

**EMOTIONAL INTELLIGENCE, SCHOOL CLIMATE AND SELF-EFFICACY AS
PREDICTORS OF TEACHING EFFECTIVENESS AMONG SECONDARY
SCHOOL TEACHERS IN KWARA STATE**

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Abstract

The purpose of this study was to investigate the impact of emotional intelligence, school climate and self-efficacy on teaching effectiveness of secondary school teachers. Two hundred and fifty secondary school teachers constituted the study's sample. Both the independent and dependent variables were measured with relevant standardized instruments (Emotional Intelligence scale $r = 0.88$, school climate scale $r = 0.85$, self-efficacy scale $r = 0.94$ and teaching effectiveness scale $r = 0.90$). Two research questions were answered in the study. The results showed that the independent variables both jointly and relatively contributed significantly to the prediction of teaching effectiveness of secondary school teachers. On the strength of these findings, the need to foster emotional intelligence training, enhance teachers' efficacy and make the school climate friendly was stressed and advocated.

Key words: Emotional intelligence, School climate, Self-efficacy, Teaching effectiveness

Introduction

In Nigeria, both public and private secondary schools are growing rapidly to accomplish the increasing demands from stakeholders in gaining academic success as well as attaining learning gain, skills and abilities needed, and to ensure that students are successful in graduating to higher level of education. As a result, the number of teachers in secondary schools has been increasing over the years, parallel with the increasing numbers of secondary schools. The importance of teachers in educational system cannot be

overemphasized. There is a wide agreement among researchers and educators that teachers play an important role in the lives of students. It is an obvious fact that effectiveness of teachers has a great benefit on the students' academic performance. Efficient learning is borne out of curiosity especially at the secondary school system. The Nigerian secondary schools operate according to the guidelines stipulated by the National Policy on Education (NPE) and it is the content of this document that stipulates the objectives of secondary education, the caliber of teachers to teach them and their qualifications, as well as the curriculum content and methodology to be employed (Adebile, 2009). If education has been adopted as the only tool that can solve the socio-economic problems of Nigeria, then adequate supply of effective teachers is necessary.

The quality of teachers is germane to academic success, most especially among secondary school students. Teachers who are not effective tend not to transfer knowledge in their course of teaching; most of them lack ability and commitment which attributed to lack of passion and motivation to their profession. It is important to note that ineffectual of secondary school teachers could significantly account for poor academic performance of students, truancy, examination malpractice and having unethical values among students, thereby considering dropping out of school. The adjustment problem, large size class room, expansive school environment and low self-efficacy, may impact significantly on the teachers' effectiveness (Okobia, 2011).

Based on the aforementioned statement, this study examined the relationship between Emotional Intelligence, School Climate, Self-efficacy and Teaching Effectiveness among secondary school Teachers. Teachers can make or mar the school curriculum; therefore, their adequacy and quality for better service delivery needs to be assessed on a regular basis. Findings of this study will provide educational planners and administrators with adequate information about teachers' effectiveness and how this affects productivity in public secondary schools in Kwara State.

Review of Relate Literature

Emotional Intelligence

The term emotional intelligence (EI) was popularized by Goleman (1995) who claimed that emotional intelligence can be powerful, at times more powerful than Intelligence. Emotional intelligence was first referred to in the academic literature in 1990 and defined as ability to monitor one's own and other feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Ismail, Suh, Ajis & Dollah, 2009). There are a number of different definitions of emotional intelligence in the psychological literature, but in general, it is defined as the ability to identify, regulate, and manage emotions in the self and in others. Research indicates that higher levels of emotional intelligence are associated with a range of positive outcomes, such as better workplace performance and physical and mental health. Good teachers need a strong emotional intelligence understanding what makes a particular student "tick" emotionally can be important in helping with individual learning (Gulshan, 2015). Hwang (2007) defines Emotional Intelligence as the capacity for recognizing our own feelings and those of others, motivating us, managing emotions effectively in ourselves and others. Available and accessible research evidence have indicated that teachers with positive emotional intelligence, who possessed self-awareness, self-management, social awareness and relationship management are likely to be efficient in discharging their class room responsibilities (Ogrenir, 2008; Aregbeyen, 2010; Ramana, 2013).

