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Self-Efficacy and Emotional Intelligence as Predictors of Administrative Effectiveness in Secondary Schools in Ilorin Metropolis

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ABSTRACT

The research investigated the predictive roles of self-efficacy and emotional intelligence on the administrative effectiveness of secondary school principals in the Ilorin metropolis. Employing a descriptive survey approach with a correlational design, the study sampled 100 respondents, including 20 principals and 80 vice principals, from four selected Local Governments. Stratified sampling categorized public Senior Secondary Schools into rural, urban, and semi-urban, while availability sampling facilitated instrument administration to principals and vice principals. The Principal Self-Efficacy Survey by Smith, Strom, & Adams (2019) and the Emotional Intelligence Scale (EIS) by Supramaniam & Singaravelloo (2021) were utilized to gather data, both validated with a reliability coefficient of 0.75. Demographic data were presented using frequency and percentage, while Pearson Product Moment Correlation Coefficient (PPMC) and Analysis of Variance (ANOVA) tested hypotheses at a 0.05 significance level. The findings revealed a significant positive relationship between self-efficacy and administrative effectiveness ($r_{cal} = 0.431, p < 0.05$), as well as between emotional intelligence and administrative effectiveness ($r_{cal} = 0.210, p < 0.05$). Additionally, significant differences were observed in self-efficacy, emotional intelligence, and administrative effectiveness ($F_{cal} = 0.114, p < 0.000$), as well as for male principals ($F_{cal} = 0.202, p < 0.000$) and female principals ($F_{cal} = 0.321, p < 0.000$) separately. In conclusion, the study highlights the substantial impact of self-efficacy and emotional intelligence on administrative effectiveness among secondary school principals in the Ilorin metropolis. It recommends that principals seek counseling for emotional assessment and evaluation, and that the Ministry of Education organize seminars and workshops focusing on these factors to enhance administrative effectiveness.

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INTRODUCTION

Secondary education aims at ensuring that learners are prepared for future leadership roles through the acquisition of basic and quality knowledge of how to read and write. However, students at this level of education are reported with increased levels of behavioral problems such as examination malpractices, hooliganism, bullying, truancy, and belonging to secret societies. Secondary school students have been challenged by a lack of indiscipline, morals, and poor academic achievement which can be traced to the school's administrative ineffectiveness.

However, administrators hinge their ineffectiveness on poor funding, inadequate infrastructural facilities like classrooms, staff rooms, and school buses, as well as school sporting and games facilities. At times, complaints of shortage of teaching and non-teaching personnel claimed to have been responsible for administrator inability to perform their duties effectively. Limited facilities in the school management domain, the realization of educational goals is possible with the use of administrative effectiveness techniques (Ehindero et al., 2023).

Ineffectiveness on the part of school administrator includes not being able to organize, coordinate, and manage human and material resources in their care for the realization of educational goals. Nigerian's philosophy of education therefore is based on: the development of the individual into a sound and effective citizen, the full integration of the individual into the community, and the provision of equal access to educational opportunities for all citizens of the country at primary, secondary and tertiary levels (Oyibe, 2016), are far from been achieved. Achievement of the Secondary Education Philosophy largely depends on the effectiveness of the school administrators.

Administrative effectiveness goes beyond financial aspects only but it encompasses the deployment of skills such as allocation of duties, leading by example, maintaining discipline, commitment to duties, decision making, and adoption of appropriate styles including time management for both teaching and non-teaching staff to achieve stated educational objectives. The school administrator cannot be immune from the rampant negative behaviours among students because some administrators are not effective in discharging the roles and duties expected of them which is best described as administrative ineffectiveness.

Administrative effectiveness is the positive and quick response by school administrators to mobilize, organise and efforts and actions to achieve stated educational goals. Administrative effectiveness is closely related to a particular level of skills, knowledge, and abilities (Fisher, 2020). Self-efficacy is to belief in individual organizational capabilities to perform the courses of action requested to produce given attainments (Bandura (1997). Self-efficacy beliefs influence the courses of

action people pursue, effort exerted, perseverance in overcoming obstacles or failures, resilience to adversity, the extent to which thoughts are self-aiding or self-hindering (Ahmed et al 2023) when coping with environmental demands, and ultimately the level of accomplishments realized (Bandura, 1997). Prasertcharoensuk & Tang (2017) posits that school effectiveness is the multidimensional effectiveness of the leaders, teachers, and students of the school in reaching educational goals.

