UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.17 (1);
January-June, 2024 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL:* http://sjifactor.com/passport.php?id=21363

PRINCIPALS' EMOTIONAL INTELLIGENCE AS CORRELATE OF TEACHERS' TASK PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE

Prof. Ughamadu Uju; ughamaduuju@gmail.com;
Dr. Ifediorah-Okeke Nonyem nonyemifediorah@gmail;
& Amaefule Forgive Nkiru forgiveamaefule@gmail.com

Department of Educational Foundations
Faculty of Education
Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus Anambra State

ABSTRACT

This study examined principals' emotional intelligence as correlate of teachers' task performance in public secondary schools in Anambra State. The study adopted correlational research design. The population of this study comprised 5,396 (263 principals and 5,133 teachers) from the two hundred and sixty-three (263) public secondary schools in the six education zones of Anambra State. The sample size for the study comprised 645 (132 principals and 513 teachers) drawn from the population of the study. The sample size comprised 50% of principals and 10% population of teachers. Multi-stage sampling procedure was used in drawing the sample. The instruments used for the data collection were Emotional Intelligence Questionnaire (EIQ) and Teachers' Task Performance Questionnaire (TTPQ). Direct method of data collection was used to collect data from the respondents. Pearson Product Moment Correlation Coefficient and simple linear regression analysis were used for the study. Pearson Product Moment Correlation was used to answer objectives of the study while simple linear regression analysis was used to test hypothesis at 0.05 level of significance. The study found that emotional intelligence has positive and significant relationship with teachers' task performance. Principals skilled in self-awareness practices—comprehending their strengths, weaknesses, and leadership styles—foster an environment conducive to refined instructional practices and heightened motivation among teaching staff. Also, principals proficient in self-regulation practices—such as stress management, informed decision-making, and fostering a positive work environment—cultivate an environment conducive to improved instructional practices and heightened motivation among teaching staff. The study recommended that Ministry of Education in Anambra State should promote a culture of continuous self-reflection and feedback among school leaders to enhance self-awareness. Government through Post Primary Schools Service Commission should advocate for the integration of self-regulation principles in the leadership practices and policies for school principals in Anambra State.

Keywords: Emotional Intelligence, Task, Performance, Task Performance

Introduction

Education refers to the structured process of gaining knowledge, abilities, values, beliefs, and routines. This encompasses both formal schooling in institutions like schools and universities, as well as informal learning

experiences throughout life. Its purpose is to support mental, social, emotional, and physical growth, preparing individuals for active participation in society. A key objective of education policy is to enhance its quality across all levels, making it more beneficial to society and sustaining its role as a primary driver of development. Teachers are pivotal in advancing education, learning, and the professional development of students. Therefore, the performance of teachers significantly influences the pace at which these educational goals are achieved.

Assessing teachers' task performance is multifaceted, considering various aspects of their teaching methods. This evaluation includes elements like student progress, classroom management skills, and the effectiveness of different teaching approaches. Ogunola, Kalejaiye, and Abrifor (2013) define teachers' task performance as their ability to use appropriate behaviors to meet organizational objectives. A teacher's impact goes beyond simply imparting information; it involves creating an environment that fosters student development, inspires learners, and promotes critical thinking. Bashir et al. (2017) describe teachers' task performance as their contribution to achieving educational objectives, although some studies focus solely on teaching behaviors.

Teachers' performance isn't limited to the classroom or school environment but extends to any setting where students are present. Various factors influence teachers' performance, including their knowledge, sense of responsibility, and curiosity. Hollingworth, Olsen, Asikin-Garmager, and Winn (2018) observed that teachers' performance can be positively affected when school principals are enthusiastic about meeting teachers' needs and ensuring those needs are met effectively. Improving Nigeria's education system for global competitiveness requires principals, as the chief administrators of their schools, to carry out a range of tasks to achieve their school's objectives. Principals, in their role as school leaders, need a combination of administrative skills and emotional intelligence for effective leadership and overall school enhancement.

Emotional intelligence (EI) refers to the ability to understand and manage emotions, empathize with others, communicate well, and build strong relationships. It involves being aware of emotions, controlling them, understanding others' feelings, managing relationships adeptly, and navigating social situations effectively. Ismail et al. (2020) described emotional intelligence as the mental capacity related to perceiving and regulating emotions, as well as utilizing emotions to guide, motivate, and influence others. Emotional intelligence enables individuals to make sound decisions, communicate more clearly, develop better relationships, and cope with challenges in a more adaptive way. Owala et al. (2016) highlighted that principals with high emotional intelligence can foster a supportive and inclusive school environment, grasp the needs of students, teachers, and staff, resolve conflicts, and provide effective leadership.

