



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

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ABSTRACT

The study examined self-efficacy and emotional intelligence as predictors of administrative effectiveness in secondary schools in Ilorin metropolis. Descriptive survey research design of the co relational type was adopted. The sample was 100 male and female respondents which include 20 secondary school principals and 80 vice principals, selected through purposive, stratified, and availability sampling. Data were collected using the Principal Self-Efficacy Scale by Smith, Strom, & Adams (2019) and the Emotional Intelligence Scale (EIS) with 0.75 reliability coefficient. Frequency and percentage was used to present demographic data and Pearson Product Moment Correlation Coefficient (PPMC) at 0.05 level of significance. The results showed a significant positive relationship between self-efficacy and administrative effectiveness ($r_{cal.} = 0.431, < P0.05$) and between emotional intelligence and administrative effectiveness ($r_{cal.} = 0.210, < P0.05$). The study concludes that there is significant difference in the self-efficacy, emotional intelligence to the administrative effectiveness of principals. There is significant difference in the self-efficacy, emotional intelligence to the administrative effectiveness of male principals and there is significant difference in the self-efficacy, emotional intelligence to the administrative effectiveness of female principals.

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1. INTRODUCTION

In the realm of education, effective school leadership plays a pivotal role in shaping the learning environment, fostering student achievement, and promoting organizational success. School administrators, particularly those in secondary schools, are tasked with multifaceted responsibilities ranging from instructional leadership to resource management and community engagement. The effectiveness of these administrators profoundly influences the overall performance and outcomes of the educational institution. Two psychological constructs that have garnered significant attention in the study of leadership effectiveness are self-efficacy and emotional intelligence. Self-efficacy, rooted in Bandura's social cognitive theory, refers to individuals' beliefs in their capabilities to organize and execute courses of action necessary to attain desired outcomes (Bandura, 1997). In the context of school leadership, administrators with high levels of self-efficacy are more likely to exhibit confidence in their abilities to navigate challenges, make informed decisions, and enact positive change within their schools.

The secondary education aim at ensuring that learners are prepare for future leadership roles through acquisition of basic and quality knowledge of how to read and write. However, students at this level of education are reported with increased level of behavioural problems such as examination malpractices, hooliganism, bullying, truancy and belonging to secret societies. Secondary school students have been challenged by lack of indiscipline, moral and poor academic achievement which can be traced to the school administrative ineffectiveness (Ahmed et al., 2023). Although, administrators hinges their ineffectiveness on poor funding, inadequate infrastructural facilities like classrooms, staff rooms, school bus, as well as school sporting and games facilities (Abdulkareem, 2021; Olanrewaju et., 2021). At times, complains of shortage of teaching and non-teaching personnel claimed to have responsible for administrator inability to perform their duties effectively (Suleiman & Abdulkareem 2023). However, even with limited facilities at the school management domain, the realization of educational goal is possible with the use of administrative effectiveness techniques.

Ineffectiveness on the part of school administrator include not been able to organize, coordinate and manage human and material resources in their care for the realisation of educational goals. Therefore, the philosophy of education in Nigeria is based on: the development of each individual into a sound and effective citizen; the full integration of each individual into the community; and the provision of equal access to educational opportunities for all citizens of this nation at the primary, secondary, and tertiary levels. (Oyibe, 2016), are far from been achieved. Because, achievement of the Secondary Education Philosophy is 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, lead by examples, maintain 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 be described as administrative ineffectiveness (Adeoye et. al., 2023). Hassan et al (2023) stated there is no significant relationship between employee welfare and employee organizational commitment was found significant ($r= 0.711$; $p<0.05$).

In order to mobilize, organize, and take measures with the intention of accomplishing specified educational goals, school administrators must respond positively and quickly. This is known as administrative effectiveness. Administration efficiency is tightly tied to a specific

level of abilities, knowledge, and skills (Fisher, 2020). Self-efficacy is to beliefs in individual organizational capabilities to perform the courses of action requested to produce given attainments (Bandura (1997). Self-efficacy beliefs affect the actions people take, the amount of effort put forth, perseverance in overcoming challenges or setbacks, resilience to adversity, the degree to which thoughts are self-assisting or self-hindering when coping with environmental demands, and ultimately the degree of accomplishments realized (Bandura,1997). Prasertcharoensuk and Tang (2017) posits that school effectiveness is to the multidimensional effectiveness of the leaders, teachers, and students of the school in reaching educational goals. The results of structural equation modeling by Hayat et al. (2020) showed that students' self-efficacy has an effect on their emotions associated with learning and methods for metacognitive learning which in turn affect the students' academic performance.

