



An Influence of Self - Awareness and Self-Regulation on Effective School Management in Nepal



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ABSTRACT

In the research, the dependants include the roles of two affective leadership (Emotional Intelligence-EI) variables Self-Awareness and Self-Regulation to the management of well-managed school in the private schools located in Kathmandu Valley in Nepal. The research questions that will be dealt with are as follows: (1) How does self-awareness among teachers influence school management effectiveness? and (2) How does self-regulation among teachers influence school management effectiveness? The hypotheses that are tested in the study are that self-awareness (H1) and self-regulation (H2) have a positive effect on the effectiveness of school management.

A quantitative survey design was employed in collecting data, where questionnaires were used with a sample of 31 teachers to propose Salovey and Mayer model (1990) and Goleman (1995) model of EI. The self-awareness scale had a good reliability of Cronbach alpha of 0.731, whilst the self-regulation scale had a good reliability of alpha 0.863. Descriptive statistics showed high mean scores of self-awareness items (3.97 to 4.10) and self-regulation items (3.81 to 4.42) which are high in the sense that it shows that teachers (in general) think of themselves as being emotionally competent. The results of ANOVA revealed that the effect of self-awareness on the effectiveness of school management was not statistically significant $F = 0.658, p = 0.780$ therefore, the null hypothesis of H1 was accepted. On the contrary, self-regulation had a substantial effect on school management performance ($p = 0.005$), which proves H2. Self-regulation was also supported as an important predictor of effective school management as further supported in multitask regression analysis. An equation to measure latent variables was validated, and no significant predictive relationships among Self-Awareness, Self-Regulation and Effective School Management were found, meaning that these measures work independently in this real-life scenario.

To sum everything up, although self-awareness is effective in the development of leaders, it is not a predictor to the effectiveness of school management. Self-regulation, on the other hand, is very instrumental in development of healthy school conditions, better decision making and additional teacher satisfaction. The results highlight that self-regulation training should be incorporated in the leadership development programs to enhance the management of schools. Considering the limited sample size, other future studies need to increase the sample size and investigate more dimensions of EI to confirm such evidence further.

Keywords

Emotional Intelligence, Self-Awareness, Self-Regulation, School Management Effectiveness, Education Leadership, Kathmandu Valley

1. Introduction

School management is critical to the success of academic achievement and maximum results of educational establishments (Fathurrochman et al., 2022). The organizational framework of attaining learning outcomes and the establishment of the favorable learning environment cannot possibly be overstated due to the role of leadership. Specifically, leadership styles and emotional intelligence (EI) have become critical factors that have an impact on the performance of school management (Jihan et al., 2024). This study aims at conducting the interaction of two Emotional intelligence aspects (Self - awareness and Self - regulation) and examining how the two aspects work together in providing successful school management in the private schools in Kathmandu Valley, Nepal. In addition to theoretical insights, the research will be conducting an inquiry on what these models of leadership entail in practice in terms of improving school conditions, increasing teacher satisfaction and boosting student achievement.

The Emotional Intelligence which is often characterized as the ability to perceive, comprehend, and control his/her feelings and feelings of others is becoming a requisite quality of an efficient leader, especially in schools (Gomez-Leal et al., 2021). Emotional Intelligence of school management is vital in the process of managing interpersonal relationships, creating good relationships between the employees, and introducing positive school climate that promotes the academic and emotional growth of employees

(Ukpabio et al., 2023). The high-EI school leaders have the ability to cope with the intricacies of school management, negotiate disagreements and inspire educators hence enhancing the overall school achievements and student performance. Research has also indicated that high EI principals are better able to serve the school as a leader, which has a positive impact on school climate, teacher morale, and academic achievement (Sepiriti, 2023).

Although there are confirmed advantages of Emotional Intelligence, the correlation between EI and the successful School Management, particularly regarding school management in Nepal, is not pursued adequately. The proposed study (Thapa et al., 2023) has indicated a positive relationship between EI and Effective School Management, which means that leaders that have high EI will most likely engage in Effective School Management. Such leaders excel in motivating and inspiring their staffs resulting in a higher teacher satisfaction and better performance among students.