Additionally, their capacity to manage emotions, empathize with others, communicate effectively, and address conflicts promotes a harmonious and

supportive school climate. Principals who are in touch with their emotions and those of others can motivate their team, cultivate strong relationships, and adeptly handle challenges within the school community. Goleman, Boyatzis, McKee, Pretorius, and Plaatjies (2023) outlined several components of emotional intelligence, including self-awareness and self-regulation. In this study, the focus was specifically on self-awareness and self-regulation. Morin (2011) described self-awareness as recognizing and understanding one's emotions and the underlying reasons for them, as well as comprehending how one's actions impact others. Conversely, Chukwunonso, Mary, and Patrick (2022) defined self-regulation as the ability to manage emotions and impulses effectively.

The influence of emotional intelligence on academic performance varies across countries and regions. In Nigeria, the lack of effective management skills and emotional intelligence among principals has been cited as a factor contributing to teachers' low performance and subsequent academic decline in schools (Punch Newspaper, 2022). This concerning pattern not only impacts the academic environment but also hinders the holistic development of students. The absence of a supportive learning environment, characterized by a deficiency in emotional intelligence among school principals, leads to heightened stress levels among both teachers and students. It is against this background that the researcher sought to examine principals' emotional intelligence as correlates of teachers' task performance in secondary schools in Anambra State.

Statement of the Problem

The significance of teachers' task performance cannot be overstated as neglecting it leads to significant and widespread consequences that impact the entire education system and society as a whole. These risks are numerous and should not be underestimated. Firstly, when teachers' task performance is ignored or disregarded, the quality of education declines. Classes may lack organization, assessments may lack accuracy, and feedback may be inconsistent or absent. This directly affects students' learning experiences, potentially resulting in gaps in their knowledge and skills. Over time, this can weaken the overall academic performance of students. Upon initial observation, it is evident that many teachers in Nigeria, particularly in Anambra State, seem to have lost confidence in the teaching profession. This lack of confidence makes it challenging to deliver the full benefits of teaching and learning to students due to teachers' apparent struggles in recent years. Hence, there is a pressing need for research on principals' emotional intelligence as it relates to teachers' task performance in public secondary schools in Anambra State.

Objectives of the Study

1. Verify the relationship between principals' self-awareness and teachers' task performance in public secondary schools in Anambra State.
2. describe the relationship between principals' self-regulation and teachers' task performance in public secondary schools in Anambra State.

Hypotheses

The study sought to test the following null hypotheses at 0.05 significance level:

1. There is no significant relationship between principals' self-awareness and teachers' task performance in public secondary schools in Anambra State.
2. There is no significant relationship between principals' self-regulation and teachers' task performance in public secondary schools in Anambra State.

Research Method

The study adopted correlational research design. The population of this study comprised 5,396 (263 principals and 5,133 teachers) from the two hundred and sixty-three (263) public secondary schools in the six education zones of Anambra State. The sample size for the study comprised 645 (132 principals and 513 teachers) drawn from the population of the study. The sample size comprised 50% of principals and 10% population of teachers. Multi-stage sampling procedure was used in drawing the sample. The instruments used for the data collection were Emotional Intelligence Questionnaire (EIQ) and Teachers' Task Performance Questionnaire (TTPQ). The Emotional Intelligence Questionnaire had a total of 30-item statements. The Teachers' Task Performance Questionnaire (TTPQ)' was also structured by the researcher. Teachers' Task Performance Questionnaire had 18-item statements that elicits information on teachers' task performance. Both questionnaires were structured on a four-point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 point) and Strongly Disagree (SD) (1 points). The reliability was determined by administering copies of the questionnaire to 20 teachers and principals randomly selected from public secondary schools in Enugu State. Cronbach Alpha coefficient score was used to determine the reliability of the questionnaires. Emotional intelligence yielded an average Cronbach Alpha score of 0.85 while teacher's task performance yielded a Cronbach Alpha score of 0.90. These results indicated that the instruments were reliable and have high internal consistency. Direct method of data collection was used to collect data from the respondents. At the end, 488 (95%) of teachers and 129(97%) of principals sampled were used for the study. Pearson Product Moment Correlation Coefficient and simple linear regression analysis were used for the study. Pearson Product Moment Correlation was used to answer objectives of the study while simple linear regression analysis was used to test hypothesis at 0.05 level of significance.

