

SCHOOL ADMINISTRATORS' SELF-AWARENESS AND COMMITMENT OF TEACHERS IN CATHOLIC SECONDARY SCHOOLS IN DELTA STATE

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Abstract

The study examined school administrators' self-awareness and commitment of teachers in catholic secondary schools in Delta State. In carrying out the study, three research questions were answered and nine hypotheses were tested. The study is a correlational survey adopting the ex-post-facto research design. The study covered principals and teachers in catholic secondary schools in Delta State. The population for the study comprised of one thousand and eight (1008) principals, vice principals and teachers in Delta State Catholic schools. The sample for the study consists of three hundred and twenty-four (324) principals and vice-principals and teachers in Catholic schools in Delta State drawn from the population of the study. That is fifty-two (52) principals and Vice Principals and two hundred and seventy-two (272) teachers in Catholic schools in Delta State. Questionnaires were used to collect data from the respondents and data were analysed using mean and standard deviation, and coefficient of determination to provide answers to the research questions while independent t-test analysis and Pearson product moment correlation statistics were used to test the hypotheses at 0.05 level of significance. The findings from the study showed that the profile of self-awareness in personality, emotional, professional, leadership responsibilities, social, relationship management and communication are available for principals for enhanced administration of secondary schools. Also, the level of teachers' commitment in Catholic mission secondary schools is high. Similarly, there is a significant relationship between administrators' self-awareness indices and commitment of teachers in Catholic mission secondary school, Delta State. The study recommended that educational commission of Catholic Dioceses in Nigeria should implement training programs for school administrators to enhance their personality self-awareness, emotional self-awareness, and self-management skills.

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 an instrument per excellence for national development (Federal Republic of Nigeria, FRN, 2013). 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, 2014). The educational system in Nigeria is delineated into different levels namely; Pre-Primary, Primary, Secondary and Tertiary levels (FRN, 2013). 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 (2013) 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 School administrator is the chief executive who gives the necessary leadership functions for the achievement of school goals. He as the leader is responsible for all the happenings in the school. The school administrator is expected to perform several administrative roles in order to achieve the goals of secondary education. These roles are summed up by Ogbonnaya (2014) into five areas, which are: development and implementation of educational programmes, development of teaching staff, student relation function, community relation function and financial function. Similarly, Atieno (2018) had categorized these functions into five namely: management of instructional programme, staff personnel administration, student personnel administration, and financial and physical resource management. Shyamala (2014) noted that, supervision of the teaching and learning process, decision making, conflict resolution, communication, record keeping, fund management, plant management, public relations and compliance to legal stipulations are the critical aspects of school management. In this study, the following aspects, namely: instructional supervision, communication and decision making are considered. These areas are perceived to be some of the critical areas of principals' administrative performance; hence, they are to be well informed and aware of these responsibilities.

Today, we know more about leadership than ever in history. With the school mood set by administrators and being associated with teachers' satisfaction, performance, and attitudes, it has been found that school administrators who are cheerful, enthusiastic and positive have more productive employees. School administrators have the responsibility to serve as change agents, foster shared beliefs and have good management of their temperamental emotions in order to inspire, lead, and work in collaboration with the school and broad community in which they serve to advance educational growth and development in society. Therefore, school administrators must have the ability to manage their emotional reactions and their relationship with others in ways that will foster teachers' commitment, students, and stakeholders' emotional attitudes in the process of accomplishing the desired goals of education. This ability is what is known as self-awareness.

Self-awareness is the most crucial competency associated with work place emotional intelligence. The first step to becoming emotionally intelligent is to become as self-aware as possible. Self-awareness as a construct was made popular and brought to the realm of business by Goleman, Boyatzis and McKee (2013), who argued that it could be more effective for school administrators. Self-awareness is emerging as a critical factor for sustaining high performance in any organization. Through Professional self-awareness, individuals in organizations develop their values, attitudes, prejudices, beliefs, assumptions, feelings, counter transferences, personal motives and needs, competencies, skills and limitations. There are seven classifications of self-awareness with respect to the school administrator namely: Personality self-awareness, emotional self-awareness, emotional self-management, professional self-awareness, self-awareness in leadership responsibilities, social self-awareness and self-awareness in relationship management (Goleman et al., 2013).

