

Social Intelligence, Adversity Intelligence, Locus of Control and Life Satisfaction among Secondary School Teachers in Benue North-West

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Article History	Abstract
Original Research Article	<i>This study was conducted to investigate social intelligence, adversity intelligence, locus of control and life satisfaction among secondary school teachers in Benue North-West. Cross-sectional survey design was used and the researcher sampled 310 secondary school teachers whose age ranged from 21 – 54 years of age with mean age of 32.22 (SD = 9.55). Among the sampled teachers, 167 (53.9%) of the respondents were male, 138 (44.5%) were female while 5 (1.6%) of the respondents did not indicate their sex. Social intelligence scale, adversity quotient profile, medical health locus of control scale and life satisfaction scale were used for data collection. Four research hypotheses were formulated and tested. Result from the hypotheses showed that social intelligence significantly influenced life satisfaction among secondary school teachers in Benue North-West. Adversity intelligence (endurance, origin and ownership, reach and control) significantly and jointly influenced life satisfaction among secondary school teachers in Benue North-West. Specifically, endurance, origin, ownership and control significantly and independently influenced life satisfaction while reach did not significantly and independently influence life satisfaction among teachers. It was also found that locus of control (internal, powerful others and chance) significantly influenced life satisfaction among secondary school teachers in Benue North-West. Powerful others locus of control and chance locus of control significantly and independently influenced life satisfaction while internal locus of control did not significantly and independently influence life satisfaction. Finally, social intelligence, adversity intelligence and locus of control significantly and jointly influenced life satisfaction when sex, duration of service and age were controlled. Possible conclusions were drawn from the findings of the study and it was recommended among others that studies of this nature and their findings are not just applicable to teachers but to the general public at large.</i> Keywords: Social Intelligence, Adversity Intelligence, Locus of Control, Life Satisfaction, Secondary School, Teachers.
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Background to the Study

Traditionally, teaching has been considered dignified and therefore is a profession with high social status and reputation. However, the teacher profession has gradually diminished because of poor welfare packages, unfavourable government policies and bad treatment teachers (Yessi, 2019). This leads to the popular saying, that a teacher's reward is in heaven. Teaching is still one of the most respectable professions, with educational commissions and committees never failing to underline teacher's role, responsibilities and working condition. Teachers are one of

the cornerstones of society and their positive impact has long-lasting ramifications on people and communities (Nyitse, 2020).

Teachers in Nigeria are still ignored, impoverished, insecure, treated with disdain and lack of respects. And life satisfaction is an overall assessment of an individual's entire life. When you say that life is thrilling it does not mean that it is satisfying, because satisfaction comes from different sections of life. An assessment even so is subjective in much the same way: it relies on personal

standards like how one feels, expectations of matching your expectations (Nytse, 2020), and desirableness of usefulness given different circumstances in life.

It is human behaviour, to some extent aimed at giving meaning to life, and the pursuit for happiness remains a generalised and universal characteristic of humanity. Cases of life satisfaction among different categories of teachers like younger and old have been researched by social scientist and researchers (Joshnloo & Afshari, 2011). Life satisfaction refers to the cognitive assessment of one's life as a whole or some areas of life. It forms a core idea in positive psychology (Gilman & Huebner, 2003) and accounts for one of the two major domains of subjective well-being (Seligman, 2011; Onyishi et al., 2013).

Life satisfaction can also be conceptualized as a global evaluation based on the dynamic between an individual ambitions versus accomplishments (George & Bearnon, 1980). It is the result of self-evaluation and based greatly on an individual expectations and feelings of how life is and should be. An individual is likely to experience higher life satisfaction when the difference between expectations and actual conditions is moderate.

Secondary school teachers will be more productive when they are satisfied with their life. Thus, it is important to explore correlates of life satisfaction among secondary school teachers in Benue North West.

