EMOTIONAL INTELLIGENCE AND SCHOOL LEADERSHIP: A STUDY OF PRIMARY SCHOOL PRINCIPALS IN THE PINETOWN DISTRICT OF KWAZULU-NATAL

by

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Submitted in partial fulfilment of the Master of Education (MEd) degree in the discipline Educational Leadership, Management and Policy, School of Education, College of Humanities, University of KwaZulu-Natal

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DATE SUBMITTED: DECEMBER 2014

ETHICAL CLEARANCE CERTIFICATE

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UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

28 March 2014

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Protocol reference number: HSS/0122/014M
Project title: Emotional Intelligence and School Leadership: A study of primary school principals in the Pinetown District of KwaZulu-Natal

Dear Ms Madondo,

Full Approval – Expedited

In response to your application dated 27 February 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

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I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....

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This dissertation has been submitted with/without my approval.

_____

Dr InbanathanNaicker

December 2014

DECLARATION

I, Nonjabulo Fortunate Madondo, declare that:

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205511324

DEDICATION

This work is dedicated to:

My mother, Thembisile Gladness Sibisi for her support and encouragement during the years of studying. Her sacrifices have given me an opportunity to become who I am.

My son, PhilasandeMadondo for being patient with me when I could not spend time with him due to commitments that I had in compiling this dissertation.

ACKNOWLEDGEMENTS

I would like to sincerely thank my supervisor, Dr InbanathanNaicker for his teachings, guidance and support during this research process. I have learned a lot from him and today I understand research and the process of research because of him. The impact that he has made in my life will stay with me forever.

I owe appreciation to all the participants in this study. I thank them for the information that they shared with me. Without them the study wouldn't have been possible.

I also send my appreciation to the entire Leadership and Management lecturers, Dr T.T. Bhengu, Dr S. E. Mthiyane, Mr S. Bayeni and Dr P. Myende for the information that they shared with us during this Masters study in the cohort programme sessions that we had.

I am also very appreciative to my church (Mount Zion Christian Centre) leaders, Pastor K.T. Mkhize and my role model Pastor P.S. Mkhize. They have motivated me and encouraged me through their preaching to further my studies. They do not stop preaching about the importance of education and through their words, I was motivated to do this Master's Degree. May the Lord Almighty continue to bless them for the wonderful work that they are doing in other people's lives.

I am also appreciative of my mother, my son, family members, friends and all loved ones who constantly supported and motivated me through this process.

Most importantly I am highly indebted to God Almighty and Jesus Christ my saviour who gave me wisdom and strength to complete this dissertation. Justice would not be served if I do not thank the Holly Spirit, my helper, who has assisted me during this process.

ABSTRACT

Decentralisation and devolution of power in the education system post 1994 in South Africa has brought additional roles and responsibilities for school principals. Consequently, school principals are now encountering enormous challenges in executing their leadership and management duties. Literature has shown that emotional intelligence ensures effective leadership therefore, school principals as leaders of schools require a fair measure of emotional intelligence to execute their roles effectively and also to deal with the challenges that they encounter more efficiently. Given this, this study explores the importance of emotional intelligence of school principals in selected primary schools. The study also explores possible strategies for managing emotions and ways of managing effective relationships at school. The study seeks to answer these key research questions: Why is it important for school principals to be emotionally intelligent?, What strategies do school principals use in managing their emotions?, How can school principals manage the emotions of others and relations with others better?. This study is underpinned by the theory of emotional intelligence and authentic leadership theory. It is located within the interpretive paradigm. It is a qualitative case study. It generated data from purposively selected school principals and educators using semi-structured interviews (school principals) and questionnaires with open-ended questions (educators). The findings revealed the importance of school principals being emotionally intelligent. The findings further furnished possible strategies of managing emotions for school principals and possible ways of managing relations in schools. Based on the findings and literature discussion around emotional intelligence and leadership, it is clear that there is a significant need for emotional intelligence to be included as part of the criteria in the selection process of school principals as well as in school principal's development programmes.

Key words: Emotions, Emotional intelligence, Leadership, School principals.