Hayat, et al (2020) results of structural equation modeling revealed that the students' self-efficacy has an impact on their learning-related emotions and metacognitive learning strategies, and these, in turn, affect the student's academic performance. Principal self-efficacy influences the effectiveness of teaching and learning in the school environment (Smith, et al, 2019). Barni, et al (2019) found a relationship between openness to change and self-efficacy. It also found that there is relationship between self-transcendence and self-efficacy. Ghasemzadeh, et al (2020) results show that the development of the principals and its elements (including skill, ability, and knowledge) were positively and significantly correlated with the school effectiveness and also a positive and significant correlation of self-efficacy of the principals and elements. Smith, et al (2019) findings indicate that, in general, principal self-efficacy beliefs tended to increase with the complexity of the job; principals spend a significantly greater amount of time in management as compared to facilitating instructional effectiveness; and an overwhelming majority of the principals felt their efforts to facilitate an effective teaching and learning environment were productive. Cobanoglu, et al (2018) results show that self-efficacy perceptions of administrators make a difference in their leadership style and there is a relationship between the self-efficacy belief and exhibitors of transformational leadership. However, Moghal, et al (2016) found that the level of stress is higher among females than males which may have been responsible for low task performance this suggests that administrators who are working in stressful conditions due to the duties and responsibilities of the position may not be effective.

According to Guy and Lee (2015), public service jobs mostly involve emotionally intense work demands. Therefore, administrators are expected to have a substantial level of emotional intelligence to help in coping with the stress that accompanies their job demands. Asare (2016) found that emotional intelligence is an essential factor for the successful management and financial administration of projects and programs would be shown through the use of the emotional intelligence pyramid. Martin-Raugh et al. (2016) and Tiamiyu et al (2024) posited that individuals with higher emotional intelligence (EI) display prosocial behaviours, indirectly acquiring the traits to behave appropriately in interpersonally challenging situations. Employees with high EI have displayed the highest levels of work performance and the least counterproductive work behaviours, in contrast to those with lower EI who

exhibited higher stress levels at work (Sadovyy et al. 2021). Managers with higher EI qualities demonstrate strong moral behaviour, implying positive professional activity in the workplace (Angelidis and Ibrahim 2011). Effective leaders are good communicators, have an optimistic attitude, are flexible in their thoughts, and are emotionally balanced (Mittal and Sindhu 2012). PuertasMolero et al. (2019) assert that EI is a key influence in the educational environment, contributing to the psychological well-being of educationists. Lasisi et al (2024) observed that creating a progressive and supportive working environment requires a combination of technical skills and developed emotional intelligence. Arfaraa and Samanta's (2016) findings show that E.I. proved to be an important factor in achieving the organization's goals, cooperation, and level of trust.

Managers with high EI assist in building the capabilities of maintaining a healthy relationship with the employees (Lee 2018). Findings by Adeoye and Torubelli (2011) reveal that EI is highly effective in predicting organisational commitment, subsequently encouraging positive organisation performance. Supramaniam and Singaravelloo (2021) confirmed the positive impact of EI on organisation performance. However, Employees with high EI levels have been found to have a lower burnout rate in performing tasks (Sanchez-Gomez and Bresó 2020). Mulla (2010) conducted EI research utilizing the ability model and Wong and Law's (2002) questionnaire instrumentation. The results indicated the lack of a significant relationship between EI and job performance.

There is a significant relationship between self-efficacy and administrative effectiveness in the study of Martin-Raugh et al., 2016; Moghal, et al, 2016; Asare, 2016; Cobanoglu, et al, 2018; Smith, et al, 2019; Barni, et al, 2019; Hayat, et al, 2020; &Ghasemzadeh, et al, 2020. Previous studies have also established that emotional intelligence helps in improving attitude, thoughts, and emotional balance, in predicting organisational commitment and encouraging a positive organisational performance, and facilitating the achievement of an organization's goals, cooperation, and level of trust, it impacts positively on the school setting, psychological well-being of teachers, (Mittal and Sindhu 2012; Adeoye and Torubelli 2011; Arfaraa&Samanta, 2016; Lee 2018; Molero et al. 2019; Supramaniam, and Singaravelloo, 2021. However, there is a lower or no relationship between EI and employees' task performance (Mulla, 2010; Sanchez-Gomez &Bresó 2020).

