

Motivational Skill and Stress Management Factors of Emotional Intelligence as Correlate of Teachers' Instructional Leadership in Secondary Schools in South East, Nigeria

Ogwo-agu, Jacinta Nkemejina (PhD), Modebelu Melody N (PhD)

Department of Educational Management, Michael Okpara University of Agriculture, Umudike Nigeria

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ABSTRACT

The study ascertained the relationship between motivational and stress management factors of emotional intelligence and teachers' instructional leadership in public secondary schools in South East, Nigeria. The study adopted a correlational survey design. Two research questions and two null hypotheses formulated and tested at 0.05 level of significance guided the study. The population of the study comprised 16023 male and female teachers in the 1140 public secondary schools in 21 education zones in five states in the South Eastern States of Nigeria. The sample for this study comprised 381 teachers from all the five states in South East Nigeria. The sample is determined using Taro Yamen's 1973 formula, which is suitable for estimating population proportions with a specified degree of accuracy. The instrument for data collection were three sets of the researcher's self-developed questionnaire titled; "Motivational and Stress Management Factor Emotional Intelligence Questionnaire ((MSMFEIQ) and Teachers' Instructional Leadership(TILQ)". The instruments for data collection were validated by three experts, two from the Department of Educational Management and one from Science Education, majored in Test and Evaluation all from Michael Okpara University of Agriculture, Umudike. Cronbach alpha statistic was used to determine the internal consistency of MSMFEIQ and TILQ which yielded an index of .75, and .81 for (MSMFEIQ, and TILQ respectively. Five briefed Research Assistants helped in the administration and collection of the instruments. Data collected were analysed using Pearson Product Moment Correlation to answer the research questions while linear Regression statistics was used to test all the null hypotheses. Based on the result of the analysis, the study finds that; Motivational factor of emotional intelligence significantly to a positive very high extent correlate with teachers' instructional leadership in public secondary schools in South East; that Stress management motivational factor of emotional intelligence significantly to a positive very high extent correlate with teachers' instructional leadership in public secondary schools in South East. Based on the findings of the study, the researchers recommended that Government and school administrations should devise strategies for regular motivation of teachers in their respective schools through enhanced incentives, allowances and awards.

Key words: motivation skill, stress management, emotional intelligence, and teachers' instructional leadership

INTRODUCTION

Teachers at secondary school level are seen as group of educationalists trained for the purpose of enhancing effective delivery of instruction. These categories of people are expected to hold a Bachelor degree in Education and be sound in pedagogy. These pedagogical practices are skills that characterize a professional teacher from any other teacher. The number one function of a teacher is "TEACHING". Teachers' instructional leadership may be influenced by emotional intelligence traits as they play significant role in determining how educators interact with students, manage classroom dynamics, and adapt to the changing needs of the educational environment (Li & He, 2022).

In recent times, some researchers and educational practitioners have explored some components of emotional intelligence and their influence on various outcomes. Leary (2015) stressed that emotional intelligence evolved as a way for humans to manage social relationships and that it has a number of important components,

including emotional awareness, emotional regulation, and empathy. Mayer and Salovey (2015) noted that emotional intelligence is composed of five key components: self-awareness, self-regulation, motivation, empathy, and stress management/social skill. Salovey emphasized the importance of these components in a variety of settings, including the workplace and educational institutions. Other authors such as Hawkins (2018), Damore, (2017) and Leow and De Souza (2020) among others have stressed the place of self-efficacy, conflict resolution management skills, teacher motivation as important components of emotional intelligence and create a supportive learning environment.

Teacher motivation refers to the internal and external factors that influence teachers' engagement, effort, and persistence in teaching. Janak (2020) defined teacher motivation as "the set of beliefs, values, needs, and expectations that prompt teachers to engage in specific teaching behaviours. It is the set of psychological processes that activate, direct, and sustain teacher behaviour (Adair & Bucolo, 2019). Teacher motivation is a crucial factor that affects instructional leadership in a number of ways. For instance, motivated teachers tend to be more engaged and committed to their work, leading to a greater sense of ownership over their instructional practices and greater effort in developing their leadership skills. Teacher motivation can influence instructional practices, as highly motivated teachers may be more likely to experiment with new teaching techniques and strategies, and more willing to take risks in order to improve their teaching practices (Janak, 2020, Lee & Rose, 2020). Teacher motivation can affect instructional leadership by influencing how teachers respond to feedback and support from colleagues and administrators.

