

# EMOTIONAL INTELLIGENCE AND LEADERSHIP EFFECTIVENESS OF PRINCIPALS IN PUBLIC SENIOR SECONDARY SCHOOLS IN PORT HARCOURT LOCAL GOVERNMENT AREA OF RIVERS STATE

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## **Abstract**

*This study examined emotional intelligence in leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State. The study adopts a cross sectional survey research design. The study was guided with three research questions and three hypotheses. 775 was the population of the study made up of 87 principals and 688 teachers in all public senior secondary schools in Port Harcourt Local Government Area of Rivers State. 264 was the sample size of the study and this was determined using the Taro Yamane's formula. The instrument for data collection was a questionnaire which was self-structured titled; "Emotional Intelligence in Leadership Effectiveness of Principals Questionnaire (MILEPQ)". The Cronbach Alpha coefficient was used to test for instrument reliability as coefficient recorded 0.90. Mean and standard deviation were used to answer the research questions while the Spearman Correlation Coefficient ( $r$ ) was used to test the hypotheses at 0.05 level of significance with the support of Statistical Package for Social Science version 2021 (SPSS). The results of this research indicated that emotional intelligence has a positive effect on principals' leadership performance. It is recommended that principals should be able to align their self-image which gives them sense of purpose so that they can be more decisive when they set a course of actions as leaders, they should be able to control impulsive feelings, take initiative and adapt to changing circumstances as effective leaders. Effective leadership requires a wide range of skills which emotional intelligence is one skill that may assist principals as they strive to effectively meet the needs of teachers and students.*

**Keywords:** Emotional Intelligence, Leadership, Effectiveness, Principals, Public Senior Secondary Schools.

## **Introduction**

In the words of Kotter (2012), the ability to effectively manage relationships in a positive manner is crucial for leaders to be truly effective, making emotional intelligence a vital skill in leadership. Leadership skills are widely recognised in various contexts, including the workplace, schools and classrooms, politics, volunteer organisations, and even within families (Foltin & Keller, 2012). Individuals who demonstrate proactive behaviour, possess a clear vision, and exhibit the ability to formulate strategies, devise plans, and successfully attain objectives in order to realise their vision are widely regarded as effective leaders. Individuals demonstrate these skills when collaborating within a team context, with the expectation that their fellow team members acknowledge and value these abilities. According to Boyatzis et al (2000), the incorporation of emotional intelligence has emerged as an essential component in the strategies employed by contemporary leaders to effectively address the substantial obstacles they encounter. Emotional intelligence has the potential to assist leaders in navigating the increasingly challenging demands of their role, which appears to be increasingly elusive for a diminishing number of individuals. As stated by Momeni (2009), during the period referred to as the "Talent War," emotional intelligence can provide aspiring leaders with a distinct advantage, particularly at upper echelons within organisations. However, it is important to consider the various types of skills that contribute to the development of an effective leader. In addition to possessing professional expertise and proficiency within one's field, it is crucial to acknowledge the significance of skills that foster effective collaboration and leadership, as they greatly contribute to the attainment of team success.

The aforementioned interaction between an employee and a manager bears resemblance to the ideal dynamic advocated for in personal relationships, wherein individuals are encouraged to foster a positive outlook, acknowledge and validate each other's viewpoints even in the face of disagreement, and purposefully maintain a respectful demeanour, even in challenging circumstances (George, 2013). The previously mentioned dynamic operates effectively, fostering a sense of support and value among all parties involved. The pursuit of challenging and ambitious objectives often elicits strong emotional responses within a team. In situations where progress is hindered, individuals may experience negative emotions such as frustration, anger, worry, or disappointment. Conversely, when progress is favourable, team members may experience positive emotions such as excitement, anticipation, enthusiasm, and a sense of shared celebration. For instance, consider the conspicuous

manifestations of emotion exhibited by athletes on tightly-knit sports collectives. Individuals engage in mutual celebration when circumstances yield positive outcomes. Individuals provide support to one another during challenging circumstances. Emotions, even within the context of a professional setting, exert a significant influence on collaborative efforts aimed at achieving success. However, all of these emotions, including the positive ones, have the potential to result in significant levels of stress when faced with difficult situations in the workplace. According to Kotter (2012), a crucial characteristic of effective leaders is the ability to comprehend and regulate not only their own emotions but also the emotions of others within a team context, akin to interpersonal relationships.

