
SOCIAL AWARENESS AND EMPLOYEE PERFORMANCE OF SELECTED GOVERNMENT SECONDARY SCHOOLS IN BAYELSA STATE, NIGERIA.

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Abstract

This study examined the relationship between social awareness and employee performance of selected government secondary schools in Bayelsa State, Nigeria. The study specifically investigated how community engagement and social responsibility awareness relate to task performance and job commitment of employees. A correlational research design was adopted, and data were collected using a structured questionnaire titled Social Awareness and Employee Performance Questionnaire (SAEPQ). The population comprised approximately 1,240 teachers from 8 selected government secondary schools, while a sample size of 302 respondents was selected using Taro Yamane formula and simple random sampling technique. Data were analyzed using Pearson Product Moment Correlation at 0.05 level of significance. The findings revealed that community engagement has a significant positive relationship with task performance and job commitment. Similarly, social responsibility awareness shows a significant positive relationship with both task performance and job commitment. The study concluded that social awareness is a strong predictor of employee performance in secondary schools. It was recommended that school administrators should promote social awareness through training, community engagement programs, and ethical development initiatives to enhance employee performance.

Keywords: *Social awareness, employee performance, community engagement, social responsibility awareness, task performance, job commitment.*

Introduction

Employee performance has become increasingly important in educational institutions because it determines the extent to which schools achieve their instructional objectives and maintain educational quality. In secondary schools, employee performance influences students' academic achievement, organizational effectiveness, and stakeholder satisfaction. Teachers and non-teaching staff who perform effectively contribute to improved learning outcomes, better classroom management, and enhanced institutional productivity. Recent studies emphasize that employee performance remains a strategic asset in educational organizations because it directly affects the quality-of-service delivery and organizational competitiveness in the education sector (Otor & Jato, 2023; Eguonor, Peretomode, & Asiyai, 2025).

Employee performance refers to the degree to which employees successfully execute assigned tasks and responsibilities in line with organizational goals and expectations. Within secondary schools, employee performance encompasses instructional effectiveness, commitment to duties, punctuality, productivity, collaboration, and the ability to contribute positively to school development. According to Otor and Jato (2023), employee performance among teachers reflects their effectiveness in lesson delivery, student management, and overall contribution to educational outcomes. Similarly, Li and Kee (2026) argued that employee performance in educational settings includes the capacity of teachers to adapt, innovate, and effectively engage students in the learning process.

Despite its significance, employee performance in government secondary schools in Bayelsa State faces numerous challenges. These challenges include inadequate infrastructure, insufficient instructional materials, poor motivation, increasing workload, inadequate professional development opportunities, and weak stakeholder participation in school administration. Such challenges often reduce teachers' commitment, effectiveness, and job satisfaction. Studies conducted in Nigerian public secondary schools reveal that unfavorable working conditions frequently result in absenteeism, low morale, reduced productivity, and poor instructional delivery among teachers (Otor & Jato, 2023; Eguonor et al., 2025).

Another challenge affecting employee performance in Bayelsa State secondary schools is the growing complexity of social issues confronting educators. Teachers interact daily with students from diverse cultural, economic, and social backgrounds, making it necessary for them to possess adequate social competencies. The inability to understand students' needs, community expectations, and stakeholder concerns often creates communication barriers and workplace conflicts that negatively affect performance. Contemporary educational research suggests that socially aware educators are better positioned to manage these challenges effectively and maintain high levels of performance (Gebre, Demissie, & Yimer, 2025; Chang & Hall, 2022).

One strategy that can help address these performance challenges is the promotion of social awareness among employees. Social awareness enables teachers and school administrators to understand the emotions, concerns, values, and expectations of students, colleagues, parents, and community members. By developing social awareness, employees become more empathetic, cooperative, and responsive to social realities within and outside the school environment. Such qualities enhance interpersonal relationships, conflict management, teamwork, and overall job effectiveness (Shuai et al., 2025; Li & Kee, 2026).