Statement of the Problem

Administrative ineffectiveness has increasingly become a significant concern among educational stakeholders, particularly within the realm of secondary school management. School principals, who are expected to serve as instructional leaders,

resource managers, and catalysts for academic excellence, are often observed to lack the necessary capacity and competence to effectively coordinate and utilize both human and material resources to achieve stated educational objectives. This inadequacy in leadership often manifests in a range of problematic behaviors and inefficiencies within the school system.

Among the most frequently cited issues are the declining levels of teacher commitment, widespread lateness to school, non-compliance with school rules and regulations, and a growing culture of indiscipline among both staff and students. These issues not only undermine the integrity of the school environment but also hinder the overall effectiveness of teaching and learning processes. Furthermore, such challenges often reflect deeper, underlying factors related to leadership capacities, such as the psychological disposition and emotional competencies of school administrators.

A growing body of research suggests that low self-efficacy—that is, a principal's lack of belief in their own capacity to perform leadership and managerial tasks successfully—may significantly impair their effectiveness in running school operations. Principals with low self-efficacy may struggle to make decisive decisions, manage conflicts, delegate tasks appropriately, or motivate their staff toward shared goals. This internal doubt can weaken their leadership presence and diminish their ability to instill discipline, uphold standards, and inspire excellence among both teachers and students.

Similarly, poor emotional intelligence—defined as the ability to recognize, understand, and manage one's own emotions and the emotions of others—may also hinder a principal's administrative performance. In a school setting, where interpersonal communication, conflict resolution, and staff morale are critical to organizational success, the absence of emotional intelligence can lead to strained relationships, poor communication, and the inability to foster a positive school climate. Principals who lack emotional intelligence may be less empathetic, more reactive under pressure, and incapable of maintaining constructive engagement with both staff and students.

Administrative ineffectiveness, if left unaddressed, poses a substantial risk to the attainment of the goals and objectives of secondary education in the Ilorin metropolis. It may exacerbate levels of disorder within schools, foster a toxic work culture, and contribute to the mismanagement of already limited educational resources. In environments where school leadership is weak, even the best educational policies and teaching initiatives are unlikely to yield positive results. Instead, such dysfunction may perpetuate a cycle of underperformance and systemic decline in the quality of education provided.

It is against this troubling backdrop that the present study seeks to explore self-efficacy and emotional intelligence as key determinants of administrative effectiveness in public Senior Secondary Schools within the Ilorin metropolis. The study is premised on the belief that improving the psychological and emotional capacities of school principals can lead to enhanced leadership performance, better staff management, and ultimately, improved school outcomes.

To investigate this issue, the study is guided by a set of research questions aimed at examining the extent to which self-efficacy and emotional intelligence contribute to or hinder administrative effectiveness. The goal is to provide empirical evidence that will not only inform educational policy and leadership training programs but also support the development of more effective school management practices across the region.

Purpose of the Study

The main aim of this study examines self-efficacy and emotional intelligence as predictors of administrative effectiveness in secondary schools in the Ilorin metropolis. The specific objectives are to:

1. establish a relationship between self-efficacy and administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis;
2. relationship between emotional intelligence and administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis;
3. determine the joint contribution of self-efficacy and emotional intelligence on the administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis;
4. determine the relative contribution of self-efficacy and emotional intelligence on the administrative effectiveness of male principals in Senior Secondary Schools in the Ilorin metropolis;
5. determine the relative contribution of self-efficacy and emotional intelligence on the administrative effectiveness of female principals in Senior Secondary Schools in the Ilorin metropolis.

Research Hypotheses

HO₁: There is no significant relationship between self-efficacy and administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis;

HO₂: There is no significant relationship between emotional intelligence and administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis;

HO₃: There is no significant difference in the self-efficacy and emotional intelligence to the administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis;

HO₄: There is no significant difference in the self-efficacy and emotional intelligence on administrative effectiveness of male principals in Senior Secondary Schools in the Ilorin metropolis;

HO₅: There is no significant difference in the self-efficacy and emotional intelligence on administrative effectiveness of female principals in Senior Secondary Schools in the Ilorin metropolis.

METHODS

This study was conducted among principals and vice principals of public Senior Secondary Schools across four Local Government Areas (LGAs) within the Ilorin metropolis, Kwara State, Nigeria. The study adopted a descriptive research design of the survey type, aimed at investigating the relationship between self-efficacy, emotional intelligence, and administrative effectiveness among school leaders.