Corroborating the above findings, Mok (2012), affirms that a significant relationship existed between emotional intelligence and teaching effectiveness. Good teaching according to Nelson and Low (2003) is charged with positive emotions. It is not just a matter of knowing one's subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotions, passionate beings that connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy. The teachers however, are the builders of the nation. A teacher has a key role to play in communicating knowledge in specific subjects and help students grow to the Emotional Intelligence fullest stature, develop suitable attitudes and unfold the

Emotional Intelligence personality. A teacher has to not only instruct but also inspire the students (Gulshan, 2015). Ramana (2003) emphasizes that, teachers high in emotional intelligence tend to be more caring of their students. They can better recognize student needs and they respond to these needs accordingly. They are also aware of their difficulties and their general emotions and they can promote them to make advances.

Previous research work has made evident the impact of emotional intelligence on teaching effectiveness. The major focus of the present study was to find out if emotional intelligence together with school climate and self-efficacy could predict teaching effectiveness.

School Climate

The importance of school climate in the academic arena cannot be underestimated. School climate in this study is defined as the "atmosphere" of a school building. It is the impressions, moods, and feelings one experiences when walking the corridors, sitting in the classrooms, or standing on the playgrounds (Robert & Clement, 1983). As pointed out in the National School Climate Council (2007), there is no consistent agreement in the literature on the components of school climate or their importance; most researches emphasize caring as a core element. However, some place safety foremost, defining school climate as "an orderly environment in which the school family feels valued and able to pursue the school's mission free from concerns about disruptions and safety. However, several aspects of a school's physical and social environment comprise its climate. Western Alliance for the Study of School Climate (No date) identifies the following eight areas: Appearance and physical plant, Faculty relations, Student interactions, Leadership/decision making disciplined environment, Learning environment, Attitude, Culture and School-community relations. Several studies conducted revealed the positive correlation between school climate and teaching effectiveness (Jonathan, 2001; Jaana, Vi-Nhuan, Catherine & Louay, 2004; Adeyemo, 2005).

Empirically, school climate has been found to contribute significantly to the teaching effectiveness of teachers. For instance, Odinko and Adeyemo (1999) found that, positive school climate and other psychological variables were good predictors of teaching

effectiveness. Breifs (2004) emphasizes that, a positive school climate is critically related to school success; it can improve attendance, teaching methodology, academic achievement, and retention and even rates of graduation. Research also indicates that, positive school climate is a critical dimension of effective risk prevention, teaching effectiveness, health promotion efforts and learning (Jaana, Vi-Nhuan, Catherine & Louay, 2004). However, Jonathan (2001) concludes that school attendance has the highest correlation with health even after socio-economic status and other variables are taken out. School climate may be a factor in dropout rates and therefore related to lifelong health. Adeyemo, (2005) concurs that, the school physical environment also affects the behavior and development of people, of both children and adults who functions within it. In the present study, the emphasis is to ascertain the effects school climates' could have on teaching effectiveness.

Self-Efficacy

The concept of self-efficacy was originally developed by Albert Bandura, and has been defined as the personal belief that one is capable of performing in an appropriate and effective manner, to attain certain goals. As such, self-efficacy is a self-system that controls most personal activity, including appropriate use of professional knowledge and skills. Teachers' self-efficacy is the belief that teachers have about their abilities and skills as educators. Teachers' self-efficacy has been shown to be an important characteristic of the teacher and one strongly related to success in teaching (Peter, 2010). The root of the teacher efficacy construct comes from the 1976 and 1977 studies underwritten by the Rand foundation where sense of self-efficacy was reported to be "positively related to teaching effectiveness and student achievement" (Denham & Michael, 1981). Teacher self-efficacy therefore, refers to the teacher's belief or judgment of his or her abilities to bring about valued outcomes of student engagement and learning, even among students who might be difficult or unmotivated (David, 2005). The growing body of research on teacher self-efficacy suggests that it may account for individual differences in teaching effectiveness. For example, teacher self-efficacy has been found to be consistently related to positive teaching behaviour and strong pupil achievement, pupils learn more from teachers who have high self-efficacy, and highly self-

efficacious teachers are more likely to use open-ended questions, inquiry methods, or small group learning activities for students (Peter, 2010). Teachers with high levels of self-efficacy have a strong academic and people's orientation (Dembo & Gibson, 1985; Kinzie, 1991; Barry & Finney, 2007). Teachers with a high sense of efficacy feel a personal accomplishment, have high expectations for students, feel responsibility for student learning, have strategies for achieving objectives, a positive attitude about teaching and believe they can influence student learning (Hamann & Baker, 1998). Teachers who perceive themselves efficacious will spend more time on student learning, support students in their goals and reinforce intrinsic motivation (Bandura, 1993).

