

**EMOTIONAL INTELLIGENCE AND SCHOOL LEADERSHIP: A STUDY OF
FEMALE SCHOOL PRINCIPALS IN SELECTED SECONDARY SCHOOLS IN THE
UGU DISTRICT OF KWAZULU-NATAL**

by

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Submitted in partial fulfilment of the Master of Education (MEd) degree in the discipline
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DATE SUBMITTED: DECEMBER 2014

ETHICAL CLEARANCE CERTIFICATE



4 March 2014

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Dear Mrs Mlangeni

Protocol reference number: HSS/0103/014M

Project Title: Emotional Intelligence and school leadership: A study of female schools principals in selected secondary schools in the Ugu District of KwaZulu-Natal

Full Approval – Expedited

This letter serves to notify you that your application in connection with the above has now been granted **Full Approval**

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. **PLEASE NOTE:** Research data should be securely stored in the school/department for a period of 5 years.

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Best wishes for the successful completion of your research protocol

Yours faithfully

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Sibongile Mlangeni

Student No: 21357153

DEDICATION

This piece of work is dedicated to my mother Tobane Mlangeni and my father Mthatheni Musa Mlangeni. Even though they did not go to school, they encouraged me to study and emphasised the importance of education.

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ABSTRACT

In South Africa over the past two decades there has been a shift from the oppressive apartheid rule to a democratic political dispensation. In the past women did not have equal employment opportunities as men because of institutional and cultural constraints. As women gain leadership positions in the new era, they still face more challenges compared to their male counterparts because of patriarchal relations. This requires women to have a higher degree of emotional intelligence.

This study focused on the emotional intelligence of five female school principals in relation to leadership practice. The purpose of this study was to determine the importance of emotional intelligence on school leadership practice, to explore and investigate the strategies that female secondary school principals employ to manage their emotions and that of others. This study was framed by Goleman's Theory of Emotional intelligence and Fullan's Effective leadership Theory. This qualitative study is located in the interpretive paradigm. A case study was conducted on five female secondary school principals in the Ugu District of KwaZulu-Natal. Semi-structured interviews with the female school principals and focus group interviews with teachers were used in this study as data generation methods. The data generated was categorised into common themes and sub-themes.

The findings indicated that female school principals who are emotionally intelligent are able to manage their own emotions and that of others in order to improve the culture of teaching and learning in their schools. This suggests that the DoBE should provide induction programmes and mentoring of newly appointed school principals in respect of emotional intelligence. The study recommends that the female school principals should show empathy and respect to the people they are leading in order to build good relations and to be able to make sound decisions to facilitate the improvement of their institutions.

ACRONYMS

| | |
|------|-----------------------------------|
| ACE | Advanced Certificate in Education |
| DoBE | Department of Basic Education |
| SGB | School Governing Body |
| SMT | School Management Team |
| UKZN | University of KwaZulu-Natal |

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CHAPTER ONE

BACKGROUND AND ORIENTATION TO THIS STUDY

1.1 INTRODUCTION

The transition to a democratic political dispensation in 1994 was a turning point in South Africa because it brought to an end decades of oppressive apartheid rule. In embracing democracy, South Africa put new policies into place with the aim of addressing gender and racial inequalities. In this country, women are confronted by both institutional and cultural constraints (Moorosi, 2010). Theoretically, women are recognised to have equal rights and access to employment and promotion. To illustrate, the *Bill of Rights, 1996*, guarantees all citizens equal rights while the *Employment Equity Act, 55 of 1998* guarantees equal opportunity for employment and promotion (Republic of South Africa, 1996, 1998).

Even though women gain leadership positions, they still face more challenges than men because of patriarchal relations. In addition women face challenges presented by the ever-changing curricula and policies which are aimed at establishing and restoring the culture of teaching and learning and also redressing past imbalances in the education system (Chikoko, Naicker & Mthiyane, 2011). The constant changes in the education system in South Africa as well as in other parts of the world, come with increased accountabilities and challenges for school principals. The school principals' roles and expectations in South Africa according to the *Employment of Educators Act, 76 of 1998* involve professional management; teaching; administration; mentoring; counselling; coaching; managing personal relations; serving in the school governing body and financial management (Republic of South Africa, 1998).

Some of the principals struggle to keep up with these accountabilities and challenges because the poignant reality is that principals in South Africa are not trained adequately for many of these roles and demands placed on them (Van der Weisthuizen, 1990; Bush, 2008). A study programme called the Advanced Certificate in Education (ACE) for School Leadership has been developed to capacitate school principals and deputy principals. However, it is not a pre-requisite for appointment as a school principal. Even after appointment, not all principals and deputy principals enrol for this programme as it is not compulsory.

It is evident from research that most countries have programmes in place to help newly appointed principals to introduce them to their new roles (Bush, 2008). Several countries England, Singapore, France, Estonia, Slovenia, Malta, Canada, and USA have a planned approach to leadership succession, while decentralised countries such as South Africa, New Zealand, New South Wales, and Netherland leave the initiative to prospective leaders. Hence promoting equal opportunities but risking a shortfall in applicants (Bush, 2008). As a result, most school principals use their previous experience to lead and sometimes the lack of adequate leadership skills adversely affects school improvement and effectiveness (Bush, 2008). These new challenges can cause an emotional disparity to a school principal who has limited degree of emotional intelligence.

1.2 RATIONALE AND MOTIVATION FOR THIS STUDY

My interest in pursuing this area of research was prompted by my observation of what is happening at my school. I am led by a female school principal. I have observed that male teachers always show resistance to the instructions and ideas posed by the school principal. As a female deputy principal I have observed this trend even during staff meetings. An idea which is introduced by a female teacher is not often supported by males but if a male from the School Management Team (SMT) introduces the same idea, male teachers then buy into the idea. This type of behaviour needs a principal to be emotionally intelligent to deal with effectively (Moore, 2009). I have also observed that some school principals fail to manage their emotions when faced with challenging circumstances. They resort to unprofessional behaviour. I have witnessed a school principal shouting at an SMT member in front of the learners because the teacher had delayed to go to class. My observation of these principal's lack of emotional intelligence has prompted me to pursue this study.

Literature states that it is very important for leaders to understand their own emotions and the emotions of the people they are leading. When one is aware of one's emotions and that of others, conflicts and resistance could be eliminated (Cliffe, 2011). It is also believed that emotions are involved in the day-to-day activities of a school setting. Hence, a good leader will know how to influence individuals in a manner that is acceptable to all involved (Bipath, 2008; Marshall, 2011; Cliffe, 2011). Emotionally intelligent leaders set a good tone or culture in their organizations (Goleman, 1998; Van der Weisthuizen, 2013). According to

Goleman (1998), effective leaders are alike in one crucial way: they all have a high degree of emotional intelligence. Research also indicates that the leader's actions may account for as high as 70% of employee perception of the organisation's wellness (Goleman, Boyatzis, & McKee, 2002).

1.3 SIGNIFICANCE OF THE STUDY

Several studies have been conducted on emotional intelligence of school leaders (Cook, 2006; Moorosi, 2010) and also emotional intelligence and leadership in the business sector. A positive relationship exists between effective leaders and emotional intelligence (Goleman, 1998; Bradberry & Greaves, 2003; Caruso, & Salovey, 2004). However, little research has been conducted on Emotional Intelligence of female school leaders and its effects on educational leadership (Cliffe, 2011; Marshall, 2011; Lumby & Azaola, 2013). None of these studies has explored the strategies that could be used by female secondary school principals in managing their emotions, emotions of others and their relations with others and its effect on leadership practice. This study is chosen because women leaders are affected by patriarchal relations as well as increased responsibilities that may cause an emotional imbalance. The findings from this research could be useful to women leaders and those who seek leadership positions in the future. Therefore this study is necessary to explore the importance of EI in school leadership and also to establish strategies that could be used by school principals in managing their emotions, emotions of others and relations with others.

1.4 AIMS AND OBJECTIVES OF THE STUDY

The aim of the study is to explore the emotional intelligence in relation to the leadership practice of female secondary school principals. The study seeks to accomplish the following objectives:

- To determine the importance of emotional intelligence on school principals' leadership practice.
- To explore the strategies female secondary school principals employ to manage their emotions.
- To investigate the strategies female secondary school principals employ to manage emotions of others and their relations with others better.

1.5 KEY RESEARCH QUESTIONS

Collectively this study seeks to address the following key research questions:

- Why is it important for female school principals to be emotionally intelligent?
- What strategies do female school principals employ to manage their emotions?
- How can female school principals manage the emotions of others and their relations with others better?

1.6 DEFINITION OF KEY CONCEPTS/TERMS

The key concepts for this study are Emotional intelligence; Leadership and Management.

1.6.1 EMOTIONAL INTELLIGENCE

Salovey and Mayer (1990) coined the term emotional intelligence and they defined it as “a type of social intelligence that involves the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions”, (p.189). This definition was criticised for not including the thinking about one’s own emotions. Bar-on (1997) then defines emotional intelligence as being concerned with effectively understanding of oneself and others, relating well with people and adapting to and coping with the immediate surroundings and to be more successful in dealing with environmental demands. He further states that emotional intelligence develops over time and that it can be improved through training, programming and therapy (Bar-on, 1997). Martinez (1997) refers to emotional intelligence as an array of cognitive skills, capabilities and competencies that influences a person’s ability to cope with environmental demands and pressures. Later Goleman (1998) defines emotional intelligence as “the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions in ourselves and in our relationships” (1998, p.317). Lane (2000) asserts that emotional intelligence is “the ability to use emotional information in a constructive and adaptive manner” (p.171). However, there is no consensus in the literature on the exact nature of emotional intelligence. For the purposes of this study, Goleman’s (1998) definition will be utilised as the researcher is interested in the importance of emotional intelligence in school leadership practice and also to establish strategies that could be used by principals in managing their emotions, emotions of others and their relations with others.

1.6.2 LEADERSHIP

The concept of leadership is intricate and always evolving. Robertson (2008) posits that educational leadership encompasses the informed actions that influence the continuous improvement of teaching and learning. While Daft (1999) defines leadership as an influential relationship among leaders and colleagues who intend real changes that reflect their shared purposes. Leadership is the process of influencing other people so that they will strive willingly and enthusiastically towards the achievement of goals of an organisation (Armstrong & Stephens, 2005). Bush (2003) agrees that leadership is the ability to influence the actions of individuals or groups. Lambert (2002) defines leadership as a “reciprocal process that enable participants in an educational community to construct meanings that lead toward a shared or distributive leadership purpose of schooling.” Dubrin (1998) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organisational goals. Leadership is about helping people to understand the challenges they face, supporting people to get a handle on how to manage these challenges and to learn how to live with challenges (Sergiovanni, 2001). Leadership cannot be understood without management. In this study when leadership is mentioned, management will also be subsumed. I therefore define the term management.

1.6.3 MANAGEMENT

Management is the process of getting things done through and with other people to achieve the goals of an organisation (Van Rensburg, 2008). Management is more concerned with the maintenance of routine activities and tasks of planning, organising, controlling, scheduling, communicating information and leading the institution (West-Burnham, 1992). The main purpose of management is to support, improve and enhance teaching and learning. Management is required to design and implement procedures which enable the vision of an organisation to be achieved (Dunford, Fawcett & Bennett, 2000). According to Bush (1995), management monitors and controls the organisational activities, makes decisions and allocates resources. This term is relevant for this study so as to differentiate between the meaning of leadership and management. In this study the concept “management” refers to the activities of the school principal in a joint venture with all stakeholders involved. Therefore, both leadership and management are important for the school to function properly and to make noticeable progress towards achieving its goals.

1.7 REVIEW OF LITERATURE

The literature review of this study draws from international, continental, local literature and empirical research to examine how emotional intelligence has been understood and what research has revealed on how school principals respond to emotional intelligence. This literature is from books, journals, newspapers, dissertations, policies and government documents. The purpose of the literature review in this study is to present issues in the literature relating to EI and school leadership practice.

1.8 RESEARCH DESIGN AND METHODOLOGY

A summary of the research methodology employed in this study is presented.

This is a qualitative study located within the interpretive paradigm. It is located within an interpretive paradigm because it is about the understandings of the everyday lived experiences of people in a specific area or historical setting (De Vos, 2002). This paradigm is relevant for this study because this study explores female secondary school principals' emotional intelligence and its relationship with effective leadership. Since this research falls within the parameters of an interpretive paradigm, where reality is subjective (Gough, 2000; Schwandt, 2003; Flick, 2009), I wanted the participants to tell their own story. The ontology linked to this approach is a subjective reality; the epistemology is one where the values of the participants as well as researchers become intertwined (Falconer & Mackay, 1999).

This study followed a case study design because it explored the emotional intelligence of 5 female secondary school principals. "A case study is a research in which the researcher explores a single entity or phenomenon within a specified space of time and using a variety of data generation procedures to gain detailed information about the phenomenon" (Leedy & Ormrod, 2005, p.40). By exploring the emotional intelligence in relation to leadership practice, the researcher hopes to have a deeper understanding about how female school principals demonstrate emotional intelligence in their day-to-day leadership. Leedy and Ormrod (2005) further state that a case study focuses on understanding the particulars of the case in its depth and complexity. Zainal (2007) asserts that a case study is an investigation of contemporary real-life phenomena through detailed contextual analysis of a limited number of events and their relationships. The case here is five female secondary school principals. It is a case of emotional intelligence and school leadership practice.

Semi-structured and focus group interviews were also used in this study as data generation methods because the interviews will provide direct evidence of what the stakeholders know and their interpretations (Cohen, Manoin & Morrison, 2011). According to De Vos, Strydom, Fouche & Delport, (2011) and Bell (2010) interviews are used in order to get the detailed depiction of the participants' belief and perception about a particular topic and it gives both researcher and participant much more flexibility. In this study the experiences of how female school principals manage their emotions and that of others and relationships with others will be explored. In this study in-depth information was gained by probing. The framework for developing an interview schedule was drawn from research on emotional intelligence, leadership and personal experience.

Purposive sampling was used to choose participants. Bailey (1994) argues that in purposive sampling, the researcher uses his/her own judgement to select those participants who best meet the purposes of the study. Five female secondary school principals were selected based on the following selection criteria: variation of school contexts based on socio-economic levels, urban or rural settings, and degree of ethnic diversity. Leedy and Ormrod (2005) argue that in purposive sampling participants are chosen because they are knowledgeable and informative about the phenomenon the researcher is investigating. Focus groups of post level one teachers were also purposively selected as a source with the purpose of triangulating data. Triangulation is a valid procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study (Creswell & Miller, 2000).

Interviews were digitally voice-recorded and were transcribed verbatim (Cohen, *et al.*, 2011; De Vos, *et al.*, 2011). Content analysis was used to analyse data generated. Content analysis is used because it is a systematic approach to qualitative data analysis that identifies and summarises message content (Maree, 2011). The data was then coded and classified into categories and themes that will facilitate understanding. Member checking was also done so as to get the real meanings attached to the experiences (Creswell & Miller, 2000).

1.9 DELIMITATION OF THE STUDY

The study is located in five secondary schools led by female school principals in the Ugu District, KwaZulu-Natal and was conducted from March 2014 to July 2014.

1.10 CHAPTER OUTLINE OF THE STUDY

This study is divided into five chapters and each chapter deals with a different aspect of the research process.

Chapter One presents the introduction to the study; rationale and motivation for the study; the key questions; significance of the study; definitions of terms; research setting, a summary of the research design and methodology, delimitations of the study and the organisation of the study.

Chapter Two reviews relevant literature on emotional intelligence and school leadership practice. The review starts with the theoretical framework that underpins the study and is followed by an overview of international, continental and local review of studies related to the critical questions of this study.

Chapter Three presents the design and methodology and research design adopted in the study that will assist to answer the three research questions listed in this study.

Chapter Four presents the findings and discusses the data generated.

Chapter Five summarises the main findings of the research, provides conclusions and recommendations for future improvement of emotional intelligence of female school principals.

