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RELATIONSHIP BETWEEN SELF-CONTROL, SELF-AWARENESS AND TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN OBI AND OJU LOCAL GOVERNMENT AREAS, BENUE STATE

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ABSTRACT
This study investigated the relationship between self-control, self-awareness and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas of Benue State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The study adopted a correlational survey research design. The population was 189 secondary school teachers, Obi having 82 and Oju having 102 teachers in the Local Government Areas, Benue State. A sample of 189 was selected for the study using census procedure. The researcher developed two research instruments titled Self-Control, Questionnaire (SCQ), Self-Awareness Questionnaire (SAQ) and Teaching Effectiveness Questionnaire (TEQ). To ensure the reliability of the instruments, a trial test was conducted among 30 teachers in Government Secondary School, Ikachi. Cronbach's alpha method was used to determine the internal consistency of the instruments, and acceptable reliability coefficients were obtained. Self-Control, Questionnaire (SCQ), yielded reliability coefficients of 0.72 and Self-Awareness Questionnaire (SAQ) 0.78. The Teaching Effectiveness Questionnaire (TEQ) also yielded a reliability coefficient of 0.76.. Data collected were analyzed using Pearson Product Moment Correlation to answer the research questions, while linear regression analysis was used to test hypotheses. The findings of the study revealed that self-control and self-awareness, had significant positive relationships with teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas of Benue State. The study concluded that self-control, self-awareness plays an important role in improving teachers' effectiveness in lesson delivery, classroom management, communication and teacher-student relationships. Based on the findings, the study recommended among others that school administrators should organize regular workshops and seminars on emotional intelligence for teachers, especially in the areas of self-control; teachers should be encouraged to develop self-awareness through reflection.

Keywords: Self-control, self-awareness, teaching, effectiveness, secondary, school, teachers

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Introduction

Teaching effectiveness can suffer when teachers face staff shortages, poor pay and heavy workloads. UNESCO (2023) estimated that 44 million additional teachers would be needed worldwide to achieve universal primary and secondary education by 2030. In understaffed schools, teachers may have to manage larger classes and additional duties. Ojo (2023) identified poor working conditions, low salaries and limited professional development opportunities as factors associated with teachers' stress and burnout. The World Bank (2022) also identified teacher absenteeism as a problem that reduces instructional time in developing countries. These conditions raise questions about how teachers manage classroom demands and how their personal abilities relate to teaching effectiveness.

Self-control refers to the ability to manage one's reactions and behaviour while working towards a goal (Okoh, 2020). Teachers need this ability when lessons are interrupted, students ask repeated questions or classroom behaviour becomes difficult to manage. A teacher who pauses before responding can correct a student calmly and return attention to the lesson. An angry response may prolong the disruption or lead to unfair punishment. Self-control can also help teachers apply classroom rules consistently. Yakubu (2023) suggested that planning, setting clear goals and seeking support can help teachers manage demanding situations. Burić (2025) reported that teachers' emotion regulation supports teaching quality and student engagement. Mengistnew, Sahile, and Asrat (2021) also linked self-regulated teaching practices with better lesson planning, goal setting and monitoring of instruction. Although these practices relate to self-control, they involve broader processes of managing emotions and organizing teaching.

Self-awareness involves recognizing one's emotions, values, strengths and limitations. For teachers, this means noticing how their mood, expectations and assumptions affect their teaching and treatment of students. Atuma and Agwu (2020) suggested that self-awareness supports professional performance and relationships within the school. For example, a teacher who recognizes that stress is causing impatience may take a moment before correcting a student. Self-awareness also helps teachers examine their lessons. When students struggle with a topic, the teacher may reconsider the pace, examples or explanation instead of assuming that the students are unwilling to learn. Adebayo (2022) noted that reflection can help teachers give clear and respectful feedback. Akinwumi and Eze (2024) reported a significant positive relationship between self-awareness and teaching effectiveness among secondary school teachers. Ogbu and Iorliam (2025) also reported that reflective self-awareness supported classroom management and teacher effectiveness.