The following research questions are of the key interest and are the answers to the research paper:

What impact does self-awareness of teachers in school management performance?

What is the role of self-regulation in teachers on school management effectiveness?

In order to have a better insight into relationships between leadership and emotional intelligence, this research has two primary purposes. The former is to investigate

the role of self-awareness in teachers in improving the general school management. Self-awareness which is a very critical feature of EI enables leaders to be familiar with their own feelings and how their personal feelings influence their interaction with other people. In order to create the school environment where people are more conscious of their deeds, it is possible to foster both self-awareness in school leaders and teachers, which will result in better communication, problem-solving, and collaboration. The second aim is to determine the effects of self-regulation among the teachers in school management. The other important constituent of EI is self-regulating, which helps the individuals to control their emotional response to the difficult circumstances. In the academic context, where stress and problematic situations are highly perceived, the ability of leaders and teachers to control their emotions is likely to make them manage stress, prevent burnout, and continue to lead within the school environment with a positive and productive workplace.

Regarding these aims, the research is informed by the following hypothesis:

Hypothesis H1: There is a positive influence between self-awareness and effectiveness of school management held that the greater the self-awareness of teachers and leaders, the more successful the school management practices will be, which translates to better school performance and an increase in teacher satisfaction.

Null Hypothesis H0: There is no significant effect of self-awareness on school

management.

Hypothesis H2: The effectiveness of school management is positively related to self-regulation, i.e., teachers and leaders who are able to control their emotions effectively will make the school environment more positive and productive.

Null Hypothesis H02: Self-regulation has no significant impact on the type of school management.

Although there has been increased awareness of the usage of Emotional Intelligence (EI) there have been some issues associated with the reliability and validity of the measurement. Nevertheless, the continued studies are enhancing the EI testing instruments and techniques that further reinforce the theoretical bases of this phenomenon and shape its practical usage in other fields, including education (Salovey and Grewal, 2005). Application of EI in learning institutions has been associated with the increase in teacher to student relations, conflict management and more student participation (Serrat, 2017; Punia et al., 2015).

2. Methodology:

The school management effectiveness based on the use of SA and SR is the focus of the research paper, and the methodology section explains the specifics of the procedure used. The following section expounds on the research design, sample, data collection procedure, instruments, and statistical test to test the hypotheses.

2.1 Research Design:

The research has taken up a quantitative research design, that is, a survey-based research design. This is a good design that effectively helps test the interrelations among the variables of interest: self-awareness, self-regulation, and school management effectiveness. Quantitative research enables the gathering of quantified information which could be statistically examined to establish the degree of the connections between the variables (Creswell, 2014).

2.2 Population and Sample:

The research population of this study is the population of educators that works in schools in different districts. The sample to be used in this study entails 31 teachers in various educational institutions who are different with different levels of experience and demographics. The sample included the participants of a school which was chosen randomly as a non-probability sampling method to target the teachers with a considerable experience in managing and leading schools (Etikan et al., 2016).

2.3 Data Collection:

This data was obtained by use of a self-administered questionnaire which was sent to the respondents. The questionnaire was made in such a way to be able to trace the two most important issues of the Emotional Intelligence (self-awareness and self-regulation) and the perceived influence which they have on the effectiveness of school management.

The instrument applied in this study was constructed after considering the available

literature on the topics of EI and leadership whereby the questions were valid and reliable in this context. Data were collected during one month, in which questionnaire was sent to the teachers through email using Google forms and responses were collected in an anonymous and voluntary way.

Questionnaire Structure:

The questionnaire had a number of parts:

Demographic: The questions about age, gender, matrimonial status, education and job experience.

Self-Awareness (SA): Questions that measure self-awareness, which is depending on the skill in recognizing and cognizing your emotions and how they affect other people. The items were based on the EI model provided by Salovey and Mayer and Goleman work on EI.

