EMOTIONAL INTELLIGENCE, ACHIEVEMENT MOTIVATION AND SECONDARY SCHOOL PRINCIPAL LEADERSHIP EFFECTIVENESS IN CALABAR MUNICIPALITY, CROSS RIVER STATE NIGERIA

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ABSTRACT: *Over the years, Nigeria principals have been faced with various leadership challenges. These issues have been judged to be responsible for the maladjustment issues being witnessed. Therefore, this study examines emotional intelligence, achievement motivation and adolescents in Calabar municipality. The study adopted descriptive survey research design. Two hundred and forty principals were randomly selected from Calabar municipality, Cross River State Four instruments used in the study were: Emotional Intelligence Scale (α = 0.70); Achievement Motivation Scale (α = 0.82); adjustment scale (α = 0.75) two research hypotheses were tested and Pearson product. Moment Correlation (PPMC) statistics was used for data analysis. The result reveals that all the independent variables used in the study significantly influenced leadership of principals as thus; Emotional intelligence, r (238) = 0.928, P<.05. Achievement motivation, r (238) = 0.452. and adjustment, r (238) = 0.850. In this regard, Government should on regular bases organize workshops and seminars on self-confidence training for individuals particularly; principal while incorporating emotional intelligence and leadership education. This will motivate principal to achieve sustainable leadership development through periodic self-appraisal/evaluation.*

KEYWORDS: *emotional intelligence, achievement motivation, leadership education, leadership development.*

INTRODUCTION

The issue of social adjustment has remained a very significant factor that determines the pace for which a country achieves meaningful, collective and individual development. In this regard, many nations in Africa and the world at large strive on daily bases to develop excellence in their various capacities. Leadership development is defined as the "expansion of a person's capacity to be effective in functioning in changed circumstances and is as such related to his adequacy and regarded as motivated achievement. In Nigeria however, the concept of leadership development has remained a difficult task. It is pertinent to say that the contact with the West during colonialism ushered in the use of modern leadership styles in Nigeria. Although, this has been

continuously acknowledged, but it did not prepare the people adequately for educational leadership that will bring about optimal development

Also, it has been observed that in Nigeria, leadership at every level of the education industry is characterised by high display of selfish attitude. Observably, most Nigerian principals are only concerned about issues that affect them and their relations. They form cliques through which they unleash their evil acts on those that they are supposed to protect. In recent times, the issue of leadership is no longer a call for the charismatic, emotionally stable and educationally liberated minds, but is has become everybody's concern. This is because in Nigeria, occupying leadership position is seen to be the quickest way of making money, and as such, individuals not only go the extra miles to get to the top, but apply "I must be there" formula. Service oriented leadership has disappeared from the corridors of administration in Nigeria and as such those entrusted with the leadership of our schools have continued to display incompetent through different means designed to cover their evil acts.

The deterioration of leadership has noticeably reached the level that majority of our school leaders breach the contract upon which they were called to serve. Many leaders are not interested in the positive legacy they will leave behind, but in the millions they will loot from the office, the principals not being exempted.

According to Dike (2006) Nigeria socio-economic landscape is littered with wreckage of obnoxious policies and those involved in such activities appear to enjoy the nation's underdeveloped status. It is also worthy of note that no nation has achieved meaningful development educationally, socially, leadershiply or economically without the input of or effective leadership (Obasola, 2002). Dike (2006) reported that Nigerian leaders give more considerations to self than issues that affect national interest without minding the adverse effect.

Studies on the education subsector have shown that corruption is one of the major challenges of leadership development in Nigeria. Supporting this, Anazode, Okoye and Ezewile (2012) reported that the litany of misery of leadership-corruption in Nigeria is endless. Similarly Nigeria was rated by Transparency International as the 147th corrupt country out of the 180 countries (Transparency International, 2011). The prevalence of unproductive leadership in Nigeria including school leaders has a tremendous adverse effect on the quality of life, education, living standard and national psyche. Although, it is quite pertinent to state that from the advent of western education till date, various educational reform programmes have been undertaken by successive governments to address some anomalies inherent in the inherited system but

unfortunately, those entrusted to do this may have lacked the commitment and leadership prowess to implement them to address the challenges in the subsector.