The possession of emotional intelligence is imperative for effective leadership. The success of leaders in various endeavours, such as formulating strategies or mobilising teams, is contingent upon the manner in which they undertake these tasks. Even in the presence of other competencies, if leaders are unsuccessful in effectively influencing emotions, their actions will not achieve their maximum potential or desired outcomes. Emotional intelligence refers to an individual's capacity to comprehend and interpret both their own emotions and those of others, as well as their ability to discern behavioural patterns. This acquired knowledge is subsequently employed to effectively inspire and motivate others. According to Jacobs et al. (2008), a common error in relation to emotional intelligence arises from individuals lacking comprehension of the underlying dynamics of interpersonal interactions. Leaders must possess the capacity to effectively adjust to evolving circumstances within their respective workplaces, as well as within their own roles and the roles of their team members. During a job fair, President Xi of China conveyed to the participants that possessing emotional intelligence can enhance an individual's capacity to adapt effectively within society, a notion that is logically sound. Developing emotional intelligence, which encompasses self-awareness, empathy, and effective emotion management, is crucial for individuals to navigate the complexities of a dynamic environment and potentially emerge as accomplished leaders (George, 2013).

Emotional intelligence, as defined by Mayer et al. (2004, p. 197), encompasses a collection of emotional and social competencies that shape our cognitive processes in perceiving and communicating our emotions, establishing and nurturing interpersonal connections, managing adversities, and utilising emotional knowledge in a proficient and purposeful manner. According to Goleman (2004), the presence of emotional intelligence plays a crucial role in differentiating successful leaders within organisations, where the importance of

technical skills is comparatively diminished. Furthermore, in order for a leader to achieve success in the areas of self-reflection, interpretation of environmental signals, interpersonal communication with followers, and relationship development, it is imperative that they possess emotional intelligence competencies (Watkins et al., 2017).

In a study conducted by Cook (2006), the objective was to examine the influence of emotional intelligence on the leadership effectiveness of elementary school principals in Montana. The primary objective of this study was to examine the correlation between emotional intelligence and leadership performance, as this specific connection has not been thoroughly examined in previous scholarly works. The research utilised a multivariate analysis of variance (MANOVA) to investigate the relationship between emotional intelligence and the leadership effectiveness of elementary school principals. A factorial analysis of variance (ANOVA) was utilised to evaluate the influence of gender, age, and years of experience on emotional intelligence. The analysis of the relationship between emotional intelligence and the performance of principals in leadership roles is of great importance in academic discussions. This is because it has the potential to affect the way principals are recruited, trained, and retained in educational institutions, as well as their influence on the academic achievements of students.

Moor (2009) conducted a study with the objective of examining the relationship between emotional intelligence and school leadership. The aim of this study was to determine the specific emotional and social skills that are necessary for principals and vice principals to possess in order to successfully meet the demands and responsibilities associated with their positions. The sample for this study consisted of 464 principals and vice principals who were chosen from nine school boards situated in Ontario, Canada. Leaders who are part of the leadership group and exhibit above-average performance have been found to possess higher scores in the four key dimensions of emotional intelligence, which include intrapersonal and interpersonal relationships, adaptability, and stress management. Furthermore, it was observed that these leaders demonstrated a superior level of emotional intelligence in comparison to the leaders belonging to the leadership group who displayed below average performance. No statistically significant difference was observed between the two groups in relation to overall mood. Overall, the comprehensive evaluation of emotional intelligence exhibited a significant association with the effectiveness of educational administrators.

## **Conceptual Clarification**

### **Emotional Intelligence**

Emotional intelligence can be conceptualised as the cognitive capacity to comprehend and regulate one's own emotional states, while also exhibiting proficiency in perceiving and exerting impact on the emotional experiences of others in one's social environment. The terminology was initially introduced by Mayer and Salovey (2014), and subsequently gained widespread recognition through the efforts of psychologist Daniel Goleman. Over ten years ago, Goleman emphasised the significance of emotional intelligence in the context of leadership.