The present study is similar to previous studies because it focuses on social and emotional competencies as determinants of employee effectiveness in educational institutions. However, this present study differs from previous studies in several respects. While Otor and Jato (2023) and Eguonor et al. (2025) focused broadly on emotional intelligence, the current study specifically investigates social awareness as an independent variable. Similarly, Orah et al. (2026) examined principals' social awareness and teachers' job involvement, whereas the present study focuses on employees' performance in selected government secondary schools in Bayelsa State. Furthermore, the dimensions of community engagement and Social Responsibility Awareness are specifically examined in the present study, unlike most previous studies that considered broader emotional intelligence constructs. The major gap in the literature lies in the limited empirical evidence examining social awareness, particularly community engagement and Social Responsibility Awareness, as predictors of employee performance in government secondary schools in Bayelsa State. Existing studies have concentrated on emotional intelligence, job involvement, socio-emotional competence, and organizational support in different geographical locations and educational contexts. Consequently, there remains a conceptual gap, geographical gap, and contextual gap regarding the influence of social awareness dimensions on employee performance among staff of government secondary schools in Bayelsa State, Nigeria, which the present study seeks to fill.

Employee performance remains a critical concern in government secondary schools across Nigeria because the effectiveness of teachers and other school personnel directly influences the achievement of educational goals and the overall quality of learning outcomes. In recent years, many government secondary schools have continued to experience challenges associated with declining employee performance, which manifest in poor instructional delivery, low commitment to assigned duties, absenteeism, poor interpersonal relationships, inadequate participation in school activities, and reduced productivity. These challenges have been linked to various organizational and environmental factors, including inadequate motivation, insufficient stakeholder support, increasing workplace demands, and the inability of employees to effectively respond to the social realities and expectations of their work environment. In Bayelsa State, concerns have been raised regarding the ability of some school employees to maintain high levels of performance necessary for achieving educational excellence, thereby creating a need to explore factors that can enhance employee effectiveness and organizational success.

Despite efforts by educational authorities to improve working conditions and strengthen school administration, employee performance in selected government secondary schools in Bayelsa State appears to remain below expectations. One specific concern is the apparent lack of social awareness among some employees, which may hinder their ability to effectively engage with community stakeholders, understand societal expectations, and demonstrate socially responsible behavior in the discharge of their duties. Limited community engagement may reduce stakeholder support and collaboration, while low social responsibility awareness may affect employees' commitment, accountability, and professional conduct. Although previous studies have examined employee performance from perspectives such as motivation, leadership, and emotional intelligence, little attention has been given to the influence of social awareness, particularly community engagement and social responsibility awareness, on employee performance in government secondary schools in Bayelsa State. It is against this background that this study seeks to investigate the relationship between social awareness and employee performance in selected government secondary schools in Bayelsa State, Nigeria.

The main objective of this study is to examine the relationship between social awareness and employee performance of selected government secondary schools in Bayelsa State, Nigeria. Specifically, the study seeks to:

1. Determine the relationship between community engagement and task performance of employees in selected government secondary schools in Bayelsa State.
2. Examine the relationship between community engagement and job commitment of employees in selected government secondary schools in Bayelsa State.
3. Assess the relationship between social responsibility awareness and task performance of employees in selected government secondary schools in Bayelsa State.
4. Investigate the relationship between social responsibility awareness and job commitment of employees in selected government secondary schools in Bayelsa State.

The following research questions guided the study.

1. What is the relationship between community engagement and task performance of employees in selected government secondary schools in Bayelsa State?
2. What is the relationship between community engagement and job commitment of employees in selected government secondary schools in Bayelsa State?
3. What is the relationship between social responsibility awareness and task performance of employees in selected government secondary schools in Bayelsa State?

4. What is the relationship between social responsibility awareness and job commitment of employees in selected government secondary schools in Bayelsa State?

The study tested the following hypothesis.

1. There is no significant relationship between community engagement and task performance of employees in selected government secondary schools in Bayelsa State.
2. There is no significant relationship between community engagement and job commitment of employees in selected government secondary schools in Bayelsa State.
3. There is no significant relationship between social responsibility awareness and task performance of employees in selected government secondary schools in Bayelsa State.
4. There is no significant relationship between social responsibility awareness and job commitment of employees in selected government secondary schools in Bayelsa State.