Emotional intelligence, encompasses the ability to perceive, understand, manage, and use emotions effectively in interpersonal relationships (Salovey & Mayer, 1990). Mayer and Salovey (1997) proposed a model of emotional intelligence consisting of four branches: perceiving emotions, facilitating thought, understanding emotions, and managing emotions. School administrators with high emotional intelligence are better equipped to build collaborative relationships, resolve conflicts, and create a positive school climate conducive to teaching and learning. According to Smith et al. (2019), the effectiveness of teaching and learning in the classroom is influenced by the principal's self-efficacy. Barni et al (2019) and Kamilu et al (2022) discovered a connection between self-efficacy and receptivity to change. It was also shown that self-transcendence and self-efficacy are related. The findings of Ghasemzadeh, et al. (2020) indicate that the development of the principals and its elements (including skill, ability, and knowledge) were positively and significantly correlated with the effectiveness of the school, as well as a positive and significant correlation of self-efficacy of the principals and its elements.

Learning-related emotions and metacognitive learning techniques, findings show that, generally, 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 (Smith et al., 2019). Cobanoglu, et al (2018) results indicate that administrator' opinions of their own self-efficacy influence how they lead. and there is a relationship between the self-efficacy belief and exhibitors of transformational leadership. Moghal, et al (2016) found that level of stress is higher among females than males which may have been responsible for low tasks performance which suggests that administrators who are working on stressful conditions due the duties and responsibilities of the position may not be effective. Guy and Lee (2015); Hassan et al (2023) stated that the majority of work demands in public service careers are emotionally taxing.

Therefore, it is required of administrators to have a height level of emotional intelligence to assist them deal with the stress that comes with the demands of their jobs. The emotional intelligence pyramid, according to Asare (2016), can be used as an example to highlight the significance of emotional intelligence as a factor in the management and financial administration of projects and programs. According to Martin-Raugh et al. (2016), people with complex emotional intelligence (EI) exhibit prosaically behaviors as a result of which they subliminally develop the character qualities necessary to act effectively in stressful interpersonal circumstances. Employees with high EI have displayed the highest levels of work

performances 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 at 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).

Puertas Molero et al. (2019) assert that EI is a key influence in the educational environment, contributing to the psychological well-being of educationists. Tarricone and Luca (2002) observed that creating a progressive and supportive working environment requires a combination of technical skills and developed emotional intelligence. Arfaraa and Samanta (2016) finding 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 a positive organization performance. Supramaniam, and Singaravelloo (2021) confirmed the positive impact of EI on organization 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 utilising the ability model and the Wong and Law's (2002) questionnaire instrumentation. The results indicated the lack of a significant relationship between EI and job performances.

There is 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 help in improving attitude, thoughts and emotionally balanced, in predicting organisational commitment and encouraging a positive organization performance, facilitate achievement of organization's goals, cooperation and level of trust, it impact positively on 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 lower or no relationship between EI and employees tasks performance (Mulla, 2010; Sanchez-Gomez & Bresó 2020).

Given the complexity of the educational landscape and the diverse demands placed on school administrators, understanding the roles of self-efficacy and emotional intelligence as predictors of administrative effectiveness is of paramount importance. Research suggests that these psychological factors can significantly influence leadership behaviors, decision-making processes, and organizational outcomes within educational settings (Goleman, 1995; Mayer et al., 2000). However, while individual studies have examined the impact of self-efficacy or emotional intelligence on school leadership separately, there is a gap in the literature regarding their combined predictive power. This gap underscores the need for comprehensive investigations that simultaneously consider both self-efficacy and emotional intelligence as predictors of administrative effectiveness in secondary schools. By addressing this gap, the present study seeks to contribute to the existing body of knowledge on educational leadership by elucidating the interconnectedness of self-efficacy and emotional intelligence in shaping administrative practices and outcomes. Insights derived from this research have the potential to inform leadership development programs, enhance administrator training initiatives, and ultimately improve the quality of education in secondary schools.

Statement of the Problem

Administrative ineffectiveness is a great problem among educational stakeholders especially, the school management. Principals are observed of lacking the capacity and ability to control human and material resources necessary to achieve stated educational objectives. The reasons why teachers having poor attitude to work, lateness to school, disobedience to school rules and regulations as well as lack of indiscipline among teachers and students. However, it was observed that low self-efficacy may have serious impacts on principals effectiveness in senior secondary school in Ilorin metropolis; poor emotional intelligence may affect principals effectiveness in senior secondary school in Ilorin metropolis; Administrative ineffectiveness poses a great risk to the achievement of stated secondary educational goals and may result into high level of indiscipline among staff and students. It can also leads to mismanagement of scarce resources in the school. This reasons was against this background that the present study examines self-efficacy and emotional intelligence as determinants of administrative effectiveness in secondary schools in Ilorin metropolis. Therefore, the problem of this study posed questions to be answered.

