1 female teachers in Imo State.

Research Questions

The following research questions guided the study.

1. To what extent does an interpersonal relationship relate to teaching effectiveness among senior secondary school 1 female teachers in Imo State?
2. To what extent does recognition relate to teaching effectiveness among senior secondary school 1 female teachers in Imo State?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance.

1. There is no significant relationship between interpersonal relationship and teaching effectiveness among senior secondary school 1 female teachers in Imo State based on teaching experience.
2. There is no significant relationship between recognition and teaching effectiveness among senior secondary school 1 female teachers in Imo State based on age

2. Materials and Methods

The research design for this study is a correlational research design. Chikwe defined a correlational research design as the establishment of relationship that exists between two variables aimed at a better understanding of each of the two variables by measuring them separately and examining how each of the variables changes in accordance with or in association with changes in the other [21]. Correlational research design was appropriate because the study seeks to find out the relationship between social factors such as interpersonal relationship, recognition and teaching effectiveness among senior secondary school 1 female teachers in Imo State.

The population of the study comprised all the female teachers in public senior secondary schools 1 in Imo State. This is made up of 6,614 female teachers: source; (Imo State post primary schools board). The population also included all the senior secondary school 1 students who were used to assess their teachers' effectiveness totalling 1,620, where 4 students assessed a female teacher. Multi-stage and simple random sampling techniques were used for the study. Nwaogu explained that multi-stage sampling involves dividing the population into groups or clusters [22]. Then one or more clusters are chosen at random and everyone within the chosen cluster is sampled, while simple random sampling technique is a type of probability sampling in which the researcher randomly selects a subset of participants from a population, each member of the population has an equal opportunity of being selected. Three LGAs was first selected from each senatorial district (Imo East, Imo West and Imo South-East). In each of the senatorial district; Imo East and Imo West have 8 LGAs while Imo South-East has 7 LGAs. From each of the three selected LGAs, three schools were then selected making a total of nine (9) schools; after which the simple random sampling through fluid survey online calculator with its confidence level of 95% and margin of error at 5% to get the calculated sample size of 363 female teachers for the study. This was done by substituting the population value, confidence interval and the marginal error into the online sample size calculator and then click on sample size, this gives a sample of 363. Also the sample of 1,620 students was used to assess female teachers' effectiveness at the ratio of 4 students to 1 teacher. That is, five students assessed one teacher's effectiveness [23].

Two instruments were used for data collection; titled 'Teachers Social Factors Scale' (TSFS), and 'Teaching effectiveness Scale' (TES). The Teaching Effectiveness Scale (TES) was answered by senior secondary school 1 students, 4 students rated a teacher which summed up the total of 1,620 students. Hence, students' rating was more reliable and accurate. 'Teacher' Social Factors Scale' (TSFS) has 10 items each while 'Teaching Effectiveness Scale' (TES) has 25 items respectfully. Each item in the TSFS has a modified Likert's four point Scale indicating Very High Extent (VHE), High Extent (HE), Very Low Extent (VLE), and Low Extent (LE) respectively. Experts that are knowledgeable in instrument construction assessed and validated the instruments before field work.

The reliability of the instruments was determined using test-re-test reliability technique. The instruments TSFS and TES was administered to 30 senior secondary school teachers and students in Rivers State randomly selected, who were not part of the study. Two weeks later, 30 copies of the instruments were re-administered to the same persons. The scores so obtained were then subjected to Pearson product moment correlation coefficient analysis and the reliability indices or coefficients obtained from the instrument were Interpersonal Relationship Scale $r = 0.81$, Recognition $r = 0.83$ and Teaching Effectiveness $r = 0.85$. The coefficients so obtained was high enough that guaranteed the use of the instruments for the study.

The researcher personally administered the instruments with the help of research assistants. After completion, out of 363 instruments administered, 360 were retrieved for the analysis. Pearson Product Moment Correlation (PPMC) was used to answer the two research questions and also tested the two corresponding null hypotheses at 0.05 level of significance using SPSS version 25.

