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PERCEIVED IMPACT OF PRINCIPALS' INTERPERSONAL INTELLIGENCE ON TEACHERS JOB PERFORMANCE IN SECONDARY SCHOOLS IN AWKA SOUTH LGA.

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ABSTRACT

The study is on the impact of principals' interpersonal intelligence on teachers' job performance in Awka South Local Government Area of Anambra State, Nigeria. Two research questions and two hypotheses guided the study. The study adopted descriptive survey research design. The population comprised 495 teachers in the 19 public secondary schools in Awka South LGA. A sample size of 248 teachers were randomly selected from 10 schools using simple random sampling technique. The researchers designed a- 20 item instrument titled "Impact of Principals Interpersonal Intelligence on Teachers Job Performance Questionnaire" (IPIITJPQ) which was used to elicit information from the participants. Validity of the instruments was ensured using expert reviews. Internal consistency of the instrument was ascertained using Cronbach alpha method which yielded a coefficient index value of 0.79. Administration of the instrument was done by the researcher and three trained research assistants using Direct Delivery Method (DDM) which guaranteed the return of the entire distributed instrument. Mean and standard deviation was used to answer the research questions while t-test was used to test the hypotheses at the significant level of 0.05. The findings revealed among others that there is no significant difference between the mean rating scores of the male and female teachers on their perceived impact of the principals' public speaking skills and cooperative skills, on teachers' job performance. It is therefore recommended that workshops and seminars should be organized for principals on information speaking and cooperative skills of principals to improve teachers job performance.

Keywords: Interpersonal Intelligence, Principals, Teachers Job performance.

Introduction

The school is an institution set up for the training and modification of students' behaviour in other to achieve predetermined goals through the school executive head who is the principal, if it is secondary education. The success or failure of the school lies on the principal's shoulders and his/her interaction with the staff. This is because he is the pace setter who should set programmes and events in motion for others to follow. This he does

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through the use of interpersonal intelligence.

Interpersonal intelligence is the various approaches which the principal uses to organize, control and coordinate the workforce towards achieving educational goals. In other words, the accomplishment of educational objectives is hinged on the administrative strategies which serves as the road map to institutional governance and action implementation. Ineffectual administrative strategies weaken the teachers thus, leading to unattainable educational aim and objectives. All of these strategies are deeply rooted on the possession of interpersonal intelligence of the principals.

In support of the above expressions, Wordah and Ekwesianya (2020) posited that the principal coordinates activities for work to proceed smoothly, quickly and efficiently to achieve the goals of the school. The task of school administration in education enterprise is very crucial because of the need to improve the quality of interaction among the school players more especially the teaching staff who deal directly with the students in the classroom encounter. This is what the school principal has to achieve through the use of interpersonal intelligence. The interactive actions also require adjustment and modification of educational programmes, activities and techniques for the purpose of improving the teaching-learning process and achieve the set educational goals in secondary schools (Ayeni, 2018).

Intelligence according to Iroegbu (2018) is the ability to process information that is initiated in a cultural contest for problem solving or creating products which are worthy in a culture. Garner (2006) introduced eight different intelligences to include verbal-linguistic, logical mathematical, visual- spatial, bodily kinesthetic, musical, intrapersonal, naturalistic and interpersonal. The focus of this study would be on interpersonal intelligence.

Gardner (2006) defined interpersonal intelligence as the ability to recognize, appreciate, and contend with the feelings, beliefs and intentions of other people. Gardner further explained that interpersonal learners learn through social interaction with others and enjoy working in groups or group dynamics, collaboration, and meetings. Interpersonal intelligence is the ability to understand, communicate and develop harmonious relationship with other human beings. People who possess interpersonal intelligence can be sensitive to other people's mood, motivations, compassion, kindness and emotions (Dave, 2023). In his own perception, the ability of the principal to create school code of conduct and communicate such rules that will guarantee conducive teaching and learning environment that is void of language, culture, religion and race determine reasonably the type of school.

Interpersonal intelligence shapes an individual to lead, be sensitive to the feelings of others and can categorize the behaviour of others. The interpersonal intelligence of a school principal is specifically demonstrated through information speaking skills and cooperative skills of principals. This study

would pay special attention to information speaking and cooperative skills of principals.