Self-Regulation (SR): Items assessing the capacity to direct/ suppress disruptive emotions and impulses, so that they can positively affect the school environment. Self-regulation items were model-based and were narrowed down to educational contexts (Martinez-Yarza et al., 2023).

Effectiveness of School Management: This section was a measure of school management effectiveness based on the perception by the teachers. This was their satisfaction with leadership, decision making processes, meeting conflicts, and school climate.

2.4 Instrumentation:

Two main scales were utilized in the measurement of the variables of interest:

Self-Awareness Scale: Items that assessed self-awareness in the questionnaire were borrowed based on the Emotional Intelligence model by Salovey and Mayer (1990) which concerns emotional perception and understanding. Example: I am able to identify the state of my emotions and the way thoughts and behaviors are impacted.

Self-Regulation Scale: It was developed on the basis of the Goleman (1995) research of emotional intelligence and self-regulation. It determined the level at which the participants handle their feelings to create good interpersonal relationships at the work place.

Example: I am able to remain calm and composed even when faced with stressful or

difficult circumstances.

All the scales were rated using a 5-point Likert scale, with a low end of 1 (Strongly Disagree) to 5 (Strongly Agree) to reflect the extent to which the participants agreed with the statements.

2.5 Validity and Reliability:

Content validity was established as the questionnaire was reviewed by the experts in the field of educational management and psychology to address the issue of the questionnaire being valid and fitting the goals of the study. Moreover, the face validity was also tested as the questionnaire was pre-tested on a small scale to provide feedback and improve the questions.

Table 1:

Chronbach's alpha for items measuring Self Awareness

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.731	.759	8

The Cronbachs alpha of the self-awareness scale is 0.731 that means that the scale used to measure the level of self-awareness has a satisfactory reliability. This implies that the instruments in measuring self-awareness in this paper were identical and dependable. The self-awareness mean score was also

high, and it revealed that the vast majority of teachers were able to acknowledge their feelings and way they affected others. This is a good indication because in order to lead and manage in the schools, self-awareness is a requirement.

Table 2:

Reliability Statistics for Self-Regulation

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.863	.862	7

Cronbach's alpha for the self-regulation dimension scale was 0.863, showing that this dimension had excellent reliability. This finding suggests that the perceptions among respondents about the necessity of emotion and impulse regulation in the school management setting were stable. Moreover, the high scores attained in self - regulation mean that respondents perceive themselves as possessing good control over their emotions, crucial for maintaining a productive school atmosphere and promoting teamwork among leaders.

2.6 Data Analysis:

The data analysis was based on descriptive and inferential statistics to test the research hypotheses and make any conclusions regarding the existence of the relationships between the components of EI and effectiveness of the school management.

Descriptive Statistics: To summarize the responses and have a general view of data,

Table 1:

Demographics of the respondents

		1. Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	6.5	6.5	6.5
	25-34	8	25.8	25.8	32.3
	35-44	14	45.2	45.2	77.4
	45-54	6	19.4	19.4	96.8
	55-60	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Table 1 presents age distribution of the 31 respondents indicating that most of the respondents were in age group 35-44 years,

frequency distributions, mean and standard deviation measures were used.

Reliability Analysis: Cronbach alpha was done to self-awareness and self-regulation scales to absorb internal consistency of scales of measurement.

Hypothesis Testing: ANOVA (Analysis of Variance) was used to test the hypotheses and determine the relevance of self-awareness and self-regulation in the effectiveness of management in schools.

Regression Analysis: Because it was necessary to explore the relationship between the independent variables (self-awareness and self-regulation) and the dependent variable (school management effectiveness), the method here was Multiple regression analysis.

3.0 Results and Discussion

The results of the field as mentioned in this section are as follows:

which constituted 45.2% of the sample. There is 25.8% of those between 25-34 years, and 19.4% of those between 45-54 years old. A

smaller percentage, 6.5% are below 25 years old with the lowest percentage being those between 55-60 years old comprising 3.2% of the participants. In general, the statistics

show that the majority of respondents are at their optimal work age with 77.4% of them falling between the ages of 25 to 44 years.

