

Principals' Emotional Competence and their Job Performance in Senior Secondary Schools in Rivers State

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Abstract: This study examined principals' emotional competence and their job performance in senior secondary schools in Rivers State. Four research questions and four hypotheses guided the study. The study adopted the correlational survey research design. The population of this study was 209 principals in senior secondary schools in Rivers State. Using census sampling, the total population of 209 principals was used in the study. A self-structured questionnaire titled "Principals' Emotional Competence and their Job Performance Questionnaire" (PECJPQ) with a four point rating scale, was used in generating data for the study. The instrument was validated by two experts in the field of Measurement and Evaluation in Ignatius Ajuru University of Education Rumuolumeni Port Harcourt, while a reliability index of 0.80 was obtained using the Pearson's Product Moment Correlation. The Pearson's Product Moment Correlation was used to answer the research questions, *t*-transformed was used to test the formulated null hypotheses at 0.05 significant level. The study found that there is a significant relationship between principals' empathy, self-control, self-awareness, self-consciousness and their job performance in senior secondary schools in Rivers State. Given the above, it was recommended among others that Rivers State Ministry of Education should work together with other relevant authorities to make provision for regular in-service professional development programmes for principals on how to effectively improve and apply empathy in their administration. This will help improve their job performance and effectiveness.

Keywords: Emotional Competence, Principals, Job Performance, Rivers State.

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Introduction

In many nations of the world, education has been universally acknowledged as an instrument for effecting national development. Educators and economists alike have for long held a consensus that education is a prerequisite for economic growth and the key to all forms of change. Nigeria has adopted education as instrument per excellence for national development (Federal Republic of Nigeria, FRN, 2013). Consequently, Nigeria has for decades invested in education to enable her generate qualified and skilled manpower in order to compete and maintain an edge in the international community. A well administered education would equip individuals with the capacity to understand and adapt to new problems and changing situations, awaken intellectual curiosity,

encourage their spirit of inquiry and make them inventive, self-reliant and resourceful (Nwaka, 2010). The educational system in Nigeria is delineated into different levels mainly pre- primary, primary, secondary and tertiary levels (FRN, 2014). Secondary education is the form of education children receive after primary school and before the tertiary stage. The importance of secondary education lies in its position both as the bridge between primary and tertiary education and the agent for preparing individuals for useful living in the society. As indicated by FRN (2014) in the National Policy on Education, the broad goals of secondary education include preparing people for useful living in the society and for higher education.

In secondary school organization, the principal is the chief executive who gives the necessary leadership functions for the achievement of school goals. In Nigeria, principals are the heads of secondary schools, charged with the responsibility of running the day-to-day affairs of the schools. Accordingly, they are responsible for all that happens in the schools. Various writers have expressed their opinions on whom the principal is, via-a-vis his various roles and competencies. Ogonnaya (2014), Alpha (2015) and Odibo (2011) in their different opinions described the principal as the accounting officer of the school, the chief executive and instructional leader. As an accounting officer, the principal oversees the day-to day management of the school. Stressing further, Ogonnaya (2014) stated that the most important function of the secondary school principal is his instructional leadership role in the school. This role is exercised as the principal plans, organizes and promotes instructions. He however further noted that the secondary school principal has another function of ensuring that fund is procured and judiciously used on various school programmes. Mgbodile (2014) added that principals are responsible for implementing educational programmes in schools, ensuring that conducive atmosphere is created for learning. According to the writer, the principals are the hub on which the success of secondary education revolves, because they help to translate policies on education into action.