1.11 CHAPTER SUMMARY

This chapter is mainly an orientation to the rest of the study. In this chapter I have presented an introduction to the study, which entails a research problem, context and focus. Followed by the rationale and motivation for the study; significance and purpose of the study; research questions; definition of concepts; an overview of the literature review; delimitation of the study as well as the demarcation of this study. How the research process will unfold is covered by the other components of the chapter like research design and methodology. The purpose of outlining all aspects which are an integral feature of the study is to provide meaning and direction of the research project. The contents of this chapter serve as a reference or a point of departure for the subsequent research process.

The next chapter is dedicated to the literature review and theoretical frameworks that underpin this study. The literature review, drawn from a diverse spectrum of research works, develops on the elements of the synoptic outline expressed in this chapter. A detailed explanation of the theoretical frameworks adopted for the study and the reason for the adoption are also fully discussed in chapter two of this research study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 INTRODUCTION

In the previous chapter, a brief introduction was given which provided the background for the study, the purpose and the rationale for the study, focus of the study, research aims, objectives and critical questions, significance of the study, definition of concepts, theoretical framework, limitation of the study, and the organisation of the study. This chapter deals with the review of relevant literature and theoretical frameworks around the key research questions formulated in the previous chapter, namely:

- Why is it important for female school principals to be emotionally intelligent?
- What strategies do female school principals employ to manage their emotions?
- How can female school principals manage the emotions of others and their relations with others better?

This chapter provides an account of the views of different scholars and outlines the major trends and critical issues relating to emotional intelligence and school leadership. This chapter commences by discussing the review of related literature, because from the review of literature I was able to get to certain theoretical frameworks that are relevant to this study. This chapter therefore commences with a review of related literature first then theoretical frameworks. The review of related literature is presented using the thematic approach. The literature review will address international and national literature on emotional intelligence and leadership. Lastly, it discusses the theories that underpin the study, namely Goleman's Theory of Emotional Intelligence (Goleman, 1995) and Fullan's Theory of Effective Leadership (Fullan, 2001).

2.2 REVIEW OF RELATED LITERATURE

The review of related literature is presented under the following headings: International and National literature. In the review of related literature the business sector is included because

there are many studies that have been done on this topic in the business sector rather than the educational sector.

2.2.1 INTERNATIONAL LITERATURE

International literature will be discussed under the following themes: importance of leaders' emotional intelligence in the business sector, importance of school principals' emotional intelligence in education, strategies used by leaders in managing emotions in the business sector, strategies used by school principals in managing emotional issues in education.

2.2.1.1 THE IMPORTANCE OF LEADERS' EMOTIONAL INTELLIGENCE IN THE BUSINESS SECTOR

A study conducted by Cavazotte, Moreno, and Hickman (2012) in Brazil investigated the effects of intelligence, personality traits and emotional intelligence on transformational leadership and effective performance of leaders in the organisational context. The sample used in this study consisted of 134 middle level managers from a large company that operates in the energy sector. The findings suggest that leadership effectiveness is determined by the achievement of organisational outcomes. This is a direct function of a leader's transformational leadership behaviour. The importance of emotional intelligence and experience is highlighted in the leaders' transformational behaviour. It is also an indirect function of individual differences (intelligence, experience and consciousness) that work through transformational behaviours (Cavazotte, *et al.*, 2012).

Similarly, Shahhosseini, Silong and Ismaili (2013) investigated the relationships between emotional intelligence, leadership style and job performance. The sample in this study was 192 managers; the study was conducted in Iran. This study was aimed at analysing emotional intelligence, the leadership styles, and job performance of managers who were employed in the public and private sectors. The findings of the study show a positive and significant correlation between emotional intelligence and job performance. The results suggested that emotional intelligence may provide an interesting new way of enhancing productivity through job performance. This study also demonstrated that there is a relationship between transformational leadership style and job performance. Although the relationship of

transformational leadership style and job performance is not significantly strong as emotional intelligence, it is nevertheless a valuable factor.

Shahhosseini, *et al.*, (2013) are in agreement with Cavazotte, *et al.*, (2012) and Cai, (2011) in that managers who adopt a transformational leadership style show better job performance. They also argue that emotional intelligence is an important factor that contributes to transformational leadership. Managers who practice transformational leadership have a major role in affecting rapid changes and motivating their staff to improve their knowledge about the importance of the organisation they work for (Shahhosseini, *et al.*, 2013). Such leaders can unite their followers and change their beliefs and purposes and positively affect staff performance. Thus, these leaders are also able to shape their own performance (Shahhosseini, *et al.*, 2013). Successful organisations need leaders who have the vision to identify the future path of their organisations with their deliberations. They can lead, stimulate and motivate their staff, and they hypothesise that there is a significant relationship between transformational leadership style and performance. Hence, high emotional intelligence contributes to a leaders' ability to moderate conflict and enhancing the organisations citizenship behaviour. Rao (2006) argues that whatever the leadership style, emotional intelligence enables a leader to create trust and improve communication thereby enhancing the workplace climate and business outcomes.

2.2.1.2 THE IMPORTANCE OF LEADERS' EMOTIONAL INTELLIGENCE IN EDUCATION

Emotional intelligence is proven to be an important factor in educational leadership (Cliffe, 2011; Ayiro, 2010). The aim of the study conducted by Cliffe (2011) in the UK in the secondary schools of England was to explore the relationship between emotional intelligence and educational leadership of female school principals. It was discovered from this study that there is a positive relationship between effective leaders and emotional intelligence. This is also in line with Marshall (2011) and Mills and Rouse (2009) who noted that emotional intelligence is an important element in the exercise of effective leadership.

Mills and Rouse (2009) who conducted a literature review assert that leaders who recognise and monitor their emotional intelligence have learned to utilise their emotions towards the improvement of processing information in order to make better decisions, support interaction

and relationships with others, and exhibit certain behaviours associated with success in order to be viewed as effective. Cliffe (2011) noted that the school principals were able to, knowingly or subconsciously; make intelligent use of their emotions. However, similar studies have not been conducted in South Africa where the context is different.

Emotional intelligence is important in the process of leading and should be considered an essential component of effective leaders (George, 2000). Moore (2009) insists that emotional intelligence is vital for school principals and that it is time to implement preparation programmes for school principals to develop these skills to deal with emotions associated with schools reforms. However, in a conceptual study conducted by Labby, Lunenburg and Slate (2012) which examined the link between effective leadership skills and practices and student achievement, it is concluded that higher levels of emotional intelligence could be linked with improved academic performance. However, the limitation of that study is that it was mostly using secondary data.

In today's world, however, traditional leadership and management training programmes may not afford a leader all the tools needed to guide a school through a performance improvement process. A leader's ability to interact with others using a skills set based within the underpinnings of emotional intelligence may positively influence the overall learning environment (Ayiro, 2009). The above mentioned writer conducted a study in Kenya, which investigated the degree of association between the emotional intelligence of school principals and their performance rating. This study attempted to establish if there is a relationship between specific aspects of a principal's emotional intelligence that may be associated with success on standardised forms of assessment and other perceived indicators of school success. The study's sample consisted of 100 high school principals from different regions of Kenya. The length of the school principals' service (experience) at their schools ranged from 1 month to 27 years. Schools were categorised as either high performing or low performing on the basis of examination results. The age of the school principals used in the study ranged from 36 to 54 years, with an average of 46.4 years. The findings of this study indicated that there is a significant relationship between a school principal's emotional intelligence and the school's success. This illustrates that school principals' emotional intelligence has a positive impact on the school's overall performance.

Patti (2007), a coach and trainer of school administrators in New York, declared that many principals need additional support in learning to deal with emotions and conflict. Effective

middle school and high school principals need to understand and manage emotions to implement and lead school reform. Moving teachers from isolation to collaboration, changing the focus from teaching to student learning, implementing structures and processes that systematically monitor student learning and increase accountability, and distributing leadership is a huge paradigm shift for most American schools (Patti, 2007). This requires a school principal to have high degree of emotional intelligence.

Cai (2011) investigated the relationship between the emotional intelligence of school principals and the turnarounds of low-performing (struggling) schools. Through reviewing literature, the researcher identified that school principals with high emotional intelligence are more likely to demonstrate behaviours that directly match those necessary to address the challenges of low-achieving schools. The findings indicate that the higher the school principal's emotional intelligence, the more likely the school principal in demonstrating transformational leadership in the turnaround process. Cai (2011) is in agreement with Hayward, Amos and Baxter (2008) and Shahhosseini *et al.*, (2013) in that a school principal with high degree of emotional intelligence tends to adopt a transformational leadership style. Through their work, they concluded that a connection existed between the transformational leadership style and emotional intelligence skills. Transformational leaders are more likely to provide support for teachers to improve their instructional capacity. Therefore, emotionally intelligent principals may be more likely to adopt transformational leadership to turn around their schools. The higher the principal's emotional intelligence is, the more positive is the principal– teacher relationship is in the turnaround process (Cai, 2011; Cliffe, 2011).

Emotional intelligence is associated with certain skills, such as communication, conflict management and stress management which may help the principal build constructive relationships with teachers (Morrill, 2007; Cai, 2011). The enhancement of the principal–teacher relationship can result in positive change in the school climate. With trust and respect from the school principal, teachers will be more open to the new initiatives introduced by the school principal and more committed to the implementation, which may lead to improvement in teaching and school culture (Cai, 2011). The results on Cai's study indicate that there is a relationship between emotional intelligence and turning around of low performing schools. In addition, it established that it is important for the principal to be emotionally intelligent so as to be able to advance the performance of the school.

All these studies that are discussed above indicate that it is important for school principals as leaders in education to be emotionally intelligent. Emotional intelligence can be the difference between a high performing school and a low performing school (Moore, 2009). Leaders who possess high levels of emotional intelligence are more skilful in leading change and cultivating commitment among their staff (Fullan, 2001; Patti, 2007; Buntrock, 2008; Moss, 2008; Moore, 2009).

2.2.1.3 STRATEGIES USED BY LEADERS TO MANAGE EMOTIONS IN THE BUSINESS SECTOR

Mittal and Sindhu (2012) conducted a study investigating emotional intelligence and leadership. This study was conducted in India. Data was generated by observation and interviews. A sample used in this study consisted of a number of highly effective senior managers and executives in 500 companies, federal agencies, non-profit organisations and the military. The findings indicated that effective leaders use strategies to manage their emotions and that of others. They suggest that effective leaders are aware of their impact on others and use it to their advantage. This idea is strengthened by Humphrey (2008) when he posits that leaders, with high emotional intelligence influence the attitudes, enthusiasm and performance of their team members. Mittal and Sindhu (2012) further suggest that leaders are also sensitive as to how they come across to others. They also suggest the most effective leaders are able to put themselves in the shoes of others and to understand how and why employees react to organisational events, personal crises, stress and seemingly relentless change (Mittal & Sindhu, 2012). At the same time, their empathy does not prevent them from making tough decisions. This is in line with Murphy and Janeke (2009) who noted that people with high emotional intelligence can generally balance multiple tasks without losing sight of priorities, have the ability to solve new problems in unique and creative ways, and work well in group-oriented tasks. Leaders do this by appealing to reason and acknowledging the feelings of others, thus enabling people to feel that the decisions make sense (Mittal & Sindhu, 2012). Effective leaders are astute judges of people without being judgmental (Mittal & Sindhu, 2012). Good leaders are able to size others up quickly in terms of their key strengths and weaknesses, and are especially good at recognising and applying the diverse talents of everyone in the organisation (Mittal & Sindhu, 2012), hence, making everyone an effective stakeholder in the organisation.

Effective leaders are passionate about what they do, and also show it. They encourage others to believe that the most challenging goals can be met. Effective leaders balance feeling and logic in making decisions (Mittal & Sindhu, 2012). They are in touch with their gut instincts about the right thing to do in the absence of supporting data. They are also excellent communicators (Goleman, 1998). They also know that communication keeps people motivated and connected (Mittal & Sindhu, 2012). Groves and Vance (2009) postulate the same when they posit that decision-makers adopting a balanced use of linear and nonlinear thinking styles provide them with greater emotional intelligence. Furthermore, leaders make rational, consistent decisions based on logic and empirical data while perceiving emotions in co-workers and controlling those emotions to instill productive enthusiasm onto co-workers (Groves and Vance, 2009). The role of emotional intelligence lies in knowing what messages will connect with others and how to express them (Mittal & Sindhu, 2012). Effective leaders create personal connections with those they work with.

The most effective leaders find ways to make themselves personally visible and approachable (Mittal & Sindhu, 2012). Leaders take the time to engage employees individually and in groups, listening to their ideas, suggestions and concerns, and responding in ways that make people feel heard and respected. However, good leaders are also patient enough to help others overcome their fears, get people involved before making decisions that affect them. They also explain the reasons for difficult decisions once they are made, and work to maintain high morale while calling on others to do better (Mittal & Sindhu, 2012). These findings indicate that it is important for leaders to be emotionally intelligent in order to be effective. The above proves that communication between the leadership and employees are of paramount importance if the goals of the organisation are to be achieved.

2.2.1.4 STRATEGIES USED BY SCHOOL LEADERS IN MANAGING EMOTIONS

The personal qualities which are illustrated by the school principal's role play a significant role in establishing the culture and the efficiency of the school (Cliffe, 2011). Strategic leaders in the realm of higher education, like other employees in positions of responsibility, should possess positive leadership attributes (Morrill, 2007). Murphy (2003) wrote, "Contrary to popular belief, technical skills are not the primary reason why new hires fail; instead, poor interpersonal skills dominate the list, flaws that many of their managers admit were overlooked during the interview process" (p. 33).

Similarly, Vandervoort (2006) stressed the need for improvement of faculty and administrative working relationships through better intrapersonal and interpersonal skills. The author also recommended including emotional intelligence as part of faculty job qualifications. Academic leaders, such as deans, face multiple challenges in leading change efforts, balancing stakeholder interests, maintaining departmental status, evaluating faculty performance and performing fiscal responsibilities (Morrill, 2007). Other contributors to emotional intelligence research have focused on the development of people through coaching, counselling, teaching, and mentoring. For instance, Boyatzis, Smith, and Blaize (2006) analysed the importance of relationship building.

Emotional intelligence has strategic implications within higher education (Vandervoort 2006). Academic leaders have a major role to fulfil within the administrative domain. According to Coco (2011) individuals need to manage complex situations through effective planning, organising, leading, and controlling. They have to respond effectively to various organisational stakeholders both inside and outside their respective institutions. Individuals in positions of academic leadership could benefit from learning more about the role emotional intelligence has in organizational success (Coco, 2011).

Ayiro (2009) in a study conducted in Kenya suggests that principals are expected to demonstrate extreme flexibility and an ability to adapt to rapidly changing environments. Also noted by Ayiro (2009) when working with issues of student academic accountability, principals are also responsible for supporting the creation of a shared vision for their schools' growth that includes input from teachers, parents, and community members. It has become quite evident in recent years that principals must be adept at incorporating both self-identified and social emotional conception into a plan for school success. Research (Morrill, 2007; Ayiro, 2009; Coco, 2011) has demonstrated that such understandings can be directly linked to a leader's emotional intelligence.

Some leadership styles may be more appropriate than others in any given school environment at a given time. However, the skill to respond to rapid shifts in learning environments and the ability to effectively access emotional intelligence skills transcends the spectrum of leadership (Ayiro, 2009). Principals who are able to respond quickly and effectively to dynamic environments and who are able to implement the necessary changes have been most successful in the development of sustained and long-term growth in student performance that is measured by achievement in national examinations (Ayiro, 2009).

More recently, Crawford (2009, p. 2) describes headship as ‘a complex synergy of emotion and leadership’. She recognises the central role the head teacher plays in the emotional relationships which exist in schools and that such aspects of leadership warrant further investigation. Crawford (2009, p. 9) sees ‘emotion as inherent to the practice of leadership rather than separate from it’.

