

Teachers' Efficacy and Emotional Intelligence as predictors of Academic Self Efficacy among Secondary School Students' in Port Harcourt Local Government Area of Rivers State.

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Abstract

The study investigated teachers' efficacy and emotional intelligence on academic self-efficacy among secondary students' in Port Harcourt Local Government Area of Rivers State. Three research questions and three corresponding hypotheses guided the study. The study adopted correlational research design. The population of the study consists of all the 708 teachers and all the 15,952 students in Port Harcourt Local Government Area of Rivers State. Simple random sampling technique was utilized to select 300 teachers and 500 students for the study. Three validated instruments were adopted for data collection namely Teacher Self-Efficacy Scale Questionnaire (TSESQ), Emotional Intelligence Scale Questionnaire (EISQ), and Morgan-Jinks Student Efficacy Scale Questionnaire (MJSESQ). The reliability of these instruments was established using Cronbach Alpha which gave the coefficient of 0.82, 0.87 and 0.82 respectively. Data were analyzed using Multiple Regression. The findings of this study demonstrated that teachers' efficacy and emotional intelligence jointly predict students' academic self-efficacy. The result also showed that teachers' efficacy made relative significant prediction on students' academic self-efficacy than emotional intelligence. Based on these findings, it was recommended that the ministry of education and other agencies in charge of formulating education policies, curriculum planners, government and non-governmental organizations should constantly develop and organize programmes that will enhance teachers' and students' self-efficacy belief and emotional intelligence which will produce positive learning outcome.

Keywords: Emotional Intelligence, Teacher Efficacy, Academic Self-Efficacy

Introduction

The academic achievement of students has been a source of great concern for many educators, administrators, parents and guardian as well as curriculum planners and policy makers. Thus, the general concern stem from the prevailing poor academic achievement recorded by students' almost each succeeding year at the end of their secondary school course. Various state governments continued to organize conferences, workshops as well as promoting in-service programmes for teachers and counsellors. All these are geared towards oiling the teaching-learning machinery so as to improve academic achievements. A child in school is expected to strive optimally in order to achieve academic success. Poor academic achievement may be conceived as failure in other aspects of life by the child, their family and the society. The student's poor academic performance could result in poor self-concept, generate successive failure, drop out and possibly personality maladjustment (Welmilla, 2020). Poor academic performance blanks the hope of the family members in the individual.

The construct of teacher' efficacy takes root from the social cognitive theory of Bandura. According to Bandana in Addimando (2019), teacher efficacy is explained as a belief in one's ability to teach effectively and the teaching will have a positive effect on students' learning. He concluded that teachers' personal beliefs and convictions about their own performance have much influence on the actual performance (Wu et al., 2019). Kim and Seo (2018) explain that teachers' efficacy is the level of confidence teachers have in their ability to guide students to success (CU-Portland). This include helping students learn, building effective programs for students, and effectively changing student learning (Granziera&Perera, 2019). It was explained by Cheng,et. al (2019), that teachers who believe student learning can be influenced by effective teaching (outcomes expectancy beliefs) and who also have confidence in their own teaching abilities (self-efficacy beliefs) would persist longer, provide a greater academic focus in the classroom. The authors add that these teachers would exhibit different types of feedback than teachers who have lower expectations concerning their ability to influence student learning.

The above suggest that teachers with high levels of self-efficacy would have a strong academic and people's orientation. Hence, the research on efficacy of teachers suggests that behaviours such as persistence on a task, risk taking, and use of innovations are related to degrees of efficacy (Li, 2020; Valente, et. al. 2020). For example, highly efficacious teachers have been found to be more effective than lowly efficacious teachers (Wyatt, 2018; Tzur, et al., 2016; Tournaki&Podell, 2015). In addition, it was reported that it is in the classroom teachers have high level of teaching efficacy; high levels of learning occur (Soodak&Podell, 2016). The literature on teachers' and self-efficacy indicates that teachers begin their training with high self-efficacy (Skaalvik&Skaavik, 2019), however this is believed to change with time and experience leading to a decrease in the power of teaching (Rastegar&Memarpour, 2019). Understanding changes in efficacy levels along with potential teachers' evolving teaching skills may be one aspect of assisting them in making the transition to the classroom.