Social intelligence, adversity intelligence and locus of control are rated as effective predictors with regard to the life satisfaction of secondary school teacher; According to [social scientist Ross Honey](#) will, social intelligence is the set of skills that a person possesses in terms of self-awareness, social awareness, social beliefs and attitudes as well as his/her ability to managing complex socio-URYHE\ & DQHL +DIJ "), one significant interpretation that emerges from these four dimensions can be termed as Social Intelligence. Social Intelligence (SI): an individual being able to engage with others, understand social situations and dynamics, then applying the right interaction strategies that will help him achieve specific goals (Karl Albrecht: Solutions 50 – Business). The 21st century is literally a technological development which some teachers have found applications difficult to develop meaningful relationships and social relations. Given that mental well-being is intimately linked to the quality of interpersonal relationships, social intelligence development can therefore significantly contribute to cultivating healthy relationships and general well-being (Molly 2019).

Social intelligence is one included in the multiple intelligence theory put forward by Howard Gardner. Social intelligence is gained mostly from experiences with teachers, learning from success and failures in social

settings (Riggio, 2014). Social intelligence destroys all interactional obstacles, conflicts and generates a new ideology in which the communication can unfold with a more profound level of understanding. Edward Thorndike who proposed the concept of social intelligence noted that this form of interpersonal effectiveness was of great importance to succeed in any field. Socially intelligent person is suited for work with high student contact, in bigger groups or teams and jobs that involve direct contact and communication with other teachers. Social intelligence is something which individuals can work over and improve by paying attention to social world around, by becoming an active listener and a better speaker or conversationist. For teachers to have social intelligence, they must be aware of their surroundings. The original definition (by [Edward Thorndike](#) in 1920) is "the ability to understand and manage men and women and boys and girls, to act wisely in human relations" (Thorndike, 1920). It is thus equivalent to [interpersonal intelligence](#), one of the types of intelligence identified in [Howard Gardner's theory of multiple intelligences](#), and closely related to [theory of mind](#) (Soller, 2021).

This attitude towards life is attributed to the locus of control which was thought to be an important determinant of secondary school teachers' life satisfaction. Specifically, it relates to how much people believe that they have control over positive or negative life events. People with an internal locus of control actively seeks information while taking personal responsibility for their actions and outcomes. Karbalaee, Abdollahi, Abu, Nor and Ismail (2013) showed that problem-solving skills and internal locus of control positively predicted waste-prevention behaviours among university students. In similar manner, Ojedokun (2011) established that altruism and internal locus of control were the robust predictors of pro-environmental behaviour among Nigerians. Little effort has been expanded on investigating the marginal effect of locus of control along with demographic attributes including age and education in the Nigerian context.

Statement of the Problem

There is still a perennial absence of prioritising the causes of adverse effects on productivity in secondary schools in Rivers State. While some academics have connected wretched and diminished productivity principally to the mind-set of instructors, others have associated it with the capabilities of teachers and the state of instructional and physical offices. Yet there has been little attention to emotion and sociality in schooling (the interactions that take place between people who work or study in the same institution). In schools with a regular state of crisis, there are qualified teachers and adequate learning spaces but the school's goals and objectives cannot be achieved. This is

primarily due to an unwelcoming school environment and a negative school climate can prevent teachers from having amicable relations with students, principals, and other staff. Sadly, school leaders say in schools conflicts, complaints, disputes, frustration and envy are rife among teachers which may lead to unfavourable environment at school.

This has the potential to adversely impact the environment of the school. Teachers implement a curriculum as well as serve in the role model overview demonstrating appropriate social skills and interpersonal relating with students and professional communication with colleagues. But the negative characteristics of teachers can lead to a poor school climate and student learning experiences. However, the guidelines identify some teachers engaging in verbal abuse, ridicule or using unflattering labels on students including 'coconut head', 'idiot' and 'illiterate' which can break up classroom discipline as well affect students' emotional wellness. The researcher is therefore worried about the extent to which teachers handle their social intelligence effectively and was spurred to investigate the extent to which social intelligence predicts school productivity in secondary schools in Rivers State.

Researchers in their various attempts have tried to investigate the causal factors of the unabated lowering standard of education in Nigeria. Most of these studies have concentrated on examining the influence of psychological factors such as social intelligence, adversity intelligence and locus of control on life satisfaction of teachers. Not much of the research has focused on individual characteristics as they relate to life satisfaction of teachers. Specifically, a thorough search through the literature has revealed the dearth of studies, especially in the Nigerian context, that investigate the influence of social intelligence, adversity intelligence and locus of control on life satisfaction of secondary school teachers. Premised on this gap observed in the literature, the researcher in this study investigates social intelligence, adversity intelligence, locus of control and life satisfaction among secondary school teachers in Benue North-West.