Literature Review

Conceptual Clarification

Social Awareness

Social awareness is increasingly recognized in organizational and educational literature as a key component of emotional and social intelligence that enables individuals to understand, interpret, and respond appropriately to the emotions, needs, and expectations of others in their environment. In the context of schools, it refers to the ability of teachers and non-teaching staff to recognize the social dynamics within the school community, including students' backgrounds, colleagues' behaviors, and community expectations. According to contemporary scholars, social awareness enhances interpersonal sensitivity and improves communication within organizations, thereby fostering cooperation and harmony (Goleman, 2019; Otor & Jato, 2023).

Conceptually, social awareness involves empathy, organizational awareness, and service orientation, which allow employees to function effectively in socially diverse environments. It is defined as the capacity to understand social situations and respond in ways that promote positive relationships and organizational effectiveness. Recent studies emphasize that socially aware employees are more adaptable, collaborative, and responsive to workplace challenges, particularly in education systems where interaction with multiple stakeholders is essential (Eguonor, Peretomode & Asiyai, 2025). In relation to this study, social awareness is important because it enables employees in secondary schools to engage effectively with their communities and act responsibly, thereby improving their overall performance.

Employee Performance

Employee performance refers to the extent to which workers effectively carry out their assigned duties in line with organizational goals and standards. In educational institutions, it reflects how well teachers and other staff perform instructional, administrative, and extracurricular responsibilities. According to recent research, employee performance is a multidimensional construct that includes both the quality and quantity of work output, as well as behavioral contributions such as teamwork and commitment (Shuai, He & Yu, 2025; Li & Kee, 2026).

Employee performance is also defined as the measurable outcome of employee actions that contribute to organizational effectiveness and productivity. In schools, it includes lesson delivery, classroom management, punctuality, discipline, and participation in school development activities. Recent studies highlight that employee performance is influenced by psychological, environmental, and social factors, including emotional intelligence and workplace relationships (Eguonor et al., 2025). In relation to this study, employee performance represents the dependent variable, which is expected to improve when social awareness dimensions such as community engagement and social responsibility awareness are strengthened.

Community Engagement

Community engagement refers to the active involvement of employees in building relationships, partnerships, and collaborations with stakeholders such as parents, community leaders, and local organizations. In educational settings, it involves teachers participating in community-based activities, communicating with parents, and contributing to community development initiatives. According to recent studies, community engagement strengthens trust between schools and communities, thereby improving support for educational activities (Orah et al., 2026; Chang & Hall, 2022).

Conceptually, community engagement is defined as a process through which individuals and institutions work collaboratively with communities to address shared needs and challenges. It enhances transparency, accountability, and mutual understanding between schools and their environment. In relation to this study, community engagement is important because teachers who actively engage with their communities are more likely to understand students' backgrounds, gain community support, and improve their task performance and job commitment in government secondary schools in Bayelsa State.

Social Responsibility Awareness

Social responsibility awareness refers to the understanding of ethical obligations and duties that individuals owe to society, organizations, and stakeholders. In schools, it reflects teachers' awareness of their responsibility to act ethically, support students' development, and contribute

positively to societal growth. Recent studies indicate that employees with strong social responsibility awareness demonstrate higher levels of professionalism, accountability, and moral conduct (Wiyono et al., 2025; Eguonor et al., 2025).

Social responsibility awareness is conceptually defined as the recognition of the impact of one's actions on society and the willingness to act in ways that promote social good. It involves ethical decision-making, accountability, and commitment to societal well-being. In relation to this study, social responsibility awareness is important because teachers who are socially responsible are more likely to demonstrate commitment to their duties and improve their instructional effectiveness, thereby enhancing both task performance and job commitment in secondary schools.

Task Performance

Task performance refers to the effectiveness with which employees perform core job duties required by their organization. In educational institutions, it includes teaching effectiveness, lesson preparation, classroom management, and student assessment. According to recent scholars, task performance is a central component of employee effectiveness because it directly reflects how well employees fulfill their formal job responsibilities (Otor & Jato, 2023; Li & Kee, 2026).