3. Results

Data Analysis

The research questions and hypotheses were answered, tested and analyzed simultaneously.

Research Question 1: To what extent does interpersonal relationship relate to teaching effectiveness among senior secondary school 1 female teachers in Imo State?

Hypothesis 1: There is no significant relationship between interpersonal relationship and teaching effectiveness among senior secondary school 1 female teachers in Imo State.

Table 1. Correlation Coefficient between Interpersonal Relationship and Teaching Effectiveness

Variables		Interpersonal	Teaching Effectiveness
Interpersonal	Pearson Correlation	1	.329
	Sig. (2-tailed)		.000
	N	360	360
Teaching Effectiveness	Pearson Correlation	.329	1
	Sig. (2-tailed)	.000	
	N	360	360

Table 1 above showed that there is a low positive correlation between interpersonal relationship and teaching effectiveness of teachers, $r = 0.33$, p -value = .000 and $n = 360$. This implies that female teachers who have positive interpersonal relationship with students, friends, colleagues and family members tend to teach effectively at school. The p -value (.000) is less than 0.05 alpha level ($p < .05$). Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between interpersonal relationship and teaching effectiveness among senior secondary school 1 female teachers in Imo State.

Research Question 2: To what extent does recognition relate to teaching effectiveness among senior secondary school female teachers in Imo State?

Hypothesis 2: There is no significant relationship between recognition and teaching effectiveness among senior secondary school female teachers in Imo State.

Table 2. Correlation Coefficient between Recognition and Teaching Effectiveness

Variables		Recognition	Teaching Effectiveness
Recognition	Pearson Correlation	1	0.43
	Sig. (2-tailed)		0.02
	N	360	360
Teaching Effectiveness	Pearson Correlation	0.43	1
	Sig. (2-tailed)	0.02	
	N	360	360

Table 2 above showed that there is a positive moderate correlation between recognition and teaching effectiveness, $r = 0.43$, p -value = 0.02 and $n = 360$. This implies that, as female teachers' recognition increases positively, teaching effectiveness also increases positively, and as the recognition decrease negatively, the teaching effectiveness decreases negatively. The p -value is lesser than 0.05 alpha level ($p > .05$). Therefore, the null hypothesis is rejected. This implies that, there is a significant relationship between recognition and teaching effectiveness among senior secondary school 1 female teachers in Imo State.

Summary of Findings

Based on the results from the analysis of the study, the major findings of the study among others were summarized thus;

1. There was a significant relationship between interpersonal relationship and teaching effectiveness among secondary school female teachers in Imo State.
2. There was a significant relationship between recognition and teaching effectiveness among secondary school female teachers in Imo State.

4. Discussion

Relationship between Interpersonal relationship and Teaching Effectiveness

Hypothesis one revealed that; there is a significant relationship between interpersonal relationship and teaching effectiveness among senior secondary school teachers. This implies that, teachers who have positive interpersonal relationship with students, friends, colleagues and family members tend to teach effectively at school. The current finding is in agreement with that of Fan (2012) who carried out a study on the relationship between teacher-students' interpersonal relationships and student academic achievements in social studies. This finding implies that a good human relationship is a powerful tool of high productivity and achievement in all areas of life including education industry. The current finding is also in agreement with that of Libarente (2012) who carried out a study to determine the effect of teacher-pupil relationship based on performance. That result revealed that teacher-pupil relationship had immeasurable effects on pupils' learning and their schooling experience. Heather (2016) also carried out a study on the effect of interpersonal relationship between teachers and their principals on the overall achievement in Starden High School. That result also found that, principals' relationships with their teachers affect principals and teachers' satisfaction, unity, and commitment levels, teacher effectiveness, less stress was recorded and overall school achievement was also high. In addition, an atmosphere of trust, shared vision and openness creates positive school climate conditions.