Aim and Objectives of the Study

The aim of this study is to investigate social intelligence, adversity intelligence, locus of control and life satisfaction among secondary school teachers in Benue North-West. The specific objectives are to:

- i. Examine the influence of social intelligence on life satisfaction among secondary school teachers in Benue North-West.
- ii. Investigate the influence of adversity intelligence on life satisfaction among secondary school teachers in Benue North-West.

- iii. Assess the influence of locus of control on life satisfaction among secondary school teachers in Benue North-West.
- iv. Ascertain the joint influence of social intelligence, adversity intelligence and locus of control on life satisfaction when age, sex and duration of stay in service are controlled among secondary school teachers in Benue North-West.

Hypotheses

The following are hypothesized statements proposed by the researcher to guide the study:

- i. There will be a significant influence of social intelligence on life satisfaction among secondary school teachers in Benue North-West.
- ii. There will be a significant influence of adversity intelligence on life satisfaction among secondary school teachers in Benue North-West.
- iii. There will be a significant influence of locus of control on life satisfaction among secondary school teachers in Benue North-West.
- iv. There will be a significant joint influence of social intelligence, adversity intelligence and locus of control on life satisfaction when age, sex and duration of stay in service are controlled among secondary school teachers in Benue North-West.

Literature Review

Conceptual Review

Life satisfaction refers to an individual's overall cognitive evaluation of the quality and desirability of his or her life. Among teachers, it may be influenced by personal characteristics, interpersonal experiences and the ability to cope with occupational challenges. Social intelligence is the capacity to understand others, interpret social situations and respond appropriately in interpersonal relationships. It is particularly relevant to teachers because teaching involves continuous interaction with students, colleagues, parents and administrators. The Tromsø Social Intelligence Scale provides a framework for assessing this construct (Silvera et al., 2001).

Adversity intelligence concerns how individuals perceive and respond to difficult situations. The study conceptualizes it through four dimensions: control, origin and ownership, reach, and endurance. These dimensions reflect perceived control over adversity, responsibility for outcomes, the extent to which adversity affects other areas of life, and perceptions of how long adversity will last. The Adversity Quotient Profile is designed to assess individuals' responses to adverse circumstances (Stoltz, 1997).

Locus of control refers to individuals' perceptions regarding the sources of outcomes in their lives. It may be internal, powerful-others or chance oriented. The Medical Health Locus of Control framework distinguishes these dimensions and provides a multidimensional approach to understanding perceived control (Wallston et al., 1978).

Empirical Review

Previous studies indicate relationships among social intelligence, adversity intelligence, locus of control and life satisfaction. Rezaei and Khosroshahi (2018) found that social intelligence, optimism and positive affect were associated with university students' life satisfaction. Similarly, Zhao et al. (2021) reported that adversity-related characteristics, particularly tenacity and optimism, significantly predicted life satisfaction. Studies on locus of control have likewise reported significant relationships between perceived control and psychological well-being.

Theoretical Review

The study is principally anchored on Rotter's Social Learning Theory, which explains how individuals develop expectations concerning whether their behaviour influences outcomes. Internal and external control orientations therefore provide a useful framework for understanding life satisfaction. The study also draws from Stoltz's adversity intelligence framework and the social intelligence perspective developed by Silvera et al. (2001).

Method

Design

This study used a cross-sectional survey design to assess social intelligence, adversity intelligence, locus of control and life satisfaction among secondary school teachers in Benue North West. This is the design which collects data from a relatively large number of participants to be able to make conclusions about a population of interest at one point in time.