Task performance is also defined as the measurable execution of assigned duties that contribute directly to organizational goals. It focuses on productivity, accuracy, and efficiency in completing work tasks. In relation to this study, task performance represents one of the dependent variables used to assess employee effectiveness in government secondary schools in Bayelsa State. Social awareness is expected to enhance task performance by improving communication, understanding of students' needs, and responsiveness to school demands.

Job Commitment

Job commitment refers to the psychological attachment and dedication an employee has toward their job and organization. In schools, it reflects teachers' loyalty, willingness to work beyond expectations, and consistency in fulfilling their responsibilities. Recent studies show that job commitment is strongly associated with employee satisfaction, motivation, and organizational support (Eguonor et al., 2025; Shuai et al., 2025).

Conceptually, job commitment is defined as the degree of emotional and professional attachment an employee has toward achieving organizational goals. It includes loyalty, responsibility, and a strong desire to remain part of the organization. In relation to this study, job commitment is important because teachers who are highly committed are more likely to show dedication to teaching, maintain punctuality, and actively participate in school development activities. Social awareness is expected to strengthen job commitment by improving relationships with stakeholders and increasing teachers' sense of responsibility toward students and the school system.

Theoretical Review

Emotional Intelligence Theory

A suitable theoretical foundation for this study is the Emotional Intelligence Theory, which provides a strong explanation for how social awareness influences employee performance in organizational settings, particularly in educational institutions. The theory was popularized by Daniel Goleman in 1995, although earlier foundations were laid by Peter Salovey and John D. Mayer in 1990. Historically, the theory emerged as a response to traditional intelligence theories that focused mainly on cognitive ability (IQ), by emphasizing the importance of emotional and social competencies in predicting success in life and work. Goleman's expansion of the theory in the mid-1990s made emotional intelligence widely recognized in organizational behavior, leadership, and education as a critical factor influencing performance and interpersonal effectiveness (Goleman, 1998; Mayer, Salovey & Caruso, 2004).

The concept of Emotional Intelligence Theory explains that individuals possess the ability to recognize, understand, manage, and utilize emotions effectively in themselves and others. It is commonly broken into components such as self-awareness, self-regulation, motivation, empathy (social awareness), and social skills. Of particular importance to this study is **social awareness**, which refers to the ability to understand the emotions, needs, and concerns of others and respond appropriately in social interactions. According to Goleman (2006), social awareness enables individuals to build stronger relationships, improve communication, and enhance cooperation in the workplace. In the context of schools, emotionally intelligent teachers are more likely to understand students, colleagues, and community expectations, thereby improving organizational harmony and performance.

The importance of Emotional Intelligence Theory lies in its ability to explain how emotional and social competencies translate into improved job outcomes. In educational settings, teachers and school employees who possess high emotional intelligence are better equipped to manage classroom challenges, engage effectively with stakeholders, and maintain positive attitudes toward their work. The theory is particularly relevant because it highlights that employee performance is not solely dependent on technical skills but also on interpersonal and emotional capabilities. However, a limitation of the theory is that it is sometimes criticized for being difficult to measure objectively, and its constructs may overlap with personality traits, making empirical separation challenging (Locke, 2005; Joseph & Newman, 2010).

Relating this theory to the present study, Emotional Intelligence Theory provides a strong explanation for how social awareness (community engagement and social responsibility awareness) influences employee performance (task performance and job commitment) in selected government secondary schools in Bayelsa State. Employees who demonstrate high social

awareness are more likely to engage with their communities, act responsibly, and maintain strong commitment to their duties, which ultimately enhances task performance and job commitment. Therefore, the theory justifies the assumption that improving social awareness among school employees can significantly enhance their effectiveness, productivity, and commitment to educational goals in the study area (Goleman, 2006; Mayer, Salovey & Caruso, 2004).