Another important strategy used by school leaders identified by Ayiro (2009) include the development of a relationship that would establish close partnerships, inspire a sense of commitment, encourage persistence, allow for the furthering of skills, and for the development of a more productive work environment. Research (Ayiro, 2009; Cliffe, 2011) demonstrates that building positive intrapersonal communicative skills allowed leaders and employees to separate personality conflict from conflicts based on organisational restructuring. An analysis of emotional intelligence was found in thousands of men and women which showed that women, on average, are more aware of their emotions, show more empathy, and are more adept interpersonally. Men, on the other hand, are more self-confident, optimistic, and adaptable. It was found that men are also able to handle stress better than women. In general, however, far more similarities exist than differences. Some men are empathetic as the most interpersonally sensible women are, while some women are just as able to withstand stress as the most emotionally resilient men (Ahmad, Bangash & Khan, 2009).

2.2.2 NATIONAL LITERATURE

National literature is discussed under the following themes: the importance of leaders’ emotional intelligence in the business sector, importance of school principals’ emotional intelligence in education, strategies used by leaders to manage emotions in the business sector, the strategies used by school principals in managing emotions in education.

2.2.2.1 THE IMPORTANCE OF LEADERS’ BEING EMOTIONALLY INTELLIGENT IN THE BUSINESS SECTOR

Hayward, *et al.*, (2008) investigated the relationship between employee performance, leadership style and emotional intelligence in the context of a South African parastatal. Hayward, *et al.*, (2008) hypothesised that transformational leaders are more effective in achieving higher levels of employee performance, that emotionally intelligent leaders would

also be more effective in achieving higher levels of individual performance. They also hypothesised that emotional intelligence and transformational leadership are associated and that leaders who are emotionally intelligent and demonstrate transformational leadership would be more effective in achieving higher levels of individual performance.

It was however found that there is a very strong, significant linear positive relationship between emotional intelligence and transformational leadership, confirming a contention that transformational leaders are more emotionally intelligent than transactional leaders. According to Hayward, *et al.*, (2008), the performance of individuals is critical to the effectiveness of any organisation and needs to be managed. Any organisation requires an appropriate performance management system that is directly aligned to the strategic objectives of the business, ensuring that the strategic objectives of the business are translated into clear achievable objectives for each individual employee. Also noted by Hayward, *et al.*, (2008) is that managers play a crucial role not only in the implementation of a performance management system but in the leadership of desired performance outcomes of their subordinates. People are the key to organisational effectiveness and the key to the success of any business in being able to unleash the potential which resides within their human capital.

Within the South African context, Wolmarans & Martins (2001) developed a statistically validated emotional intelligence assessment tool, the 360-Degree Emotional Competency Profiler (ECP). The ECP divides emotional intelligence into seven constituent competencies or clusters: self-motivation; self-esteem (and self-regard); self-management; change resilience; interpersonal relations; integration of 'head and heart'; and emotional literacy (Wolmarans & Martins, 2001).

2.2.2.2 THE IMPORTANCE OF LEADERS' BEING EMOTIONALLY INTELLIGENT IN EDUCATION

Researchers (Bipath, 2008; Cliffe, 2011; Cai, 2012) have confirmed that emotional intelligence not only distinguishes outstanding leaders or principals, but can also be linked to strong performance, in this case, functional schools as opposed to dysfunctional schools. The study conducted by Bipath (2008) in South Africa displays that emotional intelligence in leaders is essential for the transformation of dysfunctional schools into functional schools. The researcher conducted the study in two schools situated in the same geographic area. The

principals of both schools possess teaching diplomas and they have the same number of years of experience in education. The researcher was drawn to these schools by the fact that even though the schools are situated in the same area, the performance of learners is totally different. One school is functional, performing at 80% to 100% in the National Senior Certificate examination whereas the other school is performing at 0% to 40%.

Bipath (2008) conducted this study to understand why schools in the same geographic area perform so diversely. Various qualitative methods were used to produce data, i.e. observations, document analysis and interviews. The article proves that emotional intelligence of the principals in the two schools created the difference in the performance of the two schools. The self-awareness displayed by the principal in the functional school showed an understanding of his moral purpose as a principal to the learners in his school. His self-awareness that he is no longer trapped as a victim of apartheid and he can make a difference in his school was essential in the first two quadrants in the emotional intelligence framework that the researcher observed. The principal of the functional school took the initiative and visited schools of excellence to learn what they were doing right. He was influential and coerced his staff to work collaboratively to achieve outstanding results. These two quadrants greatly enhanced the other two quadrants in the emotional intelligence framework, namely social awareness and relationship management. Due to the functional school's principal being aware of himself as well as his surroundings, he was able to focus on relationships with his learners and staff and got them to collaborate and work as a winning team in the achievement of a functional school. This shows that the principal of a functional school demonstrated that he had a high degree of emotional intelligence.

On the other hand, the principal of the dysfunctional school lacked the competencies of self-awareness and self-management which led to his failure at being socially aware of his rights and responsibilities as the leader in his school. He could not get his staff to work collaboratively as a team towards a common vision. This tale of two schools echoes with the importance of training principals in leadership skills. Fortunately, emotional intelligence can be learned (Goleman, 1998). This process takes time and, most of all, commitment is needed. Induction courses for principals should have "Emotional Intelligence Competency Development" as an essential module. Fortunately, the ACE school leadership programme designed as a licence for school principals in South Africa contains a module that teaches principals how to develop emotional intelligence (Bush, 2003). The benefits that come from

having well-developed emotional intelligence, both for the individual and for the organisation, makes it worth the effort (Goleman, 1998, p. 102). After all, it is the future generation that will benefit from training all educational leaders on emotional intelligence.

2.2.2.3 STRATEGIES USED BY LEADERS TO MANAGE EMOTIONS IN THE BUSINESS SECTOR

Since the leader's emotional competencies have an overwhelming influence on the climate of the company, on the motivation of employees and customer relationships, it can then be concluded that the development of models of emotional intelligence, the detailing of emotional competencies, of how they can be self-induced and shaped and the preparation of assessment tests for these competencies is an important issue for the whole area of leadership (Suciu, Petcu & Gherhes, 2010). The strength of the emotional qualities of the leader, the ability to communicate and to establish interpersonal relationships, the ability to create a friendly, motivating environment, are traits that distinguish leaders with outstanding economic performance (so-called "star-leaders") from leaders with mediocre results (Ward & Schwartzman, 2009; Suciu, *et al.*, 2010).

One of the studies quoted by Suciu, *et al.*, (2010) in the Coca-Cola Company, proved that division leaders who developed emotional intelligence competencies outperform their targets by more than 15%. Division leaders who didn't develop their emotional intelligence missed targets by the same margin. Another study done in the Hallmark Communities, sales staff who developed emotional intelligence was 25% more productive than their low emotional intelligence counterparts and emotional intelligence was more important to executive job performance than character, strategic thinking, and focus on results (Suciu, *et al.*, 2010). Talent Smart's EQ Learning programme raised individual and team emotional intelligence for the low and high emotional intelligence groups to improve group cohesion and job performance (Bradberry & Greaves, 2003). Leaders who develop skills in the sphere of emotional intelligence have succeeded in their work to put into practice a management based on resonance. This concept, preferred by the authors in the field of emotional intelligence, stands for the ability to get in tune with the feelings of others, finding the same emotional wavelength, the emotional synchronization. Only through a resonant leadership can a fertile climate of understanding and cooperation be created. The company can maintain unity even in conditions of crisis if this strategy is implemented by leaders.

One of the most costly errors made today at a leadership level is minimizing or even ignoring the economic potential of emotional intelligence. In too many cases, managers are unable to realize their own emotions and weaknesses, to master the destructive impulses, to empathize with employees and customers or to create group synergies (Suciu, *et al.*, 2010). As a result, businesses are suffering, the climate is pressing, the employees are unmotivated and customers dissatisfied. Lack of emotional qualities at the top level management causes considerable losses both to private companies and state institutions (Suciu, *et al.*, 2010). Often these losses are overlooked or are mistakenly placed on other, short term, more visible factors. Therefore, we need an awareness of the importance of the emotional component of leadership which leads to greater levels of emotional intelligence in the management sector, where strategic decisions are taken (Suciu, *et al.*, 2010). This can be achieved by including emotional intelligence training in the mandatory curriculum of management students, by promoting coaching seminars for the leading staff of the companies and by implementing a selection of managers based on emotional intelligence criteria (Suciu, *et al.*, 2010).

2.2.2.4 STRATEGIES USED BY SCHOOL LEADERS IN MANAGING EMOTIONS

Emotions can be intense, disruptive, de-motivating, motivating, exhilarating, positive, and negative, and they can challenge the leadership abilities of any person. Those who are skillful in dealing with emotions are referred to as having high emotional intelligence (Moore, 2009). With emotional information, leaders can build trust and cooperation, display empathy to employees, display social awareness, develop collaboration, understand the loss that people experience during the change process and display skills in addressing issues and solving problems. Effective leaders possess the ability to understand and “manage moods and emotions in self and in others” (Moore, 2009, p.22).

The author identified 21 categories of leadership behaviours and practices that have had a statistically significant relationship with student achievement. Many of these behaviours and practices could be very easily integrated into programs designed to improve one’s emotional intelligence: (affirmation, communication, fostering shared beliefs, comfortable with dissent, ability to self-disclose beliefs, ability to demonstrate awareness of the personal aspect of staff, increasing the high quality interactions with students and staff, and ability to inspire staff). Along with their findings, the author reiterated that frustration and anger usually accompany the change process in creating highly effective schools (Moore, 2009).

2.2.3 HOW LEADERS MANAGE RELATIONS WITH OTHERS

Relationship management is one of the pillars of emotional intelligence. Relationship management include abilities such as motivation, teamwork, conflict management, and creating a positive environment (Connelly, 2007). The other domains of emotional intelligence that is self-awareness, self- regulation, empathy, and social skills all support relationship management (Goleman, 1998). It involves motivation, and inspiring others. Using empathy and other emotional intelligence skills good leaders are able to build and maintain levels of trust among those with whom they work and interact with. In order for leaders to effectively handle relationships with others, they need to be genuine, authentic and real (Connelly, 2007).

Leaders need to be able to get on with a wide diversity of people in a friendly manner. In addition to friendliness, relationship management suggests an awareness of the purpose behind friendliness-leadership (Goleman, 1998; Connelly, 2007). Connelly (2007) highlights the following abilities that are associated with relationship management:

- Influence: persuading others
- Inspirational leadership: providing a vision that motivates others
- Developing others: providing feedback and building skills and knowledge
- Change catalyst: recognising the need for change and supporting the process
- Conflict management: settling disputes, differences of opinion and misunderstanding
- Building bonds: creating and maintaining networks
- Teamwork and collaboration: building effective teams.

Leaders use relationship management to create a sense of meaning for themselves and others they work with. Managing relationships effectively requires a leader to manage other people's emotions really well (Connelly, 2007). In order to be able to do this, a leader needs to be aware of one's own emotions. That will enable a leader to connect with others in ways that makes them feel understood and supported. Furthermore, detecting shifts in the emotions of others is an important step in transforming attitudes from negative to positive (Salami, 2010).

2.3 THEORETICAL FRAMEWORKS

A theory is a scheme or system of ideas or statements held as an explanation for a certain phenomena. In addition, theories are abstract notions which assert specific relationships between concepts. The abstract ideas and propositions contained in theories are either tested in fieldwork by the collection of data or derive from the data (Grix, 2004).

This study is underpinned by two theories namely the Theory of Emotional Intelligence by Goleman (1995) and Effective Leadership Theory by Fullan (2001). These theories will help bring a better understanding of emotional intelligence and leadership. Goleman's theory of Emotional Intelligence and Fullan's Effective Leadership theory is used because I am investigating emotional intelligence and school leadership of female secondary school principals. These theories were chosen because they are both relevant to this study and also because they relate to each other. They both emphasise the importance of a leader's coherence making, the importance of good relations between a leader and the followers. They also emphasise the importance of a leaders' emotional intelligence.

2.3.1 THEORY OF EMOTIONAL INTELLIGENCE

Goleman's theory consists of the five domains which are explained as follows:

- 1. Knowing one's emotions:** this is self-awareness, recognising a feeling as it happens, monitoring feelings from moment to moment.
- 2. Managing emotions:** handling feelings so they are appropriate, the ability to shake off anxiety, gloom or irritability.
- 3. Motivating oneself:** marshalling emotions in the service of a goal, paying attention for self-motivation, mastery and creativity, delaying gratification and stifling impulsiveness, being able to enter into the flow state, enabling outstanding performance of all kinds.
- 4. Recognising emotions in others-empathy:** recognising emotions in others, empathetic awareness, attunement to what others need or want.
- 5. Handling relationships:** handling relationships is a skill in managing emotions in others, interacting smoothly with others (Goleman, 1995).

Goleman (1998) calls the same domains as components: self-awareness, self-regulation, motivation, empathy, and social skill.

Self-awareness is one of the five components of emotional intelligence which has to do with leaders having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. Self awareness also includes self confidence that is having a strong feeling of one's self-worth and capabilities. Hence, self aware leaders are frank in admitting to failure and often do this with a smile and they welcome constructive criticism.

The second component of emotional intelligence is **self-regulation**. Self regulation is explained as the ability to control one's feelings or redirect disruptive impulses and moods, and the propensity to suspend judgement and to think before acting. It involves the ability to maintain standards of honesty and integrity. It also involves consciousness that is taking responsibility for personal performance. The advantage of a leader having this quality is that it helps the leader to create an environment of trust and fairness.

The third pillar of emotional intelligence is **motivation**. It is about having a passion to work for internal reasons that go beyond money and status which is external rewards. Internal motivation includes achievement drive that is striving to improve or meet a standard of excellence. It also involves a leader's commitment which is aligned with the goals of a group. Lastly it involves optimism that is persistence in pursuing goals despite obstacles and setbacks. A good leader needs to be able to motivate himself or herself and others to achieve a common goal.

The fourth component discussed is **empathy**. It is described as the ability for a leader to thoughtfully consider one's employees feelings along with other factors in the process of making intelligent decisions. It involves the skill in treating people according to their emotional reactions. It involves sensing other's development needs and bolstering abilities. Empathy generally makes leaders aware of and appreciates the feelings of others. Empathetic leaders care about others and show interest in and concern for them.

The last component discussed is **social skill** which involves good communication of vision and desired goals of a particular organisation. Social skill involves good interpersonal relationships. Emotional intelligence is friendliness with a purpose: moving people in the direction you desire (Goleman, 1998, Marshall, 2011). Goleman, Boyatzis and McKee (2002) are in agreement with Goleman (1995, 1998) in claiming that emotionally intelligent leaders

and emotionally intelligent organizations are essential in complex times. Goleman (1998) argues that emotional intelligence is one of the capabilities that effective or good leaders should have. Bipath (2008) is in agreement with Goleman (1998) in stating that emotional intelligence can be learnt. Emotionally intelligent leaders are aware of their own emotional makeup, are sensitive and inspiring to others, and are able to deal with day-to-day problems as they work on more fundamental changes in the culture of the organization.

Several competencies around the above five domains that is: self-awareness, self-regulation, social skill, and motivation are to be utilised in this study to explore the Emotional Intelligence of female secondary school principals of the Ugu District in KwaZulu-Natal.

2.3.2 THEORY OF EFFECTIVE LEADERSHIP

This study also proposes how emotional intelligence contributes to effective leadership by focusing on the five essential elements of leader effectiveness (Fullan, 2001): development of collective goals and objectives; instilling in others an appreciation of the importance of work activities; generating and maintaining enthusiasm, confidence, optimism, cooperation, and trust; encouraging flexibility in decision making and change; and establishing and maintaining a meaningful identity for an organization. These elements are explained as follows:

2.3.2.1 MORAL PURPOSE

Moral purpose has to do with leaders having integrity, reliability, and moral excellence, a sense of purpose, firmness of conviction, steadiness and unique qualities of style and substance that differentiate these leaders from others. Moral purpose is about how humans evolve in time, especially in relation to how we relate to each other. Although moral purpose is natural, it will flourish when cultivated. Whatever one's leadership style, every leader, to be effective, must have and work on improving his or her moral purpose.