Population

This study was conducted among secondary school teachers in both public and private secondary schools located in Benue North-West, popularly known as Zone B Senatorial District of Benue State. Benue North-West is one of the three geopolitical zones in Benue State, alongside Benue North-East (Zone A) and Benue South (Zone C). The zone comprises seven (7) Local Government Areas: Buruku, Gboko, Guma, Gwer-East, Gwer-West, Makurdi, and Tarka. The area is predominantly agrarian, with most inhabitants engaged in farming, while others participate in commercial activities and the civil service. The study area was purposively selected because of its concentration of secondary schools, both public and private, particularly in

Makurdi, the state capital, and Gboko, the commercial nerve centre of the state. These urban centres attract a large population and consequently generate considerable demand for educational services.

The participants comprised three hundred and ten (310) secondary school teachers drawn from the population of 1,686 secondary school teachers across 88 secondary schools in Benue North-West, according to the Benue State Teaching Service Board, Directorate of Planning, Research and Statistics (2021). The participants ranged in age from 21 to 54 years, with a mean age of 32.22 years ($SD = 9.55$). Of the sampled teachers, 167 (53.9%) were male, 138 (44.5%) were female, while 5 (1.6%) did not indicate their sex. Regarding income level, 63 (20.3%) participants reported high income, 145 (46.8%) reported average income, and 100 (32.3%) reported low income, while 2 (0.6%) did not indicate their income level. In terms of marital status, 126 (40.6%) were single, 167 (53.9%) were married, 13 (4.2%) were separated, while 4 (1.3%) did not indicate their marital status.

With respect to religion, 240 (77.4%) of the respondents were Christians, 54 (17.5%) were Muslims, and 14 (4.5%) belonged to other religious affiliations. In terms of ethnic affiliation, 249 (80.3%) were Tiv, 37 (11.9%) were Idoma, 8 (2.6%) were Iggede, 10 (3.2%) belonged to other ethnic groups, while 6 (1.9%) did not indicate their tribe. Regarding duration of service, 46 (14.8%) respondents had one year of service, 102 (32.9%) had two years, 84 (27.1%) had three years, 44 (14.2%) had four years, 16 (5.2%) had five years, and 15 (4.8%) had six years of service, while 3 (1.0%) did not indicate their duration of service. Furthermore, 155 (50.0%) of the respondents were junior staff, 144 (46.8%) were senior staff, while 10 (3.2%) did not indicate their rank.

Sampling Techniques

To obtain participants for the study, a purposive sampling technique was employed. Purposive sampling involves selecting participants based on specific characteristics or criteria relevant to the objectives of the study. It is useful where the researcher intends to reach a targeted population within a limited period and where proportional representation is not the primary consideration (Anaekwe, 2002). According to Akinsola (2005), purposive sampling is a procedure in which the researcher identifies individuals considered typical of the population and deliberately selects them as participants. In the present study, only secondary school teachers who met the study criteria and voluntarily agreed to participate were recruited.

The sample size for the study was determined from the population of secondary school teachers in Benue North-West. According to the Benue State Teaching Service

Board, Directorate of Planning, Research and Statistics (2021), there were 1,686 secondary school teachers across 88 secondary schools in the seven Local Government Areas of Benue North-West. Based on this population, a sample size of 310 teachers was determined using the Krejcie and Morgan (1970) sample size determination approach.

Instruments

The study employed a structured questionnaire comprising four standardized instruments: the Social Intelligence Scale (SIS), Adversity Quotient Profile (AQP), Medical Health Locus of Control (MHLC), and Students' Life Satisfaction Scale (SLSS). The questionnaire also contained demographic information, including age, gender, marital status, income level, religion, ethnic affiliation, duration of service, and staff rank.

The Social Intelligence Scale (SIS) was measured using a 21-item version of the Tromsø Social Intelligence Scale. Respondents rated each item on a seven-point scale ranging from 1, "Describes me extremely poorly," to 7, "Describes me extremely well." The original subscales demonstrated acceptable reliability, with Cronbach's alpha coefficients ranging from .79 to .86. Following the pilot study, Items 7, 8, 10, and 21 were removed because their item-total correlations were below .30, resulting in a Cronbach's alpha of .763.

The Adversity Quotient Profile (AQP) measured respondents' ability to respond to adverse situations across four CORE dimensions: Control, Origin and Ownership, Reach, and Endurance (Stoltz, 1997). Items 6, 10, 13, and 18 were removed during the pilot study because their item-total correlations were below .30. The revised instrument yielded a Cronbach's alpha of .640.

