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EMOTIONAL INTELLIGENCE, YEARS OF EXPERIENCE, AND SELF-ESTEEM ON PRINCIPALS' ADMINISTRATIVE EFFICACY IN PUBLIC SECONDARY SCHOOLS IN KWARA STATE

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Abstract

The study investigated the joint and relative contributions of emotional intelligence, years of experience, and self-esteem in predicting principals' administrative efficacy in public secondary schools in Kwara State. The population for the study comprised the entire 430 principals in Kwara State public secondary schools. Based on their years of experience, 195 principals were purposively selected. For data collection, one validated research instrument tilted Emotional Intelligence, Self-esteem, and Principals' Efficacy Questionnaire (EISPFQ) developed by the researchers was used. Its reliability coefficient index was 0.75. The data collected were analysed using percentage scores and Multiple Regression Statistics. Based on the analysis, the results showed that most of the principals had a high level of administrative efficacy (50.8%). It also showed that emotional intelligence, years of experience and self-esteem when combined are significant predictors of principals' administrative efficacy (51.3%; Adj. R2=.513), and the prediction of emotional intelligence (Beta= 0.16, t= 4.73), and self-esteem (Beta= 0.23, t= 3.79) are significant to principals' efficacy, while the prediction of years of experience (Beta= -0.04, t= 0.62) was found not significant. It was recommended that principals in Kwara State public secondary schools would achieve greater administrative efficacy in discharging their responsibilities for the actualization of school goals and objectives if their efficacy belief is strengthened and are well motivated.

Keywords: *Emotional Intelligence, Principals' Administrative Efficacy, Self-Esteem and Years of Experience*

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Introduction

In any given school, either public or private, the principal plays significant roles that cannot be over accentuated. This is because they are saddled with the responsibilities that include: to guide and support teachers, communicate school goals and objectives with students, parents, and other members in the society. Olayiwola and Alabi (2015) averred that the school principal is the leader, manager-on-the spot, and administrator in charge of decision making in the course of policy implementation. As a result, it can be established that principals need to possessed requisite administrative skills, knowledge, and personality characteristics to ensure efficient and effective management of human and non-human resources in the school. They are also expected to develop a viable framework for planning in the quest for the policy implementation process in the school. Therefore, principals are needed to be well motivated for effective functioning to achieve success. The reason is that the success and failure of a school could largely depend on their efficacy, quality, and psychological well-being.

In this sense, efficacy refers to an individual's belief in his capacity to use knowledge and skills to achieve specific tasks. According to Burgoon, Meece, and Granger (2012), efficacy implies the administrators' confidence in ensuring that teachers are given directions and adequately motivated with a view to achieving excellent goals and objectives of the school system. In this context, principals' administrative efficacy is concerned with the belief about their capabilities to manage both human and material resources to achieve optimal effectiveness. In the view of Kao, Tsai, and Shih (2014), principals' administrative efficacy is the judgement of an individual capability to organise and perform specific tasks or activities. Based on this, the essence of principals' administrative efficacy is to influence his/her managerial relationship with the teachers and other staff members to achieve successful action in any given settings (Ignat & Clipa, 2010).

Several studies have found that school principal plays an important role in establishing and maintaining positive working conditions for teachers (Drago-Severson, 2012; Lacireno-Paquet, Bocala & Bailey, 2016). Recognising the importance of these studies, it is eminent to consider principals' administrative efficacy in bringing about the desired outcomes in school administration. Schunk (2012) found that principals with high levels of efficacy are capable to inspire positive change and motivate others to perform very well in school's decision

making processes than their counterparts who had low levels of self-efficacy. Besides, Klaasen and Chiu (2010) indicated that moderate levels of principals' and teachers' efficacy beliefs were influenced not only by biological and psychological changes but related to chronological age and the psychosocial context of the work environment. Chesnut and Burley (2015) revealed that one of the most effective ways of fostering principals' administrative efficacy practices is through experience.

Experience is the number of years spent by principals in any given school. The significant contribution of years of experience to principals' administrative efficacy was found by (Cheung, 2008); Lin, Gorrell, and Taylor (2002). In the finding of Buregeya (2011), it was revealed principals' years of experience were significantly correlated with their job performance in public primary schools in Ghana. Also, Diekstra and Gravesteijn (2014) posited that principals of successful schools had sufficient teaching experience, enhanced effectiveness, and increased job performance. It was also indicated in their study that there was a strong and positive correlation between years of experience of principals and, problem-solving in rural China. In line with this, Yoke and Panatik (2015) found that emotional intelligence has no significant relationship and length of administrative experience of principals.