Table 2:

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
Man	22	71.0	71.0	74.2
Woman	8	25.8	25.8	100.0
Total	31	100.0	100.0	

Table 2 shows gender distribution of the 31 respondents depicts that most of the sample was mainly men, with 71 % of it being men, and 25.8% is women. Their small percent, 3.2% did not indicate their gender. All in all, the sample is male-dominated, as compared to women, who constitute almost three-quarters of the sample.

Figure 1: Demographics of the respondents

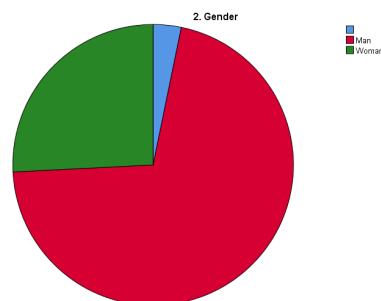


Table 3:

Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3.2	3.2	3.2
Married	25	80.6	80.6	83.9
Single	5	16.1	16.1	100.0
Total	31	100.0	100.0	

Table 3 presents marital status of 31 respondents and most are married, which is 80.6% and a sample of 16.1% are single. The percentage of those who did not say about their marital status was also small 3.2. This

implies that the majority of the participants are involved in the family life which could have an effect on their attitudes towards school management and leadership.

Figure 2: Marital Status of the respondents

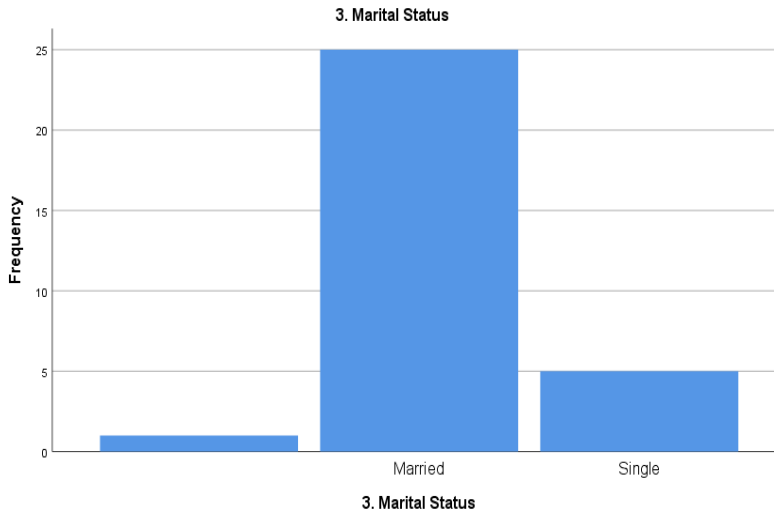


Table 4:

Highest level of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	4	12.9	12.9	12.9
	Master	27	87.1	87.1	100.0
	Total	31	100.0	100.0	

The research background of the 31 interviewees shows that the large majority of the respondents are with a Master degree, making 87.1% of the sample, with only 12.9% having a Bachelor degree. It suggests that the

participants are well-educated and thus, the fact that they have acquired the concepts of leadership and emotional intelligence and implemented them into school management is also plausible.