2.3.2.2 UNDERSTANDING CHANGE

Understanding change is less about innovation and more about innovativeness. It is less about strategy and more about strategising. The best way to manage change is to allow for it to happen. Change can be led and leadership does make a difference. In order to effect

change as a leader, you need to make sure that your fellow colleagues are on board. It takes a leader with high emotional intelligence to win colleagues to support change.

2.3.2.3 COHERENCE MAKING

Controlling personal feelings is a skill that is vital for coherence making as it allows an individual to perceive and better address the emotions of those around them. Furthermore, detecting shifts in the emotions of colleagues is an important first step in transforming attitudes from negative to positive. In education, high emotional intelligence is demonstrated to have roles in both moderating conflict resolution and enhancing organisational citizenship behaviour. Whatever the leadership style, emotional intelligence enables a leader to create interpersonal trust and improve communication, thereby enhancing workplace climate and business outcomes.

2.3.2.4 RELATIONSHIP BUILDING

It is proficiency in managing relationships and building networks, and an ability to find common ground and build rapport. Firstly, the skill in managing emotions in others involves influence that wields effective tactics for persuasion. Secondly, it includes communication that is listening openly and sending convincing messages. Thirdly, it involves conflict management that is negotiating and resolving disagreements. Fourthly, it involves leadership that is inspiring and guiding individual and groups. Fifthly, it involves collaboration and cooperation which is working with others towards shared goals. Lastly, it involves change catalyst that is initiating or managing change.

2.3.2.5 KNOWLEDGE CREATION

Managers can, however, lead the organisation to actively and dynamically create knowledge by providing certain conditions. To create knowledge dynamically and continuously, an organisation needs a vision that synchronises the entire organisation. It is important that when leaders are leading the process of creating knowledge that all stakeholders involved in the organisation should feel free to raise their opinions. They should also be part of the formulation of the vision.

The following figure 2.1 depicts this framework. It consists of personal characteristics of energy, enthusiasm and hope, and five core components of leadership: moral purpose, understanding change, relationship building, knowledge creation and sharing and coherence

making. Energy, enthusiasm and hope are the qualities that leaders should possess in order to lead effectively. These qualities of a leader help in inspiring others to work towards the attainment of the goals of the organisation. The leaders' qualities and skills induce commitment in their colleagues that they are leading. That in turn results in organisational improvement and effectiveness.

FIGURE: 2.1 FRAMEWORK FOR LEADERSHIP



2.4 CHAPTER SUMMARY

The reviewed literature indicates that there is a relationship between the degree of emotional intelligence and effective school leadership. This chapter also discussed the constructs of Theory of Emotional Intelligence and the Theory Effective Leadership.

In the next chapter, the research design and methodology of this study will be discussed. This will include the research method, sampling, research instruments, the data collection

process, issues of validity and reliability, ethical considerations and the limitations of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The preceding chapter focused on both international and national literature on emotional intelligence and school leadership. It concluded with the theoretical frameworks that inform this study. The focus of this chapter is on the research design and methodology employed in this research study. This chapter also discusses instruments employed to generate data and related issues like sampling and pilot study. Ethical consideration observed during the research process and limiting factors to the study conclude the chapter.

3.2 RESEARCH DESIGN

A research design is a plan or blue print of how one intends conducting one's research (Babbie & Mouton, 2009). Trochim (2006) defines research design as a plan which provides the glue that holds the research project together and is used to structure the research, to show how all of the major components of the research project work together in addressing the critical research questions. Research design refers to the entire process of research from conceptualizing a problem to writing the narrative (Creswell, 2007).

This research is premised on a qualitative research approach. De Vos, Strydom, Fouche and Delport (2006, p.264) foreground that this design is the basis of a research process which “is an attempt to understand participants perceptions, perspectives and understanding of a particular situation, concept or phenomenon”. Hence, the approach is selected because it allows for contextualised, exploratory and personal researching of participants (Cohen, Manion & Morrison, 2011). Consequently, people or systems are studied by interacting and observing the participants in their natural environment where the focus is on meaning and interpretation. Therefore, the emphasis is on the quality and depth of the unique subjective information provided by each participant through the adoption of the qualitative research approach.

This study followed a qualitative research approach and thus used qualitative research methodologies and methods. Qualitative research attempts to understand the issues from the

view points of the participants although the researcher and the participants are involved in interpreting the data (Bryman, 1988). Struwig and Stead (2001) argue that qualitative researchers are interested in understanding the issues being researched from the perspective of the research participants.

The adoption of the qualitative research approach is also cultivated by ontological assumptions underlying this research project. In this study it is assumed that the nature and forms of reality consist of human constructed mental entities (Maree, 2007). These entities described, give meaning and make sense of the perceived reality. The entities evolve through a process of knowledge acquisition which leads to conceptual understanding. Maree (2007, p.55) refers to research based on these mental entities and associated interpretations as “an attempt to see how others have constructed their reality by asking them about it”. These personal experiences, beliefs and value-laden accounts or perceptions are biased and subjective but pertaining to this nature of qualitative research, they are accepted as true for those who have lived through them. This ontological assumption acknowledges an interactive relationship between the participants and their own experiences and how they have constructed reality based on those experiences (Bryman, 2004). This study seeks to explore the emotional intelligence of female secondary school principals constructed through their lived experiences.

Epistemologically, the qualitative research approach reverberates auspiciously with how knowledge of reality and the method of knowing the nature of reality is generated (Maree, 2007). The focus in epistemology is on the relationship between the school principals’ emotional intelligence and school leadership practice. In other words, how do the participants generate the ‘know-how’ and how do they translate that knowledge into practices that develop and improve their schools as they execute their duties. What counts as knowledge or what the participant views as knowledge should emerge from interactions between the participants and the researcher.

3.3 RESEARCH PARADIGM

This study is located within an interpretive paradigm. It adopted an interpretive paradigm because it is about understanding the everyday lived experiences of people in a specific area or historical setting (De Vos, 2002). This paradigm is relevant for this study because this study explores female secondary principals’ emotional intelligence and its relationship with effective school leadership. The researcher wanted to understand the experiences of the

research participants about emotional intelligence and its impact on leadership. This research falls within the parameters of an interpretive paradigm, where reality is subjective (Decrop, 1999; Gough, 2000; Schwandt, 2003). Hence the researcher wanted the participants to tell their own story.

The ontology linked to this approach is a subjective reality; the epistemology is one where the values of the participants as well as researchers become intertwined (Falconer & Mackay, 1999). The interpretivist paradigm was considered appropriate for this research study because it enabled an in-depth understanding of the experiences on emotional intelligence of female school principals' point of view (Flick, 2009). The researcher also believed that there are multiple truths and that each participant can be understood in their own point of view. Qualitative approach is concerned with understanding social phenomena from participants' perspectives (McMillan & Schumacher, 2006). Interpretive researchers begin with individuals and set out to understand their interpretations of the world around them (Cohen *et al.*, 2011). Interpretivism holds the view that the world is the creation of the mind and therefore it is interpreted through the mind (Amgen, 2000).

3.4 METHODOLOGY

This study followed a case study design. "A case study is a research in which the researcher explores a single entity or phenomenon within a specified space of time and using a variety of data collection procedures to gain detailed information about such entity or phenomenon" (Leedy & Ormrod, 2005, p.40). By exploring the emotional intelligence in relation to effective school leadership, I hope to have a deeper understanding about how the principals demonstrate emotional intelligence in their leadership roles. Leedy and Ormrod (2005) further state that a case study focuses on understanding the particulars of the case in its depth and complexity. Christensen (2007) asserts that a case study is an intensive description and analysis of a single individual, organisation or an event based on information obtained from a variety of sources. The case here is 5 female secondary school principals. It is a case of emotional intelligence and school leadership practice. A case study is a unique way of observing any natural phenomenon (Yin, 2009). I used a case study because I wanted to generate the data in its natural settings, which is the school.

The advantage of a case study is that it provides insight to other similar situations and cases, thereby assisting interpretation of other similar cases. This study approach is more

appropriate as the answers from the research questions could be applied and generalised to other similar situations. The other advantage of a case study is that, according to Nisbet and Watt (1984), it can be undertaken by a single researcher without needing a full research team. This advantage could assist in reducing the expenses that could be incurred when a huge number of people are to be transported to and from the research site.

3.5 DATA GENERATION METHODS

Qualitative research has various methods that can be used to produce data. These methods can be observation, documents, artefacts, life story, interviewing, questionnaires, etc. However, for the purpose of this study, the data production involved interviews. Interviews were used to elicit data from the participants. I used semi-structured interviews for the principals and focus group interviews were used for the teachers. All the interviews lasted for about 40 minutes each.

3.5.1 INTERVIEWS

An interview is a formal person-to-person interaction between two or more people with a specific purpose or objective in mind on a specified date and time (Kumar, 2005; Nieuwenhuis, 2007). Semi-structured interviews were used for this study because the interviews provide the most direct evidence of what the stakeholders know and their interpretations (Cohen *et al.*, 2011). According to De Vos *et al.*, (2011); Bell (2010) and Maree (2011) it is used in order to get the detailed depiction of the participants' belief and perception about a particular topic and it gives both researcher and participant much more flexibility. They continue to argue that the researcher is able to do follow up on lines of enquiry or interesting avenues that emerge in the interview and the participant is able to paint a bigger picture. Kumar (2005) also agrees that face-to-face interviews provide a natural context which might yield greater accuracy. In this study the experiences of how female principals manage their own emotions, that of others and relationships was explored. This kind of interview allowed the researcher to probe where necessary in order to understand the experiences of the principals. In a semi-structured interviews the order of questions might change, but this depends on the situation the researcher will encounter (Robinson, 2002). Face to face interviews help observe body language, facial expression and other gestures that will supplement the verbal conversation. In this study in-depth information was gained by probing.

According to Creswell (2007), semi-structured interviews using open-ended questions allow participants to communicate their experiences without being shaped by past perspectives of the research topic. The methodological choices of this study were selected to enable the voice of the school principal to be heard and to be unfiltered. The framework for developing interview questions was drawn from research on emotional intelligence, leadership and personal experience.

Focus group interviews were also used in this study to triangulate data generated from the main participants (school principals). Focus group interviews were used in this study because it is a form of group interview where an interviewer interacts with the group (Cohen *et al*, 2011; Maree, 2011); it also assists in explaining how and why people behave in a particular fashion (Folch-Lyon & Trost, 1981). They also provide the means to probe people's emotional reactions to issues (Vaughn, Schumm, & Sinagub, 1996).

3.6 DATA GENERATION INSTRUMENTS

Semi-structured interviews and focus group interviews were the only method used for data production in this project. Thus, there are two interview schedules used as instruments.

3.6.1 INTERVIEW SCHEDULE

The interview schedule was used as an instrument to generate data in this study. The interview schedule assists the researcher to outline the topic of research in advance. The researcher decides the sequence and wording during the interviews and interview probes increases the comprehensiveness of the interview (McMillan and Schumacher, 2010). Cohen *et al*, (2011) define the interview schedule as the research instrument that supply a frame of reference for participants' answers but put a minimum of restraint on the answers and their expression.

In this study two sets of interview schedules were used. They were formulated based on the critical questions that were presented in chapter one. One set of the interview schedule was directed to the principals of each secondary school. Another set was directed to the teachers who were participating in the focus group interviews. Each set of the interview schedule solicited perceptions of the participants about: the importance of emotional intelligence; how school principals manage their emotions and those of others; and how they manage relations

with others. Each question in the interview schedule allowed the participants to respond without interruption and the interviewer could probe the participant if his/her response fell short (see Appendix D, p.87).

3.6.2 THE PILOT STUDY

The instruments were piloted in a secondary school which is headed by a female principal. The school principal was interviewed through a semi-structured interview and 5 post level one teachers were also interviewed in a focus group interview. Mpungose (2007, p.77) views the pilot study as “a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis is adequate and appropriate”. The purpose for this test-run in this study was to fine-tune the research instruments thus limiting the degree of subjectivity, biasness and ambiguity. The precision of the language of communication and the order of scheduled questions were also screened through the pilot study. This exercise enabled me to test certain questions and make some modifications to the interview schedules which I might have not been aware of if the pilot study was not conducted (Yin, 2009). Further, piloting in this study was done to check if all questions and instructions are clear (Cohen, *et al.*, 2011). It then enabled me to remove certain items which did not yield usable data.

3.7 SAMPLING

In this study purposive sampling was used to choose participants. According to Grinnell (1993, p. 155) “sampling is the selection of some units to represent the entire set from which units were drawn and if the selection is carried out in accordance with the requirements of the sampling theory, the data obtained from the sample should quite accurately pertain to the entire set”. Bailey (1994) argues that in purposive sampling, the researcher uses his own judgement to select those respondents who best meet the purposes of the study. In this study five female secondary school principals who were selected based on the following selection criteria: variation of school contexts based on socioeconomic levels, urban or rural settings, and degree of ethnic diversity. It is believed that female principals face more challenges than male principals in secondary schools (Moorosi, 2010). Leedy and Ormrod (2005) argue that in purposive sampling participants are chosen because they are knowledgeable and informative about the phenomenon the researcher is investigating.

Focus groups of teachers were also purposively selected as a source with the purpose of triangulating data. Each focus group consists of 5 post level one teachers with a range of teaching experience. The sample was deemed sufficient because participants represented a diverse range of experiences. Triangulation is a valid procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study (Creswell & Miller, 2000). Triangulation is used when the strengths of one method offset the weakness of the other, so that together, they provide a more comprehensive set of data (McMillan & Schumacher, 2006). Patton (2001) asserts that triangulation strengthens a study by combining methods.

3.8 DESCRIPTION OF THE CASE STUDY SCHOOLS AND THE PARTICIPANTS

In the following table pseudonyms are used instead of the names of the participants and their schools. Hence, the following are not real names.

| Name of school | Name of principal | Highest qualification | Age | School enrolment | Years of experience (Principalship) | Location of school |
|----------------|-------------------|-----------------------|-----|------------------|-------------------------------------|--------------------|
| Tholokuhle | Mrs Cele | Diploma | 51 | 300 | 8yrs | Deep- rural |
| Vezunyawo | Miss Msomi | BEd | 54 | 450 | 11yrs | Semi-Rural |
| Sibanisezwe | Mrs Ntaka | BEd Honours | 41 | 323 | 10yrs | Deep-Rural |
| Themba lethu | Mrs Vezi | BEd Honours | 39 | 411 | 4yrs | Deep-Rural |
| Tholinhlanhla | Mrs Nguse | BEd Honours | 42 | 672 | 7yrs | Rural |

In each school, focus groups of 5 teachers were also used with the aim of triangulating the data generated from the female school principals.

| Name of school | Names of teacher | Age | Teaching experience |
|-----------------------|------------------|-----|---------------------|
| Sibanisezwe secondary | Miss Ngubane | 38 | 19yrs |
| | Miss Madondo | 29 | 7yrs |
| | Miss Hlongwane | 26 | 4yrs |
| | Mr Simelane | 30 | 8yrs |
| | Mrs Majozi | 27 | 5yrs |
| Vezunyawo secondary | Miss Madlala | 39 | 18yrs |
| | Miss Khumalo | 29 | 6yrs |
| | Miss Ngidi | 37 | 15yrs |

| | | | |
|-------------------------|----------------|----|-------|
| | Mrs Mthembu | 46 | 25yrs |
| Tholinhlanhla secondary | Miss January | 38 | 15yrs |
| | Miss March | 36 | 4yrs |
| | Mr May | 39 | 5yrs |
| | Mr September | 31 | 6yrs |
| | Mrs February | 39 | 15yrs |
| Tholokuhle secondary | Mr Bhengu | 28 | 7yrs |
| | Miss Cibane | 30 | 8yrs |
| | Mr Mhlongo | 42 | 20yrs |
| | Mr Mbatha | 25 | 2yrs |
| | Mr Shozi | 30 | 8yrs |
| Thembaletu secondary | Mr Vezi | 27 | 5yrs |
| | Miss Vilakazi | 29 | 6yrs |
| | Miss Ngcobo | 26 | 4yrs |
| | Miss Mvemve | 32 | 10yrs |
| | Miss Mlungwana | 43 | 17yrs |

3.9 DATA ANALYSIS

The interviews were digitally voice recorded and was transcribed verbatim (Cohen *et al.*, 2011; De Vos *et al.*, 2011; Maree 2011; Struwig & Stead, 2001; Creswell, 2011). The data was read and re-read in order to facilitate understanding. There are different methods of data analysis, but the researcher used thematic content analysis because it is a systematic approach to qualitative data analysis that identifies and summarises message content (Maree, 2011). Content analysis is a process in which the many words of a text are coded and classified into categories (Cohen, Manion & Morrison 2007). I searched for similarities and differences that emerged from the transcripts. The data was then coded and classified into categories and themes that facilitated understanding.