The Medical Health Locus of Control (MHLC), Forms A and B, developed by Wallston and Wallston (1978), assessed Internal, Chance, and Powerful Others health

locus of control. The 18-item scale uses a six-point Likert response format. Items 3, 6, 10, and 15 were removed following item analysis, producing a Cronbach's alpha of .777.

The Students' Life Satisfaction Scale (SLSS), developed by Huebner (1991), consists of seven items rated on a six-point Likert scale. All items were retained after pilot testing, yielding a Cronbach's alpha of .813.

A pilot study involving 86 respondents outside the study area was conducted to establish the reliability of the instruments. All instruments were also subjected to face and content validation by experts in psychology and psychometrics.

Data Analysis

Preliminary analysis including frequencies, percentages, mean and standard deviations was performed to describe the demographic characteristics of the participants. Also, inter-correlations among the study variables were performed to see how the variables correlate among them and determine multi-collearity. Inferential statistics involving the Simple Linier Regression, Multiple Regression and Hierarchical Multiple Regression Analysis were used for testing the stated hypotheses. These analyses were performed via the Statistical Package for Social Sciences (SPSS) version 23 for convenience and accuracy purposes.

Results

Hypotheses Testing

Hypothesis 1

This hypothesis stated that there will be a significant influence of social intelligence on life satisfaction among secondary school teachers in Benue North-West. This was tested using simple linear regression and the result is presented in table 2.

Table 2: Summary of standard simple linear regression analysis showing the influence of social intelligence on life satisfaction among secondary school teachers in Benue North-West.

DV	Predictor(s)	R	R ²	F	df	β	t	p
Life Satisfaction	Constant	.287	.082	20.00**	1, 223		1.040	<.05
	Social Intelligence					.287	4.472	<.001

** Sig at 0.001

Result in table 2 shows that social intelligence significantly influence life satisfaction among secondary school teachers in Benue North-West [$R = .287$ and $R^2 = .082$; $F(1, 223) = 20.00$; $p < .001$]. Observation of coefficient of determination [$R^2 = .082$] showed that social intelligence significantly accounted for 8.2% of the variation observed in life satisfaction among secondary school teachers in Benue North-West. The beta value [$\beta = .287$; $t = 4.472$; $p < .001$] shows a positive sign indicating that, social intelligence

significantly and positively influenced life satisfaction meaning that, teachers with high level of social intelligence significantly scored higher on life satisfaction while teachers with low level of social intelligence significantly scored low on life satisfaction. Based on this result, hypothesis one which stated that 'there will be a significant influence of social intelligence on life satisfaction among secondary school teachers in Benue North-West' was therefore accepted.

Hypothesis 2

This hypothesis stated that there will be a significant influence of adversity intelligence on life satisfaction

among secondary school teachers in Benue North-West. This was tested using multiple regression and the result is presented in table 3.

Table 3: Summary of multiple regression showing the influence of adversity intelligence (endurance, origin and ownership, reach and control) on life satisfaction among secondary school teachers in Benue North-West.

DV	Predictor(s)	R	R ²	F	df	β	t	p
	Endurance					.415	5.809	<.001
Life Satisfaction	Origin and Ownership	.833	.693	124.299**	4, 220	-.905	-18.487	<.001
	Reach					-.112	-1.793	>.05
	Control					.692	12.508	<.001

** Sig at 0.001

Result in table 3 shows that adversity intelligence (endurance, origin and ownership, reach and control) significantly and jointly influence life satisfaction among secondary school teachers in Benue North-West [$R = .833$ and $R^2 = .693$; $F(4, 220) = 124.299$; $p < .001$]. Observation of coefficient of determination [$R^2 = .693$] showed that adversity intelligence significantly accounted for 69.3% of the variation observed in life satisfaction among secondary school teachers in Benue North-West. Hypothesis two which stated that 'there will be a significant influence of adversity intelligence on life satisfaction among secondary school teachers in Benue North-West' was therefore accepted.