Increased emphasis has been placed on emotional intelligence (EQ) in recent years. Talent Smart, an EQ service provider, claims that EQ is the most important component in career success. Emotional intelligence (EI) consists of a person's self-awareness and their ability to manage their own and other people's emotions. To be effective in a leadership role, emotional intelligence is crucial. Leaders who wish to create an impression must have a solid understanding of the effect their emotions and behaviours have on those around them. Leadership effectiveness is proportionate to the leader's capacity to foster positive relationships and work effectively with others.

### **The Four Components of Emotional Intelligence**

According to Goleman (2017), there are four main components of emotional intelligence: introspection, self-control, social perception, and relationship savvy. Knowing what each component implies as a leader is crucial for developing emotional intelligence.

#### **Self-Awareness**

Knowing oneself is the centre of the universe. It exemplifies your awareness of the influence of your emotions on your personal and your team's performance (Tiuraniemi, 2008).

Research by organisational psychologist Tasha Eurich suggests that only around 10–15 percent of people really are self-aware, despite the belief of 95 percent of people that they are. According to Eurich's research, working with coworkers who aren't self-aware may cut a team's performance in half and lead to increased stress and decreased motivation. Having a knowledge of one's own feelings is a crucial step towards becoming an effective leader (Bipath, 2008).

#### **Self-Management**

The ability to regulate one's emotions, even under stress, and to keep one's spirits up in the face of adversity is what we mean when we talk about self-management.

Those who struggle to self-manage are more likely to act on impulse and respond emotionally rather than rationally. In most cases, a response is automatic. However, the ability to go smoothly from reaction to response increases with emotional intelligence (Jacobs et al., 2008).

### **Social Awareness**

While self-awareness and emotional control are crucial, so is the ability to discern the feelings of others around you. Being socially aware means being in tune with the feelings of people and the power dynamics at play in your workplace (Tiuraniemi, 2008). Leaders with a high level of social awareness exhibit empathy, as described by Ivcevic et al. (2007). They make an effort to empathise with their coworkers, which improves their ability to communicate and work together.

### **Importance of Emotional Intelligence in Leadership**

According to what Bennis (2009) taught his students, technical abilities that got you your first promotion are no guarantee of getting your next one. Emotional intelligence is a crucial factor to think about if you want to be a leader (Gaubatz & Ensminger, 2017). You can't effectively coach a team, deal with stress, provide constructive criticism, or work with people without it. Emotional intelligence is the key differentiator between top achievers and their counterparts who share equal levels of technical expertise and knowledge.

According to Ely (2014), the principals of secondary schools are responsible for establishing a culture conducive to learning. According to Foltin and Keller (2012), the absence of emotional intelligence may have far-reaching effects, including decreased employee engagement and increased turnover. Emotional intelligence may seem inconsequential, yet it's crucial to leadership and interpersonal skills (Srivastava, 2013). Put yourself in the shoes of the people you're interacting with. High EQ people are able to empathise with others and control their emotional responses, making them less stressed and better communicators than their low EQ counterparts (Salovey & Mayer, 2014).

### **Theoretical Background**

The work is grounded on the idea of behavioural leadership developed by Watson (1924). Behavioural leadership theory is a method of management that ranks executives by how they behave in the workplace. If you want to improve your leadership skills or try out a new approach, you should familiarise yourself with behavioural leadership theory (Skinner, 1945), which posits that all it takes to be an effective leader is to learn a specific set of behaviours. A leader's actions,

rather than their inherent qualities, are what make them effective, according to this view. The idea also necessitates analysing the manner in which a leader reacts to a given circumstance (Watson, 1926). Behavioural leadership theory is particularly pertinent to this investigation because it will advocate for the notion that principals may grow and develop as leaders by taking on and acting upon constructive behaviours (Emotional Intelligence). In order for administrators to accomplish their duties and advance the school's mission, the idea stresses the need of developing an understanding of one's own behaviour (emotions) and how it impacts and influences others, including teachers, students, and parents.