Effect of the teacher efficacy on academic self-efficacy has a very great impact on the academic achievements of the students. In various experiences, if the model (teacher) teaches well, having high efficacy beliefs, the efficacy beliefs of the observer (the students) will be enhanced. When the model performs poorly, the expectation of the observer decreases (Bandana in Dembo& Gibson, 2015). High efficacious teachers

have high level of efficacy for promoting students' academic self-efficacy than teacher who report low level of efficacy (Adeyemo&Agokei, 2009). Academic self-efficacy is environmentally determined. If the teacher provides a conducive environment for the students, having a sense of efficacy to effect changes in the students' academic achievements, the students' academic self-efficacy will be enhanced. For example, Wu et al, (2019), have argued that teachers' sense of efficacy increases academic self-efficacy of elementary school pupils to a greater degree. According to Bandura (1998), in social cognitive theory, students' beliefs about their capability to successfully accomplish or perform academic tasks, or their self-efficacy beliefs powerfully influence how they perform in academic endeavours. This is because people behave in accordance with what they believe, rather than in accordance with their actual capabilities. It is the individual's beliefs about their capability that accurately predict performance attainment. Academic self-efficacy does not directly influence the acquisition of knowledge and skills, but does provide a framework for analyzing and explaining what individuals do with knowledge and skills they possess.

Academic self-efficacy influences the choices that students make, the goals they set, the efforts they expend, the perseverance they exert in the face of difficulties and the thought patterns and emotions reactions they experience. Students with high academic self-efficacy are likely to choose more challenging tasks, to set higher goals for them, to work harder in the face of adversity, and to adopt more adaptive cognitive and emotional patterns as they move through the day to day challenges of their academic life (Addimando, 2019). It is for these reasons that high academic self-efficacy is likely to promote stronger academic performance whereas low academic self-efficacy is likely to undermine them. The effect of academic self-efficacy of students on their academic achievements is enhanced by their teachers' sense of efficacy; hence they (teachers) act as models to their students.

Emotional intelligence is described as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others. It has been reported that emotionally intelligent individuals tend to make better team players, and they are more effective at motivating themselves and others. A growing body of research has focused on the importance of Emotional intelligence characteristics as positive attributes in predicting the success of students (Welmilla, 2020; Wu, et. al., 2019; Berridge, 2018). Studies have found that a positive mood is associated with effective teaching (Wang, 2022; Mérida-López&Extremera, 2017). In addition, people in positive moods tend to be more optimistic and have greater determination to achieve future success for themselves and others (Maamari&Majdalani, 2019). Hence, it can be said that the study of emotional intelligence has since beginning to redefine what it means to be intelligent. Corroborating this, (Eisma&Stroebe, 2021), stated his belief that the future area of emphasis for emotional intelligence training will be in the schools as they focus on educating the whole person. In this light, it can be ascertain that when teachers are imbued with emotional intelligence they may become more effective in teaching.

Adeyemo and Agokei (2014), assert that the effective use of emotion is basic to the function of successful teaching. They postulated further that teachers are emotions guides, influencing not only students' emotions but also students' actions through that emotional influence. Teachers exercise the influence through relationship

management, motivational appear, goal-setting and the teacher emotional intelligence is necessary to effectively perform these efforts. Emotional intelligence had been found to impact on academic self-efficacy. According to Davis and Nichols, 2016, emotional intelligence may protect people from failure and lead to improved academic performance. He joined that one objective measure of emotion management skill is associated with a tendency to maintain an experimentally induced positive mood which has obvious implication for the development of academic self-efficacy leading to improved learning.

Emotional intelligence help both the teachers' and students' to go beyond managing their emotions to a powerful tool to let go or eliminate the painful, limiting emotions and stress that prevent them from performing at their best. As one eliminates the feelings that say, "I can't", "I don't know how", "I don't deserve it", or "I can't handle it", they uncover their innate sense of "I can" that naturally carpets them to greater success, especially leading the students to the development of academic self-efficacy that will enhance their academic achievement (Nelson & Low in Davis & Humphrey, 2014). By letting go, the individuals naturally develop an ability to relate better to others and people will enjoy relating with them. This facilitates interpersonal relationship among students and with their teachers. When students need help from one another or from their teachers, they can easily get it, interns of explanation. It is against this background that this study was carried out to investigate teachers' efficacy and emotional intelligence as predictors of students' academic self-efficacy among secondary school students in Port Harcourt Local Government Area of Rivers State.

Statement of the problem

There have been provision of educational facilities and enlightenment programmes as well as recommendations from numerous studies on how to improve students' academic achievements in Rivers State. In spite of all these provisions, students' academic achievement has continued to dwindle and become a cause of concern. Some chief examiners' report from the year 2000 – 2020, showed that the academic achievement of students does not seem to have improved significantly. The question remains: what could be the causative agent? Is it the teachers' efficacy and emotional intelligence or students' academic self-efficacy? It is in the light of this unsatisfactory state of students' academic self-efficacy that the researchers was incited to investigate teachers' efficacy and emotional intelligence as predictors of students' academic self-efficacy among secondary school students in Port Harcourt Local Government Area of Rivers State.