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 Ilorin metropolis. The specific objectives are to:

1. Establish the relationship between self-efficacy and administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis;
2. explore relationship the between emotional intelligence and administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis;

Research Hypotheses

Ho₁: There is no significant relationship between self-efficacy and administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis;

Ho₂: There is no significant relationship between emotional intelligence and administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis;

2. METHODS

The study was conducted among principals and vice principals of Public Senior Secondary Schools in 4 Local Government Areas in Ilorin metropolis. Descriptive research design of survey type was used. The Target population was 162 Senior Secondary Schools in Ilorin Metropolis ([Kwara State Annual School Census, 2020](#)). The sample was 100 male and female respondents which includes 20 secondary school principals and 80 vice principals in Ilorin metropolis, Kwara State. Multi-stage sampling procedure was adopted; a purposive sampling was used to select 4 Local Government Areas which constitute Ilorin metropolis (Asa, Ilorin East, Ilorin West and Ilorin South). Stratify sampling was used to divide the schools based on their geographical spreads; rural, urban and semi-urban Senior Secondary Schools in Ilorin metropolis. Availability sampling techniques was used to administer the instruments due to the nature of work of principals and vice principals. Two instruments were adapted for data collection; Principal self-efficacy survey and emotional intelligence scale. Principal self-efficacy survey consists of twenty-three item inventory assessing principal self-efficacy in two domains (Instructional leadership and management skills). The principal self-efficacy survey

is a 5-point Likert scale; Very Weak beliefs in my abilities (1); Weak beliefs in my abilities (2); Indifference (3); Strong beliefs in my abilities (4); Very strong beliefs in my abilities (5). The score is produced on a 0-92 scale for ease of interpretation, with higher scores indicating higher self-efficacy. However, lower score indicate low self-efficacy toward leadership and management skills.

The second instrument was Emotional Intelligence Scale and Organization Performance (EISOP) design by [Supramaniam, S. & Singaravelloo, K. \(2021\)](#). EISOP had 20 items and the EI questionnaire had 27, totaling 27 items. This test is able to capture a wider range of dispositions related to emotions and social circumstances at the workplace. 47 items were evaluated using a five-point Likert scale or Likert-type scale, with the following options: Never, Rarely, Sometimes, Often, Consistently; Strongly Disagree, Somewhat Disagree, Neither Agree Nor Disagree, Somewhat Agree, and Strongly Agree. A level of 0.750 is considered appropriate for all items' validity and reliability. Regarding demographics; gender (54.2%) of the principals were females and 45.8% males. Regarding the ethnicity, the majority of respondents (58.3%) were within the Yoruba, 33.3% were Baruba/Nupe and only 8.3% are Igbo. The average number of years as a professional educator was 31 years and the average number of years as the head principal at the school was 4 years. The Higher degree completed was 87(72.5%) of respondents hold Bachelor degree 28(23.3%) have masters degree, 4(3.3%) of them have others like NCE/HND, PGDE and only 1(0.9%) has Ph.D. Regarding the type of schools it was recorded that 69(57.5%) of respondents were from urban schools, 35(29.2) were rural schools and 16(13.3%) were from sub-urban schools. 106(88.3%) of the principals were on grade level 16 and 14(11.7%) of them were on grade level 15. Frequency and percentage were used to present the demographic data of the respondents. Pearson Product Moment Correlation Statistics and ANOVA were used to test hypotheses at 0.05 level of significant.

3. RESULTS AND DISCUSSION

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

Ho₁: There is no significant relationship between self-efficacy and administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis;

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

Variable	NO	Mean	St. Dev	Df	r. Cal	r. Crit	R
Self-efficacy	100	20.50	1.83				
Admin. Effectiveness	100	17.73	1.60	98	2.82	0.43	**

** (Significant at 0.05 critical region)

Table 1 shows the results obtained from hypothesis one. From the table, it is shown that r. calculated = 2.82, degree of freedom = 90 and r. critical = 0.43. Since r. calculated 2.82 is greater than r.critical 0.43, the null hypothesis is rejected and the alternate hypothesis is accepted. Thus, there is a significant relationship between self-efficacy and administrative effectiveness of principals in senior secondary schools in Ilorin Metropolis, Kwara State.