The target population for the study comprised all 162 public Senior Secondary Schools in the Ilorin metropolis, as reported in the Kwara State Annual School Census (2020). From this population, a sample of 100 respondents was selected, consisting of 20 principals and 80 vice principals. Both male and female school leaders were included in the sample to ensure representation and balance.

A multi-stage sampling procedure was utilized in selecting the sample. First, purposive sampling was employed to select the four LGAs that make up the Ilorin metropolis: Asa, Ilorin East, Ilorin West, and Ilorin South. Second, stratified sampling was used to classify schools based on their geographical location, namely rural, urban, and semi-urban areas. Finally, due to the demanding schedules and limited availability of principals and vice principals, availability sampling was used for the distribution and collection of research instruments.

Two main instruments were adapted and used for data collection:

1. The Principal Self-Efficacy Survey, consisting of 23 items, measured the self-efficacy of principals in two primary domains: instructional leadership and management skills. The instrument employed a 5-point Likert scale ranging

from "Very Weak beliefs in my abilities (1)" to "Very Strong beliefs in my abilities (5)". The scoring system ranged from 0 to 92, with higher scores indicating greater levels of self-efficacy, and lower scores reflecting weaker self-perceptions of leadership and managerial capability.

2. The Emotional Intelligence Scale and Organizational Performance Questionnaire (EISOPQ), developed by Subramaniam and Singaravelloo (2021), comprised 47 items, with 27 items specifically measuring emotional intelligence and 20 items assessing perceived organizational performance. This instrument was designed to capture a broad range of emotional and social competencies relevant to professional performance in educational environments. Respondents rated the items using a 5-point Likert-type scale with options such as: Never, Rarely, Sometimes, Often, Consistently and Strongly Disagree to Strongly Agree. The instrument had a validity and reliability coefficient of 0.750, indicating acceptable psychometric properties for educational research.

Demographic data were collected and analyzed using frequency and percentage distributions. Results showed that 54.2% of the principals were female, while 45.8% were male. In terms of ethnic composition, 58.3% were Yoruba, 33.3% Baruba/Nupe, and 8.3% Igbo, which reflects the demographic composition of the Ilorin Emirate, where the majority of schools are located. The average professional experience among respondents was 31 years, with an average of 4 years of experience as head principals in their current schools.

Regarding educational qualifications, 72.5% of respondents held a Bachelor's degree, 23.3% had a Master's degree, 3.3% possessed other qualifications such as NCE, HND, or PGDE, and only 0.9% (1 respondent) held a Ph.D. With regard to the school location, 57.5% of respondents were from urban schools, 29.2% from rural schools, and 13.3% from semi-urban (suburban) schools. Furthermore, the majority of respondents (88.3%) were on Grade Level 16, while 11.7% were on Grade Level 15, indicating a relatively senior cadre of leadership in the school system.

To address the research questions and test the hypotheses, the study employed Pearson Product-Moment Correlation Coefficient to determine the strength and direction of the relationships between variables, and Analysis of Variance (ANOVA) to assess the differences across groups. All hypotheses were tested at the 0.05 level of significance, ensuring statistical rigor and reliability in the interpretation of the results.

RESULT

The null hypotheses of the study were tested at a 0.05 level of significance:

HO₁: There is no significant relationship between self-efficacy and administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis;

Table 1 shows a significant relationship between self-efficacy and administrative effectiveness ($M=20.50$; $SD= 1.83$) and ($M= 17.73$; $SD= 1.60$). This implies that there was a significant relationship between self-efficacy and administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis, Kwara State. The r . calculated is less than the probability table value ($r.cal. = 0.431$, $< P_{0.05}$), null hypothesis 1 which says that there is no significant relationship between self-efficacy and administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis, Kwara State is rejected.

Table 1. Relationship between relationship self-efficacy and administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis, Kwara State

Variable	N	df.	Mean	Std.	r.cal.	t. value	Sig.
Self-Efficacy			20.5021	1.8302			
	100	1	0.431	0.205	.000		
Administrative Effectiveness			17.7301	1.6049			

Relationship is significant at r -value $0.431 < p. 0.05$.