Wu (2013) perceived emotional intelligence as an individual's ability to understand and regulate his/her emotions to empathize and respond appropriately to others' emotions. In line with this definition, it is assumed that emotionally, intelligent principals can place themselves in a positive state of mind. They are likely to know how to avoid dysfunctional emotions and how to use emotions in adaptive ways to alleviate feelings of frustration. Previous researchers have found that principals and teachers with higher emotional intelligence tend to demonstrate better performance (Drew, 2006; Yoke & Panatik, 2015). Similarly, Wu, (2013) revealed a significant relationship between emotional intelligence and efficacy of principals of first- and second-year in Missouri. The finding also suggested that when principals' attitudes to work were negative then, low job performance would be recorded.

Ream (2010) stated that when individuals can control their emotions, make accurate attributions concerning past events and objectively understand how their emotions and attributions influence their thoughts, feelings, and expectancies about future events, they are

better able to enhance their efficacy beliefs. In the study of Adeniyi and Omoteso (2014), it was found that most principals possessed a very high level of emotional intelligence. Also, a significant relationship existed between levels of emotional and self-esteem of secondary school principals. This suggests that a requisite for the development of self-esteem that could afford the principal to believe in him/herself determined and resilient when faced with challenges.

Self-esteem is the degree to which an individual value and believe himself instead of having belief in the reactions of others. Generally , self-esteem is associated with the extent to which a person relies on himself to get through any situation, approach obstacles with confidence, recover from setbacks quickly, and grow from the challenges encountered. Several authors have defined the term "self-esteem". For instance, Farid and Akhar (2013) perceived self-esteem as a psychological construct associated with an individual's sense of self-worth or the extent to which people appreciate and value themselves. Similarly, Falci (2011) posited that **self-esteem is a concern with the internal script running through the person's head about his intrinsic worth. They further stated that** self-esteem is very paramount because it **dictates so much about one's life and steps away from being aggressive, instead, being assertive.** This was buttressed by Colquhoun and Bourme (2012) **that s**elf-esteem influences a person's life because it is connected with having a greater understanding of oneself, promotes optimism, internal peace, and a feeling of security.

In contrast, Farid and Akhtar (2013) argued that self-esteem is an overall evaluation of oneself in either a positive or negative way. They further stated that when principals can have positive self-esteem, they feel good about themselves, but when they have negative self-esteem, they dislike themselves. Schunk and Zimmerman (2012) reported that principals who developed a high level of efficacy enjoy a considerable level of self-esteem, persevere against administrative challenges, and tend to solve sophisticated problems than principals who developed lower levels of efficacy. This implies that principals with high efficacy tend to be more confident and exert greater perseverance to discharge their administrative duties in the school system. This assertion was established by who found that principals with high administrative efficacy are better able to get teachers engaged to carry out specific tasks in

the school, while principals with lower administrative efficacy feel a sense of helplessness when it comes to dealing with difficult and unmotivated teachers.

The problem that necessitated this study was the observed lapses in principals' administrative efficacy in Kwara State public secondary schools. The lapses oftentimes made most of the principals to be faced with different challenges which could hinder them in performing their duties in the school system. The reason for the lapses could be attributed to the inability to have an understanding about oneself, to use years of experience, regulate emotions to empathize, and respond appropriately to others' emotions. However, there is no consensus about emotional intelligence, years of experience, and self-esteem **influence on principals' efficacy. Consequently, observations have shown that principals perform immense roles on daily basis using their knowledge, skills, and guide their emotion to achieve the desired output in the school system. Hence, their administrative efficacy in this sense cannot be underrated.**

In the view of the immense importance of principals' administrative efficacy in the school system, it appears that researches in this respect have been neglected. Asides this, it is evident to the best of the researchers' knowledge that scanty works of literatures are probing into the independent variables (emotional intelligence, years of experience, and self-esteem) vis-à-vis dependent variable (principals' administrative efficacy) with a particular reference to Kwara state public secondary schools. As a result, emotional intelligence, years of experience and self-esteem are vital targets to take into account in predicting principals' administrative efficacy, hence this investigation.

Purpose of the Study

The purpose of this study was to investigate the contributions of emotional intelligence, years of experience, and self-esteem to principals' administrative efficacy in public secondary schools in Kwara State. The specific purposes of the study were to:

1. Investigate the level of principals' administrative efficacy in Kwara State public secondary schools;
2. Find out the joint contributions of emotional intelligence, years of experience, and self-esteem to principals' administrative efficacy.

3. Investigate the relative contributions of emotional intelligence, years of experience, and self-esteem to principals' administrative efficacy.

Research Questions

The following research questions were addressed in the study.

1. What is the level of principals' administrative efficacy in Kwara State public secondary schools?
2. What are the joint contributions of emotional intelligence, years of experience and self-esteem to principals' administrative efficacy?
3. What are the relative contributions of emotional intelligence, years of experience and self-esteem to principals' administrative efficacy?