Statement of the Problem

Research studies have shown that a lack of self-awareness in school administrators can negatively impact teachers' attitudes toward school work, which may result in underperforming schools (Arif & Sohail, 2014; Bipath, 2012). Researchers believe that, one solution to improving schools' outcomes can be found in having school administrators who demonstrate high levels of self-awareness. Therefore, if school administrators are not even aware of their own self, how can they enhance their leadership practice?

Schools need administrators who can manage the daily stressors of the job as well as effectively carry out their administrative mandate. School administrators are saddled with many administrative responsibilities to ensure the achievement of educational goals. The researchers observed that, most administrators in secondary schools 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 Nigerian secondary schools, Delta state inclusive, 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 (Okon, 2012; Wang; 2009). Most principals also seem not to have the necessary communication skills for proper coordination and integration of the various components of the school system, thereby, creating communication gaps which seem to affect principals' performance. These administrative problems may not be unconnected to principals' self-awareness. This study therefore, determines school administrators' self-awareness and commitment of teachers in catholic secondary schools in Delta State.

Purpose of the Study

The main objective of the study is to investigate school administrators' self-awareness and commitment of teachers Catholic Secondary Schools in Delta State. The specific objectives include:

1. To examine the profile of self-awareness available for principals for enhanced administration of secondary schools
2. To ascertain the level of commitment among Catholic Secondary School teachers in Delta State
3. To determine the relationship between school administrators' personality self-awareness and teachers' commitment in Catholic Secondary Schools in Delta State.

Research Questions

The following research questions guided the study:

1. What is the profile of self-awareness available for principals for enhanced administration of secondary schools?
2. What is the level of commitment among Catholic Secondary School teachers in Delta State?
3. What is the relationship between school administrators' personality self-awareness and teachers' commitment in Catholic Secondary Schools in Delta State?

Hypotheses

The following null hypotheses are formulated and was tested at .05 level of significance.

1. There is no significant difference between principals and teachers on the profile of self-awareness available for principals for enhanced administration of secondary schools
2. There is no significant difference between principals and teachers on the level of commitment among teachers in Catholic Secondary Schools in Delta State
3. There is no significant relationship between school administrators' personality self-awareness and teachers' commitment in Catholic Secondary Schools in Delta State.

REVIEW OF RELATED LITERATURE

School Administrator's Self Awareness

Self-awareness consists of emotional abilities that enable us to be more effective and form outstanding relationships in the work place. Self-awareness is the ability for one to recognize his or her emotions and their effects. Studies suggest that, people who are aware of their emotions are more effective in their jobs (Goleman, 2015). They recognize and understand their moods, emotions and needs and can perceive and anticipate how their actions affect

others. People with great certainty about their feelings manage their lives well and are able to direct their positive feelings towards accomplishing tasks. Self-awareness competencies include emotional self-awareness, accurate self-awareness and self-confidence. Emotional self-awareness is the first component of self-awareness. This reflects the importance of recognizing one's own feelings and how they affect one's performance. Accurate self-Assessment involves knowing one's inner resources, abilities and limits (Grobler, Moloi & Thakhordas, 2017). People with this competency are aware of their strengths and weaknesses, reflective, learning from experience, open to candid feedback, new perspectives, continuous learning and self-development. Self-confidence involves a strong sense of one's worth and capabilities. Administrators with this competence present themselves with self-assurance, have presence, can voice views that are unpopular and go out on a limb for what is right, are decisive, and are able to make sound decisions under pressures. Administrators with self-confidence typically see themselves as efficacious, able to take on challenges and to master new jobs or skills. They believe themselves to be catalysts, movers and initiators, and feel that their abilities stack up favourably in comparison to others (Marzano, Waters, & McNulty, 2016).