ACRONYMS

ACE: SL	Advanced Certificate in Education: School Leadership
ESLI	Education Summer Leadership Institute
HEI's	Higher Education Institutions
RCL	Representatives Council of Learners
SBM	School Based Management
SCE	Senior Certificate Examination
SGB	School Governing Body
SL	School Leadership
SMT	School Management Team
PLC	Professional Learning Community

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CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The apartheid system left South Africa with an education system that has numerous challenges (Botha, 2004). Some of the challenges involve "fragmentation, inequity in provision, a questionable legitimacy, the lack of a culture of teaching and learning in many schools, and a resistance to changing the way things have been done in the past" (Botha, 2004, p. 239). However, transformation is slowly taking place. One of the major transformations that have taken place post 1994 when South Africa became a democratic country, is the introduction of School-Based Management (SBM) system (Botha, 2004). This system brought about decentralisation of power to schools and thus has brought more demands on school principals (Mestry& Singh, 2007; Christie, 2010).In the SBM system, school principals play a major role in ensuring effective and efficient functioning of schools (Botha, 2004). SBM system therefore "demands a new professionalism from school principals since it totally changes and challenges the traditional concept of principalship" Botha (2004, p.239). Traditionally, school principals were responsible for executing managerial and administrative duties (Botha, 2004). However, in the current education system, school principals have to balance between management duties, administrative duties and instructional leadership (Botha, 2004; Grobler& Conley, 2014). In addition, they have to teach certain hours. This meansthat SBM system has increased duties and responsibilities of school principals and therefore places more demands on them. Botha (2004) argues that duties of school principals have become more and more unmanageable and as a result some school principals cannot fulfil their duties. Christie (2010) also asserts to the fact that changes in the South African education system have transformed the roles and responsibilities of school principals radically.

In South Africa, the *Employment ofEducators Act, 76 of 1998* outlines the core and primary duties and responsibilities of school principals which include general/administration duties,

teaching and curriculum management, management of extra-curricular and co-curricular activities, personnel management and development, interaction with stake-holders and communication responsibilities (Education Labour Relations Council, 2003; Christie, 2010). In addition to these roles and responsibilities, school principals encounter enormous challenges. Some of the challenges that they encounter involves complying with legislation, regulations and policies that are ever-changing, promoting a culture of teaching and learning in their schools, improving and maintaining high educational standards, working together with parents, dealing with multicultural school population, managing change, managing conflicts, coping with limited resources, ensuring more accountability to their respective communities, and coping with factors outside the school that may intrude on their jurisdiction (Chikoko, Naicker&Mthiyane, 2011).

Added to the roles and responsibilities assigned to school principals, as well as the challenges that school principals encounter, is the sad reality that school principals in South Africa are not adequately trained and equipped for much of the roles and responsibilities assigned to them (Mathibe, 2007; Chikoko, *et al.*, 2011). There are no sufficient trainings or workshops provided for school principals in South Africa to equip them with the necessary skills to cope with great demands of principalship (Chikoko, *et al*., 2011).One would expect therefore that school principals should have leadership and management qualifications to execute leadership and management duties effectively but unfortunately this is not the case in many countries including South Africa (Mathibe, 2007; Bush, Kiggundu&Moorosi, 2011).There are no leadership and management qualifications required for one to become a school principal in South Africa. The only requirements for principalship entails having a three year post matriculation teaching qualification and a minimum of seven years experience in education (HRM Circular No.15, 2014). This means that any educator with the minimum qualification and minimum experience can apply for principalship and be appointed to execute duties of principalship without any leadership experience or leadership and management qualification. These may be other contributory factors leading to some school principals' failure to execute their duties efficiently.

It has been noted that some school principals take early retirement, some resign, some take extended sick leave due to stress and some are even taken to court because of their

unprofessional and unlawful actions when discharging their duties. This is an indication therefore that school principals need certain skills in order to meet the demands of principalship. Research has shown that emotional intelligence has a positive influence on the performance of a leader and has been identified as the crucial element needed for effective leadership (Bipath, 2009; Weinberge, 2009; Mithal&Sindhu, 2012; Batool, 2013). Emotional intelligence has also been identified as one of the skills that may assist school principals in performing their duties more effectively and efficiently (Cook, 2006, Moore, 2009; Ayiro, 2009; Marshall, 2011; Cliffe, 2011; Ngirande& Timothy, 2014).