### **Statement of the Problem**

When it comes to acquiring the skills and information that will help young people become productive adults, there is no better place to do it than in a public high school. Inside the walls of the school, under the direction of a capable administrator, lies the key to success. Therefore, it seems that most administrators are still struggling to manage their emotions, instructors, and students, leading to classroom confrontations and kids' underachievement due to a lack of emotional intelligence. This motivated the study's focus on the role of principals' emotional intelligence in ensuring the success of their schools' upper-level public students in the Port Harcourt LGA of Rivers State.

## **Purpose of the Study**

The main purpose of this study are to:

1. Determine the relationship between emotional self-awareness in leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.
2. Examine the relationship between emotional self-management in leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.
3. Find out the relationship between emotional social-awareness in leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.

## **Research Questions**

1. How does emotional self-awareness enhance leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.?
2. How does emotional self-management empower leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State?
3. How does emotional social-awareness improve leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State?

## **Hypotheses**

**HO1.** There is no significant relationship between emotional self-awareness in leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.

**HO2:** There is no significant relationship between emotional self-management in leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.



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**HO3:** There is no significant relationship between emotional social-awareness and leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.

**Methodology**

A cross-sectional survey was employed to collect data for this investigation. Seven hundred seventy-five administrators and educators from Rivers State's public high schools in the Port Harcourt LGA were included in the research. Using a formula developed by Taro Yamane, a sample size of 264 was chosen. There were 240 questionnaires recovered, with 233 usable for analysis; they were entered into SPSS for statistical processing, where the Spearman's Rank Order Correlation Coefficient was calculated..

**Data Analysis and Results**

**Table 1: Distributions and Retrieved Copies of Questionnaire**

Detailed Response	Distributed	Retrieved	Not Discarded	Used
Rate	Copies	Copies	Copies	Copies
<b>Total</b>	264(100%)	240(90.9%)	24(9.1%)	233(88.2%)

**Univariate Analysis (Research Questions)**

**Research Questions 1.** How does emotional self-awareness enhance leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State?

**Table 2: Descriptive Statistics of Emotional self-awareness**

		N	Mini mum	Maxi mum	Mean	Std. Deviation	Decision
1	Principals with high emotional intelligence have a good understanding of their own emotional states.	233	1.00	5.00	3.6395	1.45584	Agreed

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2.	Principals with emotional intelligence places their subordinates in close watch.	233	1.00	5.00	3.4077	1.52884	Agreed
3.	Principals with emotional intelligence generates the creation of stronger and more solid interpersonal relationships.	233	1.00	5.00	3.4936	1.48881	Agreed
Valid N (list wise)		233					

**Source:** SPSS Output, 2021

The questions measuring emotional self-awareness had a mean score of 3.40 or higher, as shown in table 2. This indicates that the respondents in the Port Harcourt LGA of Rivers State's public secondary schools have reached a consensus on the existence of emotional intelligence.

**Research Question 2:** How does emotional self-management improve leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State?

**Table 3: Descriptive Statistics of Emotional self-management**

	N	Minimum	Maximum	Mean	Std. Deviation	Decision
4. The ability of the principal perceptively in tune with himself and emotions, is a powerful tool for leading a team.	233	1.00	5.00	3.7468	1.41431	Agreed
5. Emotional self-management of <sup>233</sup> principal's helps in the building of relationships with and amongst the team members.	1.00		5.00	3.5494	1.40762	Agreed
6. Emotional self-management of <sup>233</sup> principal helps to deal with stress as well as display self-awareness.	1.00		5.00	3.5193	1.43863	Agreed
Valid N (list wise)						

**Source:** SPSS Output, 2021

Based on the data presented in Table 3, it can be observed that the items pertaining to emotional self-management exhibited a mean score of 3.50 or higher. This indicates that the participants concurred that the enhancement of emotional self-awareness contributes to the efficacy of leadership exhibited by

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principals in public senior secondary schools within the Port Harcourt Local Government Area of Rivers State.

**Research Question 3:** How does emotional social-awareness empower leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State?