School administrator's self-awareness promotes the stability and smooth operation of their schools. They indirectly influence teachers by ensuring that, schools are efficiently run and that, they enhance the morale of the school through clear and consistent school rules and policies that tend to improve the general disciplinary climate of the school (Gawali, 2012). Consequently, the right calibre of administrators can be determined by the measure of the level of their self-awareness. Goleman et al. (2013) revealed that self-awareness is crucial for principals to effectively manage administration. They revealed that principals should possess personality awareness, emotional self-awareness, emotional self-management, professional self-awareness, leadership responsibilities, social self-awareness, relationship management, reflective practice, cultural competence, communication skills, and ethical awareness.

According to Goleman (2015), "self-awareness means having a deep understanding of one's emotions, as well as one's strengths and limitations and one's values and motives" (p. 40). Self-awareness is related to effectiveness in management and leadership. Self-awareness serves as a foundation for behaviours and skills such as goal-setting, effective communication, listening and stress and time management. The Self-awareness of a principal in identifying his/her strengths and weaknesses in terms of expression of emotions will enable him/her to handle issues that may arise most appropriately for the overall benefit of the organization. The knowledge of the self is important to exhibiting self-control. It is imperative for school administrators to engage in self-analysis of emotions as this can motivate or demotivate them in handling their emotions and that of others more effectively. Understanding that emotions can motivate or demotivate them would assist them in managing these emotions rightly to actualize healthy inter-personal and intrapersonal relationship for the attainment of school goals and objective (Grobler & Conley, 2014).

Teachers' Commitment

Commitment is part of a teacher's affective or emotional reaction to their experience in a school setting (Mkumbo, 2012). It can be seen to be part of a learned behaviour or attitude

associated with the professional behaviour of teachers. From these affective reactions to the school setting, teachers make decisions about their level of willingness to personally invest to that particular setting, or particular group of students.

Job commitment is an attitude that someone has towards her job. It is the physical and emotional bond people demonstrate towards their work. Commitment to work or work commitment is defined as the level of enthusiasm an employee has towards his/her tasks assigned at a workplace. Job commitment is the feeling of responsibility that a person has towards the mission and goals of an organization. When an individual has job commitment, he or she is more likely to perform tasks and responsibilities that will help an organization achieve a goal. Committed teachers do whatever it takes to excel, even if it means taking on extra tasks, or staying beyond their allotted schedule. Savvy employers will reward these work habits by offering chances for advancement which reduces turnover, and attracts other applicants who are willing to show the same degree of commitment. A committed teacher must possess certain qualities to perform his/her functions efficiently and effectively.

Duze (2017) define commitment as the investment in a particular career, in this case, teaching. Whereas, Mgonja (2017) regards commitment as the willingness an individual enacts in investing personal resources to the teaching task. Commitment is a sense of fidelity and adherence. The sense of belonging in the core of commitment concept causes a constitution of a kind of connection between organization and individual and makes the individuals gather round a common value, aim and culture. A committed teacher is perceived to be one who stays with the organization even in turbulent times, attends work regularly, and protects department's vision and mission (Mkumbo, 2012). Therefore, it is evident that, for sustained productivity, employee commitment is an important factor. Teachers' commitment is a great aspect in achieving the curriculum exits of the school, from the four corners of the classroom up to the general vision and mission of the Department of Education to make everything achievable in a period of time. Mkumbo (2012), examined teachers' commitment to, and experiences of, the teaching profession in six regions of Tanzania. The study revealed a low level of teachers' commitment in the teaching profession.

Commitment is a term that teachers commonly use in relating to themselves. It is a word they use to distinguish those who are 'caring', 'dedicated' and who 'take the job seriously' from those who 'put their own interests first'. Some teachers see their commitment as part of their professional character, it defines them and their work and they get a lot of satisfaction from this. It is therefore, a personal accountability of a teacher, a passion and love towards teaching young minds and be able to mould them into a holistic person (Ofoegbu, 2014). Surendra (2022) carried out a study on the existing level of teachers' commitment performing in community schools in Lalitpur district. To achieve this, the study adopted quantitative research design followed by the survey method. The respondents consisted of 226 teachers working in the various community secondary schools (n=45) in Lalitpur district. The data obtained was processed using SPSS-15 and then analyzed employing descriptive statistics. The findings were then interpreted and discussed linking with literature, theories and my personal experiences, and reflections. The findings of the study highlighted that the level of commitment among the teachers was high.