3.10 ETHICAL ISSUES

Ethics in this study is understood as “a matter of principled sensitivity to the rights of others, and that while truth is good, respect for human dignity is better” (Cohen, Manion and Morrison, 2007, p. 58). The researcher applied for ethical clearance from the University of KwaZulu-Natal (UKZN) and was issued an ethical clearance certificate (see p.ii) to acknowledge and approve the research project. Letters to the school principals, to seek permission to conduct the study was forwarded and a positive response was received (see Appendix A, p.78). The other letter was sent to participants to seek consent for participation. The purpose was to introduce myself as the researcher, give them a detailed explanation of the nature of the research project and solicit their voluntary and willing participation in the research process. Anonymity of their schools and their surnames was addressed through the use of pseudonyms. Confidentiality of generated and collected data was guaranteed verbally as well as through the invitational/consent letters (see Appendix B and C, p.81). Mutual consent was sought prior to recording the proceedings of the research. Participants were informed of their rights to withdraw from the study at their own discretion at any given time (McMillan & Schumacher, 2006). They were also guaranteed free access to the research data to ensure correspondence between generated and elicited data. The researcher assured the participants that the information they provided will be kept safe with the supervisor at the university for at least 5 years.

3.11 TRUSTWORTHINESS

Since the study was conducted in the interpretivist paradigm, the term reliability was not used since it focuses on measurements associated with objective reality within a positivist paradigm using quantitative methodology (Cohen *et al.*, 2011). However the term trustworthiness was utilised since the study uses qualitative methodology. The trustworthiness of the interviews was addressed. Interpretative validity was obtained by asking participants to comment on the interpretations of the researcher after all the interviews were completed.

Credibility is an evaluation of whether or not research findings represent credible conceptual interpretation of the data drawn from the participants’ original data. This according to Carlson (2010) is a result of very detailed descriptions of settings, participants, data

collection and analysis procedures. The researcher tried by all means to ensure that the findings of this study reflect the reality and lived experiences of the participants through member checking. Furthermore, biasness was checked in order to limit subjectivity of the study (Cohen *et al.*, 2011).

Transferability is to the extent to which the research can be transferred to other similar contexts (Lincoln & Guba, 1985). In this study there is paper trail, which include data generation instruments, data/interview transcripts and data analysis procedures, so that other researchers who wish to conduct the study in the similar context may access these documents. This access to the enquiry's paper trail gives other researchers the ability to transfer the conclusions of this enquiry to other cases, or to repeat as closely as possible the procedures of this project. Lincoln and Guba (1985) argue that it is not the researcher's task to provide a guide of transferability; rather they advocate that the researcher should provide adequately rich data for readers and other researchers to establish whether transferability is possible. The information gathered in this study was made available through a paper trial. In this study detailed and comprehensive descriptions of the research methodology were given.

To address issues of dependability and confirmability, the researcher relied on an independent critical reader who ensured that there is congruence in terms of data generation, findings and data analysis. The researcher also discussed the data generated with the participants. Dependability is an assessment of the quality of the integrated process of data collection, data analysis and theory generation (Lincoln & Guba, 1985).

Every interpretation done to the data was supported by the extracts of verbatim words of the participants where possible; this was done to ensure confirmability. Confirmability is how well the inquirer's findings are supported by data produced (Lincoln & Guba, 1985). The data was given to critical friends to check and confirm categories and themes. I also sent my work to the critical reader who ensured that there is congruence in terms of data generation, data analysis and findings.

3.12 LIMITATIONS

This research has one limitation. The limitation of this study is that it is a small scale study involving only five secondary schools and does not represent the whole population. Therefore, the findings may not be necessarily transferable to other contexts since qualitative research is idiographic; it has limited generalisability (Yin, 2009; Kvale, 1996)). The purpose of this research is not necessarily to generalise the findings but rather to explore the emotional intelligence in relation to leadership of female school principals of Ugu District.

3.13 CHAPTER SUMMARY

The research design and methodology, including the paradigm in which the study is located, provide the philosophical premise on which the project is grounded. The instruments, sampling, piloting, data analysis and ethical considerations focus mainly on the enactment of the research process and the associated research practices. Factors considered to have a potentially negative impact on the research process are reflected in the limitations to the study and also strategies designed to reduce, minimise or eliminate their potentially detrimental impact have been discussed.

Chapter four, the next chapter, will focus on presenting the data elicited and generated through the various instruments. Findings, derived from critiquing presented data through literature reviewed and the adopted theoretical frameworks will then be discussed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The preceding chapter outlined the research design and methodology employed in this study. This chapter presents and discusses the findings from the data generated through semi-structured and focus group interviews. Focus group interviews were used as a way of triangulating the data. Triangulation refers to the use of multiple research methods within the same research design to provide greater confidence that what is being targeted is being accurately captured (Thurmond, 2001).

The study evolved around the following critical questions which were presented in the introductory chapter. To remind the reader, the critical questions are re-presented here namely:

- Why is it important for female school principals to be emotionally intelligent?
- What strategies do female school principals employ to manage their emotions?
- How can female school principals manage emotions of others and relations with others better?

In presenting the data I wanted to ensure that the voices of the participants were not lost. To this end, *verbatim* quotations are used throughout in the data presentation and discussion. *Verbatim* quotes are used to substantiate the data presented. I then made deductions and inferences from the evidence that I have presented. Thereafter I engaged in an analytical interpretation of the data by drawing on the theoretical framework and related literature that I presented in chapter two to discuss the data.

Data is analysed under the following main themes: Importance of female school principals being emotionally intelligent, Strategies of managing own emotions, Managing emotions in relation and with regard to others. For each of the themes presented, I present the voices of the female principals first because they are the main participants and they are the focus of the study. Thereafter, I then present the voices of the focus groups of teachers.

4.2 THE IMPORTANCE OF FEMALE SCHOOL PRINCIPALS BEING EMOTIONALLY INTELLIGENT

School principals experience a variety of emotions in the day-to-day running of the school. This places them under a great deal of pressure, which then demands them to be able to control their own emotions and that of others for the smooth running of the school. The main participants (female school principals) shared various reasons why it is important for school principals to be emotionally intelligent. The following sub-themes emerged from the data under this theme: To create a conducive/ healthy working environment, Create good relations, Improve communication, Making sound decisions, Dealing with male resistance and Self-motivation.

4.2.1. TO CREATE A CONDUCTIVE/HEALTHY WORKING ENVIRONMENT

Participants expressed views which suggest that it is important for female school principals to be emotionally intelligent because it helps create conducive/ healthy environments. The findings indicate that good emotions breed healthy work environments where effective teaching and learning takes place. This is what the female school principals shared:

Mrs Nguse the principal of Tholinhlanhla secondary said:

I believe emotional intelligence provides leaders with skills to create a positive work environment.

Mrs Ntaka the principal of Sibanisezwe shared the same sentiments saying that:

It becomes easy for me to manage the school effectively because of a healthy environment ... I used to observe that the culture of teaching and learning is good ...

Mrs Vezi the principal of Thembaletu also had similar views. She said:

... If you are happy each day, there will be smooth running of the school, because there will be a healthy atmosphere ...

Mrs Cele the principal of Tholokuhle secondary school also said:

... If I am happy or I am excited, then the working conditions would be very good on that day ...colleagues will also enjoy being at work always ...

The focus groups were silent about controlling emotions contributing to healthy working environments.

It is evident from the data presented that the female school principals were to a certain extent in control of their emotions and they believed that it creates a good working environment. These responses also point out that it is important for the school principals to be able to manage their own emotions in order to create a conducive working environment in their schools. If a school principal is able to control his/her emotions, it makes it easy for the colleagues to approach him/her, to share their challenges. This is supported by Suci, Pect and Gherhes (2010) who argue that the leaders' emotional competencies have overwhelming influence on the climate of the institution. This is also in line with Malos (2011) and Goleman (1995) in that leaders who can control their emotions are able to create a conducive environment built on trust and fairness. Leaders' emotional intelligence has been found to positively affect the overall mental and physical health and wellbeing of an organisation (Ayiro, 2009). Fullan (2001) also highlights that high emotional intelligence enables a leader to create interpersonal trust thereby enhancing the workplace climate and business outcomes.

It is also believed that if school principals are in control of their emotions, healthy working environments are built then teaching and learning is effective. This is in line with Connelly (2007) who posits that emotional intelligence provides leaders with skills to create positive work environments for themselves, and for others. Leithwood, Riedlinger, Bauer and Jantzi (2003) is in agreement with this in that school leadership has direct influence on school conditions, classroom conditions and teachers, which, in turn, have direct impact on student learning.

4.2.2 CREATING GOOD RELATIONS

In this theme two out of five participants mentioned the importance of school principals being able to control their emotions contributing to creating good relations. This is what they had to say: Mrs Msomi the principal of Vezunyawo secondary said:

Emotions have the potential to get in the way of your work and relationships, well managed emotions result in successful working and good relationships and that leads to good results.

Mrs Cele from Tholokuhle also highlighted how the importance of managing emotions contributes to creating good relations. She said:

If the emotions are controlled, that means peace and harmony in the working area which is very important. The colleagues will enjoy being at work always and everybody must feel free to express his or her feelings ... I am able to encourage good relationships among the stakeholders ...

The majority of the teachers in the focus groups also concurred with what was said by the female school principals in that a school principal who can control his/her emotions is effective because he/she create good working relations where people are keen to work. Some of the comments were:

Mrs Mthembu from Vezunyawo secondary said:

I think it is important for building staff as well as learners, because if you are able to control your emotions, your staff will have confidence in you ... building certain level of discipline amongst your staff which will build good relations . They will also respect you as well as learners.

Mrs Cibane a teacher from Tholinhlanhla Secondary said:

... If they are able to control their emotions, it will help in creating good relationships.

The data suggest that some female school principals know that controlling their emotions also create good relations at school and this contributes to effective teaching and learning in the school. Leaders who are emotionally intelligent and effective create personal connections with the people that they lead (Mittal & Sindhu, 2012). Employees who are under an emotionally intelligent leader are also likely to be emotionally stable and tend to be more satisfied with their work (Ngirande & Timothy, 2014). This is also confirmed by Connelly (2007) who says when people feel happy, they work at their best and transfer a lot of this feeling to others, including colleagues and customers. Goleman (1995) posits that one of the components of emotional intelligence is social skill which involves good interpersonal relationships. A leader with a social skill is able to promote good relations in their organisations. Leaders employ listening skills to manage their own emotions and give

a remarkable commitment to their work and assist in maintaining healthy relationships (Lubbe, 2012).

4.2.3 IMPROVES COMMUNICATION

Most female school principals seemed to be in agreement in that the importance of being able to control your emotions improves communication in the organisation. With increased communication it is not easy to have misunderstandings that create conflicts. Mrs Cele the principal of Tholokuhle Secondary school said:

If emotions are being controlled... the colleagues will enjoy being at work always and everybody will feel free to express his or her feelings and improve the negotiation and communication skills within the school environment.

Mrs Nguse the school principal of Tholinhlanhla Secondary also pointed out that it is important for female school principals to manage their emotions well because it enables one to communicate well the vision and mission of the school. She said:

... are able to communicate well the goals and vision of the school because you know as a principal how to approach the teachers and learners in a way that will motivate them ... I also communicate well with my staff. It helps because it keeps me in touch with their emotions.

Mrs Ntaka the school principal from Sibanisezwe secondary also echoed the same sentiment when it comes to the importance of controlling one's emotions. She said:

A leader's communication skill is improved with increased emotional intelligence and this allows effective interaction with others.

The participants from the focus group of Tholokuhle refuted what their principal was saying. Mrs March said:

Our principal, I can say is that she does not know how to control her emotions, because even if we are discussing something as educators, if one educator raises a point she

does not take a point as a point that will make the school run smoothly but she just take it as if that particular person is fighting with her personally.

This was corroborated by Mrs January another participant from the focus group in the same school who said:

If I can quote one instance where the school principal could not control her emotions, it was in a staff meeting, where she was questioned about the running of the school, instead of answering the question, she became very violent and her answer was [shouting] “I am tired of, I am tired of this interrogation”.

However the participants from the focus group of Sibanisezwe shared a different sentiment about their principal’s communication skills. Mrs Madondo said:

Sometimes she displays anger by not greeting us ... even if you are outside she will just go to her office and shut the door and sit there. Then on that day we know that everything is not going well. She is dealing with a difficult situation today ...

From the above responses, it emerged that some of the focus groups participants were not in agreement with their school principals in terms of the communication levels of their principals. The school principals portrayed themselves as being able to communicate effectively with their teachers while some of the teachers in the focus groups disclosed that the school principals do not communicate well with them when they encounter problems. However, the data presented, looking at the main participants, only seems to suggest that the school principals feel that it is important for them to manage their emotions well because it makes it easy for them to communicate well with their subordinates. Goleman (1995) confirms that a good leader needs to be emotionally intelligent to be able to communicate better the desired goals of the organisation with their colleagues or subordinates.

It is believed that emotional intelligence enables a leader to create interpersonal trust and improve communication, which in turn enhances workplace climate and business outcomes (Fullan, 2001). From the data generated, it emerged that in a school situation, if a school principal’s communication is improved, fewer bad thing happen because most conflicts are avoided through improved communication. This is also in line with Mittal and Sindhu (2012)

who maintain that the importance of emotional intelligence makes leaders to communicate well with their staff members. The participants also highlighted the importance of being approachable as leaders so as to avoid misunderstandings and conflicts. Mittal and Sindhu (2012) is in agreement with this view, they submit that effective leaders create personal connections with the people they work with and they also pay particular attention to this and find ways to make themselves visible and approachable. Leaders know that lines of communications should always be open for the staff to be motivated and stay connected (Mittal & Sindhu, 2012).

4.2.4 MAKING SOUND DECISIONS

Three out of five female school principals shared that the importance of controlling or managing their own emotions assist them in making sound decisions, aimed at school effectiveness and improvement.

Mrs Nguse the principal of Tholinhlanhla Secondary has this to say:

I do consult people involved when taking a decision ... I do not use my emotions when taking decisions but I try to do what is best for the school ...

In echoing the same sentiment Mrs Vezi the principal of Thembaletu Secondary school said:

I think it will make it easy for us to take decisions and the positive attitude also assists the female principals in effective management of the school...

Mrs Cele from Tholokuhle Secondary school shared the same sentiments saying:

It is also important to control your emotions as a principal in order to make unbiased decisions and putting the interest of the school as an organisation first.

This was also confirmed by teachers in the focus groups that female school principals who control their emotions make sound decisions. Some said:

Mr Mbatha from Tholinhlanhla Secondary school stated:

I think it is very important for female school principals to be in control of their emotions because there is a high expectation in schools so, we are expecting more from them and the judgment that they make is very important ...