HO₂: There is no significant relationship between emotional intelligence and administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis, Kwara State;

Table 2 shows a significant relationship between emotional intelligence and administrative effectiveness ($M=32.84$; $SD= 1.83$) and ($M= 30.36$; $SD= 1.54$). This implies that there was a significant relationship between emotional intelligence and administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis, Kwara State. The r . calculated is lower than the probability table value ($r.cal. = 0.210$, $< P_{0.05}$), null hypothesis 2 which says that there is no significant relationship between emotional intelligence and administrative effectiveness of principals in Senior Secondary Schools in the Ilorin metropolis, Kwara State is rejected.

Table2. Relationship between relationship emotional intelligence and administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis, Kwara State

Variable	N	df.	Mean	Std.	r.cal.	t. value	Sig.
Emotional Intelligence			32.8410	1.7023			
	100	1	0.210	0.205	.000		
Administrative Effectiveness			30.6209	1.5480			

Relationship is significant at $r\text{-value } 0.210 < p. 0.05$.

HO₃: There is no significant difference in the self-efficacy and emotional intelligence to the administrative effectiveness of principals in Senior Secondary Schools in Ilorin East LGA;

Table 3 shows the difference in the mean response between groups ($M=50.47$) and within groups (46.64) of the self-efficacy, and emotional intelligence to the administrative effectiveness of principals. From the table, the F-calculation is 0.114 and the P-value is $.000$. F-cal. of $.114$ is lower than the p-value of $.000$ at 0.05 significant level (F-cal. = $.114 < p\text{-value of } .000$). Therefore, null hypothesis 3 which says there is no significant difference in the self-efficacy, emotional intelligence, and administrative effectiveness of principals in Senior Secondary Schools in Ilorin East LGA is rejected. It can be deduced that there is a significant difference in the self-efficacy and emotional intelligence to the administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis, Kwara State.

Table 3. ANOVA test of difference in the self-efficacy, emotional intelligence to the administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis, Kwara State

Cluster	Sum of Square	df.	Mean Square	F.cal.	p.
Between Groups	50.4720	3	42.3161		
	0.114	.000			
Within Groups	46.6403	97	38.5212		
Total	97.1123	100			

Difference is significant at $0.114 < 0.05$.

HO₄: There is no significant difference in the self-efficacy and emotional intelligence on administrative effectiveness of male principals in Senior Secondary Schools in Ilorin metropolis, Kwara State;

Table 4 shows the difference in the mean response between groups ($M=55.63$) and within groups (51.84) of the self-efficacy, and emotional intelligence to the administrative effectiveness of male principals. From the table, the F-calculation is 0.202 and P-value is $.000$. F-cal. of $.202$ is lower than the p-value of $.000$ at 0.05 significant level (F-cal. = $.202 < p\text{-value of } .000$). Therefore, null hypothesis 4 which says there is no significant difference in the self-efficacy, emotional intelligence, and administrative effectiveness of male principals in Senior Secondary Schools in Ilorin metropolis is rejected. It can be deduced that there is a significant difference in the self-efficacy and emotional intelligence to the administrative effectiveness of male principals in Senior Secondary Schools in the Ilorin metropolis, Kwara State.

Table 4. ANOVA test of difference in the self-efficacy, and emotional intelligence to the administrative effectiveness of male principals in Senior Secondary Schools in the Ilorin metropolis

Cluster	Sum of Square	df.	Mean Square	F.cal.	p.
Between Groups	55.6329	2	52.5110		
	0.202				.000
Within Groups	51.8402	9849.6148			
Total	107.4349	100			

Difference is significant at $0.204 < 0.05$.

HO₅: There is no significant difference in the self-efficacy and emotional intelligence on administrative effectiveness of female principals in Senior Secondary Schools in the Ilorin metropolis, Kwara State.

Table 5 shows the difference in the mean response between groups ($M=67.53$) and within groups (58.60) of the self-efficacy, and emotional intelligence to the administrative effectiveness of female principals. From the table, the F-calculation is 0.321 and the P-value is $.000$. F-cal. of $.321$ is lower than the p-value of $.000$ at 0.05 significant level (F-cal. = $.321 < p\text{-value of } .000$). Therefore, null hypothesis 5 which says there is no significant difference in the self-efficacy, emotional intelligence, and administrative effectiveness of female principals in Senior Secondary Schools in Ilorin metropolis is rejected. It can be deduced that there is a significant difference in the self-efficacy and emotional intelligence to the administrative effectiveness of female principals in Senior Secondary Schools in Ilorin metropolis, Kwara State.