Figure 3: Level of education of the respondents

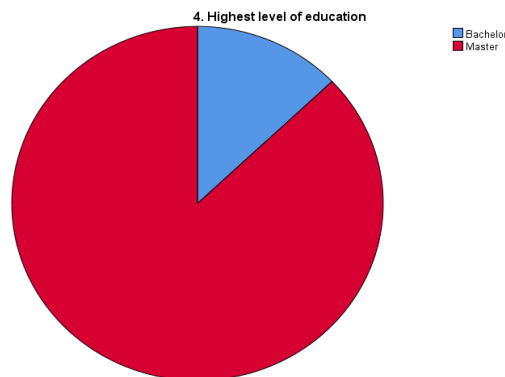


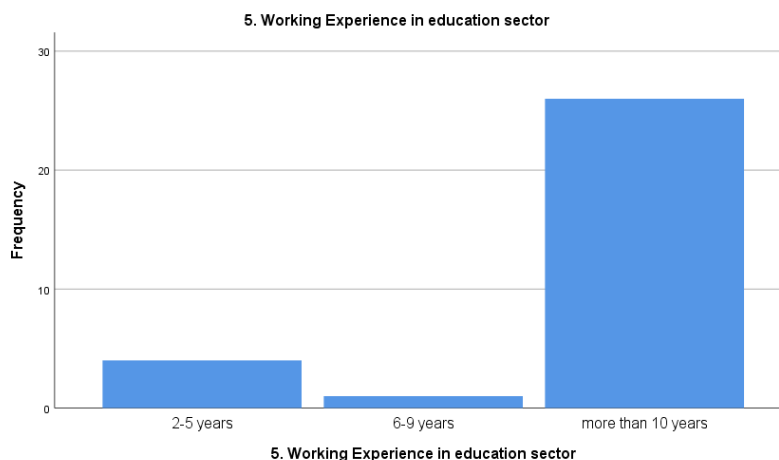
Table 5:*Years of Experience in education sector*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-5 years	4	12.9	12.9	12.9
	6-9 years	1	3.2	3.2	16.1
	more than 10 years	26	83.9	83.9	100.0
	Total	31	100.0	100.0	

Working experience distribution of the 31 respondents is that a large percentage, 83.9 is holding above 10 years' experience in the education sector. There is a higher percentage of people with less than 1 year of experience, 27.3, although a lower proportion of 12.9 is 2-5 years of experience and a smaller

percentage of 3.2 is 6-9 years' experience. It implies that a majority of the candidates may have a considerable amount of experience in their positions that may increase their understanding of the practice of school management and leadership.

Figure 4: Working experience in Education sector

**Table 6:***Case Processing summary of used items*

Case Processing Summary			
		N	%
Cases	Valid	31	100.0
	Excluded ^a	0	.0
	Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

According to Case Processing Summary, it can be seen that 31 cases were valid and were used in the analysis (100% of the sample).

There were no instances of omission so that all the data were subjected to the statistical processes of the study.

3.1 Descriptive Statistics

Table 7:

Descriptive Statistics of Self - Awareness

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SR1	31	3	5	4.10	.539
SR2	31	2	5	4.06	.727
SR3	31	3	5	4.06	.574
SR4	31	2	5	4.00	.775
SR5	31	2	5	4.03	.605
SR6	31	2	5	4.06	.680
SR7	31	2	5	3.97	.752
Valid N (listwise)	31				

The table 7 Descriptive Statistics of self - Awareness questionnaire (n=31) indicated that the average response was high for every item, ranging between a 3.97-4.10 on the 5-point scale, indicating moderate to high levels of self - regulation among participants. The responses were relatively consistent with standard

deviation values of 0.539, 0.727, 0.574, 0.775, 0.605, 0.680 and 0.752 respectively. The responses of the 31 respondents yielded a minimum score ranging from 2 to 3 for every item, while a 5 was achieved by almost all items as well, though most items clustered towards the center.

Table 8:

Descriptive statistics of Self - Regulation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
SA1	31	3	5	4.39	.558
SA2	31	3	5	4.42	.564
SA3	31	3	5	4.32	.653
SA4	31	1	5	3.81	.946
SA5	31	3	5	4.23	.560
SA6	31	2	5	4.23	.717
SA7	31	3	5	4.39	.558
SA8	31	1	5	4.03	1.016
Valid N (listwise)	31				

The table 8 descriptive statistics on self-regulation revealed that the average score was relatively high (score range is 3.81 to 4.39) and indicates that teachers believe that they were usually able to control their emotions and impulses. This self-governance plays a fundamental role in ensuring that there is a good environment in school especially in conflict resolution and making sound decisions.