Miss Cibane from the focus group of the same school added:

... if they failed to control their emotions at school that will make them to end up judging wrongly or doing things not the way they were supposed to do ... they have to try by all means to control their emotions ...

From the above responses it is clear that the participants understood that it is important for female school principals to control their emotions to avoid making bad decisions. The teachers in the focus groups are in agreement with the viewpoints of the female school principals which indicated that school principals know that they should be in control of their emotions all the time in order to avoid taking bad decisions. Mills and Rouse (2009) confirm that leaders who recognise and monitor their emotional intelligence utilise their emotions towards the improvement of processing information in order to make better decisions. This is in line with Mittal and Sindhu (2012) who posit that effective leaders balance emotion and logic in making decisions. They continue to say that good leaders get people involved before making decisions that affect them.

Cliffe (2012) also confirms that emotion is a facet of leadership and can assist leaders to make reasonable decisions. Goleman (1995) adds that emotional intelligence allows a leader to thoughtfully consider one's employees feelings along with other factors in the process of making intelligent decisions. Groves and Vance (2009) also demonstrated that decision makers adopting a balanced use of linear and nonlinear thinking styles provides them with greater overall emotional intelligence. In this manner, individuals make rational, analytical decisions based on logic and empirical data while perceiving emotions in co-workers and harnessing those emotions to instil productive enthusiasm onto co-workers

4.2.5 DEALING WITH MALE RESISTANCE

The participants' comments suggested that in all five schools they are faced with a challenge of male resistance and that it is important for them to have a higher degree of emotional intelligence in order to deal with the extra baggage of male resistance and being undermined.

Mrs Cele the principal of Tholokuhle secondary commented:

... since most of the high schools are being run by males, females are sometimes undermined, so as females principals we just need to be able to manage our emotions...

I am a female, some other male educators do not accept us being their leaders, so in most cases the most difficult educators that I have are men ...

Mrs Ntaka the principal of Sibanisezwe Secondary also shared:

... Men are challenging me, but I believe that it is wise as a woman to behave professionally and be able to manage your emotions well in order to be able to deal with males ...

Mrs Nguse the principal of Tholinhlanhla Secondary school stated:

... it is important also for a female principal to be able to manage her emotions well because most of the secondary schools are headed by males and if you are a female principal males turn to look down upon you and they show some resistance just because you are a female.

The focus group participants corroborated with their school principals in that it is important for female school principals to be able to manage or control their emotions in order to be able to deal with male resistance. Mr May from Tholokuhle secondary school stated:

So I think that for them to be introduced in a new environment or in the new position of authority they may have some kind of ... they may experience some kind of threats from male teachers. So it is important for them to control their emotions to deal with such cases.

The focus group participants of Tholinhlanhla Secondary school concurred with their school principal in that female principals are undermined by males. Miss Cibane said:

I think that if they believe in themselves and are not intimidated by male counter parts, then it will be very easy for them to run and lead the school without feeling that they are undermined and being looked down upon.

Mr Shozi from the same school added:

I think most of the female teachers or principals are not given respect compared to males. Therefore, they need to improve their self motivation and emotional intelligence.

The above responses seem to suggest that the participants interviewed are in agreement with one another in that female school principals need to have a higher degree of emotional intelligence in order to be able to deal with an added challenge of male resistance in their schools. Males think that they are superior to females, so they see female leadership as being weak. Madlala (2007) confirms that women experience additional challenges compared to their male counterparts because of the stereotyped beliefs that males possess about female leaders. Moorosi (2006) also shares the same sentiment in that women are faced with more challenges in their leadership because of the lack of acceptance to their authority by males. Female leaders have additional difficulty performing their management role because of the conflicting attitudes and the stereotypes regarding what it means to be a woman and what it means to be a manager (Moorosi, 2010). This requires women to have a higher degree of emotional intelligence to deal with these challenges.

4.2.6 SELF-MOTIVATION

There are three different views about the importance of managing emotions by being self-motivated. One participant Mrs Nguse the principal of Tholinhlanhla Secondary school said she experiences good emotions when she is motivated and she is able to transfer those emotions to other teachers. She said:

It is very important for a female school principal to be self motivated because when one is motivated then one experiences good emotions, emotion like joy, happiness, positive attitude and that helps the principal to work positively with others, so as to work effectively to improve the culture of teaching and learning. If you are motivated you always exercise self control, even if you are facing challenges. If you are motivated as a principal, you are also recognised by others as a role model because you transfer positive energies to your staff.

On the other hand another participant Mrs Cele the principal of Tholokuhle Secondary school stated that when she is self-motivated she is able to motivate other colleagues. I quote:

We have to be self-motivated so that we can be able to motivate other colleagues and again to keep everything in control we have to be self motivated. In order to be a good role model I have to be self motivated.

Mrs Ntaka the principal of Sibanisezwe stated that when she is motivated she is able to work under pressure and she can create a conducive climate in her school.

It is important for us to be self motivated because a self motivated leader adapts to any situation for the realisation of the goals of the school ... They also produce self motivated subordinates.

Mrs Msomi the principal of Vezunyawo shared a common view with Mrs Cele, the principal of Tholokuhle in that self-motivation breeds self motivated staff members. She said:

You cannot motivate another person when you are not motivated because if you are not totally motivated, you are not even kind to others, you don't think of others, you can't even praise other people if you are not self motivated.

All the teachers from the focus groups also shared the same sentiments by stating that it is very important for school principals to control their emotions mainly because a school principal who can control his/her emotions is self motivated. If a school principal is self motivated then she is able to motivate his/her staff members. Some of the comments that were made by teachers were:

Mr Simelane of Sibanisezwe Secondary commented:

... Once they are motivated they can also motivate others ...

Mrs March of Tholokuhle Secondary school shared:

If the female principal is self-motivated that will enable her to motivate other educators in the school, because everyone needs to be motivated in order to work properly.

Mrs Mthembu of Tholinhlanhla Secondary school also shared the same view, she said:

... A motivated person can be able to motivate others ... So if she is not motivated how can she motivate others?

The data seems to suggest that it is important for female school principals to be self motivated in order to be able to motivate others for the smooth running of the school. When

the stakeholders in the school are motivated, effective teaching and learning takes place. This is in line with Fullan (2001) who posits that it is important for leaders to inspire and guide others in order to achieve staff collaboration and cooperation which is working with others towards shared goals. The third pillar of emotional intelligence is motivation; according to Goleman (1995) motivation involves optimism that is persistence in pursuing goals despite obstacles and setbacks. He argues that a good leader needs to be able to motivate himself or herself and others to achieve a common goal (Goleman, 1995). Moreover, it is believed that in a school situation, the common goal is effective teaching and learning.

4.3 STRATEGIES EMPLOYED IN MANAGING ONE'S EMOTIONS

The experiences of the participants about the strategies used in managing one's emotions are presented using the following themes that emerged from the data: Taking time-out, re-directing one's energies, and acknowledging one's strengths and weaknesses in terms of emotions.

4.3.1 TAKING TIME-OUT

Four out of five female school principals shared that one of the strategies that they use to control their emotions is not to respond immediately in a situation that angers or frustrates them. But rather they set another time or day to deal with an issue that has a negative effect on their emotions. They prefer to deal with the situation when they have calmed down because they feel that dealing with an issue that angers or frustrates (negative emotions) them at the time when it happens will lead them to handling the issue emotionally and not professionally or rationally. All of the participants seemed to use this strategy of taking time-out to manage their own emotions by re-directing their energies to something else. The participants seemed to suggest that taking time-out gives them time to deal with negative emotions. They also shared various strategies that they use when they are on time-out to deal with these negative emotions. These were some of their comments about taking time-out: Mrs Nguse the principal of Tholinhlanhla said:

I also try not to act quickly; I take time before I respond to difficult situations. Sometimes I move away from the people who make me angry until I cool down because if I am angry I won't be able to think logically and it makes things worse ... should take herself away from the difficult situation and pretend as if she is not involved, try to

think as a neutral person, sometimes one needs to rescue herself, walk around take a deep breath or drink water in order to calm down and deal with the matter later...

Similar sentiments were echoed by Mrs Cele the principal of Tholokuhle Secondary school:

... but when I thought he was in that situation I sat down first and there after I called him ... so I had to calm down first , take a glass of water then I called him. When I approached him I did not show that I was angry.

Mrs Msomi the principal of Vezunyawo secondary school also shared the same sentiment as the other two school principals. She said:

Before I spoke to him I was angry, but I did not speak to him at the time when I was angry I had to wait for some time, then speak to him.

Mrs Ntaka the principal of Sibanisezwe also echoed the same sentiment that when she is angry she avoids confronting people until she calms down. She said:

... I avoid talking about that particular subject until I cool down ... I was fuming because she was work shopped on how to phrase and balance the questions. She was also angry about the incident. I took the question paper and I asked her to leave the office. I attended to the matter on the following day. I did not talk much. I only filled the moderator form and the feedback was given to her. Although my first instinct was to become angry I realize that it is not the correct response. Hence, I try to be professional, no matter what; I have taught myself to be respectful and to treat my staff ethically.

Most of the participants from the focus groups corroborated what their school principals were saying.

Miss Hlongwane of Sibanisezwe Secondary school said:

So if she is angry, it always calls for her to go to the side and deal with the emotion of anger before trying to tackle the situation.

The same sentiment was shared by Mr Mhlongo a teacher of Tholinhlanhla Secondary. He said:

There are issues where you are emotional instead of confronting the individual. It's better to report the matter to the SMT. For sure she will calm down, and that gives her sometime to come up with strategies of how to deal with the matter.

Miss Mthembu of Vezunyawo also shared:

... What she sometimes does is she get into her office and closes the door and sits there for a while, then she will call the person and then they will talk the matter through.

Data seems to suggest that time-out is one of the strategies that the school principals use to manage the negative emotions that they experience in the day-to-day running of the school. Connelly (2007) confirms that taking time-out; removing yourself from a difficult situation for a short time is one of the ways leaders can use to manage their own emotions. Goleman (1995) concurs in that the second component of emotional intelligence that leaders should possess is self regulation which involves the leaders' ability to control one's emotions by being able to suspend judgement and to think before acting. Therefore, emotional intelligence development will allow managers to recognise negative emotions immediately and to respond by interjecting positive moods in order to maintain constructive performance (Murphy & Janeke, 2009).

The participants also shared that they have developed ways of overcoming negative emotions. They shared that they re-direct their energies to something positive or something else, like drinking a glass of water, replacing negative thoughts by positive thoughts, and also taking a walk or exercise assist them deal with negative emotions. These were some of the comments that they made:

Mrs Msomi a school principal of Vezunyawo Secondary said:

It is better to communicate with people who are successful in their profession. So I speak to them when I feel I cannot cope. I move out of the school just to take a deep breath. Sometimes I take a drive to another school where I can speak positive things with the principal and when I come back I know I am okay. I am able to work.

Mrs Nguse, a principal of Tholinhlanhla Secondary echoed the same sentiment:

Sometimes one needs to rescue oneself by taking a walk, take a deep breath or drink a glass of water in order to calm down ... If one cannot go out, then one must try to replace negative emotions with positive thoughts ... I always try to think positive, in a way I try to be optimistic all the time, I also try not to act quickly, I take time before I respond to a difficult situation.

Mrs Cele, a principal of Tholokuhle Secondary had similar views. She recalled an incident where she had to deal with a teacher who was under the influence of alcohol. She said:

... In fact at the time when I noticed that he was drunk, I became angry, so I had to calm down first, I took a glass of water and then I called him at a time when I was calm ...

The majority of the teachers in the focus groups confirmed what their school principals were saying. Some of the comments made by teachers were:

Mrs Mthembu from the focus group of Vezunyawo shared:

... What she does sometimes, she get into her office and she closes the door and sit there for a while taking deep breaths, then when she is calm she would call the person and they will talk things through.

Miss Madondo, a teacher from Sibanisezwe said:

... Even when you are outside she will just go to her office and shut the door and sit there and drink water.

Data suggest that another strategy that school principals can use to manage their emotions is to avoid dealing with issues when one is still angry but rather to set time when one is calm so as to avoid dealing with issues when still angry. Data also suggest different things that school principals do to re-direct their energies, like drinking a glass of water, taking a drive or a walk, replace negative emotions with positive thoughts and taking deep breaths. This position is in agreement with Connelly (2007) who posits that there are a number of ways a leader can manage his or her own emotions effectively. These include, planting new thoughts when one has identified emotions that are not useful to them, removing yourself from a difficult situation for a short time and get some exercise, drink water, or breathe deeply or use affirmations to escape bad thoughts or feelings. Goleman (1995) also confirms this by highlighting the importance of self regulation in that it allows a leader to control one's

feelings or redirect disruptive impulses and moods. Lieber (1998) suggests that managing emotions effectively involves cooling down, agreeing to the ground rules, talking it out, brainstorming solutions and coming to an agreement.

4.3.2 KNOWING ONE'S STRENGTHS AND WEAKNESSES IN TERMS OF EMOTIONS

Participants expressed views which suggest that knowing one's strengths and weaknesses is one of the strategies that they use to manage their own emotions. If a female school principal knows her weaknesses she will be able to work on them and be able to overcome them. These were some of the comments that they made:

Mrs Nguse the principal of Tholinhlanhla Secondary school said:

Ok firstly I think one should be aware of one's emotional strengths and weaknesses, one need to know what makes her happy and what makes her angry. One should try to think of all feedback/ criticism as being constructive and helpful ... otherwise one would make the same mistake or the same thing will be a challenge to her...

Mrs Vezi the principal of Thembaletu Secondary school shared the same view that one of her strategies of managing her emotions is that she is aware of her strengths and weaknesses. She said:

... Also I think I should know my shortcomings, accept failure, and never underestimate myself.

Mrs Ntaka, a school principal of Sibanisezwe Secondary stated:

Female principals must be able to identify signs of anger and take ownership of their emotions; they need to be aware of their strengths and weaknesses so as to act on them.

This was confirmed by teachers in the focus groups that school principals should know their strengths and weaknesses and how they express their emotions.

Miss Hlongwane from Sibanisezwe Secondary pointed out that:

I think it's also important for school principals to know their strengths and weaknesses, so that when they face situations that make them angry or frustrated, they will know in advance that it is now coming, then try to overcome it without hurting the other person.

It would seem that according to the participants that knowing one's strengths and weaknesses in terms of emotions as a school principal assists them to act logically and rationally. In support of this claim, Connelly (2007) agrees that it is important that leaders are able to recognise the emotions that they experience so that they can respond appropriately to them. Cliffe (2011) also noted that the female school principals in his study were able to, knowingly or subconsciously; make intelligent use of their emotions. Knowing one's strengths and weaknesses in terms of emotions is self awareness according to Goleman (1995) and is one of the five components of emotional intelligence that a leader should possess in order to understand one's emotions, strengths, weaknesses, needs and drive. Conflicts and resistance could be eliminated when one is aware of one's emotions and that of others, (Cliffe, 2011).

The participants also highlighted the importance of being self aware in order to recognise emotions that help them to have a way of overcoming it without hurting other people. Emotionally intelligent leaders keep disruptive emotions and impulses in check all the time (Goleman, 1995). Fullan (2001) also is in agreement with this in that coherence is maintained if leaders know how to control personal feelings. He continues to argue that coherence making is a skill that allows leaders to perceive and better address the emotions of those around them. Goleman (1998) also emphasises that emotionally intelligent leaders are aware of their own emotional make up, are sensitive and inspiring to others.

4.4 MANAGING THE EMOTIONS OF OTHERS AND RELATIONS WITH OTHERS

When the participants were asked about how they manage emotions of others and relations with others, the following themes emerged from the data generated: Distributed leadership, Rewarding good work, Team spirit, and Showing empathy.