Methodology

The study adopted the descriptive survey research design. This is because the independent and dependent variables were not manipulated and had already occurred. The population of the study consisted of the entire 430 principals in public secondary schools in Kwara State. One hundred and ninety-five (195) that is 45% of the school principals were purposively sampled for the study based on their years of experience. One research instrument tilted Emotional Intelligence, Self-esteem, and Principals' Efficacy Questionnaire (EISPFQ) was developed by the researcher to elicit information from the principals. The EISPFQ has three sections. Section 'A',' B' & 'C'. Section A elicited information on demographic variables of the principals like gender and years of experience. Section B elicited information using questions relating to emotional intelligence's contribution to principals' administrative efficacy. Section C covered self-esteem, while section D covered the level of principals' administrative efficacy. The EISPFQ options were scored on a four-point Liker rating scale of Strongly Agree (SA), Agree (A), Disagree and (D) Strongly Disagree (SD).

The EISPFQ was validated by experts in the field of Educational Management, Psychology of Education and Test and Measurement respectively. The reliability coefficient index of the instrument was established using Cronbach Alfa and yielded 0.75, which showed a high internal consistency and adjudged useable for this study. On this note, the researchers primarily administered the instrument with the assistance of two research assistants after

approval was given by relevant authorities. Enough time was given to the principals to patiently fill the questionnaire. Data collected were analysed inferential statistics of Multiple Regression Analysis to ascertain the relative and joint contributions of the independent variables (emotional intelligence, years of experience, and self-esteem) and dependent variable (principals' efficacy), which was done at a 0.05 level of significance.

Results

Research Question One: What is the level of principals' administrative efficacy in public secondary schools in Kwara State?

Table 1:

Level of Principals' Administrative Efficacy in Kwara State Public Secondary Schools

Entrepreneurial Intention	Frequency (f)	Percentage (%)
Low	15	7.7
Moderate	81	41.5
High	99	50.8
Total	**195**	**100.0**

Table 1 shows the level of principals' administrative efficacy in Kwara State public secondary schools. As shown in the Table, out of 195 (100.0%) of the principals that participated in this study, only 15 (7.7%) had a low level of administrative efficacy, 81 (41.5%) had a moderate level of administrative efficacy, while 99 (50.8%) had high administrative efficacy. It is shown in this result that most of the principals had a high level of administrative efficacy. The implication is that principals in Kwara State public secondary schools have belief in their capacity to motivate and engaged teachers to carry out specific tasks in the school moderately.

Research Question Two: What is the joint contribution of emotional intelligence, years of experience, and self-esteem to principals' administrative efficacy in Kwara State public secondary schools?

Table 2:

Regression Analysis of joint contribution of emotional intelligence, years of experience and self-esteem to principals' administrative efficacy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.719a	.517	.513	.34484

a. Predictors: (Constant), Emotional intelligence, Years of experience and Self-esteem

Table 2 presents the model summary. The result yielded a coefficient of multiple regressions R= 0.719 and multiple R-square= 0.517. The result suggests that emotional intelligence, years of experience, and self-esteem of principals' administrative efficacy in Kwara State public secondary schools when combined accounted for 51.3% (Adj. R2=.513) variance in the prediction of their administrative efficacy in Kwara State public secondary schools. The other factors accounting for 48.7% variance in the prediction are not reflected in the model. This implies that emotional intelligence; years of experience, and self-esteem when pulled together were significant predicators of principals' administrative efficacy in Kwara State public secondary schools.

Further analysis of the joint prediction of emotional intelligence, years of experience, and self-esteem to principals' administrative efficacy is shown in Table.

Table 3:

Model summary of prediction of emotional intelligence, years of experience and self-esteem to principals' administrative efficacy

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14043.17	3	4681.05	13.275	.000[b]
	Residual	67700.3	192	352.60		
	Total	81743.47	195			

a. Dependent Variable: Principals' Administrative Self-efficacy
b. Predictors: (Constant), Emotional Intelligence, Years of Experience, and Self-Esteem

Table 3 presents the analysis of variance (ANOVA) for the model. The F-statistics value is 13.275 with the degree of freedom 3 at an alpha level of 0.05. The outcome of the analysis indicates that the reported F-statistics is significant (0.000) and less than the alpha level of 0.05 indicating that the model is fit. The implication of this is that emotional intelligence; years of experience and self-esteem jointly made significant contributions to principals' administrative efficacy in Kwara State public secondary schools.

Research Question Three: What is the contribution of emotional intelligence, years of experience, and self-esteem to principals' administrative self-efficacy in Kwara State public secondary schools?