Rahmatullah (2016) added that, commitment is part of a teacher's affective or emotional reaction to their experience in a school setting. It can be seen to be part of a learned behaviour or attitude associated with the professional behaviour of teachers. Teachers often limit their commitment and their engagement with the school, as a means of survival. In some cases, these teachers choose to leave the profession altogether. For these reasons, teachers' commitment has been found to be a critical predictor of teachers' work performance, absenteeism, burnout and turnover, as well as having an important influence on students' achievement, and attitudes toward school. This is why teachers need motivation and inspiration in teaching. If teachers are not committed in delivering instruction, learning becomes stagnant and ineffective.

School Administrator's Personality Self-Awareness and Teachers' Commitment

Personality is derived from the Latin word *Persona* which means a cover or mask used by actors in the play to represent their character and personality. Burger (2011) defines personality as set of individually-driven personal behaviour processes and consistent behaviour patterns. In other words, personality is the collective characteristic of the individual, consistent and structured, which distinguishes the individual from others (Yılmaz, 2013). In another definition, Personality is defined as the dynamic organization of those traits and characteristic patterns of behaviour that are unique to the individual (Callahan, 2016). Chi, Chien and Choum (2013) also commented that, personality has a long-lasting feature which is not easily affected by the external interferences. Administrators who are aware of their Personality traits hold specific components in an organizational structure and have dynamic features, which will enhance proper changes in the management of the organization (Chi, Chien & Choum, 2013).

Personality self-awareness is a gamut of information about the individual's mental, physiological and attitudinal characteristics (Cavazottea, Morenob & Hickmannb, 2015). Administration is a product of personality. The development and change of administrator's personality can directly influence employees and students in the school. Personality self-awareness of a School administrator includes his ability to possess the following personality traits namely intelligence, credibility, accuracy, conceptual ability, empathy, listening skills and influence (Saylı & Baytok, 2013). Thus, a good administrator should be aware of the foregoing personality traits which are necessary for the enhancement of his managerial competence (Vinod & Sudhakar, 2018).

Yusuf and Metiboba (2012) submitted that teachers' commitment is a psychological state that characterises the teacher's relationships with the organization; and this has implications on the teacher's decision to continue or discontinue membership in the organization. Teachers' commitment therefore entails attitude orientation towards the organization which links or attaches the teachers to the establishment. Since the personality of the administrator includes the expression of his mental and attitudinal expedience in administration, this would in no small measure affect his relationship in fostering a considerable positive commitment in teachers to meet educational goals and objectives. Therefore, for teachers to have a positive commitment to their teaching profession, their need to be a good mental and attitudinal rapport between them and the management headed by the school administrator.

In a study conducted by Chi, Chien and Choum (2013), the findings revealed that personality self-awareness of school head have a significant positive influence on teachers' commitment. This was also corroborated by Pandey and Kavitha (2015) who opined that of the four factors of personality self-awareness which include extraversion, agreeableness, openness to experience and conscientiousness to self-efficacy and neuroticism, only neuroticism has significant negative influence on job commitment of teachers in Karaika region while the rest other factors have significant positive influence on commitment. Furthermore, Pandey and Kavitha (2015) submitted that teachers' commitment consists of three components – teachers' readiness to exert effort on behalf of the organization; teachers' acceptance of organizational goals and values; and teacher's desires to remain with the organization. All these components according to Pandey and Kavitha (2015) are connected to the school administrator's personality to yield effectiveness in teachers' commitment.

RESEARCH METHODS

This study employed the correlational and descriptive research method based on the ex-post facto design. The reason why this study employed ex-post facto research design is because the cause and effect of the variables of interest have already occurred and the research traced backwards to determine if the effect could be traceable to the cause.