In view of the above, it can be deduced that the principal's key function is to promote education through effective administration of teaching and learning programmes. For a successful teaching and learning it is not just the required subject knowledge, but skills are also needed. Such skills include thinking, creativity, motivation, etc. However, for principals to effectively carry out their skills, it is fundamental for them to have good understanding of their students and staff feelings, problems, needs and others which constitutes the features of emotional competence. It is therefore expected that a principal should have enough emotional competence in order to adequately discharge his administrative duties. Emotional competence could be seen as a person's capacity to understand his personal feelings and that of others and to manage emotions within themselves and in their relationships with others. Emotionally competent principal according to Adeniyi and Omoteso (2014) is one who is able to perceive one's emotions and remains aware of them as they happen. The ability to manage emotional reactions in every situation and with all staff. This implies that the principal should understand what his staff are thinking and feeling even though he does not feel the same way, and provide clear communication. Because of this, Caruso, Salovey and Mayer (2003) noted that principals of secondary schools need emotional competence to be successful in their schools. It implies that a principal needs to be emotionally competent so as to excel in his administration. These emotional competence include: empathy, self-control, self-awareness and self-consciousness among others.

Principals' empathy as a measure of their emotional competence has further been described as the process of understanding principals' subjective experience by vicariously sharing that experience while maintaining an observant stance (Zinn, 2013). It seems that empathy plays an important role in their therapeutic relationship (Wiseman, 2016). Principals' empathy means to recognize others' feelings, the causes of these feelings, and to be able to participate in the emotional experience of an individual without becoming part of it (Keen, 2007). Gagan (2013) asserted that empathy is the ability of principals to perceive their feelings on one hand, while transmitting them on the other. In addition, a principal may be deemed to have more or less developed empathy and to have a tendency to use more of this ability depending on whether he feels responsible towards other persons. Empathy can be expressed in terms of joy, sorrow, excitement, misery, pain and confusion. In education, empathy enables principals to work together. Empathy is often said to be the ability to see the world through someone else's eyes which simply implies developing the ability to imagine what someone else is thinking and feeling in a given situation. It is an attempt to understand one another, to live and feel things in the same way. When empathy is developed and used, it is clear to know exactly what another person feels.

However, it is important to state categorically today that principals should try to imagine what their students are experiencing (Reynolds, 2014). Self-control finally implies controlling your emotions and such is a key in emotional competence. You need to be able to act and react based on the situation and not on how you are feeling in that moment. Reacting based on how you feel can come with some not so appealing consequences. Principals are seen as backbone of the educational institutions. Without principals these institutions are considered a body without soul (Wechsler, 2013). The principal who get training can be expected to have the highest knowledge of emotional competence. Definitely the principal having good emotional competence can teach the students in an effective manner. Emotional competence plays a vital role in social sciences; it has direct impact on the principals' behaviour working in an organization and it is important for the success of their profession (Wechsler, 2013).

According to Bradberry and Greaves (2005), self-awareness is one's ability to accurately perceive one's emotions and stay aware of them as they happen. This self-awareness is important for anyone to be able to quickly adjust and react in a given situation. The ability to recognize a feeling as it happens and put it off if inconvenient is the keystone to emotional competence. One has to be aware of his own and others' feelings and emotions in order to have accurate data and information about the world around him. An individual's ability to monitor feelings from moment to moment is crucial for his/her psychological insight and self-understanding. Being aware of other's emotions is essential for building a successful work environment and quality interpersonal relationships. One can respond appropriately to a situation only if he can read his emotions in that situation. The skill comes into play in most jobs, particularly those that involve dealing with people. People who are unable to know their feelings are at a tremendous disadvantage. In a sense, they are emotional illiterates.

Self-consciousness is an acute sense of self-awareness. It is a preoccupation with oneself, as opposed to the philosophical state of self-awareness, which is the awareness that one exists as an individual being; although some writers use both terms interchangeably or synonymously (Sternberg, 2016). An unpleasant feeling of self-consciousness may occur when one realizes that one is being watched or observed, the feeling that "everyone is looking" at oneself. Some people are habitually more

self-conscious than others. Unpleasant feelings of self-consciousness are sometimes associated with shyness or paranoia. When feeling self-conscious, one becomes aware of even the smallest of one's own actions. Such awareness can impair one's ability to perform complex actions. Adolescence is believed to be a time of heightened self-consciousness. A person with a chronic tendency toward self-consciousness may be shy or introverted (Ocho & Okeke, 2017).