Nigerian leaders including principals have been indicted for being rudely corrupt. Research has shown that the level of corruption under various administrations is enormous. Although various reasons have been empirically reported to be responsible for this, but effort is yet to determine whether combination of factors such as emotional intelligence, achievement motivation and leadership education could affects leadership development among principals. Therefore, this study is seeks to examine emotional intelligence, achievement motivation and leadership education as predictors of leadership development among secondary school principals in Calabar municipality, Cross river state, Nigeria.

The construct emotional intelligence refers to "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Goleman 1998). Studies have indicated that emotional intelligence enables leaders develop the skills and ability to achieve high organizational success and the capacity to sense employee's feelings at their work environment, to intervene when problems arise, to manage their own emotions in order to gain the trust of employees and to understand the moral and ethical conventions within an organization (Goleman, 2001). Also George and Bettenhausen (1990) observed that the extent to which principals experience positive moods was positively related to levels of prosocial behavior performed by group members and negatively related to group turnover rates. Similarly, Goleman (1998) argued that emotional intelligence is critical for successful leadership. The early studies exploring this relationship were mainly theoretical. George (2000) explained that moods and emotions play a central role in the leadership process, and emotional intelligence contributes to effective leadership in organizations. Prati et al. (2003) reported that emotional intelligence presents a critically important area for effective leadership and team performance in organizations today.

Consistently Palmer et al. (2001) studying the relationship between emotional intelligence and effective leadership found that emotional intelligence is significantly related to transformational leadership. Higgs and Aitken (2003) provided evidence that general emotional intelligence is associated with leadership, and it may be a predictor of leadership competence. Rosete and Ciarrochi (2005) reported that emotional intelligence specifically the capacity to perceive emotions is able to predict effective leadership. Feyerherm and Rice (2002) observed that understanding and managing emotions is positively related to team performance.

Achievement motivation has been proven to be effective in predicting leadership outcomes. It is the constant drive to improve one's level of performance, to accomplish success in contention (McClelland, 1961). Studies so far indicate that motivation has significant relationship with leadership success (Cummin, 1967). A similar result was reported by Varga (1975) who found that high motivation in combination with high achievement motivation was associated with administrative success of executives working on research and development projects. Moore (2008) and Allen (2005) found a correlation between transformational leadership behaviours and motivation. Further research also found correlation between motivation and leadership issues (Lussier, 2013 and Gary, 1996). House and Shamir (1993) reported that transformational leaders selectively arouse motivation of workers and that this motivation arousal has several important consequences, including increased commitment to the vision and mission articulated by the leader.

Also leadership education has been described to include teaching the people to know their rights and obligations in the society. It means encouraging effective participation by people in social and leadership processes in the society. Empirical evidence has shown that leadership education encourages loyalty to one's social group, fostering of particular value and aspirations, which could promote effective leadership development in the country (Abdulrahman, Suleiman and Fadeyi, 2016).

This study is anchored on Bernard Bass (1985) transformational leadership theory which states that people are motivated by the task that must be performed. The more structured an organization is, the greater the success. People give their best to the organization which can be their primary need and they will place their individual interests second. There is always emphasis on cooperation and collective action.Transformational leaders are necessary in all organizations including schools. The essence of the theory is to change the structure of the organization and inspire organizational workers to believe in a vision that offers opportunities for individual workers and the organization to grow. The theory emphasizes that transformational leaders construct a participative atmosphere and creates conditions that allow workers to respond quickly and with flexibility to change in organizational and environmental demands

The purpose of this study is to investigate the influence of emotional intelligence, achievement motivation and leadership education on leadership development among principals in Calabar municipality, Cross River State.

This study is guided by the following hypotheses:

    i.   There is no significant relationship between emotional intelligence and principal leadership effectiveness.

    ii.   There is no significant relationship between achievement motivation and principal leadership effectiveness.

    iii.   There is no significant relationship between leadership education and principal leadership effectiveness.