Population and Sampling of the Study

The population for this study comprised of one thousand and eight (1008) principals, vice principals and teachers in Delta State Catholic schools. That is one hundred and two. The sample for the study consists of three hundred and twenty-four (324) principals and vice-principals and teachers in Catholic schools in Delta State drawn from the population of the study. That is fifty-two (52) principals and Vice Principals and two hundred and seventy-two (272) teachers in Catholic schools in Delta State. The sample represents 50% of principals and vice-principals and 30% of teachers.

Instrumentation

Two self-developed questionnaires were used by the researcher to generate data for the study. The questionnaires are titled: "School Administrators' Self-Awareness and Commitment of Teachers Questionnaire (SSCTQ) and Commitment of teachers Questionnaire. School Administrators' Self-Awareness and Commitment of Teachers Questionnaire (SSCTQ) consist of nine (9) sections. The whole items of the instrument consist of 64 items. The rating scale of 4 points ranging from Strongly Agreed (SA) = 4 points, Agreed (A) = 3 points, Disagreed (D) = 2 points, to Strongly Disagreed = 1 point. The respondents ticked the options that best suit them. Any item less than the benchmark of 2.50 was not accepted and items above the benchmark was accepted.

Validity and Reliability of the Study

Face and content validity of the instruments were established by three Professors in the Department of Educational Management & Foundations, Delta State University, Abraka, to vet the items. Suggested improvements were incorporated in the instruments. The reliability of the two instruments was established using Cronbach Alpha. On analysis, a reliability

coefficient of 0.78 and 0.72 were obtained for School Administrators' Self-Awareness Questionnaire (SASQ), and Commitment of teachers Questionnaire respectively.

PRESENTATION OF RESULTS AND DISCUSSION

Answering of Research Questions

Research Question One: What is the profile of self-awareness available for principals for enhanced administration of secondary schools?

Table 12: Profile of Self-awareness Available for Principals

S/N	Available profile for self-awareness for principals	Mean	SD	Remarks
1	Personality self-awareness	3.45	0.73	accepted
2	Emotional self-awareness	2.88	1.05	accepted
3	Emotional self-management	2.59	1.07	accepted
4	Professional self-awareness	3.14	0.98	accepted
5	Leadership responsibilities	2.81	1.01	accepted
6	Social self-awareness	3.24	0.91	accepted
7	Relationship management	2.89	1.07	accepted
8	Communication skills	3.01	1.05	accepted
	Grand Mean Total	3.00	0.98	Accepted

Source: Fieldwork (2024); Benchmark = 2.50

Data in Table 1 shows profile of self-awareness available for principals. The result shows that the respondents agreed that the following are available for principals; personality self-awareness (Mean = 3.45), emotional self-awareness (Mean = 2.88), emotional self-management (Mean = 2.59), professional self-awareness (Mean = 3.14), leadership responsibilities (Mean = 2.81), social self-awareness (Mean = 3.24), relationship management (Mean = 2.89) and communication skills (Mean = 3.01) with a grand mean total of 3.00. This implies that the profile of self-awareness in personality, emotional, professional, leadership responsibilities, social, relationship management and communication are available for principals for enhanced administration of secondary schools.

Research Question Two: What is the level of commitment among Catholic Secondary School teachers in Delta State?

Table 2: Level of Teacher's Commitment

S/N	Items	Mean	SD	Remarks
1	Regular to School	3.88	1.00	High
2	Contribute actively to teaching profession	2.49	0.98	Low
3	Prompt preparation of students results	3.65	0.95	High
4	Attending meetings regularly	2.68	1.09	High
5	Punctual to school	2.83	1.04	High
6	Punctual to class	3.61	1.10	High
7	Meet the needs of students individually	2.54	0.96	High
8	Respecting workplace policies	3.80	1.08	High
9	Ready to help school administrators	2.72	0.96	High

10	Always a team player	2.47	1.05	Low
	Grand Mean Total	3.07	1.02	High

Source: Fieldwork (2024); Benchmark = 2.50

Data in Table 2 shows the level of teacher's commitment. The result revealed that the respondents agreed that they are; regular to school (Mean = 3.88), contribute actively to teaching profession (Mean = 2.49), prompt preparation of students results (Mean = 3.65), attending meetings regularly (Mean = 2.68), punctual to school (Mean = 2.83), punctual to class (Mean = 3.61), meeting the needs of students individually (Mean = 2.54), respect workplace policies (Mean = 3.80), ready to help school administrators (Mean = 2.72) and disagreed that they are always a team player (Mean = 2.47) with a grand mean total of 3.07. This means that the level of commitment among Catholic Secondary School teachers in Delta State is high.