The general purpose of organization is to achieve coordinated action and without communication the school would be merely a collection of individual workers doing separate tasks. School activities would lack coordination and be oriented toward individual rather than organizational goals. In the school system, like any other organization, decisions are made towards solving immediate and remote problems aimed at achieving set goals and objectives effectively and efficiently. According to Okumbe (2008) decision making is the process of specifying the nature of a particular problem and selecting among available alternatives in order to solve the problem. Duze (2011) defined decision making as a choice made from among alternative courses of action that are available, either towards the solution of a problem or the achievement of an objective. In school organizations, administrators such as the principals are saddled with the task of making decision concerning different areas of school administration such as: curriculum and instruction, school and community relations, students and staff personnel administration, staffing, students and staff discipline, school plant management, accommodation and health services, school finances, budgeting among others. The way and manner they carry out this responsibility may be determined by their level of emotional competence.

Cherniss and Goleman (2011) established that an emotionally competent principal will have a greater effect in his school than a principal with a low level of emotional competence. Principals who have low emotional competency hardly understand staff and students' emotions and find it difficult to facilitate their learning, achievement and motivation towards goal attainment. This implies that the level of emotional competence of a principal may influence how he can understand and communicate with his staff, students and their environment as well as carry out other administrative tasks. Without doubt, emotional competence is an integral part of school management process; and, if a principal expects to excel in his administrative mandate, he needs to be able to deal effectively with emotions. This is in line with Goleman, (1998) that emotional competence has the potential to contribute to more positive attitudes, behaviours and outcomes and has been related to improved job performance and success.

Observable situation in secondary schools in Rivers State appears to show that most principals seem to lack emotional competence. This may be why most principals in the state fail in their administrative mandate. However, frictions do exist at times in schools between principals, staff and students; hindering healthy interpersonal relationships and co-operation among staff towards attainment of the goals of the institution. Peretemode in Ogbo (2010) stated that most principals of Nigerian secondary schools, Rivers State inclusive are poor decision makers. Poor decision leads to conflicts, poor administrative performance, indiscipline, discrepancies, and disagreements as well as lack of cooperation. Abonyi (2020) lamented that most principals in Rivers State display poor instructional supervision as a result, teachers' performance in instructional delivery appears questionable as there are cases of inability of teachers to deliver lessons with appropriate methods, manage classroom during lessons, maintain discipline and provide detailed feedback on students' performance and achievement. In addition, Ikediugwu (2008) and Ogbo (2010) described that most principals do not have the necessary communication skills for proper coordination and integration

of the various components of the school system, thereby creating communication gaps which undermine principals' job performance. The researchers are therefore worried whether these problems are linked to principals' emotional competence.

Statement of the Problem

Today it is pertinent to state that principals are battered with many administrative responsibility to ensure the achievement of educational goals. The researchers observed that most principals in secondary schools in Rivers State appear to fail in their administrative mandate. This is evident in the persistent frictions between principals, staff and students; hindering healthy interpersonal relationships and co-existence among staff. Most principals of Nigeria secondary schools, appear to be poor decision makers. Poor decision leads to conflicts, poor administrative performance, indiscipline, discrepancies, and disagreements as well as lack of cooperation. There are also question marks regarding principals' instructional supervision and communication skills as there are cases of teachers' inability to deliver lessons with appropriate methods, manage classroom during lessons, maintain discipline and provide detailed feedback on students' performance and achievement. Most principals also seem not to have the necessary emotional competence for proper coordination and integration of the various components of the school system, thereby creating gaps which seem to affect principals' performance. Given the above the researchers sought to examine principals' emotional competence and their job performance in senior secondary schools in Rivers State.