Aim and objectives of the study

The aim of this study was to investigate teachers' efficacy and emotional intelligence as predictors of students' academic self-efficacy among secondary school students in Port Harcourt Local Government Area of Rivers State. Specifically, the study sought to:

1. Determine the joint effects of teachers' efficacy and emotional intelligence on academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State.
2. Determine the effect of teachers' efficacy on academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State.

3. Determine the effect of emotional intelligence on academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State.

Research questions

The following research questions guided the conduct of the study:

1. What is the joint effect of teachers' efficacy and emotional intelligence on academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State?
2. To what extent does teachers' efficacy predict academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State?
3. To what extent does emotional intelligence predict academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State?

Hypotheses

The following null hypotheses guided the study:

HO₁: There is no significant relationship between joint effect teachers' efficacy and emotional intelligence on academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State.

HO₂: There is no significant relationship between teachers' efficacy and academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State.

HO₃: There is no significant relationship between emotional intelligence and academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State.

Methodology

The study adopted correlational Research Design. The population of the study consists of all the 708 teachers and all the 15,952 students in Port Harcourt Local Government Area of Rivers State. A sample size of 300 teachers and 500 students were drawn using simple random sampling technique. Three instruments were adopted for data collection in this study; the first instrument was Teacher Self Efficacy Scale (TSES) developed by Ralf Schwarzer, et al (1999). It measures teacher efficacy in four major areas of teaching profession: job accomplishment, skill development, social interaction and coping with job stress. Participants responded to the items on a four point scale of 1. → Not at all true, 2. → Barely true, 3. → Moderately true, 4. → Exactly true. The TSES internal consistency with Cronbach's alpha in three samples was found to be .82. And it has a test-retest reliability of .67 for the period of one year. The second instrument was Emotional Intelligence Scale (EIS) developed by Schutte (1998). EIS assesses emotional intelligence based on the following: appraisal and expression of emotions in self and others, regulations of emotions in self and others, utilization of emotions in solving problems, which was responded to by the participants on a five point scale of 1-Strongly disagreed, 2-Disagreed, 3-Undecided, 4-Agreed, 5-Strongly agreed. The EIS was said to have demonstrated high internal consistency with Cronbach alpha ranging from 0.87 to 0.09 and a two weeks test - retest reliable coefficient of 0.78. The third instrument was Megan-Jinks Student Efficacy Scale (MJSES) developed by Morgan and Jinks (1999). MJSES was designed to gain information about students' efficacy beliefs that might relate to school

success. It is an inventory that made use of self-report grade as dependent variables. MJSES consists of 30 items that had an overall reliability coefficient of .82 plus four items requesting grade performance in Reading, Mathematics, Science and Social Studies. Participants responded by indicating their extent of agreement with each of the statements using a four interval scale of 1-Really disagree, 2-Kind of disagree, 3-Kind of agree, 4-Really agree. The data was analyzed using multiple regression statistical tool.

Results

Research Questions 1: What is the joint effect of teachers’ efficacy and emotional intelligence on academic self-efficacy of secondary school students’ in Port Harcourt Local Government Area of Rivers State?

Hypothesis one: There is no significant relationship between joint effect teachers’ efficacy and emotional intelligence on academic self-efficacy of secondary school students’ in Port Harcourt Local Government Area of Rivers State

Table 1: Joint effect of teachers’ efficacy and emotional intelligence on students’ academic self-efficacy.

Model	Standardized Coefficients	T	P
	Beta		
1. Constant		7.225	<0.05
Teacher efficacy	.244	3.969	<0.05

- (a) predictors (constant), teacher efficacy and emotional intelligence
- (b) Dependent variable students’ academic self-efficacy.

The above result indicates that analysis of variance of the multiple regression data produced an F-ratio value significant at 0.05 level of significance, $F=0.244$; $P<0.05$. Therefore, the null hypothesis was rejected and the alternative hypothesis retained that there is significant relationship between teachers’ efficacy and emotional intelligence on academic self – efficacy of secondary school students’ in Port Harcourt Local Government Area of Rivers State.

Research Questions Two: To what extent does teachers’ efficacy predict academic self-efficacy of secondary school students’ in Port Harcourt Local Government Area of Rivers State?

Hypothesis Two: There is no significant relationship between teachers’ efficacy and academic self-efficacy of secondary school students’ in Port Harcourt Local Government Area of Rivers State.