Statement of the problem

Teaching effectiveness has become a concern in education systems where teachers are expected to support learning despite difficult working conditions. Limited professional development, weak school support and low motivation may affect how well teachers plan lessons, manage classrooms and respond to students' needs (Ololube, 2021). Emotional intelligence may also be relevant to teaching effectiveness. These abilities help teachers recognize how they feel, manage frustration, remain committed to their work, understand students' needs and maintain constructive relationships in the classroom. In Nigeria, teachers may face delayed salaries, heavy workloads, overcrowded classrooms and limited support from school administrators (Ofojebe & Ezugoh, 2020). Such conditions can create emotional pressure during the school day. A teacher who recognizes signs of stress may be better able to manage their response to a difficult lesson or a student's behaviour. Self-control may help a teacher respond calmly; self-motivation may help them sustain effort despite setbacks; empathy may

help them understand why a student is struggling; and social skills may help them communicate clearly and resolve classroom conflicts. However, it remains necessary to establish whether these aspects of emotional intelligence are related to teaching effectiveness among the teachers being studied.

Secondary school teachers in Obi and Oju Local Government Areas of Benue State also work within constraints that may include inadequate teaching materials, weak supervision and limited opportunities for professional development. These conditions may make lesson delivery and classroom management more demanding. Yet it is unclear how teachers' self-awareness, self-control, self-motivation, empathy and social skills relate to their teaching effectiveness in these areas. The problem addressed by this study is this lack of local evidence. The study therefore investigates the relationship between examination misconduct, stealing and the teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas of Benue State.

Purpose of the study

The purpose of the study was to determine the relationship between self-control, self-awareness and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State. Specifically, the study sought to:

1. ascertain the relationship between self-control and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State.
2. find out the relationship between self-awareness and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State.

Research questions

The following research questions guided the study:

1. What is the relationship between self-control and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State?
2. What is the relationship between self-awareness and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State?

Hypotheses

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

1. Self-control has no significant relationship between teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State
2. Self-awareness has no significant relationship between teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State

Methodology

The study investigated the relationship between self-control, self-awareness and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State. Two research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a correlational survey research design. The population of the study was 189 public secondary school teachers with Obi having 82 and Oju having 102 teachers in Local Government Areas of Benue State, and the census procedure was used because the population was manageable. The instruments used for data collection were the Self-Control Questionnaire (SCQ), Self-Awareness Questionnaire (SAQ) and the Teaching Effectiveness Questionnaire (TEQ). The instruments were validated by experts and their reliability was established using Cronbach Alpha method. Data collected were analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions and linear regression to test the hypotheses.

Results

Research question 1

What is the relationship between self-control and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State?

Table 1:

Pearson Product Moment Correlation Scores on Relationship between Self-Control and Teaching Effectiveness of Secondary School Teachers in Obi and Oju Local Government Areas, Benue State

		Self-Control	Teaching Effectiveness
Self-Control	Pearson Correlation	1.000	.806**
	Sig. (2-tailed)		0.000
	N	189	189
Teaching Effectiveness	Pearson Correlation	.806**	1.000
	Sig. (2-tailed)	0.000	
	N	189	189

**. Correlation is significant at the 0.01 level (2-tailed).

The results presented in Table 1 indicated a correlation coefficient of .806. This shows a strong positive relationship between self-control and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State. The result implies that teachers who possess higher levels of self-control tend to demonstrate higher teaching effectiveness.

Research question 2

What is the relationship between self-awareness and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State?

Table 2:

Pearson Product Moment Correlation Scores on Relationship between Self-Awareness and Teaching Effectiveness of Secondary School Teachers in Obi and Oju Local Government Areas, Benue State

		Self-Awareness	Teaching Effectiveness
Self-Awareness	Pearson Correlation	1.000	.792**
	Sig. (2-tailed)		0.000
	N	189	189
Teaching Effectiveness	Pearson Correlation	.792**	1.000
	Sig. (2-tailed)	0.000	
	N	189	189

**. Correlation is significant at the 0.01 level (2-tailed).

The results presented in Table 2 indicated a correlation coefficient of .792. This shows a strong positive relationship between self-awareness and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State. The result implies that teachers who possess higher levels of self-awareness tend to demonstrate higher teaching effectiveness.