Purpose of the Study

The purpose of the study was to examine principals' emotional competence and their job performance in senior secondary schools in Rivers State. In specific terms, the study seeks to:

1. Investigate the relationship between principals' empathy and their job performance in senior secondary schools in Rivers State.
2. Determine the relationship between principals' self-control and their job performance in senior secondary schools in Rivers State.
3. Ascertain the relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State.
4. Find out the relationship between principals' self-consciousness and their job performance in senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. What is the relationship between principals' empathy and their job performance in senior secondary schools in Rivers State?
2. What is the relationship between principals' self-control and their job performance in senior secondary schools in Rivers State?
3. What is the relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State?
4. What is the relationship between principals' self-consciousness and their job performance in senior secondary schools in Rivers State?

Hypotheses

The following research hypotheses were formulated for the study and were tested at 0.05 level of significant.

1. There is no significant relationship between principals' empathy and their job performance in senior secondary schools in Rivers State.
2. There is no significant relationship between principals' self-control and their job performance in senior secondary schools in Rivers State.
3. There is no significant relationship between principals' self-awareness and their job

performance in senior secondary schools in Rivers State.

4. There is no significant relationship between principals' self-consciousness and their job performance in senior secondary schools in Rivers State.

Methodology

The study adopted the correlational survey research design. The population of this study was 209 principals in senior secondary schools in Rivers State. Using census sampling, the total population of 209 principals was used in the study. A self-structured questionnaire titled "Principals' Emotional Competence and their Job Performance Questionnaire" (PECJPQ) with a four point rating scale, was used in generating data for the study. The instrument was validated by two experts in the field of Measurement and Evaluation in Ignatius Ajuru University of Education Rumuolumeni Port Harcourt, while a reliability index of 0.80 was obtained using the Pearson's Product Moment. The Pearson's Product Moment Correlation was used to answer the research questions, t-transformed was used to test the formulated null hypotheses at 0.05 significant level.

Results

Research Question 1: What is the relationship between principals' empathy and their job performance in senior secondary schools in Rivers State?

Table: 1. Relationship between Principals' Empathy and their Job Performance in Senior Secondary Schools in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Principals' Empathy (X)	209	31266	563342	934025	0.83	Positive (Strong)
Job Performance (Y)	209	42081	740183			

Source: Survey Data, 2023.

Table 1 reveals the relationship between principals' empathy and their job performance in senior secondary schools in Rivers State. The calculated $r = 0.83$ shows a strong positive relationship between principals' empathy and their job performance in senior secondary schools in Rivers State. In essence, principals' empathy improves their productivity and relationship with students and staff which in turn enhances academic activities in Rivers State.

Research Question 2: What is the relationship between principals' self-control and their job performance in senior secondary schools in Rivers State?

Table: 2. Relationship between Principals' Self-Control and their Job Performance in Senior Secondary Schools in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Principals' Self-control (X)	209	38674	496603	946759	0.78	Positive (Strong)
Job Performance (Y)	209	44678	646981			

Source: Survey Data, 2023.

The information in Table 2 shows the relationship between principals' self-control and their job performance in senior secondary schools in Rivers State. The calculated $r = 0.78$ indicates a strong positive relationship between principals' self-control and their job performance in senior secondary schools in

Rivers State. This implies that as principals' self-control anticipates, absorbs, recovers from, adapts to disruptive events, and monitors academic processes, and functionalities of principals' job performance.

Research Question 3: What is the relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State?

Table: 3. Relationship between Principals' Self-Awareness and their Job Performance in Senior Secondary Schools in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Principals' Self-Control (X)	209	41127	663459	975097	0.73	Positive (Strong)
Job Performance (Y)	209	46793	741178			

Source: Survey Data, 2023.

Table 3 displays the relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State. The calculated $r = 0.73$ shows a strong positive relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State. This entails that principals' self-awareness improves their job performance in senior secondary schools in Rivers State.