3.2 Hypothesis Testing

ANOVA and regression analysis were used in testing the hypotheses of the study. The findings gave an insight of the role that self-awareness and self-regulations play in school management effectiveness.

Hypothesis H1: Self-awareness has a positive

influence on the functionality of school management.

Self-awareness ANOVA test revealed that there is a significant relationship between self-awareness and effectiveness of school management and thus teachers who are more self-aware are more likely to see school management effective. The p-value of ANOVA is 0.780 whereas the significance level is 0.05, therefore, the result shows that the effect of self-awareness to school management is not significant. This finding indicates that although self-awareness is a prerequisite to successful leadership, this factor does not necessarily correlate with the improvement of the school management process as perceived.

Table 9: ANOVA Results Self-awareness and School management effectiveness.

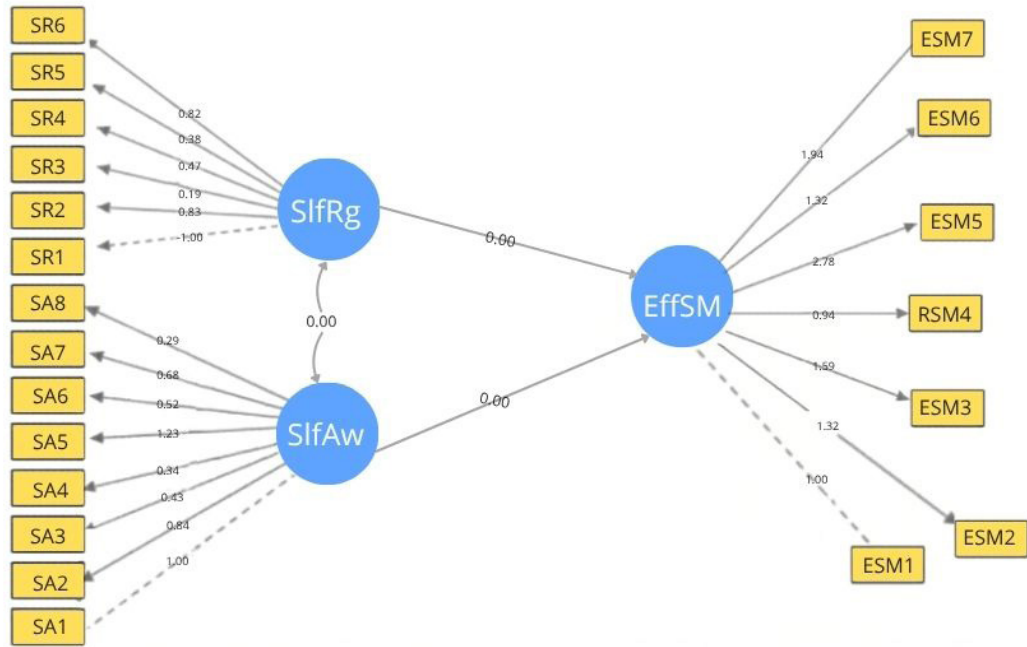
ANOVA						
		Sum of				
	Model	Squares	df	Mean Square	F	Sig.
1	Regression	5.695	14	.407	.658	.780 ^b
	Residual	9.271	15	.618		
	Total	14.967	29			

Hypothesis H2: Self-regulation has a positive influence on the school management effectiveness.

ANOVA test on self-regulation resulted in p-value of 0.005 and this is lower than the significance level of 0.05 so the relationship between self-regulation and school management effectiveness is statistically

significant. The higher the level of self-regulation, the greater the teachers were more likely to rate the effectiveness of school management positively. This observation concurs with the notion that leaders in schools should be able to control their emotions and address challenges constructively to ensure the proper management of their schools.