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Hypothesis 1

Self-control has no significant relationship with teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State.

Table 3: Linear Regression Showing Relationship between Self-Control and Teaching Effectiveness of Secondary School Teachers in Obi and Oju Local Government Areas, Benue State

Variable	R	R^2	F	B	T	Sig.	P-Value
(Constant)				14.791	7.043	0.05	.000
Self-Control	.806	.650	346.731	2.133	18.621	0.05	.000

Table 3 shows the linear regression result on the relationship between self-control and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State. The result shows R = .806, R^2 = .650, F = 346.731, B = 2.133, t = 18.621 and p = .000. Since the p-value is less than 0.05, the null hypothesis is rejected. This means that self-control has significant positive relationship with teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State.

Hypothesis 2

Self-awareness has no significant relationship with teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State.

Table 4: Linear Regression Showing Relationship between Self-Awareness and Teaching Effectiveness of Secondary School Teachers in Obi and Oju Local Government Areas, Benue State

Variable	R	R^2	F	B	T	Sig.	P-Value
(Constant)				16.011	7.624	0.05	.000
Self-Awareness	.792	.627	314.696	2.020	17.740	0.05	.000

Table 4 shows the linear regression result on the relationship between self-awareness and teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State. The result shows R = .792, R^2 = .627, F = 314.696, B = 2.020, t = 17.740 and p = .000. Since the p-value is less than 0.05, the null hypothesis is rejected. This means that self-awareness has a significant positive relationship with teaching effectiveness of secondary school teachers in Obi and Oju Local Government Areas, Benue State.

Discussion of findings

The discussion of the findings is organized around the research questions and hypotheses for ease of understanding and clarity.

The finding from research question and hypothesis one revealed that self-control has significant positive relationship with teaching effectiveness among secondary school teachers in Obi and Oju Local Government Areas, Benue State. This means that teachers who can remain calm, control anger, manage stress and think carefully before reacting are more likely to teach effectively. This finding agrees with that of Burić (2025), who found that teacher emotion regulation supports teaching quality and student engagement. It also agrees with that of Mengistnew, Sahile and Asrat (2021), who reported that teachers' self-regulated teaching practices were linked with better planning, goal setting and monitoring of instruction. The implication of this finding is that self-control helps teachers handle classroom pressure without losing professional focus. Based on this finding, school administrators should organize regular workshops and seminars on emotional intelligence for teachers, especially in the areas of self-control.

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The finding from research question and hypothesis two showed that self-awareness has significant positive relationship with teaching effectiveness. This implies that teachers, who understand their emotions, strengths and weaknesses are more likely to plan better, communicate better and adjust their teaching behaviour to suit classroom situations. This finding agrees with that of Akinwumi and Eze (2024), who found that self-awareness, had a significant positive influence on teaching effectiveness among secondary school teachers. It also agrees with that of Ogbu and Iorliam (2025), who reported that reflective self-awareness improved classroom management and teacher effectiveness. The implication is that teachers who understand themselves are better positioned to improve their professional practice. Based on this finding, teachers should be encouraged to develop self-awareness through reflection, peer observation and regular self-assessment of their classroom behaviour.

Conclusion

Based on the findings of the study, it was concluded that self-control and self-awareness, has positive and significant relationship with teaching effectiveness among secondary school teachers in Obi and Oju Local Government Areas of Benue State. The study showed that self-control and self-awareness are important emotional qualities that support effective teaching.

Recommendations

1. School administrators should organize regular workshops and seminars on emotional intelligence for teachers, especially in the areas of self-control, empathy and social skills.
2. Teachers should be encouraged to develop self-awareness through reflection, peer observation and regular self-assessment of their classroom behaviour.

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