1.2 RATIONALE AND MOTIVATION FOR THE STUDY

As an educator for the past five years, I have observed that some school principals fail to control their emotions when faced with challenging situations. As a result they end up reacting impulsively and doing things that are unprofessional and against the law. I once witnessed a school principal in one of the schools reacting very emotionally and failing to control his emotions because of a misunderstanding that he had with some members of the School Governing Body (SGB) in a meeting. He stopped the meeting and chased members of the SGB out of school just because they could not agree on certain issues.This indicated that he could not control his emotions. He displayed a lack of emotional intelligence. I have also heard from other educators from neighbouring schools that sometimestheir school principals fail to control their emotions. Some educators from neighbouring schools indicated that their school principals talk very harshly to them and to learners. This is an indication of a lack of emotional intelligence. Reading newspapers have also brought to my attention just how much some school principals fail to control their emotions. In the *Sowetan* newspaper, it was reported that a school principal was suspended after being arrested for allegedly assaulting a learner for being disruptive in class (Mashaba, 2011). Khomo and Pakkies (2014) in the *Daily Sun* newspaper reported that a school principal was chased away from school by learners and the community because he mistreated learners and even called them by names like “stupid”. Clearly this is an indication of a lack of emotional intelligence. My observations of school principals who failed to control their emotions have developed an interest in me to conduct this study. Reading literature on emotional intelligence and discovering that there are no strategies of managing emotions provided for school principals to utilise in managing their

emotions has also motivated me to conduct this study so as to uncover possible strategies that might assist school principals in managing their emotions better.

1.3 SIGNIFICANCE OF THE STUDY

Research that has been conducted in the business sector shows a positive relationship between emotional intelligence and effective leadership (Mittal &Sindhu, 2012; Castro, Gomes and de Sousa, 2012; Batool, 2013; Shahhosseini, Silong and Ismaill, 2013). To date, however, little research has been conducted on emotional intelligence in relation to educational leadership (Ayiro, 2009; Bipath, 2009; Moore, 2009; Cai, 2011; Marshall, 2011; Cliffe, 2011). In South Africa in particular, very little research has been conducted on emotional intelligence and leadership, especially in education sector (Bipath, 2009; Ngirande& Timothy, 2014; Singh & Dali, 2013). Therefore, this study is needed to explore emotional intelligence in school leadership in South Africa. The results of this study will add to the limited body of knowledge in the areas of emotional intelligence and school leadership. The study may also uncover strategies that could be used by school principals in managing their emotions and emotions of others hence there is a huge gap in the literature regarding this.

1.4 AIMS AND OBJECTIVES OF THE STUDY

The aim of this study is to explore the emotional intelligence of school principals in selected primary schools. This study seeks to accomplish the following objectives:

- To determine the importance of emotional intelligence on school principals leadership performance.
- To explore strategies used by school principals in managing their emotions.
- To investigate strategies that could be used by school principals in managing emotions of others and relations with others better.

1.5 KEY RESEARCH QUESTIONS

Collectively, this study seeks to answers the following key research questions:

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

1.6 DEFINITION OF KEY TERMS

In order to ensure a common understand of terms used in this study, the following terms are defined: leadership and management, emotions and emotional intelligence.

1.6.1 Leadership

There is no single agreed upon definition of the term leadership. This term is contested and used in different ways by different people. Bush (2007) defines leadership as the process of influencing others' actions so as to achieve the desirable ends of an organisation. Leadership is also defined as the ability of a leader to influence subordinates through social interaction (Alston, Dastoor& Sosa-Fey, 2010).Leadership involves persuading followers to work toward the achievement of organisational goals (Vrba, 2007).Iuscu, Neagu and Neagu (2012) assert that leadership springs from personality and that it may be consolidated through training or development. In the process of leadership, leaders influence others so that they strive willingly and enthusiastically towards the achievement of goals of an organisation (Armstrong & Stephens, 2005). In this study, leadership is used to mean the ability of a leader to influence others to work willingly toward the achievement of the objectives of an organisation. Leadership cannot be understood without it sister term management. Therefore, I also define management. Management is the process of utilising human, financial, physical and information resources in order to reach the goals of an organisation (Perks, 2010). Bush (2007) defines management as the process of maintaining current organisational activities effectively and efficiently. According to Gill (2003), management involves minimising risks and keeping the current organisational system operating. Management is usually executed by people who occupy positions of authority within an organisation (Iuscu, *et al*., 2012). Managers get things done through and with other people to reach the goals of an organisation (Van Rensburg, 2008). In this study, whenever I use the term leadership, management is also subsumed.