Presentation of Results

Research Question One: The relationship between principals' self-awareness and teachers' task performance in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the Relationship between Principals' Self-Awareness and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	N	Teachers' Task Performance	Principals' Self-Awareness	Remarks
Teachers' Task Performance	129	1.00	.880**	Positive Relationship
Principals' Self-Awareness	488	.880**	1.00	

The summary result of Pearson product-moment correlation coefficient on table 1 showed the relationship between principals' self-awareness and teachers' task performance in public secondary schools in Anambra State. The results indicated that the R-value was .880 which revealed that there is a positive relationship between principals' self-awareness and teachers' task performance in public secondary schools in Anambra State.

Research Question Two: The relationship between principals' self-regulation and teachers' task performance in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the Relationship between Principals' Self-Regulation and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	N	Teachers' Task Performance	Principals' Self-Regulation	Remarks
Teachers' Task Performance	129	1.00	.902**	Positive Relationship
Principals' Self-Regulation	488	.902**	1.00	

The summary result of Pearson product-moment correlation coefficient on table 2 showed the relationship between principals' self-regulation and teachers' task performance in public secondary schools in Anambra State. The results indicated that the R-value was .902 and revealed that there is a positive relationship between principals' self-regulation and teachers' task performance in public secondary schools in Anambra State.

Test of Hypotheses

$H_0$1: There is no significant relationship between principals' self-awareness and teachers' task performance in public secondary schools in Anambra State.

UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.17 (1);
January-June, 2024 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL:* http://sjifactor.com/passport.php?id=21363

Table 3: Regression Summary Analysis of the Relationship between Principals' Self-Awareness and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Principals' Self-Awareness	.880[a]	.774	.774	5.46183	1665.460	.000[b]	Significant

a. Dependent Variable: Teachers' Task Performance;
b. Predictors: (Constant), Principals' Self-Awareness

The analysis of the test of hypothesis one in table 3 displays a p-value of .000, indicating a value below the predetermined threshold of .05. Consequently, the null hypothesis was rejected in favour of the alternative hypothesis. This indicates a robust, positive, and significant relationship between principals' self-awareness and teachers' task performance in public secondary schools in Anambra State, supported by a strong R-value of .880. Moreover, the R-square value of .774 reaffirms the substantial 77.4% positive relationship between principals' self-awareness and teachers' task performance within these schools in Anambra State.

$H_0$2: There is no significant relationship between principals' self-regulatory and teachers' task performance in public secondary schools in Anambra State.

Table 4: Regression Summary Analysis of the Relationship between Principals' Self-Regulatory and Teachers' Task Performance in Public Secondary Schools in Anambra State

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Principals' Self-Regulatory	.902[a]	.814	.813	4.96088	2121.910	.000[b]	Significant

a. Dependent Variable: Teachers' Task Performance
b. Predictors: (Constant), Principals' Self-Regulatory

The analysis of the test of hypothesis six in table 4 reveals a p-value of .000, which falls below the predefined threshold of .05. As a result, the null hypothesis was discarded in favour of the alternative hypothesis. This signifies a robust, positive, and significant relationship between principals' self-regulatory and teachers' task performance in public secondary schools in Anambra State, supported by a strong R-value of .902. Additionally, the R-square value of .814 reaffirms the considerable 81.4% positive relationship between principals' self-regulatory and teachers' task performance within these schools in Anambra State.

Discussion of Findings

The research discovered a significant, positive correlation between principals' self-awareness and teachers' task performance in public secondary schools in Anambra State. This finding is supported by Pretorius and Plaatjies (2023), who also found a strong link between principals who demonstrate high levels of self-awareness and improved task

performance among teachers. Principals who are adept at self-awareness, understanding their strengths, weaknesses, and leadership styles, create an environment that encourages refined teaching practices and boosts motivation among teaching staff. Venter (2022) shares this view, showing that principals with robust self-awareness contribute to a positive school culture by acknowledging personal biases, adapting leadership approaches, and showing empathy, all of which positively impact teacher morale, skill development, and job satisfaction.