Empirical studies have demonstrated interwoven relationship between teacher self-efficacy and teaching effectiveness. In a series of studies done by Chan and Wheatley, (2004, 2005), it was established that the direct effect of self-efficacy was as strong as the effect of general teaching profession. Teacher efficacy has also been related to teachers' behaviors in the classroom, affecting the effort they invest in teaching, the goals they set, and their level of aspiration. Accordingly, teachers with a higher sense of efficacy tend to be less critical of students who make errors, work longer with a student who is struggling to learn and be less inclined to refer a difficult student to special education (Bandura, 2006). Moreover, these teachers also tend to exhibit greater levels of planning and organization, greater persistence when things do not go smoothly, and greater resilience in the face of setbacks. Thus, these teachers could be more enthusiastic in teaching (Bandura, 1995; Hamann & Baker 1998), more committed to teaching (Henson, 2001; Ho & Hau, K. 2004) and are more likely to stay in teaching (Friedman & Kass, 2002).

However, teacher self-efficacy should be distinguished from teacher "competence," which is usually interpreted and/or applied to refer to (only) the teacher's professional knowledge and skills. Teacher self-efficacy is a broader concept, and in fact high self-efficacy underlies and enables successful use of professional knowledge and skills, or conversely, low self-efficacy inhibits effective use of professional knowledge and skills. Thus, teacher self-efficacy is a strong self-regulatory characteristic that enables teachers to use their potentials to enhance pupils' learning. It should be acknowledged that teacher self-

efficacy is related to “perseverance;” the stronger the self-efficacy, the greater the perseverance and the greater the perseverance, the greater the likelihood that the teaching behaviours will be successful (Peter, 2010).

From the evidence gathered in the literature, it is gemstone clear that independent variables being considered in this study affected teaching effectiveness in dives ways. The interest of the present study therefore, was to ascertain the combined and relative effects of emotional intelligence, school climate and self-efficacy on teaching effectiveness among secondary school teachers. The question then is: what is teaching effectiveness?

Teaching effectiveness

Teaching effectiveness describes the process of making student learning possible, promote engagement and discussion, concern and respect for students and maximizing students’ academic achievement (Aregbeyen, 2010). Teaching effectiveness has been described as the extent to which the teaching activity fulfils its intended purpose, function and goal (Jahangiri, Mucciolo, Choi, & Spielman, 2008). Anderson (2004) summarizes the characteristics associated with Effective teaching as follow: confidence, trustworthiness, commitment, respect, analytical thinking, conceptual thinking, and drive for improvement, information seeking, initiative, flexibility, accountability and passion for learning.

Empirical studies have established relationships between teaching effectiveness and learning outcomes. In a series of studies done by Adebile, Adeyemo, and Gulshan (2009, 2005, & 2015), it was established that direct effect of teaching effectiveness was strong as the effect of general teaching activities and there was an interplay between emotional intelligence, school climate, self-efficacy and teaching effectiveness. Further relevance of teaching effectiveness was demonstrated by Ogrenir, (2008) when founds that teaching effectiveness was influenced by school environment and teachers’ teaching efficacy. Hwang, (2007) and Okobia, (2011) concluded from their studies that teaching effectiveness correlated with academic achievement, academic motivation, examinations and academic self-efficacy. If teaching effectiveness is so important in educational enterprise, how do we then identify factors that could predict it among

secondary school teachers? This, therefore, is the purpose of the present study

To achieve the aforementioned objective of the study, the following research questions were raised and answered in this study

1. What is the joint effect of emotional intelligence, school climate and self-efficacy (independent variables) on teaching effectiveness among secondary school teachers?
2. Concerning emotional intelligence, school climate and self-efficacy, what is the relative effect of each on the teaching effectiveness of the subjects?