Research Question Three: What is the relationship between school administrators' personality self-awareness and teachers' commitment in Catholic Secondary Schools in Delta State?

Table 3: School Administrators' Personality Self-Awareness and Teachers' Commitment

Variables		N	Mean	SD	r	r ²	r ² %	Decision
Administrators' Personality self-awareness		316	3.45	.73	.901	.811	81.1	Positive Relationship
Teachers' Commitment		316	3.07	1.02				

Source: Field work, 2024

Table 3 shows the relationship between school administrators' personality self-awareness and teachers' commitment in Catholic Secondary Schools in Delta State. The result shows that the correlation coefficient (r) of school administrators' personality self-awareness and teachers' commitment is 0.901, with a coefficient determination of (r²) of 0.811. Administrators' personality self-awareness contributed 81.1 percent to teachers' commitment. This implies that there is a positive relationship between school administrators' personality self-awareness and teachers' commitment in Catholic Secondary Schools in Delta State.

Testing of Hypotheses

The null hypotheses formulated in this study were tested using product moment correlation statistics.

Hypothesis One: There is no significant difference between principals and teachers on the profile of self-awareness available for principals for enhanced administration of secondary schools

Table 4: Independent t-test Analysis difference between principals and teachers on the profile of self-awareness available for principals for enhanced administration of secondary schools

Variables	N	Mean	SD	t-cal	t-crit	Decision
Principals	50	3.00	.86	1.13	+1.96	Accept H _o
Teachers	266	3.13	1.04			

Source: Field work, 2024

Table 4 shows mean scores of 3.00 and 3.13 and a standard deviation of 0.86 and 1.04 for principals and teachers respectively on the profile of self-awareness available for principals for enhanced administration of secondary schools. A t-calculated of 1.13 was obtained and the t- critical observed was +1.96. The t-calculated of 1.13 is greater than the alpha value of 0.05. Thus, the null hypothesis is accepted. This means that there is no significant difference between principals and teachers on the profile of self-awareness available for principals for enhanced administration of secondary schools.

Hypothesis Two: There is no significant difference between principals and teachers on the level of commitment among teachers in Catholic Secondary Schools in Delta State

Table 5: Independent t-test Analysis difference between principals and teachers on the level of commitment among teachers in Catholic Secondary Schools

Variables	N	Mean	SD	t-cal.	t-crit	Decision
Principals	50	3.07	.95	1.01	+1.96	Accept H _o
Teachers	266	2.72	1.21			

Source: Field Work, 2024

Table 5 shows mean scores of 3.07 and 2.72 and a standard deviation of 0.95 and 1.21 for principals and teachers respectively on the level of commitment among teachers in Catholic Secondary Schools. A t-calculated of 1.01 was obtained and the t- critical observed was +1.96. The t-calculated of 1.01 is greater than the alpha value of 0.05. Thus, null hypothesis is accepted. This is an indication that there is no significant difference between principals and teachers on the level of commitment among teachers in Catholic Secondary Schools in Delta State.

Hypothesis Three: There is no significant relationship between school administrators' personality self-awareness and teachers' commitment in Catholic Secondary Schools in Delta State.

Table 6: showing the analysis of the relationship between school administrators' personality self-awareness and teachers' commitment

Variables	N	Mean	SD	r	Sig	Decision
Administrators' Personality self-awareness	316	3.45	.73	.901	.000	Ho is significant
Teachers' Commitment	316	3.07	1.02			

Source: Field work, 2024

From Table 6, the value of r is 0.901; at an alpha level of .05, the p -value is .000; since the p -value is less than the alpha level, the null hypothesis is rejected. Thus, there is a significant relationship between school administrators' personality self-awareness and teachers' commitment in Catholic Secondary Schools in Delta State.