Table 5: ANOVA test of difference in the self-efficacy, and emotional intelligence to the administrative effectiveness of female principals in Senior Secondary Schools in the Ilorin metropolis;

Cluster	Sum of Square	df.	Mean Square	F.cal.	p.
Between Groups	67.5321	2	52.5110		
	0.321				.000
Within Groups	58.6037	98	49.6148		
Total	128.2358	100			

Difference is significant at $0.321 < 0.05$.

H05: There is no significant difference in the self-efficacy and emotional intelligence on administrative effectiveness of female principals in Senior Secondary Schools in the Ilorin metropolis, Kwara State.

Table 5 shows the difference in the mean response between groups ($M=67.53$) and within groups (58.60) of the self-efficacy, and emotional intelligence to the administrative effectiveness of female principals. From the table, the F-calculation is 0.321 and the P-value is $.000$. F-cal. of $.321$ is lower than the p-value of $.000$ at 0.05 significant level (F-cal. = $.321 < p\text{-value of } .000$). Therefore, null hypothesis 5 which says there is no significant difference in the self-efficacy, emotional intelligence, and administrative effectiveness of female principals in Senior Secondary Schools in Ilorin metropolis is rejected. It can be deduced that there is a significant difference in the self-efficacy and emotional intelligence to the administrative effectiveness of female principals in Senior Secondary Schools in Ilorin metropolis, Kwara State.

DISCUSSION

The study revealed that there is a statistically significant relationship between principals' self-efficacy and their administrative effectiveness in Senior Secondary Schools located in the Ilorin metropolis, Kwara State. This implies that the confidence principals possess in their capabilities to organize and execute actions required for effective school leadership plays a vital role in their overall administrative performance. These findings resonate with the research conducted by Ghasemzadeh et al. (2020), which demonstrated that the professional development of principals — encompassing skills, abilities, and knowledge — positively correlates with school effectiveness. Additionally, they confirmed that principals' self-efficacy and its

underlying elements significantly influence leadership outcomes. This conclusion is further supported by Smith et al. (2019), who asserted that a principal's belief in their own efficacy positively impacts the quality of teaching and learning within the school environment, leading to enhanced institutional effectiveness. However, these findings contrast with studies by Mulla (2010) and Sanchez-Gomez and Bresó (2020), who observed little to no relationship between emotional intelligence and employee task performance, indicating that contextual or methodological differences may moderate the influence of self-efficacy across different organizational settings.

Furthermore, the study also established that there is a significant relationship between emotional intelligence (EI) and the administrative effectiveness of principals in Senior Secondary Schools in Ilorin. This supports a wide array of literature including findings from Martin-Raugh et al. (2016); Moghal et al. (2016); Asare (2016); Cobanoglu et al. (2018); Barni et al. (2019); Hayat et al. (2020); Ghasemzadeh et al. (2020); and Supramaniam and Singaravelloo (2021), all of which collectively affirm that principals with high levels of emotional intelligence are more capable of managing interpersonal relationships, handling stress, making informed decisions, and fostering positive organizational environments — all critical traits for effective school administration. However, this finding is at odds with the works of Mulla (2010) and Sanchez-Gomez & Bresó (2020), who noted that high EI does not necessarily translate to better job performance, suggesting that EI's impact may be mediated by other organizational, psychological, or cultural factors.

Moreover, the study found a significant difference in the self-efficacy and emotional intelligence levels of principals as they relate to their administrative effectiveness. This finding highlights that variations in these psychological traits among school leaders can result in measurable differences in their leadership quality and administrative capacity. Supporting this, Cobanoglu et al. (2018) reported that administrators' perceptions of self-efficacy significantly influence their leadership styles, potentially determining their ability to implement policy, lead teams, and manage school resources effectively. Similarly, Guy and Lee (2015) emphasized the emotionally intensive nature of public service jobs, which demand both high EI and a resilient sense of efficacy to manage the multifaceted challenges inherent in educational leadership. Prasertcharoensuk and Tang (2017) further argue that school effectiveness is a multidimensional outcome influenced by the competence of school leaders, the professionalism of teachers, and the engagement of students.

In examining gender-based differences, the study discovered that male principals exhibited significant variations in their self-efficacy and emotional intelligence as predictors of administrative effectiveness. This result aligns with the findings of Asare (2016), who emphasized that emotional intelligence is crucial for the successful implementation of projects, particularly in financial and administrative

domains, as conceptualized through the emotional intelligence pyramid. This implies that male principals who are emotionally intelligent and self-assured tend to perform better in leadership and managerial roles.