On the independent basis, the result in table 3 shows that endurance [$\beta = .415$; $t = 5.809$; $p < .001$], origin and ownership [$\beta = -.905$; $t = -18.487$; $p < .001$] and control [$\beta = .692$; $t = 12.508$; $p < .001$] significantly and independently influenced life satisfaction while reach [$\beta = -.112$; $t = -1.793$; $p > .05$] did not significantly and independently influence life satisfaction among teachers.

Hypothesis 3

This hypothesis stated that there will be a significant influence of locus of control on life satisfaction among secondary school teachers in Benue North-West. This was tested using multiple regression and the result is presented in table 4.

Table 4: Summary of multiple regression showing the influence of locus of control (internal, powerful others and chance) on life satisfaction among secondary school teachers in Benue North-West.

DV	Predictor(s)	R	R ²	F	df	β	t	p
	Internal					.045	1.216	>.05
Life Satisfaction	Powerful Others	.842	.709	179.555**	3,221	.268	5.191	<.001
	Chance					.634	12.501	<.001

** Sig at 0.001

Result in table 4 shows that locus of control (internal, powerful others and chance) significantly influence life satisfaction among secondary school teachers in Benue North-West [$R = .842$ and $R^2 = .709$; $F(3, 221) = 179.555$; $p < .001$]. Observation of coefficient of determination [$R^2 = .709$] showed that locus of control significantly accounted for 70.9% of the variation observed in life satisfaction among secondary school teachers in Benue North-West. Hypothesis three which stated that 'there will be a significant influence of locus of control on life satisfaction among secondary school teachers in Benue North-West' was therefore accepted.

On the independent basis, the result in table 4 shows that powerful others locus of control [$\beta = .268$; $t = 5.191$; $p < .001$] and chance locus of control [$\beta = .634$; $t = 12.501$;

$p < .001$] significantly and independently influenced life satisfaction among secondary school teachers in Benue North-West. On the other hand, the result showed that, internal locus of control [$\beta = .045$; $t = 1.216$; $p > .05$] did not significantly and independently influence life satisfaction among secondary school teachers in Benue North-West.

Hypothesis 4

This hypothesis stated that there will be a significant joint influence of social intelligence, adversity intelligence and locus of control on life satisfaction when age, sex and duration of stay in service are controlled among secondary school teachers in Benue North-West. This hypothesis was tested using hierarchical regression and the result is presented in table 5.

Table 5: Summary of hierarchical regression analysis showing the joint influence of social intelligence adversity intelligence and locus of control on life satisfaction when age, sex and duration of stay in service are controlled among secondary school teachers in Benue North-West.

Variable	β	T	p	R	R ²	ΔR^2	F	ΔF
Step 1								
Age	.017	.263	>.05	.471	.222	.222	20.149	20.149
Sex	.471	7.187	<.001					
Duration of Service	-.342	-5.072	<.001					
Step 2								
Age	-.006	-.104	>.05	.630	.397	.175	22.940**	20.244**
Sex	.407	6.859	<.001					
Duration of Service	-.291	-4.657	<.001					
Social Intelligence	.374	2.295	<.05					
Adverse Intelligence	.258	1.612	<.05					
Locus of Control	.280	3.589	<.001					

** p<.01

First the influence of the control variable (age sex and duration of service) on the dependent variable was ascertained, secondly the relationship between the independent variables and the dependent variable was tested in model 2; The results from Table 5 reveals that there was joint influence of age, sex and duration of service on life satisfaction among secondary sin Benue North-West [R = .471 and R² = .222] Observation further revealed that, both age, sex and duration of service significantly and jointly accounted for 22.2% [R² =.222] on life satisfaction among secondary school teachers in Benue North-West. On the independent basis the result in model 1 shows that, only sex [β = .471, t = 7.187; p<.001] and duration of service [β = -.342, t = -5.072; p<.001] significantly and independently influenced life satisfaction among secondary school teachers. On the other hand, the result showed that, age [β = .017, t = 263; p>.05] did not significantly and independently influence life satisfaction among secondary school teachers in Benue North-West.