Moreover, the study revealed a significant, positive relationship between principals' self-regulation and teachers' task performance in public secondary schools in Anambra State. Studies by Kramarski and Kohen (2017) also support this finding, demonstrating a clear connection between principals who exhibit strong self-regulation skills and improved task performance among teachers. Principals who excel in self-regulation practices, such as managing stress, making informed decisions, and fostering a positive work environment, create conditions that lead to enhanced teaching practices and increased motivation among teaching staff. Gol and Royaei's (2013) research further emphasizes that principals with strong self-regulation skills contribute to a positive school culture by handling challenges calmly, making thoughtful decisions, and maintaining composure, all of which positively affect teacher morale, skill development, and job satisfaction. This aligns with Goleman's Mixed Model, which highlights the influential role of self-regulation in leadership and its impact on professional growth. The ability to control impulses and manage disruptive emotions allows individuals to think before acting, leading to more measured and effective responses.

Conclusion

Emotional intelligence is closely linked to teachers' task performance, with a positive and meaningful impact. Principals who excel in self-awareness, understanding their strengths, weaknesses, and leadership styles, create an environment that promotes refined teaching methods and boosts motivation among teaching staff. Similarly, principals who are adept at self-regulation practices, like managing stress, making informed decisions, and nurturing a positive work atmosphere, contribute to an environment that enhances teaching practices and increases motivation among teaching staff.

Recommendations

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

1. Ministry of Education in Anambra State should promote a culture of continuous self-reflection and feedback among school leaders to enhance self-awareness.
2. Government through Post Primary Schools Service Commission should advocate for the integration of self-regulation principles in the leadership practices and policies for school principals in Anambra State.
3. Public secondary school principals should continue to invest in professional growth opportunities that specifically enhance their social skills, which will improve their leadership qualities.

References

Bashir, H., Alias, M., Saleh, K. M., & Halizah, A. (2017). Students' perceptions of their teachers' performance in teaching engineering drawing in Nigerian tertiary institutions. Path of Science, 3(10), 3001-3012. https://doi.org/10.22178/pos.27-4

Chukwunonso, N., Mary, K. E., & Patrick, O. A. (2022). Emotional Intelligence and Performance of Employees in Secondary Schools in Anambra State; Principals Dynamics. *Cross Current Int J Econ Manag Media Stud*, *4*(3), 34-42.

Gol, A. K., & Royaei, N. (2013). EFL Teachers' Self-regulation and Job Performance. *Theory & Practice in Language Studies*, *3*(10).

Goleman, D., Boyatzis, R. E., McKee, A., & Finkelstein, S. (2015). *HBR's 10 Must Reads on Emotional Intelligence (with featured article" What Makes a Leader?" by Daniel Goleman) (HBR's 10 Must Reads)*. Harvard Business Review Press.

Hollingworth, L., Olsen, D., Asikin-Garmager, A., & Winn, K. M. (2018). Initiating conversations and opening doors: How principals establish a positive building culture to sustain school improvement efforts. *Educational Management Administration & Leadership*, *46*(6), 1014-1034.

Ismail, K., Nopiah, Z. M., & Rasul, M. S. (2020). Emotional intelligence and work performance among vocational teachers. *Journal of Technical Education and Training*, *12*(3), 106-117.

Kramarski, B., & Kohen, Z. (2017). Promoting preservice teachers' dual self-regulation roles as learners and as teachers: Effects of generic vs. specific prompts. *Metacognition and learning*, *12*, 157-191.

Morin, A. (2011). Self-awareness part 1: Definition, measures, effects, functions, and antecedents. *Social and personality psychology compass*, *5*(10), 807-823.

Ogunola, A. A., Kalejaiye, P. O., & Abrifor, C. A. (2013). Management style as a correlate of job performance of employees of selected Nigerian brewing industries. *African Journal of Business Management*, *7*(36), 3714.

Owala, Z. M., Odongo, B., & Raburu, P. A. (2016). Motivational factors influencing teachers job performance in pre-school centres in Kenya. International Journal of Innovative Research and Development, 5(5), 121 - 132

Pretorius, A., & Plaatjies, B. (2023). Self-Awareness as a key emotional intelligent skill for secondary school principals' leadership

toolkit. *Research in Educational Policy and Management*, *5*(2), 52-74.

Punch Newspaper (10th July 2022). *Rid public schools of unqualified teachers*. Available at: https://punchng.com/rid-public-schools-of-unqualified-teachers/

Venter, D. J. (2022). *The relationship between instructional leadership and emotional intelligence of principals and their association with the professional development of teachers in the Gauteng Province, South Africa* (Doctoral dissertation, University of Johannesburg).