METHODOLOGY

This study adopted a descriptive survey research design in which the researcher cannot manipulate the variables used for the study. The instrument used for data collection from the respondents was a questionnaire. The population for the study consisted of all principals in Calabar municipality. A total of 240 principals were selected for the study using the simple random technique. The number comprises males and females from both public and private secondary schools in Calabar municipality.

The instruments used for data collection included the following scales;

Emotional intelligence Scale:

The scale used for measuring emotional intelligence was developed by Shutte. Malouff, hall, Haggerty, Cooper, Golden and Dorheim (1998) it has thirty three (33) items. The scale is structured von a 5 point Likert format ranging from strongly disagree (1) to strongly agree (5). High score is an indication of increased level of emotional intelligence, whereas, low scores indicated low level. The scale reported reliability co-efficient Cronbach alpha of 0.70 using a two week test-retest reliability technique. Examples of items on the questionnaire are 1) I am aware of my emotions as I experience them; 2) when I am in a positive mood, solving problems is easy for me; 3) I like to share my emotions with others; 4) I have control over my emotions etc.

Achievement Motivation Scale:

Achievement motivation was measured using the achievement motivation scale revised (lang & Fries, 2006). The AMS-R consists of 15 items with a five point rating scale and internal

consistencies of 69 and 82 respectively. The AMS-R is based on ideas by McClelland. The scale assumes that achievement motivation can be viewed as a trait.

Leadership Education Scale:

The instrument used as a measure for leadership education is a researcher made questionnaire. It is titled leadership Education scale. The questionnaire is made up of two sections. Section A is concerned with personal information while section B is made up of 23 items with four point liker format. It was designed to elicit participants' responses on their knowledge of leadership and their involvement in leadership process. The scale reported a reliability co-efficient Cronbach alpha of = 0.75 using a two week test-retest reliability technique. Examples of items in the questionnaire are 1) I am highly involved in leadership activities, 2) carrying out assigned duties is my responsibility.

Leadership Effectiveness Scale:

The instrument used to measure leadership development was designed by the researcher. It is titled Leadership Effectiveness Scale. The questionnaire has two sections. Section A is on personal data while section B contains 28 items on leadership development. It is structured in four point Likert format. The reliability co-efficient Cronbach alpha of the scale is = 0.71. This was obtained after a two week test-retest reliability check. Examples of items in the scale are: 1) I create an atmosphere of growth, 2) when problems arise, I immediately address them, 3) in my work; I enjoy responding to employee's requests and concerns. The researcher visited the respondents in their various schools. A total of two hundred and forty (240) copies of questionnaires were administered to the participants.

The data collected for this study were analyzed using Pearson Product Moment correlation statistics.

RESULTS

There is no significant relationship between emotional intelligence and leadership effectiveness of principals.

Table 1: PPMC summary Table showing significant relationship between emotional intelligence and leadership effectiveness of principals:

Variables	N	Mean	SD	r	df	P
leadership effectiveness	240	64.60	11.500	0.928	238	< 0.05
Emotional Intelligence	240	101.78	16.607			

Table 1 above shows a significant positive relationship between emotional intelligence and leadership development r (238) = 0.928, P<.05. The means and standard deviation for emotional intelligence is 101.78 and 16.607 respectively. This indicates that emotional intelligence has significant predictive influence on leadership effectiveness. The hypothesis is therefore rejected.

There is no significant relationship between achievement motivation and leadership effectiveness of principals.

Table 2: PPMC summary table showing significant relationship between achievement motivation and leadership effectiveness of principals

Variables	N	Mean	SD	r	df	P
leadership effectiveness	240	64.60	11.500	0.452	238	< 0.05
Achievement Motivation	240	58.62	11.681			

Information in table 2 above shows a significant positive relationship between achievement motivation and leadership effectiveness of principals. R (238) = 0.452. The means and standard deviation for achievement motivation is 58.62 and 11.681 respectively. This implies that achievement motivation has significant influence on leadership development. The hypothesis is therefore rejected.

There is no significant relationship between leadership education and leadership development.