The information speaking skills or empathy skills is the ability to fully understand the feelings of others and stepping into the emotional state of the person that suffers; (Ogbo, 2010). This skill is important in the principals' choice of words, being eloquent, making sure to improve the quality of interaction existing between the teachers and students in the classroom and speaking from the listeners point of view. The principal's position as the leader, draws attention, that leads to trust which is crucial in management. For a principal to be successful in school and achieve the organizational goals, he/she has to be a pace setter, who sets the programmes and events in motion for others to follow. This he/she does by using interpersonal intelligence as seen in information speaking skills.

Cooperative skills have a lot to do with teams and how the principal organizes them to achieve the schools' objectives. Cooperative skills exhibited by the school principal enable the workforce to build up team spirit, oneness and sense of belongingness that propel the achievement of predetermined goal in organizational set up. This is the numerous tactics which the principal uses to organize, control and coordinate the workforce towards achieving educational goals. This is to say that, attainment of educational objectives is hinged on the administrative strategies which serve as the road map to institutional governance and action implementation. Incompetent administrative strategies weaken the teachers and is detrimental to goal attainment in schools. All of these strategies are deeply rooted in the possession of interpersonal intelligence. To lay credence to the above assertions, Wordah and Ekwesianya (2020) explained that the principal coordinates activities for work to proceed smoothly, quickly and efficiently to achieve the goals of the school.

The task of school administration in education enterprise is very crucial because of the need to improve the quality of interaction among the school players more especially the teaching staff who deal directly with the students during instructional delivery in the classroom. This is what the school principal has to achieve through the use of interpersonal intelligence. The interactive actions also require adjustment and modification of educational programmes, activities and techniques for the purpose of improving the teaching-learning process and achieve the set educational goals in secondary schools (Ayeni, 2018). Intelligence can be sensitive to other people's mood, motivations, compassion, kindness and emotions (Dave, 2023). In his own perception, the ability of the principal to create school code of conduct and communicate such rules that will guarantee conducive teaching and learning environment that is void of language, culture, religion and race determine reasonably the type of school climate and its dimensions. In congruence with the above assertion, Obiekwe, Ogbo, and Igbokwe (2020) espoused that the principal's ability to create a physical environment that is welcoming and conducive for learning, a social

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environment that promotes communication and interactions, an effective environment that inspires a sense of belongingness and self-esteem culminates into a good school climate. Male and female principals work in school system and there is need to examine the impact of public speaking skills and cooperative skills of principals' interpersonal intelligence on teachers' job performance. The principal is the chief that produces the holistic education required of a Nigerian child.

Purpose of the study

The purpose of the study was to ascertain the impact of the principals' interpersonal intelligence on the teachers' job performance in Awka South Local Government Area of Anambra State, Nigeria. Specifically, the study is set out to:

1. Ascertain the perceived impact of the principals' public speaking skills on the teachers' job performance in Awka South Local Government Area of Anambra State?
2. Discover the perceived impact of the principals' information cooperative skills on the teachers' job performance in Awka South Local Government Area of Anambra State?

Research Questions

1. What is the perceived impact of the principals' public speaking skills on the teachers' job performance in Awka South Local Government Area of Anambra State?
2. What is the perceived impact of the principals' information cooperative skills on the teachers' job performance in Awka South Local Government Area of Anambra State?

Hypotheses 1: There is no significant difference between the mean rating scores of the male and female teachers on their perceived impact of the principals' public speaking skills on the teachers' job performance.

Hypotheses 2: There is no significant difference between the mean rating scores of the male and female teachers on their perceived impact of the principals' cooperative skills on the teachers' job performance.

Methods

Descriptive research survey design was used for this study. The population of the study comprised 495 teachers from the 19 public secondary schools in Awka South LGA, Anambra State. Simple random sampling technique was used to select 248 teachers from 10 schools which is 50% of the entire population. The researchers designed a 20 -item instrument titled "Impact of Principals Interpersonal Intelligence on Teachers Job Performance Questionnaire" (IPIITJPQ) which was used to elicit information from the respondents. The questionnaire was divided into three segments in accordance to the research questions. It adopted four-point weighting scale of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD=1). There was face and content validation was diligently carried out by experts in the relevant discipline. The reliability of the instrument was obtained using Cronbach Alpha method. The data obtained were collated and exposed to Cronbach Alpha method which gave rise to the coefficient value of 0.79 which is adjudged well enough for the study. The instrument was administered by the researchers together with two research

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trained assistants who were teachers. The method used was Direct Delivery Method (DDM). This method makes it possible for the distributors to recover all that was distributed for data analysis. Mean and standard deviation was used to answer the research questions while t-test was used to test the hypotheses. The bench mark is 2.50 and above for Agree while below 2.50 is regarded as Disagree. The test of hypotheses was done based on the significant level of 0.05.