Research Question 4: What is the relationship between principals' self-consciousness and their job performance in senior secondary schools in Rivers State?

Table: 4. Relationship between Principals' Self-Consciousness and their Job Performance in Senior Secondary Schools in Rivers State.

Variables	N	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-value	Decision
Principals' Self-Consciousness (X)	209	50347	725510	983371	0.76	Positive (Strong)
Job Performance (Y)	209	61782	797204			

Source: Survey Data, 2023.

Table 4 displays the relationship between principals' self-consciousness and their job performance in senior secondary schools in Rivers State. The calculated $r = 0.76$ shows a strong positive relationship between principals' self-consciousness and their job performance in senior secondary schools in Rivers State. This entails that principals' self-consciousness enhances their job performance in senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between principals' empathy and their job performance in senior secondary schools in Rivers State.

Table 5: t-transformed of Relationship between Principals' Empathy and their Job Performance in Senior Secondary Schools in Rivers State.

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	r-cal	t-trans	t-crit	Decision
Principals' Empathy (X)	209	31266	563342	934025	207	0.83	23.81	1.96	H ₀
Job Performance (Y)	209	42081	740183						Rejected

* Significance at 0.05 level.

Source: Survey Data, 2023.

In Table 5, the t-transformed value of 23.81 is greater than the t-critical value of 1.96 for 207 degree of freedom at 0.05 level of significance. Thus, the null hypothesis that "there is no significant relationship between principals' empathy and their job performance in senior secondary schools in Rivers State" is hereby rejected and the alternate is accepted. Thus, there is a positive relationship between principals' empathy and their job performance in senior secondary schools in Rivers State.

Hypothesis 2: There is no significant relationship between principals' self-control and their job performance in senior secondary schools in Rivers State.

Table 5: t-transformed of Relationship Principals' Self-Control and their Job Performance in Senior Secondary Schools in Rivers State

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	r-cal	t-trans	t-crit	Decision
Principals' Self-Control (X)	207	38674	496603	946759	207	0.78	19.94	1.96	H ₀
Job Performance (Y)	207	44678	646981						Rejected

* Significance at 0.05 level.

Source: Survey Data, 2023.

Table 5 displays the t-transformed value of 19.94 which is greater than the t-critical value of 1.96 for 207 degree of freedom at 0.05 level of significance. Therefore, the null hypothesis that "there is no significant relationship between principals' self-control and their job performance in senior secondary schools in Rivers State" is hereby rejected and the alternate is accepted. The implication is that there is a positive relationship between principals' self-control and their job performance in senior secondary schools in Rivers State.

Hypothesis 3: There is no significant relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State.

Table 7: t-transformed of Relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State.

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	r-cal	t-trans	t-crit	Decision
Principals' Self-Awareness (X)	209	41127	663459	975097	207	0.73	16.99	1.96	H ₀
Job Performance (Y)	209	46793	741178						Rejected

* Significance at 0.05 level.

Source: Survey Data, 2023.

In Table 7, the t-transformed value of 16.99 is greater than the t-critical value of 1.96 for 256 degree of freedom at 0.05 level of significance. Thus, the null hypothesis that "there is no significant relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State" is hereby rejected and the alternate is accepted. The implication is that there is a positive relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State.

Hypothesis 4: There is no significant relationship between principals' self-consciousness and their job performance in senior secondary schools in Rivers State.

Table 8: t-transformed of Relationship between principals' self-consciousness and their job performance in senior secondary schools in Rivers State.

Variables	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	Df	r-cal	t-trans	t-crit	Decision
Principals' Self-consciousness (X)	209	50347	725510	983371	207	0.76	16.87	1.96	H ₀
Job Performance (Y)	209	61782	797204						Rejected

* Significance at 0.05 level.

Source: Survey Data, 2023.