Table 3: PPMC summary table showing significant relationship between leadership education and leadership effectiveness of principals

Variables	N	Mean	SD	r	df	P
leadership effectiveness	240	64.60	11.500	0.850	238	< 0.05

leadership education	240	41.82	7.616

Information in Table 3 above indicates a significant positive relationship between leadership education and leadership development r (238) = 0.850. The mean and standard deviation for leadership education is 41.82 and 7.616 respectively. This shows that leadership education has significant influence on leadership development. The hypothesis is therefore rejected.

DISCUSSION

This study examined the influence of emotional intelligence, achievement motivation and leadership education on leadership development of leadership effectiveness of principals in Calabar municipality. The results indicate that emotional intelligence has significant relationship with leadership effectiveness of principal r (238) = 0.928, p < .05. This explains the fact that when principals are emotionally intelligent, they will have the tendency to be considerate and understanding in the dealing with workers. It will make them develop effective interpersonal skills that facilitate win-win situations which is necessary for quality leadership. Therefore, the finding agrees with the report that emotional intelligence enables leaders develop the skills and ability to achieve high organizational success and the capacity to sense people's feelings at their work environment, to intervene when problems arise and manage their own emotions in order to gain the trust of workers and to understand the moral and social conventions within an organization (Goleman, 2001). The result is also in line with George (2000) report that moods and emotions play a central role in the leadership process, and that emotional intelligence contributes to effective leadership in organizations including schools. Similarly, the result corroborates Prati *et al*. (2003) that emotional intelligence presents a critically important area for effective leadership and team performance in organizations in contemporary times. In the same manner, Palmer *et al*. (2001) found that emotional intelligence is significantly related to transformational leadership. Higgs and Aitken (2003) provided evidence that general emotional intelligence is associated with leadership, and it may be a predictor of leadership prowess or success. The finding also supports Rosete and CIarrochi (2005) study that emotional intelligence specifically the capacity to perceive emotions is able to predict effective leadership.

Furthermore, the result of this study indicates that achievement motivation has significant predictive relationship with leadership effectiveness r (238) = 0.452, p < .050. This shows that motivation is a driving force that stimulates ones' interest and commitment towards achieving organisational objective. Therefore, the ability of an individual to excel in any given task,

depends on the persons' level of motivation. In line with the present finding, previous studies indicate that significant relationship exists between motivation and leadership effectiveness (Moore. 2008). Also, Allen (2005) found a correlation between transformational leadership behaviours and motivation. In the same vein, Cummin (1967) reported that motivation has significant relationship with leadership success. Similarly, House and Shamir (1993) reported that transformational leaders selectively arouse motivation of workers and that this motivation arousal has several important effects, including increased commitment to the vision and mission articulated by the leader. More so, the study reported that significant positive relationship exist between leadership education and leadership development r (238) = 0.850 P <.050. Leadership education inculcates into the individuals the right administrative culture, socialization and aspirations necessary for effective leadership development. Also leadership education presents to the individual the necessary social skills that promote effective interpersonal relationship which in turn facilitate leadership success. In this regard, the result agrees with Abdulrahman, Suleiman and Fadeyi (2016) that leadership education encourages loyalty to the organisations such as schools, fostering of particular value and aspirations, which promotes effective leadership development in the country. Similarly, Thompson and Umoh (2001) reported that citizenship education which is part of leadership training inculcates the spirit of leadership participation and democratic value imperative, for qualitative leadership. They further asserted that if citizenship training is properly directed, it will develop among the citizens the intellectual ability to think reasonably, critically and logically. Consequently, the citizens will be endowed with brevity, skill, vision, foresight and the capacity to lead and execute national responsibilities. It would help the individual to acquire leadership training which would place them in the vintage position to contribute their quota to national development. Lending support to the present finding, Eminue (2001), Udofia and Anthony (2009) reports that the knowledge of leadership education would inculcate the desired consciousness in the workers and this would result in their being better informed, more articulate, progressive and patriotic since they are more knowledgeable about their state, their right, privileges and obligation.

Recommendations

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

i. Government should base appointments of principal on interest and achievement motivation displayed by individuals wanting to become principals.

ii. The ministry of education should on regular basis organise workshop and seminars on leadership training for principals and incorporating emotional intelligence and leadership education as part of the training content.

iii. Government should create enabling environment that will engender sustainable effective interpersonal relationship between principal and ministry officials.

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