4.4.1 DISTRIBUTED LEADERSHIP

Three out of five participants (school principals) mentioned delegation or distributed leadership as one of the strategies that they use to manage the emotions of others. School

principals mentioned that in ensuring good relations they understand that they do not work alone. They acknowledge that there are many capable people in the school who have different expertise, therefore they have different committees in schools assigned with certain responsibilities. School principals felt that assigning tasks to different people at school make them feel important and part of the school which leads to people having positive attitudes toward the school. They also mentioned that giving responsibility to people who give them a hard time helps in making them feel that they are important in the organisation. These are some of the comments:

Mrs Nguse, a principal of Tholinhlanhla Secondary school said:

I also delegate duties to my staff members as a way of showing them that I trust them, especially male teachers; they do not like to be lead by females all the time ... I believe a school principal cannot work alone to run the school effectively she needs other teachers to co-operate and be able to delegate duties well.

Mrs Ntaka, a principal of Sibanisezwe Secondary school commented:

In order to manage the emotions of others, it is wise to delegate duties even if they are small tasks to make others feel important and also to avoid being a “wonder woman”...

Mrs Vezi, a school principal of Thembaletu Secondary said:

Also allow others to develop by delegating duties to your subordinates. This also makes your staff feel important and become part of the team, it minimises conflicts.

Most teachers in the focus groups were silent about delegation or distributed leadership as a strategy that is used by female school principals in managing emotions of others.

However Mr September, a teacher of Tholokuhle concurred with the female school principals, he said:

Though it may be viewed as something minor but it's very important, because once you delegate, people feel that they are part of the family (school) ...

Mr Bhengu, a teacher of Tholinhlanhla Secondary said:

She trusts her teachers because she would entrust you with a certain task as a way of making you feel you are part of the leadership.

Data seem to suggest that assigning tasks to different people at school makes them feel important and part of the school which leads to people having positive attitudes toward the school goals and its leadership. This argument is supported by De Miranda (2011) who submits that distributed leadership is vital for team effectiveness. This is achieved when tasks are allocated to employees through a transparent process that takes into consideration the organisational goals as well as the subordinates' abilities and preferences. Hilty (2011) asserts that the school that values teacher leadership, have structures in place in which teachers work in teams and lead study groups, subject committees, action research etc.

4.4.2 REWARDING GOOD WORK

Participants (female school principals) expressed views which suggested that if subordinates are constantly rewarded for good work, then it helps in building good relationships of trust which in turn makes them feel important and valued in the organisation. These are some of their comments:

Mrs Ntaka, a principal of Sibanisezwe Secondary school echoed:

I also organise speech and prize giving days for both learners and teachers for their good work. We issue certificates and trophies.

Mrs Nguse, a principal of Tholinhlanhla Secondary school mentioned:

I also reward good behaviour in my school by organising the speech and prize giving day every year where learners and teachers are rewarded for their excellence in different categories.

Mrs Vezi, a principal of Thembaletu Secondary school said:

For teachers, I ensure through staff meeting that I thank or reward them for good work, sometimes I organise them free lunch ...

The focus groups concurred with their female school principals; these are some of their comments: Mrs February, a teacher from Tholokuhle Secondary school has this to say:

She awards teachers who have achieved 100%, shopping vouchers, and those who have achieved 'A's for subjects in grade 12; she gives them R50 for every 'A' obtained as a token of appreciation.

Mrs Majozi, a teacher of Sibanisezwe Secondary school said:

She organised a weekend away for the staff because we achieved 100% pass in grade 12, she also gave us trophies.

Mr Mbatha, a teacher of Tholinhlanhla Secondary school said:

By also giving rewards to the teachers, she acknowledges good work ...

From the above responses it is clear that the participants feel that rewarding good work helps them manage others emotions because when teacher feel they are important and valued in their institutions, their attitude towards work becomes positive. This finding is in agreement with Connelly (2007) who posits that the ability of a leader to give effective feedback to others is considered as a key aspect of building and maintaining positive relationships. Leaders often need to give feedback to a team or to individuals regarding their work performance (Connelly, 2007). One of the ways to give positive feedback that the participants alluded to was rewarding good work. Fullan (2001) is also in agreement with this, and argues that one of the skills that leaders should possess in managing emotions in others involves influence that wields effective tactics for persuasion. One of the ways female school principals used in this study was to give rewards for good work. Some mentioned verbal rewards, weekend away and other incentives.

4.4.3 BUILDING TEAM SPIRIT

All the female school principals shared that they have activities like stokvel, secret-pals; staff trips/tours and staff parties which connect them with their colleagues. They also mentioned that these activities help in building relationships and team spirit. These activities also make them understand their staff members' emotions better. This is what they had to say:

Mrs Ntaka, a principal of Sibanisezwe Secondary school said:

I organise staff parties like the year-end functions, where we interact outside the school in a more relaxed environment, that's where we learn to understand each other ... I also encourage stokvel.

Mrs Nguse, a principal of Tholinhlanhla Secondary stated:

I encourage informal gatherings where we meet as a staff and even with non-educators, this helps us to de-stress and we learn to understand each other better without the pressure at work ... gatherings like staff parties, stokvel and secret-pals.

Mrs Vezi, a principal of Thembaletu Secondary school echoed:

... Organising gatherings such as secret-pals, prayer and lunch sharing time during break so that we can have small talk.

The majority of the teachers in the focus groups concurred with their school principals; these are some of their comments:

Miss Madondo, a teacher of Sibanisezwe Secondary said:

We hold informal gatherings like staff year-end parties, secret pals, birthday parties in our school.

Miss Cibane, a teacher of Tholinhlanhla Secondary school said:

She also wanted to be part of birthday celebrations. She also encouraged stokvels and secret-pals.

Miss Mthembu, a teacher of Vezunyawo Secondary mentioned:

She attends even staff parties or braais, so it take the form of some sort of team building.

The participants seem to be in agreement with each other in that school principals manage emotions of others by encouraging and supporting informal gatherings. In support of this claim, Goleman (1995) point out that social skill is essential for leaders in managing the emotions of others. Connelly (2007) also adds that to be able to manage the emotions of others, a leader needs to be aware of his/her own emotions to be able to connect with

others in ways that makes them feel understood and supported. He continues to argue that if a leader wants to build bonds or teams in an organisation, they need to maintain a network which is not business related but mostly of a friendly nature, such as a phone call to stay in touch, a game of golf, or a business breakfast (Connelly, 2007). De Miranda (2011) further adds that successful management actively not only promotes a team spirit, but also installs mechanisms and means to develop in team skills.

4.4.4 SHOWING EMPATHY

All the participants mentioned that showing support to teachers, learners, and SGB members promote good relations between stakeholders and the school principal. To show support to others, school principals stated that they attend weddings, funerals, and other functions, support the sick, encourage and motivate all stakeholders. To develop them sometimes they also organise professional help to assist them deal with their personal problems. Some of the comments made by the school principals were:

Mrs Cele, a principal of Tholokuhle Secondary school said:

... I do sympathise with them if there is a need, I just communicate with them even with them about family matters. Sometimes I have to be a friend or a mother to them. I also attend funerals and celebrations as way of showing support to my staff.

Mrs Msomi, a principal of Vezunyawo Secondary said:

I also show support to my staff by attending funerals when they have lost their loved ones, I also attend their weddings ... I also organise for them professional help especially when they are dealing with challenges like divorce or addictions.

Mrs Ntaka, a principal of Sibanisezwe Secondary school mentioned:

I sat down with the teacher and gave support and counselling ... I support my staff by holding staff development workshops to capacitate them on how to deal with their emotions. I even invite EAP to give support and counselling ...

The focus groups confirmed what their school principals said; these are some of their comments:

Miss Cibane, a teacher of Tholinhlanhla Secondary said:

She supports us when we are experiencing difficult times, she attends the funerals of our close relatives, and she also supports us by organising for us professional help when necessary.

Miss Hlongwane, a teacher of Sibanisezwe Secondary said:

In relating to others, she cares about what you are going through in your personal life. Even when she knows that you are going through a difficult time that might affect your work, she will find a moment to call you to find out how you are coping.

Miss Ngubane from the same school added:

She would call me when I was in hospital, asking me “how are you doing today, how is the treatment?”

Data seem to suggest that school principals support teachers and showing them love does promote good relations within the school and this in turn helps the school principals manage the emotions of their staff members. The data also portrayed that the school principals are able to put themselves in the shoes of others. This argument is supported by Mittal and Sindhu (2012) who submit that most emotionally intelligent or effective leaders are able to put themselves in the shoes of others and also understand how and why employees react to organisational events, personal crisis, stress and seemingly relentless change.

Connelly (2007) adds that being empathetic to someone does not mean that one has to agree with the others' point of view and take it as your own. Empathy means acknowledging the emotions of others, being thoughtful and considerate of their feelings, and making decisions that take those into consideration. Leaders who are emotionally intelligent have empathy for others. However their empathy does not prevent them from making sound decisions (Mittal & Sindhu, 2012). Cliffe (2011) however caution that being too empathetic can result in failure to deal effectively with an individual or a situation because rationality is trumped by emotion.

Data also suggest that female school principals recognise other's development needs and they make an effort to organise appropriate assistance. This is in line with Goleman (1995) who says empathy makes leaders aware of and appreciate the feelings of others. In addition, it also involves sensing other's development needs and bolstering them.

4.5 CHAPTER SUMMARY

This chapter focused on the presentation, discussion and analysis of the findings from the data that was generated through semi-structured interviews with the female school principals and focus group interviews with teachers. The findings were presented under themes and sub-themes that emerged from the data. Findings were discussed using the theoretical framework and relevant literature.

The next chapter deals with the summary of the study, main conclusions drawn from the study and recommendations of the study.

CHAPTER 5

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous Chapter dealt with the data presentation, analysis and discussion of the findings. This chapter summarises the study and presents relevant, conclusions and recommendations drawn from the study. The conclusions and recommendations are reached in the light of the findings and with the purpose of highlighting the importance of emotional intelligence in school leadership and also suggesting strategies that female school principals can adopt to manage their own emotions and that of others better.

5.2 SUMMARY OF THE STUDY

This study intended to explore the emotional intelligence in relation to the leadership practice of female secondary school principals in the Ugu District. To achieve this, I commenced **Chapter one** by presenting a background to the study which discussed how the transition in education in South Africa has put in place new policies to address issues of gender and racial inequalities. This has put enormous responsibility on school principals and their roles which has resulted in many challenges. I also presented several roles that school principals in South Africa are expected to execute. I have also highlighted that female school principals face more challenges than male school principals because of cultural patriarchal issues. The chapter also discussed the rationale and motivation for the study which came from my personal and professional observations that female school principals have challenges in implementing change in their schools because of male resistance. It was also highlighted that in order to deal with these challenges, female school principals need to possess a higher degree of emotional intelligence. I then discussed the significance of the study which emanated from engaging with both international and national literature. I discovered that in the business world there have been a number of studies that have been conducted which reflect a positive relationship between emotional intelligence and leadership. However, it was discovered that a few studies have been conducted in the education sphere in South Africa on emotional intelligence and school leadership. This study therefore attempted to fill this existing gap and sought to explore strategies that female school principals use to manage their

own emotions and that of others. I then presented the aim, objectives and the three key research questions namely:

- Why is it important for female school principals to be emotionally intelligent?
- What strategies do female school principals employ to manage their emotions?
- How can female school principals manage the emotions of others and their relations with others better?

I then presented the definitions of key terms used in this study, namely, emotional intelligence, leadership, and management. Towards the latter part of the chapter, I presented a brief outline of the literature review; and research design and methodology that is fully explicated upon in chapter two and chapter three respectively. A delimitation of the study and chapter summary of all chapters was also outlined.

In **Chapter Two**, I reviewed both national and international scholarly literature which focused on emotional intelligence of leaders both in the business sector and in education. Some of the key debates included literature around the importance of emotional intelligence, strategies used by both leaders in the business sector and in education in managing their own emotions and ways of managing relations with others. I also presented the two theories that underpin the study which is Goleman's Theory of Emotional Intelligence and Fullan's theory of Effective Leadership. Goleman's Theory of Emotional Intelligence articulates the importance of being aware of emotions as they happen, managing one's emotions, recognising and managing other's emotions, self motivation, being empathetic and managing relationships. Fullan's theory of Effective Leadership mainly articulate the importance of knowledge creation, coherence making, understanding change, relationship building and how the moral purpose of a leader built with enthusiasm, hope and energy contribute to a leader being able to get his or her subordinates to commit to the goals and objectives of the organisation.

In **Chapter Three**, I discussed the research design and methodology which was based on the qualitative research approach. I also outlined the research paradigm that was utilised in this study which is the interpretive paradigm. I then discussed the methodology, as well as the methods that were used to carry out this study. The study adopted a case study methodology. The case study was conducted using individual and focus group semi-structured interviews. I

articulated that individual interviews were conducted with the five female school principals while the focus groups interviews were conducted with five teachers from each research site. I also explained the data generation instruments which were two interview schedules. I further explained how I selected schools and the participants, using purposive sampling. This was followed by information on how piloting the research instruments assisted me to refine them. I then gave information about the research sites and the participants that were involved in the study. This was also followed by an explanation of how I gained access to the research sites by sending letters to the school gate-keepers and getting permission from them. I also explained how data were analysed through content analysis. I then discussed the ethical issues and trustworthiness issues that were observed in this study. Lastly, I presented the limitations of the study.

Chapter Four focused on the presentation of data and the discussion of the findings. The findings were presented using themes and sub themes that emerged from the data. The key findings indicated that it is important for female school principals to be emotionally intelligent in order to be able to create a healthy environment, create good relations, to improve their communication, make sound decisions, and motivate themselves and to be able to deal with male resistance. All of these contribute to effective teaching and learning.

The findings further revealed the strategies that female school principals use to control their emotions. The first strategy was taking time-out to calm down from a difficult situation which angers them. That is delaying response or avoids responding immediately to difficult situations. The second strategy was redirecting one's bad energies by either drinking a glass of water, taking a walk, exercising, talking to other people outside the school, and/or replacing bad emotions with positive thoughts. The third strategy involved knowing one's strengths and weaknesses in terms of emotions. This enables the leader to recognise her weaknesses so as to act on them. It also involves a skill of reading situations and emotions as they happen.

Another key finding involved managing emotions and relations with others. It emerged that female school principals adopt a distributed leadership style by delegating duties to others as a way of managing emotions of others and promoting good relations. It was also put forward that female school principals who reward good work and show empathy to others are able to promote team spirit. It was also highlighted that school principals who promote staff

activities like stokvels, staff parties, and secret pals help in promoting good relations with and among staff members. Female school principals also manage emotions of others by showing care and support to others by assisting them in difficult times, even in their personal lives.

5.3 CONCLUSIONS

This study aimed at exploring the emotional intelligence of five female secondary school principals in the Ugu District. The conclusions are discussed per critical question.

5.3.1 THE IMPORTANCE OF FEMALE SCHOOL PRINCIPALS BEING EMOTIONALLY INTELLIGENT

Taking from the findings it is abundantly clear that it is important for female school principals as leaders to be emotionally intelligent because it enables them to control their actions thus creating a conducive climate for teaching and learning. Emotional intelligence also helps leaders to cope under stressful situations. Furthermore, emotional intelligence provides leaders with skills for building effective teams.

5.3.2 STRATEGIES IN MANAGING ONE'S EMOTIONS

Female school principals who use strategies like being aware of one's strengths and weaknesses in terms of emotions, taking time-out when experiencing bad emotions and redirecting one's energies to manage their own emotions are more effective in making the staff work effectively. Emotionally intelligent leaders are always in touch with their emotions and are able to act on them as they happen in order to avoid overreaction and ill feelings.

5.3.3 MANAGING THE EMOTIONS OF OTHERS AND RELATIONS WITH OTHERS

Female school principals need to be able to manage emotions of others and relations with others by adopting a distributed leadership style, rewarding good work, building team spirit and showing empathy to others because it promotes good relations. Teachers are therefore motivated to do their best to achieve the goals of the school.