Table 4:

Model summary of contribution of emotional intelligence, years of experience and self-esteem to principals' administrative self-efficacy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	32.416	2.012		16.115	.000
Emotional Intelligence	0.43	0.11	0.16	4.73	.000
Self-Esteem	0.62	0.18	0.23	3.79	.000
Years of Experience	-0.41	0.92	-0.04	0.62	.164

Dependent Variable: Principals' Efficacy

Table 4 shows the result of the contribution of emotional intelligence, self-esteem, and years of experience to principals' efficacy in Kwara State public secondary schools, indicating its beta weight and t-value. As shown in Table 4. Emotional intelligence had a beta weight of 0.16 and a t-value of 4.73. Also, self-esteem had a beta weight of 0.23 and a t-value of 3.79, while, years of experience had a beta weight of -0.04 and a t-value of 0.62. From the values of beta weights and t-values for the independent variables, it is shown that emotional intelligence had the highest values of beta weights and t-values, which indicates that emotional intelligence made a significant contribution to the dependent variable (principals' efficacy). Next is self-esteem and followed by years of experience which had the least contribution at 0.05 level of confidence.

Discussion of Findings

The result showed that most of the principals had high level of administrative efficacy in Kwara State public secondary schools. The finding is consistent with the finding of Klaasen and Chiu (2010) that indicated moderate and high levels of principals' and teachers' efficacy beliefs could influence not only by biological and psychological changes related to chronological age but by the psychosocial context of the work environment. Also, the finding of Ream (2010) the moderate levels of efficacy demonstrated by first and second-year principals in Missouri is a result of their emotional status, personality characteristics, and school environment.

The result showed that emotional intelligence, years of experience, and self-esteem when combined made significant contributions to principals' administrative efficacy (51.3%; Adj. R2=.513). The implication is that a unit increase in the independent variables (emotional intelligence, years of experience, and self-esteem) contribute to the increase in the dependent variable (principals' administrative efficacy) in Kwara State public secondary schools. The finding is in line with the findings of Wu, (2013) that revealed a significant relationship between emotional intelligence and efficacy of principals of first- and second-year in Missouri. Also, the finding corroborates the finding of Falci (2011) who posited that s**elf-esteem is concern with the internal script running through the person's head about his intrinsic worth and further stated that** self-esteem is very paramount because it **dictates so much about one's life and steps away from being aggressive, instead, being assertive.** The finding is in agreement with that of Buregeya (2011), who posited that principals' years of experience were significantly correlated with their job performance in public primary schools in Ghana.

The result however, showed that the prediction of emotional intelligence (Beta= 0.16, t= 4.73), next to self-esteem (Beta= 0.23 and a t= 3.79) are significant to principals' efficacy, while the prediction of years of experience (Beta= -0.04, t= 0.62) was found not significant. The implication is that principals' administrative efficacy is enhanced more by emotional intelligence than by other variables. The reason for this is that emotionally intelligent principals can place themselves in a positive state of mind. They are likely to know how to avoid dysfunctional emotions and how to use emotions in adaptive ways to alleviate feelings

of frustration. The finding is in line with the finding of Drew (2006) and Yoke and Panatik (2015) that revealed that principals and teachers with higher emotional intelligence tend to demonstrate better performance. In consonance with the finding, Wu, (2013) revealed a significant relationship between emotional intelligence and efficacy of principals of first- and second-year in Missouri.

The significant contribution of self-esteem could be explained by the fact that positive self-esteem enables principals with high efficacy to exert greater perseverance to discharge their administrative duties with confidence and optimism in the school system. The finding corroborated the finding of Schunk and Zimmerman (2012) who reported that principals who developed a high level of efficacy enjoy a considerable level of self-regulation, persevere against administrative challenges, and tend to solve sophisticated problems than principals who developed lower levels of efficacy. Though, the insignificant contribution of principals' experience seems to be lack of job satisfaction as indicated in the literature review. The finding is in contrast with that of Buregeya (2011), who observed that principals' years of experience were significantly correlated with their job performance in public primary schools in Ghana. Buttressing this, Diekstra and Gravesteijn (2014) found that principals of successful schools had sufficient teaching experience, enhanced effectiveness, and increased job performance.

Conclusion

Based on the findings of the study, it can be concluded that emotional intelligence and self-esteem made significant predictions to principals' administrative self-efficacy in Kwara State public secondary schools, while the contribution of years of experience was found not significant.

Recommendations

In line with the findings of the study, the following recommendations were made:

1. The principals in Kwara State public secondary schools would achieve greater administrative efficacy in discharging their responsibilities for the actualization of school goals and objectives if their efficacy belief is strengthened.

2. Training and re-training programme should be organised frequently by the government for principals to enhance their awareness about their emotional intelligence and guide their emotions, thoughts, and feelings about events going on in the school system.
3. To achieve positive administration of schools, there is a need for the principals to enhance their self-esteem to feel good about themselves
4. Proactive measures should be taken by the government in ensuring that appointed principals of public secondary schools in Kwara State should be adequately motivated to enhance their administrative efficacy.

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