The study also observed that female principals demonstrated significant differences in how self-efficacy and emotional intelligence influenced their administrative effectiveness. This supports findings from Moghal et al. (2016), who indicated that female professionals may experience higher levels of workplace stress, potentially affecting task performance. However, Sadovyy et al. (2021) found that individuals with high emotional intelligence — regardless of gender — tend to show superior work performance and lower instances of counterproductive behaviors. These results imply that fostering emotional intelligence in female leaders could serve as a protective factor against stress-induced declines in performance and can be a key component of professional development initiatives.

Collectively, these findings underscore the importance of integrating psychological competencies such as self-efficacy and emotional intelligence into the leadership development frameworks for school principals. They not only enhance leadership effectiveness but also support a culture of responsive, empathetic, and strategic school management. As such, educational policymakers and administrators are encouraged to incorporate targeted training on self-awareness, emotional regulation, and confidence-building into leadership preparation programs to improve the administrative effectiveness of school principals across all demographic and professional contexts.

CONCLUSION

Based on the findings derived from the analysis, this study draws several key conclusions regarding the relationship between psychological competencies—specifically self-efficacy and emotional intelligence—and administrative effectiveness among principals of Senior Secondary Schools in the Ilorin metropolis, Kwara State.

Firstly, the study concludes that self-efficacy has a significant and positive relationship with the administrative effectiveness of school principals. Principals who exhibit a strong belief in their own abilities to plan, organize, and execute school-related tasks are more likely to demonstrate effective leadership and administrative performance. This underscores the importance of fostering self-efficacy as a foundational attribute in school leadership development.

Secondly, the study concludes that emotional intelligence is also significantly related to the administrative effectiveness of principals. Principals with higher emotional intelligence are better equipped to manage interpersonal relationships,

handle stress, make empathetic decisions, and create positive school climates, all of which contribute to their overall administrative effectiveness.

Furthermore, the study concludes that there is a significant difference in the levels of self-efficacy and emotional intelligence as they relate to the administrative effectiveness of principals. This indicates that variations in these psychological traits meaningfully impact leadership performance and that enhancing either or both can lead to improvements in school administration.

In addition, the study found a significant difference in the influence of self-efficacy and emotional intelligence on the administrative effectiveness of male principals. This suggests that male school leaders may exhibit distinct psychological profiles or behavioral patterns that affect how these traits contribute to their leadership capabilities.

Similarly, the study concludes that a significant difference exists in the influence of self-efficacy and emotional intelligence on the administrative effectiveness of female principals. This highlights the importance of considering gender-specific factors in leadership training and development, particularly as they relate to emotional resilience and confidence in leadership roles.

In summary, the research establishes that self-efficacy and emotional intelligence are critical psychological factors that influence the administrative effectiveness of principals. It also affirms the relevance of gender-sensitive approaches in educational leadership training programs. Strengthening these traits among school leaders could lead to improved school management, better educational outcomes, and a more effective school system overall.

Recommendations

Based on the conclusion, the study recommends that;

1. Senior school principals should consult the counselors for assessment to determine the status of their self-efficacy for early identification of problem areas of their self-efficacy. This would help to put appropriate interventions to improve on low self-efficacy or maintain high self-efficacy which ensure the effectiveness of principals.
2. School administrators should also visit counselors for necessary appraisal and evaluation of their emotions to determine their state of emotional intelligence. This would assist principals in understanding their self-awareness, self-management, social awareness, and relationship management with other staff for the achievement of school effectiveness.

3. The Ministry of Education should organize seminars/conferences and workshops on the effects of self-efficacy and emotional intelligence on administrative effectiveness for all principals in Senior Secondary Schools in the Ilorin metropolis, Kwara State. This would help principals to understand the importance and contribution of high self-efficacy and emotional intelligence to school effectiveness.
4. The Kwara State Teaching Service Commission (TESCOM) should post male counselors to all Senior Secondary Schools in the Ilorin metropolis, Kwara State. This would afford male principals to willingly offer themselves for counselling and ensure the confidentiality between the male counsellor and male principal as regards any information relating to self-efficacy, and emotional intelligence of the school administrator.

The TESCOM should send more female counselors to all Senior Secondary Schools in the Ilorin metropolis for confidentiality purposes. This would allow female principals to be free to relate to the school counsellor in discussion on ways by which self-efficacy and emotional intelligence improves school effectiveness.

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