1.6.2 Emotions

Emotions are internal feelings (Shiota&Kalat, 2007).Prinz (2005) defines emotions as judgments and feelings of pleasure and pain. Emotions are usually triggered by internal or external events (George, 2000; Alston, *et al.*, 2010). Emotions play an essential role in our lives since they impact our beliefs, inform our decisionmaking and guide how we adapt to the world around us (Gratch&Marsella, 2004). According to Lewis, Haviland-Jones and Barrett (2008), emotions often lead people to doing something, like crying, saying something or doing something. Connelly (2007) asserts that experiencing emotions is normal. For the purpose of this study, emotions refer to feelings such as anger, joy, sadness, confusion, experienced by people.

1.6.3 Emotional intelligence

Psychologists Peter Salovey and John Mayer (1990) coined the concept of emotional intelligence (Labby, Lunenburg & Slate, 2012). They defined emotional intelligence as the ability to monitor one's own and others emotions, to be able to discriminate among them and to use that information to guide one's thinking and actions (Labby, *et al.*, 2012). Chopra and Kanji (2010) define emotional intelligence as the inter-connection between feelings and thinking. According to Badea and Pana (2010, p.70) emotional intelligence is "the degree to which an individual is able to react to his own emotions and those of others". Emotional intelligence involves managing one's own emotions and those of others effectively (Reynold, 2011).Chopra and Kanji (2010) defineemotional intelligence as the ability to have positive emotions while coping with stress.Emotional intelligence "improves a leader's capacity of excellent performance in carrying out increasingly more complex and difficult tasks" (Iuscu, *et al*., 2012, p.215). There is not one agreed upon definition of emotional intelligence, for the purpose of this study, emotional intelligence is used to mean the ability to manage one's own emotions, emotions of others and relations with others efficiently.

1.7 REVIEW OF LITERATURE

According to Levy and Ellis (2006), literature review is done to help the researcher to understand the existing body of knowledge, to justify the proposed study as one that

contributes something new or different and to frame the valid research methodologies for the proposed study. The purpose of the literature review in this study was to present current issues in the literature relating to emotional intelligence and school leadership. Also, to identify suitable theoretical frameworks for this study.The literature review drew from international and national literature. The literature sources that I consulted included journals, theses, books, policies, government documents and newspapers to understand emotional intelligence and school leadership. The majority of the books, theses and journal articles were obtained from the University of KwaZulu-Natal library. The review of literature is presented in chapter two.

1.8 RESEARCH DESIGN AND METHODOLOGY

This study is located within the interpretive paradigm. It follows a qualitative approach and uses a case study methodology. The case in the study is six primary school principals and it is a case of emotional intelligence and school leadership. The methods used to generate data from purposively selected school principals were semi-structured one-on-one interviews. Data was also generated from educators using a questionnaire with open-ended questions to verify data collected from school principals. Educators were also purposively selected. I selected schools, school principals and educators who were easily reachable and available. All interviews were voice recorded and thereafter transcribed verbatim. Questionnaires were read carefully several times. The data was then analysed using content analysis. Detailed information on the research design and methodology is presented in chapter three of this dissertation.

1.9 DELIMITATION OF THE STUDY

The study was conducted in six primary schools in the Pinetown District of KwaZulu-Natal. The schools were selected from rural, township, semi-urban and urban areas so as to get views from schools of all geographical contexts in the Pinetown District.

1.10 CHAPTER OUTLINE

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

Chapter One provides the background and overview of the key aspects to this study. It explains the rationale, motivation and the significance of the study. It then presents the aims and objectives and the key research questions that inform this study. Thereafter, definitions of key terms are explained and the review of literature is presented. Toward the latter part of the chapter, a brief outline of the research design and methodology employed in this study is presented. Explanation of delimitation of the study brings this chapter to conclusion.

Chapter Twofocuses on the presentation of literature reviewed and the discussion of the theoretical frameworks underpinning this study. The review looked at current knowledge about emotional intelligence and leadership in the business sector as well as in the education sector internationally and nationally. Information on the theory of emotional intelligence and on authentic leadership theory is also articulated in this chapter.

Chapter Three focuses on the discussion of the research design and methodology employed in this study. An account of the interpretive paradigm covering ontology, epistemology and methodology is done. This is followed by the discussion of the research approach and the methodology employed in this study. Furthermore, an account of the selection of participants, gaining access to schools, methods of data generation, data generation instruments, piloting of interviews, information of the reach sites and participants is furnished. Information on data analysis, ethical considerations, trustworthiness issues and limitations of the study brings this chapter to an end.

Chapter Four focuses on the presentation, analysis and discussion of findings of the data generated through semi-structured interviews and open-ended questionnaires. The data is presented as themes and sub-themes that emerged from the data. *Verbatim* quotations are used to capture the voices of the participants. The findings are also supported by the literature reviewed and theoretical frameworks.