Empirical Review

Otor and Jato (2023) conducted a study titled “Emotional Intelligence and Employee Performance: A Study of Teachers in Secondary Schools in Benue State, Nigeria.” The objective of the study was to examine the relationship between emotional intelligence components (self-awareness, self-management, social awareness, and relationship management) and teachers’ job performance. The study adopted a descriptive survey research design, and data were collected from 160 teachers using structured questionnaires. Pearson Product Moment Correlation and regression analysis were used for data analysis. The findings revealed that social awareness significantly influenced teachers’ job performance by improving communication, empathy, and interpersonal relationships in the workplace. The study concluded that emotional intelligence, particularly social awareness, is a strong predictor of employee performance in secondary schools. It recommended that teachers should be trained regularly on emotional intelligence skills to enhance job effectiveness and productivity in schools.

Ekedama (2025) carried out a study titled “Emotional Intelligence and Job Performance of Teachers in Delta State, Nigeria.” The objective was to determine the extent to which emotional intelligence influences teachers’ job performance in public secondary schools. The study adopted a correlational research design, and data were collected from 370 teachers selected through a random sampling technique. A validated questionnaire was used, and data were analyzed using Pearson correlation and regression analysis. The findings showed that emotional intelligence, including social awareness, had a positive and significant relationship with job performance. The study concluded that teachers who demonstrate higher emotional intelligence perform better in classroom management and instructional delivery. It recommended that school administrators integrate emotional intelligence development into teacher training and professional development programs.

Eguonor, Peretomode, and Asiyai (2025) conducted a study titled “Emotional Intelligence and Teacher Job Performance in Government Secondary Schools in Delta and Edo States, Nigeria.” The study aimed to examine the relationship between emotional intelligence and teacher job performance. A correlational survey design was adopted, and data were collected from 387 teachers using structured questionnaires. Statistical tools such as mean, standard deviation, and regression analysis were used. The findings indicated that social awareness, as a component of emotional intelligence, significantly contributed to teacher job performance by enhancing

interpersonal relations and workplace cooperation. The study concluded that emotional intelligence is essential for improving teachers' effectiveness in secondary schools. It recommended that Ministries of Education should incorporate emotional intelligence training into teacher development policies.

Orah, Igbokwe, Anyanwu, Ezenwosu, and Emengini (2026) carried out a study titled "Principals' Social Awareness and Teachers' Job Involvement in Secondary Schools in Abia State, Nigeria." The objective was to investigate the relationship between principals' social awareness and teachers' job involvement. The study adopted a correlational research design, and data were obtained from 639 teachers using validated questionnaires. Pearson correlation analysis was used to test hypotheses. The findings revealed a strong positive relationship between principals' social awareness and teachers' job involvement. The study concluded that social awareness among school leaders enhances teacher participation, motivation, and commitment. It recommended that school administrators should develop stronger social awareness competencies to improve school effectiveness.

Awoke, Ali, and Uwakwe (2022) conducted a study titled "Socio-Emotional Competence and Personality Traits as Determinants of Job Performance among Secondary School Teachers in Abia State, Nigeria." The objective of the study was to examine how socio-emotional competence influences teachers' job performance. The study adopted a correlational survey design, and data were collected from 878 teachers using structured questionnaires. Pearson Product Moment Correlation was used for data analysis. The findings showed that socio-emotional competence, including social awareness, had a significant positive relationship with job performance. The study concluded that teachers with higher emotional and social competence perform better in their professional duties. It recommended continuous capacity-building programs to strengthen teachers' socio-emotional skills for improved school performance.

Across the reviewed studies, there is consistent evidence that social awareness and related socio-emotional competencies significantly influence teachers' job performance. However, most studies focused on broader emotional intelligence or socio-emotional competence rather than isolating community engagement and social responsibility awareness, and very few were conducted in Bayelsa State, creating a clear contextual gap for the present study.

Methodology

This study adopted a correlational research design, which is appropriate because it examines the degree of relationship between social awareness and employee performance of teachers in selected government secondary schools in Bayelsa State, Nigeria, without manipulating any of the variables. This design is suitable since it allows the researcher to determine the extent to which variations in community engagement and social responsibility awareness relate to changes in task

performance and job commitment among school employees. The population of the study comprised all teachers in the 8 selected government secondary schools in Bayelsa State, estimated at approximately 1,240 teachers, based on official records obtained from the Bayelsa State Ministry of Education (2025). Since the population is large and manageable, a sample size of 302 respondents was determined using the Taro Yamane statistical formula, while the simple random sampling technique was employed to ensure that each teacher had an equal chance of being selected. The instrument used for data collection was a structured questionnaire titled “*Social Awareness and Employee Performance Questionnaire (SAEPQ)*”, designed on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (D) to measure respondents’ perceptions of the variables under study.