Relationship between Recognition and Teaching Effectiveness

The finding of hypothesis two showed that there is a moderate positive relationship between recognition and teaching effectiveness among senior secondary school female teachers in Imo State. The reason is that, when teacher's health status increases positively, the female teacher's effectiveness increases positively, while when their health status decreases negatively, teacher's effectiveness decreases negatively. The present finding is in disagreement with the findings of Naik and Francis (2010). These writers carried out a study on creativity and teaching effectiveness in relation to performance recognition. Their result showed that, there was no significant relationship between high creativity and teaching effectiveness of teachers with their level of recognition based on performance. Their result also showed no significant relationship between low creativity and teaching effectiveness of teachers with their level of recognition based on performance. This is inconsistent with the present finding. The present finding is in line with that of Michael (2017), the findings revealed significant relationship exists on the level of deprivation, and female teachers' job performance in China. This implies that, the level of deprivation, and non-recognition of female teachers are significantly related and also affected their job Performance as a result of administrative humiliation and punishment on absentee teachers.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. School administrators should encourage and promote their teachers' interpersonal relationships and self-concept, as it creates a good interactive environment with their students as well as their colleagues capable of inducing high teaching and learning outcomes in terms of students' academic performance and teaching effectiveness.
2. The Imo State government, school administrators and stakeholders in education should as a matter of urgency provide for female teachers awards, public praise, private praise, gift items amongst others to support, validate and encourage female teachers to continue doing what they do best.

Implication for Counselling Psychology

These findings, for some obvious reasons have counselling implications thus:

1. Interpersonal relationship and recognition should not be seen as normal thing in our life. In our society today, many of us overlook the symptoms of intrapersonal relationship, and recognition, assuming that feeling disrespect, lack of communication, lack of trust, and lack of praise, gratitude, rewards are normal, hence can cause teaching ineffectiveness.
2. Those signs that generate intrapersonal relationship and recognition such as denial, blame hopelessness, anger, criticism, socialization problem, disapproval, and penalties, etc should not be overlooked. These sources of intrapersonal relationship, and recognition should also be seen as a strong challenge to teaching effectiveness.
3. Any female teacher who experiences the signs of Intrapersonal relationship and recognition should go for professional help in order to overcome their Intrapersonal relationship, and de- recognition conditions. They should seek the assistance of Guidance counsellors, psychologist when experiencing acute symptoms.
4. Female teachers should increase their levels of self-confidence, self-value, self believe and trust. For such will help them sustain their teaching effectiveness.

5. Conclusion

The study therefore concludes that teaching effectiveness of female secondary school teachers in Imo State is significantly related to the three social factors examined; namely, interpersonal relationship and recognition. The results evidenced a clear positive relation between interpersonal relationship and recognition and teaching effectiveness, meaning that teaching effectiveness is higher when teachers are able to maintain healthy interpersonal interaction with co-workers, students, and intendents and development of the teacher's activities in fulfilling their professional role and when they also get enough recognition for their work. These findings underscore the need for supportive social environments where teachers work, through interpersonal and institutional recognition, arguing that these are key motivational elements that increase commitment, job satisfaction, and quality. The findings imply, for counselling psychology and educational management, that school administrators, policy-makers, and counsellors need to pay attention on establishing school climates supportive of collaboration as well as mutual respect and appreciation of teachers, especially female teachers who may have weaker positions in their social and professional lives. Further, counselling professionals also need to take on the vital role of offering guidance, psychological support and professional advancement programs focused specifically on the development of these aforementioned interpersonal skills, self-concept, and teacher resilience in the workplace. This study offer valuable perspectives on some of the social determinants that impact teaching effectiveness, but used a part sample of female teachers only from public secondary schools in Imo state and therefore examined a relatively low number of social factors. Hence, it is suggested to study other psychosocial factors like job satisfaction, organizational support, coping and professional development in a wider population and educational setting. Mixed-methods or longitudinal designs in future studies may also provide a deeper understanding of how social factors substantively interact over time and combine to affect teaching effectiveness and educational outcomes.

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