Figure 5: Structural Equation Model



The following Structural Equation Model (SEM) diagram illustrates connections between latent variables and observed variables. The latent variables, which are indicated with circles, are Self-regulation (SlfRg), Self-awareness (SlfAw), and Effective School Management (EffSM). The variables to be observed, in the form of the squares, are six indicators (SR1 to SR6) of Self-Regulation, eight indicators (SA1 to SA8) of Self-Awareness and eight indicators (ESM1 to ESM7 and RSM4) of Effective School Management.

The indicators are loaded onto the latent variables with different factors loading. In the case of Self-Regulation, SR1 to SR6s have loadings of between 1.00 and 0.82. To Self-Awareness, SA1 to SA8 have been loaded between 1.00 and 0.29. To achieve

Effective School Management, RSM4, ESM1 to ESM7 have loadings of between 1.00 or 1.94. Path coefficients of relationships between latent variables are zero: Self-Awareness to Self-Regulation is 0.00, Self-Regulation to Effective School Management is 0.00, and Self-awareness to Effective School Management is also none, so, there are no predictive effects of these latent variables. Also, the covariance between Self-Awareness and Self-Regulation is zero which implies that these two constructs were not modelled as dependent in this SEM. Some of these paths have dashed arrows that denote non-significant paths or fixed parameters. As an exemplar, the loading of SR1 on Self-Regulation is fixed at 1.00, which is probably an indicator on scaling. Likewise, Self-Awareness and ESM1 loading SA3 and

ESM1 respectively are set by default to 1.00 as reference indicators. Overall, both latent construct measures have their indicators and the factor loadings vary in strength of their association. The model however shows that there are no predictive relationships between the latent variables as such and certain parameters are fixed to identify the parameter.

4. Conclusion

This study has revealed the importance of the Emotional Intelligence (EI) in improving the performance of the school management (Munir et al., 2023). The results indicate that self-awareness led to the impacts of the leadership development through its direct effect to the perceived effectiveness of managing the school was not statistically significant (Angwaomaodoko, 2024). On the contrary, self-regulation has a stronger and more quantifiable impact on the establishment of a favorable school climate and the enhancement of management practices (Macaday-Quioco, 2024). Emotional control, especially performance in stressful or difficult scenarios is vital in school leaders who would like to have a good management aspect, stress management, and also a way to motivate other employees to join in managing the institution.

The highly positive association between self-regulation and school management effectiveness highlights the importance of developing the emotion regulation competencies in school leadership (Kim and Kim, 2017). This is in line with the past studies that have argued that EI plays a vital role in leadership especially

in educational contexts whereby leaders and teachers are often faced with stressful situations. In addition, Transformational Leadership has been identified to be of significance in establishing a proper school management environment. Through TL practices, school leaders will be able to inspire and motivate their teams which will result in increased teacher satisfaction, student achievement, and a better school climate (Gómez-Leal et al., 2021). This research has many implications. Leadership training in schools should focus on EI especially self-regulation in schools. The adoption of EI training as a part of the professional development may help to improve leadership skills greatly and, in turn, the performance of the school, the satisfaction of the teachers, and students. Providing leaders with emotional regulation skills would contribute to resilience and collaborative and collaborative settings, which are essential to meet the demands of complexities and challenges associated with managing schools.

Although this research will be informative regarding the connection between EI, TL, and effectiveness in the school management system, it is restricted by the relatively low sample scale of 31 teachers. Future studies would be able to build upon these results by having a larger sample size, examining other EI elements like motivation and empathy, and examining the long-term effects of EI training on school management performance. Additional research could also be done to determine the effect EI and TL have on other academic outcomes such as

student academic performance and teacher retention. Conclusively, this study is relevant to enhanced insight into the place of the Emotional Intelligence and Transformational Leadership in the running of schools. Highlighting the great role of the self-regulation, it preconditions the development of leadership strategies and trainings that can be implemented to achieve the success of school

management and enhance the educational outcomes in Kathmandu Valley and any other location. The implications of these findings are more global as the integration of EI and TL can benefit educational institutions in terms of producing the leaders that are able to move through the perplexities of the modern educational setting.

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