Discussion of Findings

Profile of Self-awareness Available for Principals

The findings revealed that the profile of self-awareness in personality, emotional, professional, leadership responsibilities, social, relationship management and communication are available for principals for enhanced administration of secondary schools. This means that the high level of self-awareness among principals suggests a positive impact on their administrative abilities. This could lead to more effective decision making, better leadership, and improved overall administration of secondary schools. With a high level of self-awareness school administrators possess a deep understanding of their strengths and weaknesses, enabling them to make informed decisions aligned with their capabilities. This self-awareness can contribute to effective communication, empathetic leadership. This will also foster a positive school culture and enhance teachers' commitment. The findings agree with Marzano, Waters and McNulty (2016) who revealed that self-awareness for principals is high and very crucial for effectively manage administration. The finding is also in agreement with Goleman et al. (2013) who revealed that principals possess high personality awareness, emotional self-awareness, emotional self-management, professional self-awareness, leadership responsibilities, social self-awareness, relationship management, reflective practice, cultural competence, communication skills, ethical awareness for effectively manage administration.

Level of Teacher's Commitment

The findings of the study revealed that the level of commitment among teachers is high in Catholic Secondary School in Delta State. A high level of commitment among teachers implies a strong dedication and engagement in their roles showing a positive impact on the quality of education and overall school environment. Teachers with high commitment are likely to invest effort, time, and energy in their teaching responsibilities. This dedication often leads to improved student outcomes, a positive school culture and increased collaboration among educators. High commitment levels also contribute to a more supportive and inspiring learning environment for students. In addition to the positive effects on student outcomes and school culture, highly committed teachers tend to demonstrate increased resilience in the face of challenges. They are more like to actively seek professional development opportunities, stay updated on educational trends and foster strong relationships with students, parents, and colleagues. The finding is in line with Surendra (2022) who found out that the level of commitment among the teachers is high. Contrarily, the finding of the study disagrees with Mkumbo (2012) who revealed a low level of teachers' commitment in the teaching profession.

School Administrators' Personality Self-Awareness and Teachers' Commitment

The study further revealed that there is there is a positive relationship between school administrators' personality self-awareness and teachers' commitment in Catholic Secondary Schools in Delta State. This suggests that when school administrators have good understanding of their own personalities, it tends to correlate positively with higher levels of commitment among teachers. In other words, administrators who are self-aware may contribute to a more dedicated and engaged teaching staff. The positive relationship between school administrators' personality self-awareness and teachers' commitment implies that administrators who are cognizant of their own strengths, weaknesses, and communication styles may create a more supportive and collaborative work environment. This awareness could lead to improved interpersonal relationships, effective leadership, and a shared sense of purpose among teachers, fostering a commitment to their roles and the overall goals of the school.

The finding confirms that of Chi, Chien and Choum (2013) who revealed that personality self-awareness of school head has a significant positive influence on teachers' commitment. However, Pandey and Kavitha (2015) opined that personality self-awareness which include extraversion, agreeableness, openness to experience and conscientiousness to self-efficacy and neuroticism, only neuroticism has significant negative influence on job commitment of teachers in Karaika region while the rest other factors have significant positive influence on commitment.

Conclusion

On the basis of the findings and discussions of the study, it was concluded that the profile of self-awareness in personality, emotional, professional, leadership responsibilities, social, relationship management and communication are available for principals for enhanced administration of secondary schools. The level of commitment among Catholic Secondary School teachers in Delta State is high. And that there is a positive relationship between school administrators' personality self-awareness and teachers' commitment in Catholic Secondary Schools in Delta State.

Recommendations

The researcher made the following recommendations: -

1. Schools should create more awareness about the importance of self-awareness to their administrators'. This can be achieved through effective training of school administrators on the competencies of self-awareness.
2. School administrators should be trained on how to improve on their professional self-awareness as this will enhance their confidence in whatever they do and therefore improves their contributions to the school.
3. School administrators should foster self-awareness in leadership responsibilities and relationship management through targeted professional development which will contribute to strengthening teachers' commitment.

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