5.4 RECOMMENDATIONS

Based on the findings in chapter 4, I have arrived at the following recommendations:

5.4.1 RECOMMENDATION 1

An emotional intelligence test should be one of the criteria used for the appointment of school principals or it could be used as a deciding factor to break a tie when two or more candidates are equal in all respects. The candidate with the highest degree of emotional intelligence should be given preference in the appointment to Principalship.

5.4.2 RECOMMENDATION 2

Induction programmes and mentoring of newly appointed female school principals by the Department of Basic Education (DoBE) on emotional intelligence should be organised to equip female principals on the strategies they can use to manage their own emotions and that of others.

5.4.3 RECOMMENDATION 3

I also suggest that the DoBE or school principals organise ongoing sessions (professional learning communities) where they come together to share different strategies that they use to manage their own emotions and that of others and also discuss how they can keep themselves motivated. The professional learning communities could be organised in different circuits so as to ensure individual attention is provided.

5.4.4 RECOMMENDATION 4

I also suggest that female school principals frequently organise or promote activities that bring their staff members together so as to build good relationships and team work which is vital for the smooth running of the school.

5.4.5 RECOMMENDATION 5

Lastly, I recommend that female school principals should show respect, care and support for the people they are leading. They should also understand that people face different challenges in their professional and personal lives, so they should show empathy to them. This helps build good relations and also facilitates improvement in their institutions.

5.5 LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The study covered a very small area with only five secondary school principals in the Ugu district. There is, however, a need to know how other school principals other than females in other districts manage their emotions and that of others. I therefore suggest that further

research should be conducted on a wider scale, employing a range of methods so that generalisability can be attained as to how school principals should manage their own emotions and that of others in order to achieve organisational outcomes.

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APPENDIX A

LETTER TO THE PRINCIPAL OF THE SCHOOL

House 5/10 Umzinto Correctional centre
Park Rynie Road
Umzinto
4200
24 January 2014

The Principal
[REDACTED] Secondary School
Umzinto
4200

Dear Madam

Request for permission to conduct research at [REDACTED] Secondary School in the Ugu District.

I, Miss. S. Mlangeni (student no. 213571535), currently an Educator, kindly request permission to conduct research at the above school. As part of my professional development, I am presently enrolled for a Master in Education Degree at the University of KwaZulu-Natal (Edgewood campus). In order to successfully complete my studies I am required to compile a dissertation. I therefore humbly request you to grant me the permission to conduct research in your school. The title of the project is “**Emotional Intelligence and school leadership: A study of female school principals in selected secondary schools in the Ugu District of KwaZulu-Natal.**” My study will focus on Emotional Intelligence of female school principals. In this regard I have chosen your school because I believe that yourself and the teachers in your school have the potential and can provide valuable insight in extending the boundaries of our knowledge on this notion.

Please note that this is not an evaluation of performance or competence of yourself and teachers in your school and by no means is it a commission of inquiry. The identities of all who participate in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. Pseudonyms will be used instead of real names in the reporting of data. I undertake to uphold the autonomy of all participants. Participation is voluntary; therefore, participants are free to withdraw from the research at any time without negative or undesirable consequences to themselves. Participants will be asked to complete a consent form. In the interest of the participants, feedback will be given to

them during and at the end of the study. The interviews will be voice recorded. Data and all documents will be incinerated once the study has been completed and submitted. The school will be contacted well in advance about the time of interviews.

You may contact my supervisor, me or HSSREC Research office should you have any queries or questions you would like answered. My contact number is 072 451 3121, and Email: sibongilemlangeni@yahoo.com.

Supervisor's details:

Dr. Inba Naicker
College of Humanities
School of Education
University of KwaZulu-Natal
Cell no. 082 377 5253 Edgewood Tel. No. 031-2603461

HSSREC Research office details

Miss P. Ximba
Tel: 031 260 1870
Email: ximbap@ukzn.ac.za

Yours faithfully

Miss. S. Mlangeni

Informed Permission Consent Form

Researcher's contact details:

Name : Sibongile Mlangeni

Address : P.O. Box 11593

Umzinto

4200

Contact Number: 072 451 3121

Student Number: 213571535

University of KwaZulu-Natal

Edgewood Campus

Supervisor's contact details:

Dr. Inba Naicker

Faculty of Education

School of Education and Development

University of KwaZulu-Natal

Cell no. 082 377 5253 Edgewood Tel. No. 031-2603461

I, (*Please print your full name clearly*) _____ have read the letter requesting access to conduct the research project at this school and I understand all the issues in the letter. I hereby grant permission for the research project to be undertaken by the researcher.

Signature (Principal)

Date

Signature (Witness)

Date

APPENDIX B

(INFORMED CONSENT BY PARTICIPANTS)

University of KwaZulu Natal

(Edgewood Campus)

Private Bag X03

Ashwood

3605

24 June 2014

Dear Participant (Principal)

REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEWS

I am Sibongile Mlangeni, a Masters student specialising in Educational Leadership, Management and Policy. I am studying through the University of KwaZulu-Natal (Edgewood Campus). As part of my MEd degree requirements, I am conducting research on the phenomena of Emotional Intelligence and school leadership. In this regard, I therefore seek your permission to conduct an interview with you. The title of my study is:

Emotional Intelligence and school leadership: A study of female school principals in selected secondary schools in the Ugu District of KwaZulu-Natal.

The aim of the study is to explore the Emotional Intelligence (EI) in relation to the leadership practice of female secondary school principals. Through the review of related literature, it is evident that much has been written on EI and school leadership. However, not much has been researched on the strategies that female school principals employ to manage their own emotions, emotions of others and relations to others. This study aims to fill the gap that exists in literature. The benefit of participating in this study is that you will gain insight to your own level of emotional intelligence and leadership performance, and you will have the opportunity to identify your individual strengths and how you can build on them.

The study will use semi-structured interviews. Participants will be interviewed for approximately 35 minutes and each interview will be voice-recorded. Responses will be treated with the strictest degree of confidentiality and pseudonyms will be used instead of real

names in the reporting of data. You will be contacted well in advance for interviews. Your participation will always remain voluntary which means that you may withdraw from the study for any reason, at anytime if you so wish. Withdrawal will not result in any punitive measures.

For further information on this research project, please feel free to contact my Supervisor, Dr Inba Naicker at 031-2603461 or email at Naickeri1@ukzn.ac.za OR

HSSREC Research office details

Miss P. Ximba

Tel: 031 260 1870

Email: ximbap@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated.

Yours sincerely

Miss S.Mlangeni

(Student)

Declaration Consent form

I..... (Full name of participant)
hereby confirm that I have been informed about the nature, purpose and procedures for the study:

Emotional Intelligence and school leadership: A study of female school principals in selected secondary schools in the Ugu District of KwaZulu-Natal.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study. I understand that I am at liberty to withdraw from the research project at any time, should I wish to do so. Finally, I consent/ do not consent to this interview being voice recorded.

Signature of Participant:..... Date:.....

Signature of Witness:..... Date:.....

Thanking you in advance.

Yours faithfully

S. Mlangeni

My contact details are: Cell: 072 451 3121 Email: sibongilemlangeni@yahoo.com.

Thank you for your support and co-operation.

University of KwaZulu Natal

(Edgewood Campus)

Private Bag X03

Ashwood

3605

24 June 2014

Dear Participant (Teacher)

REQUEST FOR PERMISSION TO CONDUCT RESEARCH INTERVIEWS

I am Sibongile Mlangeni, a Masters student specialising in Educational Leadership, Management and Policy. I am studying through the University of KwaZulu-Natal (Edgewood Campus). As part of my Med degree requirements, I am conducting research on the phenomena of Emotional Intelligence and school leadership. In this regard, I therefore kindly request for your participation in my research project and also seek your permission to conduct an interview with you. The title of my study is:

Emotional Intelligence and school leadership: A study of female school principals in selected secondary schools in the Ugu District of KwaZulu-Natal.

The aim of the study is to explore the Emotional Intelligence (EI) in relation to the leadership practice of female secondary school principals. Through the review of related literature, it is evident that much has been written on EI and school leadership. However, not much has been researched on the strategies that female school principals employ to manage their own emotions, emotions of others and relations to others. This study aims to fill the gap that exists in literature.

The study will use focus group interviews, which are semi-structured interviews. Participants will be interviewed for approximately 60 minutes and the interviews will be voice-recorded. Responses will be treated with the strictest degree of confidentiality and pseudonyms will be used instead of real names in the reporting of data. You will be contacted well in advance for interviews. Your participation will always remain voluntary which means that you may

withdraw from the study for any reason, at anytime if you so wish. Withdrawal will not result in any punitive measures.

For further information on this research project, please feel free to contact my Supervisor, Dr Inba Naicker at 031-2603461 or email at NaickerI1@ukzn.ac.za.

HSSREC Research office details

Miss P. Ximba

Tel: 031 260 1870

Email: ximbap@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated.

Yours sincerely

Miss S.Mlangeni

(Student)

Declaration Consent form

I,...[REDACTED] (full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study:

Emotional Intelligence and school leadership: A study of female school principals in selected secondary schools in the Ugu District of KwaZulu-Natal.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent to voluntarily take part in the study. I understand that I am at liberty to withdraw from the research project at any time, should I wish to do so. I also understand that withdrawal will not result to any punitive measures. . Finally, I consent/ do not consent to this interview being voice recorded.

Signature of Participant: [REDACTED] Date:.....

Signature of witness:... [REDACTED] Date:.....

Your positive response will be highly appreciated.

Yours faithfully

S. Mlangeni

My contact details are: Cell: 072 451 3121 Email: sibongilemlangeni@yahoo.com.

Thank you for your support and co-operation.

APPENDIX D

SEMI-STRUCTURED INTERVIEW SCHEDULE (SCHOOL PRINCIPALS)

Section 1: Biographic details

- 1.1 Age : _____
- 1.2 Gender: _____
- 1.3 Educational qualifications: _____
- 1.4 Total Years of Teaching Experience: _____
- 1.5 Positions held: _____
- 1.6 Total Years of Experience in Current position: _____

Section 2: Importance of female school principals being emotionally intelligent.

Emotional Intelligence

To be emotionally intelligent is being able to understand and express oneself, being able to understand and relate well with others and to cope successfully with the demands of daily life. To be emotionally intelligent is having the ability to be aware of one's strengths and weaknesses and to be able to express feelings non-destructively. Furthermore, to be emotionally intelligent is to be aware of the feelings and needs of others, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships (Heystek, Nieman, van Rooyen, Mosonge & Bipath, 2008).

- 2.1 As a principal, you experience different emotions in the day to day running of the school. Can you tell me some of these emotions? **Probe:** How does this impact on leadership?
- 2.2 Do you think female principals should be able to manage /control their emotions? **Probe:** Why is it important that they should manage their emotions well?
- 2.3 Why is it important for school principals to be self motivated?

Section 3: Strategies in managing own emotions

- 3.1 How do you as a school principal manage your own emotions? **Probe:** Can you give me examples where you demonstrated this?
- 3.2 How do you keep yourself motivated? Please give examples. **Probe:** When is it hard for you to get motivated? How do you overcome this?

3.3 I am certain you do come across difficult teachers. How do you deal with them? **Probe:** Please give examples.

3.4 What strategies do you think female school principals should use in managing their own emotions better?

Section 4: Managing emotions and relations in regard to others

4.1 Drawing from your experience, tell me how do you ensure that you have good relations with the school stakeholders? E.g. teachers, parents, learners, school governing body, etc.

4.2. Can you tell me when you were forced to manage emotions of others? **Probe:** Please give examples.

4.3 Do you think your teachers are in control of their emotions all the time? **Probe:** Please elaborate! How do you support them when they show weakness?

4.4 **Empathy:** Understanding others' feelings and perspectives and taking an active interest in their concerns. Moreover, developing others i.e. sensing others' development needs and bolstering their abilities (Goleman, 1998).

4.4.1 When is being empathetic easy for you? **Probe:** Why?

4.4.2 When is being empathetic difficult for you? **Probe:** Why?

Section 5: General

Is there anything that you would like to add about emotional intelligence and school leadership practice?

Thank you for participating in this study!

APPENDIX D

FOCUS GROUP INTERVIEW GUIDE (POST LEVEL 1 TEACHERS)

Section 1: Biographic details

1.1 Age: _____

1.2 Gender: _____

1.3 Educational qualifications: _____

1.4 Positions held in education: _____

1.5 Work experience: _____

1.6 Total Years of Experience in current school: _____

Emotional Intelligence

To be emotionally intelligent is being able to understand and express oneself, being able to understand and relate well with others and to cope successfully with the demands of daily life. To be emotionally intelligent is having the ability to be aware of one's strengths and weaknesses and to be able to express feelings non-destructively. Furthermore, to be emotionally intelligent is to be aware of the feelings and needs of others, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships (Heystek, Nieman, van Rooyen, Mosonge & Bipath, 2008).

Section 2: Importance of female school principals being emotionally intelligent

2.1 Why is it important for female school principals to be in control of their emotions?

Probe: How does this impact on their leadership?

2.2 Why do you think it is important for female principals to be self motivated and how can they do this?

Section 3: Strategies in managing own emotions

3.1 How does your school principal manage her own emotions? **Probe:** Can you give me examples where she demonstrated this?

3.2 What strategies do you think female school principals should use in managing their own emotions? **Probe:** Please elaborate!

3.3 Do you think your principal is always motivated? **Probe:** Why?

3.4 How does your principal motivate her staff? **Probe:** Give examples of instances where she demonstrated this.

Section 4: Managing emotions and relations in regard to others

4.1 Can you give me at least 2 or 3 ways of how female principals show good relations with other teachers?

4.2 Can you tell me when your principal was forced to manage emotions of others? **Probe:** Please give examples.

4.3 Does your principal support her staff members when they are facing difficulty in their personal lives? **Probe:** Does she show empathy to others? Give examples.

Section 5: General

Is there anything that you would like to add about emotions (emotional intelligence) of the female principal in relation to school leadership practice?

Thank you for participating in this study!

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2CHAPTER ONE BACKGROUND AND ORIENTATION TO THIS STUDY 1.1

INTRODUCTION The

transition to a democratic political dispensation in 1994 was a turning point in South Africa because it brought to an end decades of oppressive apartheid rule. In embracing democracy, South Africa put new policies into place with the aim of addressing gender and racial inequalities. In this country, women are confronted by both institutional and cultural constraints (Moorosi, 2010). Theoretically, women are recognised to have equal rights and access to employment and promotion. To illustrate, the Bill of Rights, 1996, guarantees all citizens equal rights while the Employment Equity Act, 55 of 1998 guarantees equal opportunity for employment and promotion (Republic of South Africa, 1996, 1998). Even though women gain leadership positions, they still face more challenges than men because of patriarchal relations. In addition women face challenges presented by the ever- changing curricula and policies which are aimed at establishing and restoring the culture of teaching and learning and also redressing past imbalances in the education system (Chikoko, Naicker & Mthiyane, 2011). The constant changes in the education system in South Africa as well as in other parts of the world, come with increased accountabilities and challenges for school principals. The school principals' roles and expectations in South Africa according to the Employment of Educators Act, 76 of 1998 involve professional management; teaching; administration; mentoring; counselling; coaching; managing personal relations; serving in the school governing body and financial management (Republic of South Africa, 1998). Some of the principals struggle to keep up with these accountabilities and challenges because the poignant reality is that principals in

2South Africa are not trained adequately for many of these roles and demands

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03 DECEMBER 2014

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

**EMOTIONAL INTELLIGENCE AND SCHOOL LEADERSHIP: A STUDY OF
FEMALE SCHOOL PRINCIPALS IN SELECTED SECONDARY SCHOOLS IN THE
UGU DISTRICT OF KWAZULU-NATAL, by S. Mlangeni, student no. 213571535.**

**To the best of my knowledge, all the proposed amendments have been effected and the
work is free of spelling and grammatical errors. I am of the view that the quality of
language used meets generally accepted academic standards.**

Yours faithfully



DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.