In the second model, the result showed that, social intelligence, adversity intelligence and locus of control significantly and jointly predicted life satisfaction [R = .630 and R² = .397; F = 22.940; p<.001]. The addition of social intelligence, adversity intelligence and locus of control increased the predictive power as indicated by R² change (ΔR^2 = .175] which was significant at F-Change value 20.244. Based on this result, hypothesis four which stated that ‘there will be a significant joint influence of social intelligence, adversity intelligence and locus of control on life satisfaction when age, sex and duration of stay in service are controlled among secondary school teachers in Benue North-West’ was therefore accepted.

Discussion

This study examined the influence of social intelligence, adversity intelligence, and locus of control on life

satisfaction among secondary school teachers in Benue North-West. Four hypotheses were tested. The first hypothesis revealed that social intelligence significantly and positively influenced life satisfaction, accounting for 8.2% of its variance. This suggests that teachers with higher social intelligence tend to experience greater life satisfaction. The finding agrees with Azañedo et al. (2020), who reported that social intelligence enhances psychological well-being and life satisfaction, and with Rezaei and Khosroshahi (2018), who found positive associations among social intelligence, positive affect, and life satisfaction.

The second hypothesis showed that adversity intelligence significantly and jointly influenced life satisfaction. Specifically, endurance, origin and ownership, and control significantly contributed to life satisfaction, whereas reach did not show a significant individual contribution. This indicates that teachers who perceive greater control over adversity, accept responsibility, and endure difficult circumstances may experience greater satisfaction with life. The finding is consistent with Adiong and Angeles (2019) and Zhao et al. (2021), who emphasized the importance of resilience, positive attitudes, emotional understanding, and effective coping in promoting well-being.

The third hypothesis established that locus of control significantly contributed to life satisfaction, particularly through powerful-others and chance dimensions. However, internal locus of control did not significantly predict life satisfaction in this study. This finding is partly consistent with Bhamu et al. (2018), who found significant relationships between locus of control and life satisfaction, and with Taş and İskender (2017), who reported relationships among meaning in life, satisfaction, self-concept, and locus of control.

Finally, the fourth hypothesis showed that social intelligence, adversity intelligence, and locus of control jointly predicted life satisfaction after controlling for age, sex, and duration of service. Sex and duration of service significantly influenced life satisfaction, while age did not. Overall, the findings support previous studies (Khan & Bhat, 2017; Hanum, 2018; Solaimani, 2020) that psychological and personal factors significantly contribute to life satisfaction.

Conclusion

Based on the findings of this study, the following conclusions were drawn from the study;

- i. Social intelligence is a significant determinant of life satisfaction among teachers in Benue North-West.
- ii. Adversity intelligence (endurance, origin and ownership, reach and control) is a significant prediction of life satisfaction among secondary school teachers in Benue North-West.
- iii. Locus of control (internal, powerful others and chance) is a significant determinant of life satisfaction among secondary school teachers in Benue North-West.
- iv. It is also concluded that, social intelligence, adversity intelligence and locus of control are significant and joint predictors of life satisfaction among teachers in Benue North-West when age, sex and duration of service are controlled.

Recommendations

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

- i. Social intelligence should be included in the curriculum of teachers particularly in Colleges of Education and other related institutions to prepare teachers in the aspect of relating with others. This will enable them relate well with their students even in the aspect of classroom settings.
- ii. In the fact of difficult situations where teachers particularly in Benue state are faced with various challenges ranging from non-payment of salaries and other related challenges, teachers are encouraged to learn and adopt high level of adversity intelligence. This will enable them cope with the current situation of things in the present day Nigeria and it will prepare them for other related challenges ahead.
- iii. Teachers are encouraged to be in charge of their lives and learn to own up to situations and not

push them to others. This will help them to handle situations that could arise as a result of the decisions they make in their lives.

- iv. Studies of this nature and their findings are not just applicable to teachers but to the general public at large. As such, members of the general public are encouraged to take and apply these recommendations to themselves and not just teachers as it will help them to cope with life challenges and learn to derive happiness in every situations they find themselves.
- v. This study should be replicated in other parts of the state and the country at large with a larger sample to ensure consistency in findings as well as generalizability.

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