Methodology

Research Design

The study adopted an ex-post-facto research approach. It is, therefore, an after the-fact study. Such an approach does not involve the manipulation of variables in the study. It neither adds to nor subtracts from the existing facts. It only carefully observes and records information in as it naturally occurred at the time the study was conducted.

Population

The population for the study comprised all public secondary school teachers in Kwara State.

Sample and sampling procedures

20 public secondary schools were selected using purposive sampling technique on the criteria that the schools were located within urban area of the state and that the schools had been established for over Ten years ago. In each of the schools, 10 teachers were selected using the simple random sampling technique of the ballot system. Two hundred and fifty (250) comprising 140 male and 110 female participated in the study was conducted. Their age ranged between 28 and 54.

Instrumentation

Emotional Intelligence

The Emotional Intelligence Behaviour (Akinboye, 2004) was used to measure the degree of the participants' emotional intelligence. The EQBI consists of 17 items which were answered on a Five-point Likert scale ranging from 1= very much unable to 5 = very much able. Higher scores indicate higher levels of emotional intelligence. The reliability coefficient (cronbachs' alpha) for the scale was 0.88.

School Climate

School climate was measured by school climate scale developed by Keith (2005). The instrument was designed to identify different factors that determine teaching and learning in the school environment. It consists of fifty-five (55) items, and were answered on a Five Likert scale ranging from 1= strongly disagree to 5 = strongly agree. It has reliability coefficient of 0.85.

Self-Efficacy scale

The teacher efficacy scale (Gibson & Dembo, 1984) was used to measure participants' efficacy towards working with students. It consist of thirty (30) items which were answered on a Five Likert scale of strongly disagree, disagree, undecided, agree and strongly agree. The reliability coefficient for the scale was 0.94.

Teaching Effectiveness

Teacher effectiveness scale developed by Melby (1995) was used to measure teaching effectiveness of the teachers sample for the purpose of this study, it has twenty (20) items structured in Five Likert scale ranging from strongly disagree to strongly agree and had cronbachs' alpha of 0.90.

Procedure

The instruments were administered to the subjects on days approved by the school authorities for the exercise. The investigator was assisted by school guidance counsellors in the administration and collection of the instruments. In each of the selected schools, the instruments were administered and collected on the same day of the administration. On

the whole, data collection lasted for three weeks. Out of the three hundred questionnaires distributed; only 250 were properly filled in and considered useful for research purpose.

Method of Data Analysis

The multiple regression analysis, ANOVA and t-test statistical tools were employed to analyse the data.

Results

Table 1 contains descriptive statistics and inter-correlations among the study the study variables. As shown in Table 1, teaching effectiveness correlated with (1). Emotional intelligence ($r = .241$; $P < 0.05$); (2) School climate ($r = .302$; $P < 0.05$) and (3) Self-efficacy ($r = .314$; $P < 0.05$). There were also significant correlations among the three independent variables.

Table 1: Descriptive statistics and intercorrelations among the variables

Variables	N	Mean	SD	Teaching effectiveness	School climate	Self-efficacy	Emotional intelligence
Teaching effectiveness	250	65.3520	15.92238	1.000			
School climate	250	29.1960	4.67730	-.241**	1.000		
Self-efficacy	250	30.7040	5.43752	.302**	.677**	1.000	
Emotional intelligence	250	43.8080	10.84887	-.314**	-.231**	.214*	1.000

N = 250, Correlations greater than .21 are significant at $P < .05$. ** $P < .001$.

The first research question sought to find out the combined effect of emotional intelligence, school climate and self-efficacy (independent variables) on teaching effectiveness of the subjects. The result is presented in table 2 below.

Table 2: Multiple regression on teaching effectiveness data

Multiple R (adjusted) = 0.483				
Multiple R ² (adjusted) = 0.224				
Standard Error of Estimate = 5.12				
Analysis of Variance				
	Sum of Squares (SS)	Df	Mean Square	F
Regression	1960.332	3	653.444	24.944
Residual	644.424	246	26.197	
	8404.755	249		

The table above indicates that the independent variables (emotional intelligence, school climate and self-efficacy) when pulled together have significant effect on the teaching effectiveness of the subjects. The values of R (adjusted) = 0.483 and R² (adjusted) = 0.224. The analysis of variance performed on multiple regressions yielded an F-ratio value of 24.944 and was found to be significant at 0.05 levels.