The validity of the instrument was ensured through face and content validation by three experts in Educational Management and Measurement and Evaluation, who reviewed the items for clarity, relevance, and alignment with the research objectives. Their corrections and suggestions were incorporated into the final draft of the questionnaire before administration. The reliability of the instrument was established using the Cronbach Alpha method, with a pilot test conducted on 30 teachers outside the selected schools, yielding a reliability coefficient of 0.82, indicating a high level of internal consistency. Data collected were analyzed using mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation (PPMC) was used to test the null hypotheses at 0.05 level of significance to determine the relationship between community engagement, social responsibility awareness, task performance, and job commitment among employees in the selected government secondary schools in Bayelsa. For the research questions, a criterion mean of 2.50 was adopted as the decision benchmark; mean scores of 2.50 and above were interpreted as "Agreed," indicating respondents' agreement with the statement, while mean scores below 2.50 were interpreted as "Disagreed." For the hypotheses, the decision rule was based on the probability (p-value) obtained from the Pearson Product Moment Correlation analysis. The null hypothesis (H_0) was rejected where the p-value was less than or equal to 0.05 ($p \leq 0.05$), indicating a statistically significant relationship between the variables. Conversely, the null hypothesis was accepted where the p-value was greater than 0.05 ($p > 0.05$), indicating that no statistically significant relationship existed between the variables.

Result

H_{01} : There is no significant relationship between community engagement and task performance of employees in selected government secondary schools in Bayelsa State.

Table 1: Pearson Correlation on Community Engagement and Task Performance

Variables	N	Mean	Std. Dev.	r-calculated	r-critical	Decision
Community Engagement	302	3.12	0.78	0.64	0.195	Significant
Task Performance	302	3.05	0.81			

The result in Table 1 shows that the calculated correlation coefficient ($r = 0.64$) is greater than the critical value ($r = 0.195$) at 0.05 level of significance. This indicates a moderate positive and significant relationship between community engagement and task performance of employees in selected government secondary schools in Bayelsa State. This implies that as teachers and school employees increase their involvement in community-related activities, their task performance also improves in terms of lesson delivery, classroom management, and fulfillment of job responsibilities. Therefore, the null hypothesis is rejected, while the alternative hypothesis is accepted.

H₀₂: There is no significant relationship between community engagement and job commitment of employees in selected government secondary schools in Bayelsa State.

Table 2: Pearson Correlation on Community Engagement and Job Commitment

Variables	N	Mean	Std. Dev.	r-calculated	r-critical	Decision
Community Engagement	302	3.12	0.78	0.58	0.195	Significant
Job Commitment	302	3.10	0.74			

Table 2 reveals that the correlation coefficient ($r = 0.58$) is higher than the critical value ($r = 0.195$), indicating a positive and significant relationship between community engagement and job commitment. This suggests that employees who actively engage with the community tend to show higher levels of dedication, loyalty, and willingness to carry out their duties effectively. The implication is that improved school-community relationships enhance teachers' commitment to their job. Therefore, the null hypothesis is rejected.

H₀₃: There is no significant relationship between social responsibility awareness and task performance of employees in selected government secondary schools in Bayelsa State.

Table 3: Pearson Correlation on Social Responsibility Awareness and Task Performance

Variables	N	Mean	Std. Dev.	r-calculated	r-critical	Decision
Social Responsibility Awareness	302	3.18	0.76	0.71	0.195	Significant
Task Performance	302	3.05	0.81			

The result in Table 3 shows that the calculated correlation coefficient ($r = 0.71$) is greater than the critical value ($r = 0.195$), indicating a strong positive and significant relationship between social responsibility awareness and task performance. This means that employees who are more aware of their social and ethical responsibilities tend to perform their teaching duties more effectively. Such employees demonstrate higher accountability, professionalism, and instructional effectiveness. Hence, the null hypothesis is rejected.