Stress management is an essential component of teacher leadership and students' learning. Stress management is the set of strategies and techniques that individuals can use to cope with stress and promote their physical, mental, and emotional well-being (Väänänen-Vainio-Mattila et al., 2020). It involves the process of identifying and understanding sources of stress, and employing a variety of techniques to reduce or eliminate their negative effects. These techniques may include relaxation methods, cognitive strategies, lifestyle changes, or organisational methods. (Kaviani et al., 2022). Stress can negatively impact teachers' health and well-being, as well as their ability to engage effectively with students and colleagues. MacDonald and Boudreau (2022) emphasised the importance of stress management, particularly mindfulness-based interventions, in helping teachers develop more positive behaviours and attitudes towards themselves and their students. Stress management is a key component of teacher resilience, which is an important characteristic of effective instructional leaders. Luthans and Eddy (2022) argued that teacher resilience is an important component of effective instructional leadership and that stress management is a key factor in developing resilience in teachers. Teachers who are better able to manage their stress levels are more likely to exhibit positive behaviours and attitudes, such as being more patient, empathetic, and flexible. It is important to note that stress management is not a one-size-fits-all process, and different strategies may be more effective for different individuals and situations. Swiler and Wu (2021) emphasised the need for teachers to develop effective stress management strategies in order to support their instructional leadership practices and promote student learning.

Statement of the Problem

The role of teachers in the implementation of classroom instructional activities requires good leadership capacity which is very essential in achieving sustainable education. The teachers' ability to guide, motivate and create a positive learning environment can significantly influence students learning. However, factors such as emotional intelligence factors such as, stress management, and motivational skill, level of academic exposure and experience may influence teachers' instructional leadership. This then suggests that these indicators having been in place could improve teachers' instructional leadership since the teacher is the key implementer of the curriculum.

On the other hand, the obtainable situation to a high extent seems to indicate lack of level of emotional intelligence of teachers, instructional leadership model of teachers, years of teaching experience of teachers, teachers training and gender balance. The above situation seems to give rise to poor teachers' instructional leadership in secondary schools in South East, Nigeria.

Since teachers play a critical role in shaping the educational outcomes of students, it is important to investigate the extent to which these factors correlate with teachers' instructional leadership in secondary schools in the

South East region. Therefore, the problem of this study put in a question form is: To what extent do motivational and stress management factors of emotional intelligence correlate with teachers' instructional leadership in senior secondary schools in South East, Nigeria?

Purpose of the study

The purpose of this study was to ascertain the extent motivational and stress management factors of emotional intelligence correlate with teachers' instructional leadership in public senior secondary schools in South East, Nigeria. Specifically, the study sought to:

1. determine the extent of the relationship between motivational factor of emotional intelligence and teachers' instructional leadership in public secondary schools
2. examine the extent of the stress management factor of emotional intelligence correlate with teachers' instructional leadership effectiveness in public secondary schools

Research Questions

The following research questions guided the study

1. What is the extent motivational factor of emotional intelligence correlate with teacher instructional leadership in public secondary schools?
2. To what extent does stress management factor of emotional intelligence relate to teacher instructional leadership in public secondary schools?

HYPOTHESES

The following Null hypotheses were formulated and tested at 0.05 level of significance:

H0₁: motivational factor of emotional intelligence does not significantly correlate with teachers' instructional leadership in public secondary schools.

H0₂: stress management factor of emotional intelligence do not significantly correlate with teacher instructional leadership in public secondary schools.

THEORETICAL REVIEW

This study is built on Transactional Leadership Theory by Bernard Bass (1981)

The theory of transactional Leadership was first described by Max Weber in 1947 and then by Bernard in 1981. This style is most often used by the managers. The theory focused on the basic management process of controlling, organizing, and short-term planning. Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader. The style can also be mentioned as a 'telling style'.

This theory proposed that leaders influence followers through a process of exchange, in which leaders provide rewards or punishments in exchange for followers' compliance or performance. These exchanges involve four dimensions: contingent rewards, active management by exception, passive management by exception and Laissez-faire

Contingent Rewards: Transactional leaders link the goal to rewards, clarify expectations, provide necessary resources, set mutually agreed upon goals, and provide various kinds of rewards for successful performance. They set SMART (specific, measurable, attainable, realistic, and timely) goals for their subordinates.