**Table 4: Descriptive Statistics of Emotional social-awareness**

	N	Mini mum	Maxim um	Mean	Std. Decision Deviation
A principal that is lacking emotional social-awareness is not able to effectively gauge the needs, wants and expectations of those they lead.	233	1.00		5.003.2961	1.43624
Principals can learn how to interact more effectively at work and increase their emotional intelligence.	233	1.00		5.003.3948	Agreed
Principals with emotional social-awareness are open-minded, give thoughtful consideration to other ideas and perspectives and are non-judgmental in their responses.	233	1.00		5.003.5708	1.48218
Valid N (list wise)	233				Agreed
					1.39439
					Agreed

**Source:** SPSS Output, 2021

Based on the data presented in Table 4, it can be observed that the items pertaining to emotional social-awareness and leadership effectiveness of principals in public senior secondary schools within the Port Harcourt Local Government Area of Rivers State.

**Bivariate Analysis:**

Decision Rule: The 0.05% significance level was adopted as a criterion for the probability of either accepting the null hypothesis at ( $p > 0.05$ ) or rejecting the null hypothesis at ( $p < 0.05$ ).

**Research Hypotheses  $H_{O1}$ :** There is no significant relationship between emotional self-awareness in leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.

**Table 5: Showed Correlations Analysis on emotional self-awareness and principal's leadership effectiveness.**

Self-Awareness		Leadership Effectiveness		
Spearman's rho	Self-Awareness	Correlation	1.000	.814**
		Coefficient	.	.000
		Sig. (2tailed)		
	N		233	233
Leadership Effectiveness	Leadership	Correlation	.814**	1.000
		Coefficient		
		Sig. (2tailed)	.000	.
	N		233	233

\*\* . Correlation is significant at the.01 level (2-tailed).

Source: SPSS Output, 2021

The findings from the analysis presented in Table 5 indicate a robust and statistically significant positive relationship between emotional self-awareness and the effectiveness of principals in their leadership roles ( $r = 0.814$ ,  $p < 0.05$ ). Consequently, the null hypothesis is hereby refuted and reformulated to assert that a highly robust positive and statistically significant correlation exists between emotional self-awareness and the efficacy of principals in public senior secondary schools within the Port Harcourt Local Government Area of Rivers State.

**Research Hypotheses HO<sub>2</sub>:** There is no significant relationship between emotional self-management in leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.

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**Table 6: Showed Correlations Analysis on emotional self-management and principal's leadership effectiveness.**

			Self- Management	Leadership Effectiveness
Spearman's rho	Self- Management	Correlation	1.000	.906**
		Coefficient		
		Sig. (2-tailed)	.	.000
		N	233	233
	Leadership Effectiveness	Correlation	.906**	1.000
		Coefficient		
		Sig. (2-tailed)	.000	.
		N	233	233

\*\* . Correlation is significant at the 0.01 level

(2tailed).

Source: SPSS Output, 2021

According to Table 6, there is a strong and statistically significant positive link between principals' ability to regulate their emotions and their leadership efficacy ( $r = 0.906$ ,  $p < 0.05$ ). Therefore, the study's authors reject the null hypothesis in favour of the alternative hypothesis, which states that principals' effectiveness in public high schools in the Port Harcourt LGA of Rivers State is positively correlated with students' ability to control their emotions.

**Research Hypotheses HO<sub>3</sub>:** There is no significant relationship between emotional social-awareness in leadership effectiveness of principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.

**Table 7: Showed Correlations Analysis on emotional social awareness and principal leadership effectiveness**

			Social Awareness	Leadership Effectiveness
Spearman's rho	Social Awareness	Correlation	1.000	.908**
		Coefficient		
		Sig. (2tailed)	.	.000
		N	233	233
	Leadership Effectiveness	Correlation	.908**	1.000
		Coefficient		
		Sig. (2tailed)	.000	.
		N	233	233

\*\* . Correlation is significant at the 0.01

level (2tailed).

Source: SPSS Output, 2021.

Table 7 shows that principals' emotional social awareness is positively related to their leadership efficacy. This relationship is strong and statistically significant ( $r = 0.908$ ,  $p 0.05$ ). Therefore, we reject the null hypothesis and instead propose that there is a strong and statistically significant link between principals' emotional social awareness and their effectiveness at public high schools in the Port Harcourt Local Government Area of Rivers State.