Results

Research Question One: What is the perceived impact of the principals' public speaking skills on the teachers' job performance?

Table 1: Responses on the perceived impact of the principals' public speaking skills on the teachers' job performance.

S/N	My principal does the following during public speaking	Male = 99			Female =179		
		Mean	SD	decision	Mean	SD	Decision
1	Uses ambiguous words which hinders communication	2.75	0.64	Agree	2.77	0.68	Agree
2	Precise in his speech when speaking to teachers.	2.65	0.59	Agree	2.90	0.70	Agree
3	Eloquent	2.86	0.66	Agree	2.81	0.58	Agree
4	Fluent	2.80	0.66	Agree	3.00	0.65	Agree
5	Free with choice of words	3.00	0.59	Agree	2.85	0.66	Agree
6	Fumbles sometimes	2.34	0.55	Disagree	2.20	0.56	Disagree
7	Audible enough	2.76	0.59	Agree	2.88	0.66	Agree
8	Knows when to use certain words	3.00	0.56	Agree	3.00	0.68	Agree
9	Cracks joke a lot	2.30	0.50	Disagree	2.40	0.56	Disagree
10	Always serious	2.42	0.54	Disagree	2.25	0.68	Disagree
	Grand mean	2.68	0.56	Agree	2.70	0.65	Agree

Table 1 shows that most of the respondents accented on the perceived influence of the principals' public speaking skills on the teachers' job performance on the eight items with the mean rating scores of 2.65 and above, which is within the criterion mean of 2.5 and for both male and female teachers. Also, the SD ranges from 0.54 to 0.68, for both male and female teachers which shows the homogeneity of the scores. However, items with serial numbers 6, 9 and 10 had the mean rating scores of less than 2.5 which is below the criterion mean for both male and female teachers. Therefore, disagreed that they have not perceived the impact of the principals' public speaking skills on the teachers' job performance. The grand mean for both male (2.68) and female (0.65) teachers. This implies that most of the respondents accented on the perceived impact of the principals' public speaking skills on the teachers' job performance

Research Question Two: What is the perceived influence of the principals' cooperative skills on the teachers' job performance?

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Table 2: Responses on the perceived impact of the principals' cooperative skills on the teachers' job performance

S/N	Item: Impact of principals' cooperative Skills. My principal,	Male = 99			Female = 179		
		Mean	SD	Decision	Mean	SD	Decision
11	Calls for meeting from time to time to help teachers work as team.	2.63	0.46	Agree	3.00	0.68	Agree
12	Welcome feedback from the teachers to improve their working relationships.	2.56	0.50	Agree	2.61	0.66	Agree
13	Hold individual talk with teachers to identify their challenges	2.80	0.55	Agree	2.84	0.58	Agree
14	Makes use of grapevine as communication avenue for improvement	3.00	0.54	Agree	2.87	0.56	Agree
15	Provides helping hand to teachers in need	2.66	0.48	Agree	2.50	0.65	Agree
16	Displays empathy by showing deep understanding of staff	3.00	0.54	Agree	2.69	0.66	Agree
17	Develop intimate relationship with the teachers	2.50	0.46	Agree	2.60	0.62	Agree
18	Develops listening ear	2.8i	0.44	Agree	2.50	0.64	Agree
19	Good in conflict Resolution.	2.67	0.56	Agree	3.00	0.66	Agree
20	Creates healthy and accommodative environment through team work.	3.00	0.48	Agree	2.85	0.68	Agree
	Grand mean	2.76	0.46	Agree	2.74	0.55	Agree

Table 2 displays that all the respondents agree on the perceived influence of the principal's cooperative skills on the teachers' job performance in public secondary schools in Awka South Local Government Area of Anambra State with the mean rating scores of the male and female teachers fallen within and above the criterion mean of 2.50. The grand mean gave a high score of 2.76 for male and 2.74 for female showing their degree of agreement.

Hypothesis One: There is no significant difference between the mean rating scores of the male and female teachers on their perceived influence of the principals' public speaking skills on the teachers' job performance.