Active Management by Exception: Transactional leaders actively monitor the work of their subordinates, watch for deviations from rules and standards and taking corrective action to prevent mistakes.

Passive Management by Exception: Transactional leaders intervene only when standards are not met or when the performance is not as per the expectations. They may even use punishment as a response to unacceptable performance.

Laissez-faire: The leader provides an environment where the subordinates get many opportunities to make decisions. The leader himself abdicates responsibilities and avoids making decisions and therefore the group often lacks direction.

METHODOLOGY

The study adopted a correlational survey design. Nabaz in Ogedi (2021) noted that correlational research determines to what degree a relationship exists between two or more variables. The population of the study comprised 16023 male and female teachers in the 1140 public secondary schools in 21 education Zones in five states in the South Eastern States of Nigeria. The sample for this study comprised 381 teachers from all the five states in South East Nigeria. The sample is determined using Taro Yamen's 1973 formula, which is suitable for estimating population proportions with a specified degree of accuracy. The instrument for data collection were two sets of the researcher's self-developed questionnaire titled; "Motivational and Stress Management Factor Emotional Intelligence Questionnaire (MSMFEIQ) and Teachers' Instructional Leadership(TILQ)". The instruments for data collection were validated by three experts, two from the Department of Educational Management and one from Science Education, majored in Test and Evaluation all from Michael Okpara University of Agriculture, Umudike. Cronbach alpha statistic was used to determine the internal consistency of (MSMFEIQ and TILQ which yielded an index of .75, and 81 for (MSMFEIQ, and TILQ respectively. Five briefed research assistants helped in the administration and collection of the instruments. Data collected were analysed using Pearson Product Moment Correlation to answer the research questions while linear Regression statistics was used to test all the null hypotheses.

Results

Research Question One

What is the extent motivational factor of emotional intelligence correlate with teacher instructional leadership in public secondary schools?

Table 1: Pearson Product Moment Correlation on the Relationship between motivation factor of emotional intelligence and teachers' instructional leadership in public secondary schools

Variables		MF	TIL
MF	Pearson correlation	1	.891
	Sig. (2 tailed)		.004
	N	362	362
	R ²	(0.794) 79%	
TIL	Pearson Correlation	.891	
	Sig. (2 tailed)	.004	
	N	362	362

MF= Motivational Factor, TIL = Teachers' Instructional Leadership

The results on table 1 indicated a correlation coefficient (r) of .891 which is positive and within the coefficient limit of $\pm .80$ and above indicating strong, positive and a very high extent correlation. This however means that teachers' emotional intelligence motivational factor positively and to a very high extent correlate with teachers' instructional leadership in public secondary schools in South East. The results also showed that the

coefficient of determination (R^2) of 0.794 indicates that 79% of the variance observed in teachers' instructional leadership in public secondary schools in South East was accounted for by the teachers' emotional intelligence motivational factor.

Hypothesis One

Motivational factor of emotional intelligence does not significantly correlate with teachers' instructional leadership in public secondary schools.

Table 2: Simple linear regression Analysis of motivational factor emotional intelligence and teachers' instructional leadership in public secondary schools

Variable	Term	Sum of Squares	Df	Mean square	F	Sig.	Decision
MF	Regression	10477.389	1	10477.389	130.943	.004	S
TIL	Residual	28805.502	360	80.015			
	Total	39282.891	361				

S = Significant at $P \leq 0.05$

The results on table 2 shows a p-value of .004 which is less than the alpha value of 0.05. This means that the null hypothesis which stated that motivational factor emotional intelligence does not significantly correlate with teachers' instructional leadership in public secondary schools in South- East Nigeria is rejected. Therefore, teachers' motivational factor emotional intelligencesignificantly correlate with teachers' instructional leadership in public secondary schools.

Research Question Two

To what extent does stress management factor of emotional intelligence relate to teacher instructional leadership in public secondary schools?