H₀₄: There is no significant relationship between social responsibility awareness and job commitment of employees in selected government secondary schools in Bayelsa State.

Table 4: Pearson Correlation on Social Responsibility Awareness and Job Commitment

Variables	N	Mean	Std. Dev.	r-calculated	r-critical	Decision
Social Responsibility Awareness	302	3.18	0.76	0.67	0.195	Significant
Job Commitment	302	3.10	0.74			

Table 4 shows that the correlation coefficient ($r = 0.67$) is higher than the critical value ($r = 0.195$), indicating a significant positive relationship between social responsibility awareness and job commitment. This suggests that employees who understand and value their social responsibilities are more committed to their duties, demonstrate stronger loyalty to their schools, and show greater willingness to contribute to organizational goals. Therefore, the null hypothesis is rejected.

Discussion of Findings

The findings of the study revealed that there is a significant positive relationship between community engagement and task performance of employees in selected government secondary schools in Bayelsa State. This implies that when teachers and school employees actively participate in community-related activities and maintain strong relationships with parents and community stakeholders, their effectiveness in performing core duties such as lesson delivery,

classroom management, and instructional preparation improves. This finding is consistent with the views of recent scholars who argue that school-community interaction enhances access to support systems, improves accountability, and strengthens teachers' commitment to instructional goals (Orah et al., 2026; Chang & Hall, 2022). It further suggests that community engagement serves as a motivational factor that enhances teachers' ability to perform their assigned responsibilities effectively.

The study also found a significant positive relationship between community engagement and job commitment, indicating that employees who maintain strong engagement with their school communities tend to exhibit higher levels of dedication, loyalty, and responsibility toward their job. This finding aligns with the position that active involvement in community activities builds emotional attachment and professional responsibility among teachers, thereby increasing their willingness to remain committed to their duties (Otor & Jato, 2023). It also reflects the idea that when teachers feel supported by the community, they are more likely to develop a strong sense of belonging and commitment to their school environment.

Furthermore, the result revealed a significant positive relationship between social responsibility awareness and task performance. This suggests that employees who are conscious of their ethical and social obligations tend to perform their instructional and administrative duties more effectively. Such employees demonstrate higher levels of professionalism, accountability, and dedication to educational goals. This finding supports recent studies which emphasize that socially responsible individuals are more disciplined, goal-oriented, and committed to organizational success (Eguonor et al., 2025; Wiyono et al., 2025). It implies that social responsibility awareness enhances teachers' capacity to deliver quality education and maintain high standards of performance.

Finally, the study established a significant positive relationship between social responsibility awareness and job commitment of employees in government secondary schools in Bayelsa State. This indicates that employees who understand their social and ethical responsibilities are more likely to demonstrate strong attachment to their job, show consistency in their duties, and contribute positively to school development. This finding is supported by contemporary research which shows that socially responsible employees tend to exhibit higher organizational loyalty and commitment due to their sense of duty toward society and institutional goals (Shuai et al., 2025; Li & Kee, 2026). Overall, the findings suggest that social awareness is a strong predictor of both task performance and job commitment among school employees.

Conclusion

Based on the findings of the study, it can be concluded that social awareness, particularly through community engagement and social responsibility awareness, has a significant positive influence

on employee performance in selected government secondary schools in Bayelsa State, Nigeria. Employees who actively engage with their communities and demonstrate strong social responsibility tend to perform their duties more effectively and show higher levels of job commitment. Therefore, enhancing social awareness among school employees is a vital strategy for improving both task performance and job commitment in the study area.

Recommendations

1. School administrators should organize regular workshops and training programs to improve teachers' social awareness skills, particularly in community engagement and social responsibility.
2. Government and education authorities should strengthen school-community partnerships to encourage active participation of teachers in community development activities.
3. Teachers should be encouraged to uphold high standards of social responsibility and professional ethics in order to improve their task performance and overall effectiveness.
4. Policies should be developed to promote employee motivation and commitment, ensuring that socially aware behaviors are recognized and rewarded in secondary schools.

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