Ho₂: There is no significant relationship between emotional intelligence and administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis, Kwara State;

Table 2. Relationship between relationship emotional intelligence and administrative effectiveness of principals in Senior Secondary Schools in Ilorin metropolis, Kwara State

Variable	NO	Mean	St. Dev	Df	r. Cal	r. Crit	R
Emotional intelligent			100	20.50	1.83		
Admin. Effectiveness			100	17.73	1.60	98	2.84 0.41 **

** (Significant at 0.05 critical region)

Table 2 shows the results obtained from hypothesis one. From the table, it is shown that $r. \text{ calculated} = 2.84$, degree of freedom = 98 and $r. \text{ critical} = 0.43$. Since $r. \text{ calculated} = 2.82$ is greater than $r. \text{ critical} = 0.41$, the null hypothesis is rejected and the alternate hypothesis is accepted. Thus, there is a significant relationship between self-efficacy and administrative effectiveness of principals in senior secondary schools in Ilorin Metropolis, Kwara State.

Discussion

The first hypothesis revealed that there is a substantial correlation between principals' self-efficacy and their administrative effectiveness in Senior Secondary Schools in Ilorin metropolis; This result is consistent with studies by [Ghasemzadeh, et al. 2020](#); [Hassan and Abulkareem \(2023\)](#), who demonstrated that the development of the principals and its elements (including skill, ability, and knowledge) were positively and significantly correlated with the effectiveness of the school, as well as a positive and significant correlation of self-efficacy of the principals and its elements. In a similar vein, [Smith, et al. \(2019\)](#) found that principal self-efficacy affects how well students learn in the classroom. The study's findings, however, differed from those of [Mulla \(2010\)](#) and [Sanchez-Gomez and Bres0 \(2020\)](#), who found little to no correlation between employees' task performance and emotional intelligence (EI). [Cobanoglu, et al. \(2018\)](#), which demonstrate that administrators' beliefs of their own self-efficacy have an impact on their leadership style, are consistent with this conclusion. According to [Guy and Lee \(2015\)](#), the majority of the labor demands in public service positions are emotionally taxing. to [Prasertcharoensuk and Tang \(2017\)](#), the multidimensional efficiency of the school's administrators, teachers, and students in achieving educational objectives determines how effective the school as a whole is. This finding agree with [Asare \(2016\)](#) found that EI as 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.

The second hypothesis reflected a strong link between principals' administrative efficiency at Senior Secondary Schools in the Ilorin metropolis, and emotional intelligence. This finding concur with results from the studies 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](#); [Adeoye et al \(2023\)](#); [Supramaniam, and Singaravelloo \(2021\)](#) whose found that EI of administrators have impact on the organization performance. [Mulla's \(2010\)](#) findings, in contrast to those of the present study, revealed that there was no significant link between EI and work performance. Furthermore, [Sanchez-Gomez & Bres0's \(2020\)](#) research demonstrates that having high emotional intelligence does not necessarily transfer to performing well at work. This result is consistent with research by [Moghal, et al. \(2016\)](#) who discovered that females experience higher levels of stress than males, which may

have contributed to their poor job performance. According to Sadovyy et al. (2021)'s findings 2021, stated that those with high EI demonstrated the best levels of job performances and the fewest wasteful work behaviors, in contrast to those with poor EI who displayed higher stress at work.

4. CONCLUSION

The study conducted in Senior Secondary Schools in Ilorin metropolis, Kwara State, reveals several significant findings regarding the relationship between self-efficacy, emotional intelligence, and administrative effectiveness among principals.

The researchers conclude that there exists a significant relationship between self-efficacy and the administrative effectiveness of principals. Principals who exhibit higher levels of self-efficacy tend to demonstrate greater effectiveness in managing school affairs and achieving organizational goals.

Similarly, the study finds a significant relationship between emotional intelligence and administrative effectiveness among principals. Principals with higher emotional intelligence show enhanced interpersonal skills, empathy, and adaptability, which positively influence their ability to lead and manage schools effectively.

Based on the conclusion, the study recommends that (1) senior school principals should consult the counsellors for assessment to determine status of their self-efficacy in order 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 counsellor for necessary appraisal and evaluation of their emotions in order to determine their state of emotional intelligence. This would assist principals to understand 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 seminar/conference and workshops on effects of self-efficacy and emotional intelligence on administrative effectiveness for all principals in Senior Secondary Schools in Ilorin metropolis, Kwara State. This would help principals to understand importance and contribution of high self-efficacy and emotional intelligence to school effectiveness.

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