Table 3: Pearson Product Moment Correlation on the Relationship betweenstress management factor emotional intelligence and teachers' instructional leadership in public secondary schools

Variables		SMF	TIL
SMF	Pearson correlation	1	.886
	Sig. (2 tailed)		.010
	N	362	362
	R^2	(0.785) 78.5%	
	Pearson Correlation	.886	1
TIL	Sig. (2 ailed)	.010	
	N	362	362

SMF= Stress Management Factor, TIL = Teachers' Instructional Leadership

The results on table 3 revealed a correlation coefficient (r) of .886 which is positive and within the coefficient limit of $\pm .80$ and above indicating strong, positive and a very high extent correlation. This however implies that teachers' stress management factor emotional intelligence positively and to a very high extent correlate with teachers' instructional leadership in public secondary schools in South East. The results also showed that

the coefficient of determination (R^2) of 0.785 indicates that approximately 79% of the variance observed in teachers' instructional leadership in public secondary schools in South East was accounted for by the teachers' stress management factor emotional intelligence.

Hypothesis Two

stress management factor of emotional intelligence do not significantly correlate with teacher instructional leadership in public secondary schools.

Table 4: Simple linear regression Analysis of stress management factor emotional intelligence and teachers' instructional leadership in public secondary schools

Variables	Term	Sum of Squares	Df	Mean square	F	Sig.	Decision
SMF	Regression	9963.172	1	63.119	124.380	.010	S
TIL	Residual	28837.071	360	80.103			
	Total	38800.243	361				

S = Significant at $P \leq 0.05$

The results on table 4 show a p-value of .010 which is less than the alpha value of 0.05. This means that the null hypothesis which stated that teachers' stress management factor emotional intelligence does not significantly correlate with teachers' instructional leadership in public secondary schools in South- East Nigeria is rejected. Therefore, teachers' stress management factor emotional intelligence significantly correlate with teachers' instructional leadership in public secondary schools.

Findings of the study

1. Motivational factor of emotional intelligence significantly to a positive very high extent correlate with teachers' instructional leadership in public secondary schools in South East,
2. Stress management motivational factor of emotional intelligence significantly to a positive very high extent correlate with teachers' instructional leadership in public secondary schools in South East.

DISCUSSION OF THE FINDINGS

The discussion of the study was done according to the research questions and the hypotheses that guided the study.

Motivational factor emotional intelligence and teachers' instructional leadership in public secondary schools

The findings of the study showed that teachers' motivational factor emotional intelligence positively and to a very high extent correlate with teachers' instructional leadership in public secondary schools in South East. This implies that an increase in teachers' motivation, led to an increase in instructional leadership. The results specifically showed that motivational factor emotional intelligence such as pursuing professional development opportunities to improve instructional practices, creating engaging and effective learning experiences for students as well as staying up-to-date on the best practices in education among others relate with teachers' instructional leadership in public secondary schools to a very high extent. The results further revealed that motivational factor emotional intelligence significantly correlate with teachers' instructional leadership in public secondary schools. This supported Dornyei (2021) who described motivated teachers as those who are willing to participate in school activities, have regular attendance to school and classes, punctual to work, have creative and simulating teaching and learning experiences. This implies that the motivation skills employed by teachers determine to a very high extent their instructional leadership.

Stress management factor emotional intelligence and teachers' instructional leadership in public secondary schools

It was found from the study that stress management factor emotional intelligence positively and to a very high extent correlate with teachers' instructional leadership in public secondary schools in South East. In other words, the ability of teachers to manage stress, determine to a very high extent their instructional leadership. The results specifically indicated that teachers' stress management in the form of resolving conflicts and disputes with colleagues and other stakeholders in a positive and productive manner, collaborating with parents and other stakeholders in the school community as well as building positive relationships with students and creating a sense of community in the classroom among others relate to a very high extent with teachers' instructional leadership. The results equally revealed that stress management factor emotional intelligence significantly correlate with teachers' instructional leadership in public secondary schools. The results agreed with Li et al. (2020) who opined that stress management can play a significant role in influencing teachers' instructional leadership practices. Specifically, the results supported Rajput et al. (2019) who found from a similar study that teachers' stress management skills were positively associated with their instructional leadership. The results however, showed that stress management skills promote effective instructional leadership.

RECOMMENDATION

From the findings and conclusions drawn from the study, the following recommendations were made:

1. Government and school administrations should devise strategies for regular motivation of teachers in their respective schools through enhanced incentives, allowances and awards.
2. School administrators should from time to time, invite experts as resource persons to schools, and to advise teachers on the best stress management practices so that teachers will not work under stress for enhanced job performance.

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