In Table 8, the t-transformed value of 16.87 is greater than the t-critical value of 1.96 for 207 degree of freedom at 0.05 level of significance. Thus, the null hypothesis that "there is no significant relationship between principals' self-consciousness and their job performance in senior secondary schools in Rivers State" is hereby rejected and the alternate is accepted. The implication is that there is a positive relationship between principals' self-consciousness and their job performance in senior secondary schools in Rivers State.

Discussion of Findings

Based on the analysis of data, the research question 1 revealed the relationship between principals' empathy and their job performance in senior secondary schools in Rives State. The calculated $r = 0.83$ shows a strong positive relationship between principals' empathy and their job performance

in senior secondary schools in Rivers State. In essence, principals' empathy improves their productivity and relationship with students and staff which in turn enhances academic activities in Rivers State. The corresponding test of hypothesis 1 established that the t-transformed value of 23.81 is greater than the t-critical value of 1.96 for 207 degree of freedom at 0.05 level of significance. Thus, the null hypothesis that "there is no significant relationship between principals' empathy and their job performance in senior secondary schools in Rivers State" is hereby rejected and the alternate is accepted. Thus, there is a positive relationship between principals' empathy and their job performance in senior secondary schools in Rivers State. This finding was supported by the view of Zinn (2013) who established that principals' empathy is a measure of their emotional competence as such is the process of understanding principals' subjective experience by vicariously sharing that experience while maintaining an observant stance. In furtherance, principals' empathy means to recognize others' feelings, the causes of these feelings, and to be able to participate in the emotional experience of an individual without becoming part of it. In education, empathy enables principals to work together. Empathy is often said to be the ability to see the world through someone else's eyes which simply implies developing the ability to imagine what someone else is thinking and feeling in a given situation. It is an attempt to understand one another, to live and feel things in the same way. When empathy is developed and used, it is unlikely to know exactly what another person feels.

The analysis of data on research question 2 revealed the relationship between principals' self-control and their job performance in senior secondary schools in Rivers State. The calculated $r = 0.78$ indicates a strong positive relationship between principals' self-control and their job performance in senior secondary schools in Rivers State. This implies that as principals' self-control anticipates, absorbs, recovers from, adapts to disruptive events, and monitors academic processes, and functionalities of principals' job performance. The corresponding test of hypothesis 2 revealed that the t-transformed value of 19.94 which is greater than the t-critical value of 1.96 for 207 degree of freedom at 0.05 level of significance. Therefore, the null hypothesis that "there is no significant relationship between principals' self-control and their job performance in senior secondary schools in Rivers State" is hereby rejected and the alternate is accepted. The implication is that there is a positive relationship between principals' self-control and their job performance in senior secondary schools in Rivers State. In support of this finding, Reynolds (2014) asserted that principals need to be able to act and react based on the situation and not on how they are feeling in some moment of their life. Reacting based on how they feel can come with some not so appealing consequences. Principals are seen as backbone of the educational institutions. Without principals these institutions are considered a body without soul. The principal who get training can be expected to have the highest knowledge of emotional competence. Definitely the principal having good emotional competence can teach the students in an effective manner. Emotional competence plays a vital role in social sciences; it has direct impact on the principals' behaviour working in an organization and it is important for the success of their profession.

The analysis of data on research question 3 revealed the relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State. The calculated $r = 0.73$ shows a strong positive relationship between principals' self-awareness and their job performance in senior secondary schools in Rivers State. This entails that principals' self-awareness improves their job performance in senior secondary schools in Rivers State. The corresponding test of hypothesis 3 revealed that the t-transformed value of 16.99 is greater than the t-critical value of 1.96 for 256 degree of freedom at 0.05 level of significance. Thus, the null hypothesis that "there is no significant relationship between principals' self-awareness and their