Table 3: T-test Comparison of the Differences between the Mean Scores Male and Female Teachers on their Perceived Influence of the Principals' Public Speaking Skills on the Teachers' Job Performance.

Sources of variation	N	Mean	SD	DF	t_{cal}	$t_{crit.}$	Decision
Male	99	2.68	0.56	176	1.02	1.96	Not Sig
Female	179	2.70	0.65				

Table 3 reveals that t -cal of 1.02 against t-critical of 1.96 with DF of 1.76 degrees of freedom at the 0.05 level of significance. Since the t-critical is greater than t-calculated, it is declared that there is no significant difference between the mean

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rating scores of the male and female teachers on their perceived impact of the principals' public speaking skills on the teachers' job performance.

Hypothesis Two: There is no significant difference between the mean rating scores of the male and female teachers on their perceived influence of the principals' cooperative skills on the teachers' job performance.

Table 4: T-test Comparison of the Differences between the Mean Scores of the Male and Female Teachers on their Perceived Influence of the Principals' Cooperative Skills on the Teachers' Job Performance.

Sources of variation	N	Mean	SD	DF	$t_{.cal}$	$t_{-crit.}$	Decision
Male	99	2.76	0.46				
				176	1.43	1.96	Not Sig.
Female	179	2.74	0.55				

Table 4 shows that the t_{-crit} of 1.43 and t_{-crit} of 1.96 at 0.05 level of significance and DF of 176. Since the t_{-crit} is greater than the t_{-cal}, it is declared that there is no significant difference between the mean rating scores of the male and female teachers on the perceived influence of the principals' cooperative skills on the teachers' job performance.

Discussion of the Findings

Findings revealed that the principals' use of ambiguous words hinders communication, being precise or accurate in his speech helps staff to form teams, eloquence, being free with choice of words among others, are perceived impact of the principals' public speaking skills on the teachers' job performance. However, the respondents did not agree that their principal fumbles sometimes, cracks joke a lot and always serious during public speaking as having perceived impact on teachers' job performance.

This is line with the findings of Njoku, Ogbo, and Okafor (2020) who opined that it is worthwhile that the principals should be eloquent in their public speaking, be audible and use unambiguous words to drive home the information they intend to convey. It is also not surprising for the respondents to disagree on the above three items, because, a principal that is very sensitive in his choice of words while speaking with teachers, may not fumble with words, may not crack jokes on important issues about staff and may not be too serious minded so that he will have an open- door policy to get feedback from teachers.

Hypothesis testing proved that there is no significant difference in the mean rating of the male and female teachers on the perceived influence of principals' public speaking skills on the teachers' job performance in Awka South Local Government Area of Anambra State, Nigeria.

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Finding of this study which was shown on table 2 revealed that all the respondents agreed that welcoming feedback from teachers, holding individual with teachers to identify their challenges, showing empathy, developing listening skills among others are perceived impact of principals' cooperative skills on the teachers' job performance in public secondary schools in Awka South Local Government Area of Anambra State. Cooperative skills exhibited by the school principal enable the workforce to build up team spirit, oneness and sense of belongingness that propel the achievement of predetermined goal in organizational set up. This was affirmed by Ayeni (2018); Obiekwe, Ogbo, and Igbokwe (2020) who accented that cooperative skill of the principal determines to a great extent the achievement of the organizational goals. The hypothesis testing affirmed that there is no significant difference in the mean rating scores of the male and female teachers on the perceived influence of principals' cooperative skill on the teachers' job performance in Awka South Local Government of Anambra State, Nigeria.

Conclusion

Based on the findings, it was concluded that most of the respondents agreed on the impact of principals' interpersonal intelligence on teachers' job performance in terms of public speaking and cooperation skills in Awka South Local Government Area of Anambra State, Nigeria.

Recommendations

Following the findings, some recommendations were made:

1. Ministry of Education should ensure that the information sharing skills are made known to principals during seminar and workshop to avoid misconception and misunderstanding and/or information gap which could disrupt normal flow of programmes and activities in the school.
2. Federal and state government should elaborate on the essence of cooperation among the workforce during conferences of principals. This is to allow them understand clearly the implication of uncooperative attitude which makes for creation of cliques leading to unaccomplished goals. The relevant school authorities should also guide principals against use of indecent words that could lead to emotional instability among the workforce. This emotional upturn could affect the teachers' job performance negatively.

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