Chapter Five presents the summary of the study, main conclusions and recommendations reached after careful consideration of the data and the findings.

1.11 CHAPTER SUMMARY

This chapter presented the rationale and motivation for the study, the significance for the study, aims and objectives of the study as well as the key research questions. Furthermore, the chapter articulated definitions of key terms, the research design and methodology, delimitation of the study and the chapter outline.

The next chapter will deals with the literature reviewed and the theoretical frameworks underpinning the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 INTRODUCTION

The previous chapter dealt with the background and orientation to the study. It also foregrounded the rationale, motivation and significance for the study. Furthermore, it captured the aims and objectives for the study, key research questions and definitions of key terms. This chapter focuses on the literature reviewed and the presentation of theoretical frameworks underpinning this study. Literature was reviewed with regard to the key research questions of this study, namely:

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

2.2 REVIEW OF RELATED LITERATURE

A review of international literature is presented first and thereafter an account of the national literature is made.

2.2.1 INTERNATIONAL LITERATURE ON EMOTIONAL INTELLIGENCE AND LEADERSHIP

A review of literature on emotional intelligence and leadership in the business sector and in education is presented.

2.2.1.1 THE IMPORTANCE OF LEADERS BEING EMOTIONALLY INTELLIGENT

A view of present writing in the business sector on emotional intelligence and leadership indicates that emotional intelligence is important for effective leadership (Weinberger, 2009; Asadullah, 2013; Batool, 2013; Irshad&Hashmi, 2014; Yadav, 2014). Literature suggests that effective leadership is crucial in order to meet the demands of today's leadership (Weinberger, 2009). According to Yadav (2014, p.50),"emotional intelligence is a prerequisite for effective leadership across borders". Mittal and Sindhu (2012) provides an extendable account to the description of qualities of an effective leader. They identified these qualities through an investigation which was conducted in Fortune 500 successful companies. They spent a number of years observing and interviewing highly effective senior managers and executives of these companies. Mittal and Sindhu (2012) discovered that effective leaders are those leaderswhoare aware of the impact that they have on others and who are also sensitive of how they come across to others. Mittal and Sindhu (2012) also discovered that effective leaders understand that their position of leadership, their personalities, and even their physical presence has a huge impact on others. Mittal and Sindhu (2012) also found that effective leaders always ensure that they behave in a way that brings out their best and are always in control of their own feelings and how they express them.

Furthermore, Mittal and Sindhu (2012) found that effective leaders have a perfect balance between showing empathy for others and making tough decisions if forced to do so. They are passionate about their job and they do not hide this. They invest in motivating and encouraging their followers. They can balance their feelings and logic when making decisions. They accommodate inputs and ideas of their followers when making decisions. Effective leaders were also found to have good communication skills and understood that keeping their followers connected is achieved through good communication. Mittal and Sindhu (2012) also discovered that effective leaders do not distant themselves from their followers, but they create personal relationships with them. They are always visible in the organisation and easily approachable. Mittal and Sindhu (2012) concluded by linking effective leadership to emotional intelligence. They indicated that the most effective leaders are aware of their emotions, can control their emotions and those of others, have empathy and they develop and maintain interpersonal relations. They argued that having these emotional

intelligence qualities benefit leaders to be more effective. Batool (2013) concurs with the findings of Mittal and Sindhu (2012) that emotional intelligence contributes to effective leadership. Through a quantitative study with 50 participants (37 males and 13 females) who were leaders in Pakistan, Batool (2013) found that emotional intelligence plays a huge role in ensuring leader's effectiveness and efficiency. Emotionally intelligent leaders involved in the study of Batool (2013) were found to be highly effective in performing their duties. Although these studies are different in that one is qualitative study (Mittal &Sindhu, 2012) and one is a quantitative study (Batool, 2013), they both found similar results, that emotional intelligence is needed for effective leadership.

The striking feature that was identified from the findings of Batool (2013) is that emotional intelligence was linked to reduction of stress levels. Batool (2013) found a positive relationship between emotional intelligence and stress management.Batool (2013) discovered that leaders with high emotional intelligence were able to manage stress better than those who lacked emotional intelligence. Interestingly, Jorfi, Yaccob and Shah (2011) through a study conducted in Iran also found that there is a significant relationship between emotional intelligence and stress management. Their findings were obtained from 133 participants from Educational Administrations and Agriculture Bank of Iran. These findings are supported by Zomer (2012) who presented that emotionally intelligent leaders cope better with stress than those leaders who lack emotional intelligence. Emotional intelligence involves having positive emotions while coping with stress (Chopra & Kanji, 2010).Leaders with low emotional intelligence levels are less able to manage stress and this has a negative effect on the functionality of an organisation since stress management has been identified as one of the major factors impacting on the physical and overall wellbeing of an organisation (Ayiro, 2009).