### **Discussion and Findings**

The findings of this study indicate a robust and statistically significant correlation between emotional self-awareness, self-management, and social-awareness in relation to the effectiveness of principals in public senior secondary schools within the Port Harcourt Local Government Area of Rivers State. This suggests that the cultivation of emotional self-awareness can significantly contribute to the enhancement of a principal's leadership effectiveness. This notion aligns with Goleman's (2017) assertion that a proficient leader, such as a principal, must possess a comprehensive comprehension of how their emotions and behaviours impact those within their sphere of influence. According to Barbuto and Burbach (2006), the practise of emotional self-management can assist principals in developing a heightened awareness of their emotions, thereby facilitating a smoother transition from reactive behaviours to more thoughtful and deliberate responses. The results are consistent with the findings of Ivcevic et al. (2007),

who determined that principals who demonstrate strong emotional and social awareness exhibit empathy, allowing them to better comprehend the emotions and viewpoints of their teachers and students. This, in turn, facilitates improved communication and more effective collaboration within the school, ultimately leading to the attainment of their goals and objectives.

The research hypotheses one, two, and three, as presented in tables 5, 6, and 7, demonstrated the coefficient of determination ( $R = 0.814, 0.906, \text{ and } 0.814$ ) for the correlation between emotional self-awareness, emotional self-management, and emotional social-awareness with the effectiveness of leadership among principals in public senior secondary schools in the Port Harcourt Local Government Area of Rivers State. The findings of this study align with Cook's (2006) research, which demonstrated the relevance of discussing the connection between emotional intelligence and principal leadership performance. If a correlation exists between these variables, it can have significant implications for the recruitment, training, and retention of principals in schools, as well as their impact on students' academic achievement. The present study aligns with Moor's (2009) findings, which further delineated the emotional and social competencies necessary for principals to effectively fulfil their duties and obligations in secondary schools. These competencies encompass intrapersonal and interpersonal relationships, adaptability, and stress management. By possessing these competencies, principals are more likely to achieve success in addressing the multifaceted demands associated with their roles in secondary education.

### **Conclusion**

The study's findings indicate a significant positive correlation between emotional intelligence and the leadership effectiveness of principals in public senior secondary schools located in the Port Harcourt Local Government Area of Rivers State. This correlation is particularly strong in relation to self-awareness, self-management, and social-awareness. This suggests that the outcomes of our public senior secondary schools are contingent upon the extent to which the emotional intelligence of principals influences both teachers and students. The display of emotional intelligence skills by principals and teachers in secondary school education is crucial for the attainment of the school's established objectives.

Furthermore, the absence of emotional intelligence among secondary school principals, characterised by a lack of empathy and an inability to perceive and understand the emotions of others, as well as the underlying dynamics within the school, can lead to the emergence of mistrust and conflict. Therefore, it is evident that a significant number of principals continue to face challenges in effectively

managing their emotions, as well as their interactions with teachers and students. Consequently, this has resulted in conflicts within the school environment and subsequently, a decline in student performance due to a lack of emotional intelligence.

### **Recommendation**

The study therefore recommended that;

1. Principals in public senior secondary schools in Port Harcourt Local Government Area of Rivers State should strive to align their self-perception with the broader reality. This alignment will foster realistic self-assurance, enhance their understanding of personal values, and cultivate a sense of purpose. By doing so, principals will be better equipped to make informed decisions and effectively lead their schools.
2. In the context of public senior secondary schools in Port Harcourt Local Government Area of Rivers State, it is imperative for principals to possess the ability to regulate impulsive emotions and behaviours, effectively manage their emotions in a healthy manner, demonstrate proactive initiative, and adapt to dynamic circumstances. These qualities are essential for principals to function as effective leaders within this educational setting.
3. In order to enhance leadership effectiveness, it is imperative for principals to possess the capacity to adeptly perceive and comprehend the emotions of individuals, thereby gaining insight into their underlying states. Hence, it is imperative for individuals to temporarily cease engaging in personal pursuits in order to cultivate social awareness, thereby enhancing their leadership abilities within public senior secondary schools situated in the Port Harcourt Local Government Area of Rivers State.

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