Table 3: Relative contributions of the independent variables to prediction

MODEL	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	t	P
	B	STANDARAD ERROR	Beta		
Constant	28.395	.2909		9.7 cal	<0.05
Emotional intelligence	.289	.066	.259	4.39	<0.05
School climate	.219	.085	.173	2.57	<0.05
Self-efficacy	.174	.057	.212	3.05	<0.05

The above table shows that each of the independent variables made a significant contribution to the prediction of teaching effectiveness. In terms of magnitude of contribution, emotional intelligence made the most significant contribution (Beta = .259; t = 4.39; P < 0.05) to the prediction. Other variables made significant contributions in the

following order: self-efficacy (Beta = .212; $t = 3.05$; $P < 0.05$) and school climate (Beta = .173; $t = 2.57$; $P < 0.05$).

Discussion

The result of the first research question revealed that the three independent variables have a joint effect on the teaching effectiveness of the subjects. The magnitude of the effectiveness of the three independent variables was reflected in the value of $R = 0.483$ and R^2 (adjusted) = 0.224. The result thus demonstrated that 22.4% of the variance in the teaching effectiveness of secondary school teachers is accounted for by the linear combination of the three variables. The result was further strengthened by the value of F-ratio ($F = 24.944$, $P < 0.05$). What the results are saying is that the capacity of the three independent variables to predict teaching effectiveness could not have happened by chance. This finding is in consonance with the work of previous researchers (Friedman & Kass, 2002; Adebile, 2009; Ramana, 2013; Gulshan, 2015).

The significant impact of emotional intelligence on teaching effectiveness is best understood when it is realized that teachers who have great high level of emotional intelligence communicate clearly, lead others, and build great relationship in school and personal life. Therefore, teachers who successfully develop emotional skills and form emotional intelligent behaviour on a daily basis experience greater success and satisfaction in their professional career and life.

After emotional intelligence, in terms of contribution to the prediction of teaching effectiveness, is self-efficacy. As indicated by David (2005), teachers with a stronger sense of efficacy tend to be more open to new ideas and more willing to experiment and adopt teaching innovations to better meet the needs of their students. This result is in consonance with the finding of Hamann and Baker, (1998) who suggested that, teachers with a high sense of efficacy feel a personal accomplishment, have high expectations for students, feel responsibility for student learning, have strategies for achieving objectives, a positive attitude about teaching and believe they can influence student learning.

Although school climate made the least contribution, it is however, significant. This finding is consisted with the earlier research findings of Breifs (2004) and Dorina (2012) who found a significant

relationship between school climate and teaching effectiveness. These researchers maintain that a positive school climate affects the overall effectiveness of the school. In other words, it implies that there is a link between positive climate in the school and its effectiveness. They went on to say that learning would be more enjoyable and effective if the environment was more friendly and hospitable than hostile.

Implication of the Findings

It is important to mention the implication of the present study for educational and counselling applications. First, there is the need to forge emotional skills for the purpose of not only enhancing the teaching effectiveness of the teachers but their overall well-being. Emotional intelligence plays an important role in teaching and learning process and increase job performance of the teachers. By acquiring emotional intelligence, it will undoubtedly enhance job performance of secondary school teachers as well as their teaching effectiveness.

As secondary school teachers may encounter frustrating situations in school, the school management in collaborating with other stake holders in education should consider it necessary to organize in service training on the various aspects of school life that can enhance their efficacy as teachers. It is therefore no surprise that some educators have even suggested that education reforms that fail to address teacher efficacy could be less effective and less successful.

In furtherance of the above, it should be known and noted that creation of enabling school environments will facilitate effective teaching and learning in school and make teacher develop good working ratio with others in the school environment. Even though the behavior of teachers, students and parents contributes to the type of school climate, the behavior of principals is defined as the main dimension of the climate established in the school. His behavior can either prevent or promote a positive climate. This is the case because teachers rely on school principals for motivation, managership and development. The establishment and maintenance of an open climate in the school is quite necessary in developing effective teaching among secondary school teachers.

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