Table 2: Relative effect of teachers; efficacy on students ‘academic self-efficacy

Multiple R (Adjusted) = .065					
Multiple R ² (Adjusted)= .057					
Standard Error Estimate = 12.87685					
Model	Sum of Squares	DF	Mean Square	F	P

Regression	2827.901	2	1413.951	8.527	< 0.05
Residual	40955.863	247	165.813		
Total	43783.764	249			

(a) Dependent variable: students' self-efficacy

From the result presented in table 2, teachers' efficacy made significant contribution to the prediction of students' academic self -efficacy. The result indicated that that Beta weight which represented the relative contribution of the independent variable to the prediction was observed. Teacher efficacy ($B= 8.527$; $P<0.05$). The null hypothesis is therefore rejected and the alternative hypothesis retained that there is significant relationship between teachers' efficacy and academic self – efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State.

Research Questions Three: To what extent does emotional intelligence predict academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State?

Hypothesis Three: There is no significant relationship between emotional intelligence and academic self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State.

Table 3: Relative effect of emotional intelligence on students 'academic self –efficacy

Model	Standardized Coefficients	T	P
	Beta		
1. Constant		7.225	<0.05
Emotional Intelligence	.068	1.101	<0.05

(a) Dependent variable - Student academic self-efficacy. Table three shows that emotional intelligence made relative significant contribution to the prediction of students' academic self -efficacy.

The result indicated that the following Beta weight which represented the relative contribution of the variable to the prediction were observed; Emotional intelligence ($B=0.68$; $t=1.101$, $P<0.05$).

Therefore, the null hypothesis was rejected and the alternative hypothesis retained that there is significant relationship between emotional intelligence and academic self – efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State.

Discussion of results

The result presented in table 1 which indicated that teacher efficacy and emotional intelligence jointly predict self-efficacy of secondary school students' in Port Harcourt Local Government Area of Rivers State agrees with findings of Adeyemo and Agokei (2014); Adeyemo, et. al., (2009); Wu,, et.al., (2019); Wang (2022); and Rastegar and Memarpour, (2019), among others who found out that teachers' sense of

efficacy and emotional intelligence positively relate with students' academic self-efficacy leading to Academic success.

The findings on the relative effects of teacher efficacy and emotional intelligence on academic self-efficacy showed that teacher efficacy made more individual contribution to the prediction of students' academic self-efficacy than emotional intelligence. It could therefore be offered that teacher efficacy is a better predictor of academic self-efficacy. This finding is supported by the findings of Valente et al. (2020); Maamari and Majdalani (2019); Kin and Seo (2018). According to them, teacher efficacy influences the choice that the students make, the goal they set, the effort they expend and the perseverance they exert in the face of difficulties which invariably leads to greater academic success.

The result also revealed that emotional intelligence made lesser individual contribution to the prediction of academic self-efficacy which agrees with findings of Valente et al. (2020), Granziera and Perera (2019), Dembo and Gibson (2015); Adeyemo et al. (2009), who found that teacher efficacy is a more robust construct in explaining and predicting students' academic self-efficacy than other factors. This may be due to the fact that teacher efficacy even influences the students' thought pattern and the emotional reactions that they experience Adeyemo et al. (2009).

Conclusion

Greater efficacy leads to greater efforts and persistence, which leads to better performance. Emotions and intelligence skills are primary factors of motivation and the gateway to life-long learning and high level of achievement. Hence this study was carried out to determine the joint and relative effects of teacher efficacy and emotional intelligence on students' academic self-efficacy. Teacher efficacy and emotional intelligence are fundamental to the success of teaching and learning process, as they help both the teacher and the students to be more resilient and focused in achieving educational goals.

Therefore, given the findings of this study, it was recommended that ministry of education and other agencies in charge of formulating education policies, curriculum planners, government and non-governmental organizations should constantly develop and organize programmes that will enhance teachers' and students' self-efficacy belief and emotional intelligence which will produce positive learning outcome. In particular, programmes for enhancing emotional intelligence and teacher efficacy, should be infused into teacher education curriculum.

Recommendations

Based on the findings of this study, the researchers therefore made the following recommendations:

1. Government and non-governmental organization should constantly organize seminars, workshops, symposia, conferences for teachers and students in order to expose and equip them with self-efficacy and emotional intelligence skills.
2. Teachers should be efficacious so that they will be able to influence their students' academic self-efficacy, leading to high academic performance.
3. Students' self-efficacy should be improved through vicarious experience, verbal persuasion, physiological and emotional state and mastery

experience. This will have positive impact on the students' academic achievement.

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