job performance in senior secondary schools in Rivers State” is hereby rejected and the alternate is accepted. The implication is that there is a positive relationship between principals’ self-awareness and their job performance in senior secondary schools in Rivers State. According to Bradberry and Greaves (2005), self-awareness is one’s ability to accurately perceive one’s emotions and stay aware of them as they happen. This self-awareness is important for anyone to be able to quickly adjust and react in a given situation. The ability to recognize a feeling as it happens and put it off if inconvenient is the keystone to emotional competence. One has to be aware of his own and others’ feelings and emotions in order to have accurate data and information about the world around him. An individual’s ability to monitor feelings from moment to moment is crucial for his/her psychological insight and self-understanding. Being aware of other's emotions is essential for building a successful workplace environment and quality interpersonal relationships. One can respond appropriately to a situation only if he can read his emotions in that situation. The skill comes into play in most jobs, particularly those that involve dealing with people. People who are unable to know their feelings are at a tremendous disadvantage. In a sense, they are emotional illiterates.

The analysis of data on research question 4 revealed the relationship between principals’ self-consciousness and their job performance in senior secondary schools in Rivers State. The calculated $r = 0.76$ shows a strong positive relationship between principals’ self-consciousness and their job performance in senior secondary schools in Rivers State. This entails that principals’ self-consciousness enhances their job performance in senior secondary schools in Rivers State. The corresponding test of hypothesis 4 revealed that the t-transformed value of 16.87 is greater than the t-critical value of 1.96 for 207 degree of freedom at 0.05 level of significance. Thus, the null hypothesis that “there is no significant relationship between principals’ self-consciousness and their job performance in senior secondary schools in Rivers State” is hereby rejected and the alternate is accepted. The implication is that there is a positive relationship between principals’ self-consciousness and their job performance in senior secondary schools in Rivers State. In line with this study, Sternberg (2016) opined that self-consciousness is a preoccupation with oneself, as opposed to the philosophical state of self-awareness, which is the awareness that one exists as an individual being; although some writers use both terms interchangeably or synonymously. An unpleasant feeling of self-consciousness may occur when one realizes that one is being watched or observed, the feeling that "everyone is looking" at oneself. Some people are habitually more self-conscious than others. Unpleasant feelings of self-consciousness are sometimes associated with shyness or paranoia. When feeling self-conscious, one becomes aware of even the smallest of one's own actions. Such awareness can impair one's ability to perform complex actions. Adolescence is believed to be a time of heightened self-consciousness. A person with a chronic tendency toward self-consciousness may be shy or introverted.

Conclusion

Principals who have low emotional competency hardly understand staff and students’ emotions and find it difficult to facilitate their learning, achievement and motivation towards goal attainment. This implies that the level of emotional competence of a principal may influence how he can understand and communicate with his staff, students and their environment as well as carry out other administrative tasks. Without doubt, emotional competence is an integral part of school management process; and, if a principal expects to excel in his administrative mandate, he needs to be able to deal effectively with emotions. Thus, principals who are emotionally competent will be able to closely monitor teachers; they will be able to communicate objectives and roles expectations to teachers and will be able to motivate teachers through their leadership.

In summary, principals' empathy, self-control, self-awareness and self-consciousness have been found to have strong positive relationship with their job performance in senior secondary schools in Rivers State.

Recommendations

From the findings of the study, the following recommendations are made:

1. Rivers State Ministry of Education should work together with other relevant authorities to make provision for regular in-service professional development programmes for principals on how to effectively improve and apply empathy in their administration. This will help improve their job performance and effectiveness.
2. The Post Primary Schools Board should consider recruiting principals with high emotional competence (self-control) for principal-ship position. This is likely to enhance appointment of school leaders who will engage in effective administrative practices for improved job performance.
3. For principals to be able to achieve high administrative performance, such principals should first of all understand that they have great influence within and outside the school. Hence, they should have the necessary knowledge of their subordinates and should possess high level of self-awareness and also try to establish pleasant social interactions with them.
4. The Ministry of Education should include some teacher training programs in order to enhance principals'/teachers' self-consciousness based on their performance. Such programs will assist them in improving their classroom management and enhancing their job performance.

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