The emotional intelligence of a leader, has also been found to have a positive impact on followers (Batool, 2013; Castro, et *al*., 2012). Batool (2013) discovered that emotional intelligence of leaders improves job performance and productivity of employees. This is supported by EmdadyandBagheri (2013) who also found a positive relationship between emotional intelligence and employee's job performance. They conducted their study in Sama organisation in the Qaemshahr branch. Their findings indicate that employees who are led by

an emotionally intelligent leader excel in their duties (Emdady&Bagheri, 2013). To further show the impact of the leaders' emotional intelligence on employees, Castro *et al*. (2012) found that the emotional intelligence of a leader leads to employees' creativity. They investigated the impact of leader's emotional intelligence on their employee's creativity and found positive results (Castro *et al*., 2012). They discovered that employees who were led by an emotionally intelligent leader were more creative in performing their duties which contributed to organisational effectiveness (Castro *et al*., 2012). Both these studies are similar in that they both indicate that the emotional intelligence of a leader has an impact on employees or followers.

Literature has also drawn a link between emotional intelligence and transformational leadership style (Harms &Crede, 2010; Cavazotte, Morene& Hickman, 2012; Shahhosseini, *et al.*, 2013). Cavazotte, *et al*. (2012) explored the relationship between emotional intelligence and transformational leadership style and found that there is a positive relationship between the two variables. They discovered that leaders with high emotional intelligence used transformational leadership style and perform better than those with low emotional intelligence.They came to this conclusion after an empirical study conducted in one of the companies in Brazil with mid-level managers. Shahhosseini, *et al.* (2013) also discovered a positive relationship between emotional intelligence and transformational leadership. Their findings revealed that transformational leaders showed high emotional intelligence. The findings of this study were generated from 192 managers employed in the public and private banks of Iran. Furthermore, Irshad and Hashmi (2014) also explored the relationship between emotional intelligence and leadership style. The findings of their study were generated from leaders in the banking sector in Lahore Pakistan using questionnaires. They discovered that emotional intelligence was strongly related to transformational leadership style.Harms and Crede (2010) and Alston *et al*. (2010) also conducted a similar investigation and found similar results. Recently, Lama and O'Higgins (2013) have also conducted a study investigating the relationship between emotional intelligence and transformational leadership in China and found positive results. Their findings were generated from privately owned business managers and followers in China. Seemingly, most researchers have found a positive relationship between emotional intelligence and transformational leadership. However, there are other scholars with a differing view. Weinberge (2009) investigated the relationship between emotional intelligence and

transformational leadership style but found no significant relationships between emotional intelligence and transformational leadership. Through literature review on emotional intelligence and transformational leadership, Hunt and Fitzgerald (2013) also found no relationship between emotional intelligence and transformational leadership.

All these international studies conducted in the business sector discussed above, clearly show the importance of leader's emotional intelligence. Despite different views on whether emotional intelligence leads to transformational leadership, employee's creativity or job satisfaction, stress management, there is an agreement in the literature that emotional intelligence is important for effective leadership.

Most of the studies conducted internationally on the emotional intelligence of educational leaders stress the importance of emotional intelligence for effective school leaders (Cook, 2006; Ayiro, 2009; Moore, 2009; Hebert, 2011; Marshall,2011; Cliffe, 2011; Cai, 2011). In a study conducted by Marshall (2011) in the Caribbean context, it was discovered that there is a relationship between emotional intelligence and school principal's leadership. The study comprised of forty-eight school principals who were participants in the Education Summer Leadership Institute (ESLI) in 2010 which was conducted in Antigue. The findings were gathered from male (7) and female (41) leaders through questionnaires. The findings of this quantitative study revealed that it is important for school principals as leaders to be emotionally intelligent. Furthermore, the findings showed no relationship between emotional intelligence and school principal's leadership style. School principals in this study used a variety of leadership styles.

While Marshall (2011) found no relationship between emotional intelligence and school leaders leadership style, other researchers have found a relationship between emotional intelligence and transformational leadership style in the education sector. Hebert (2011) investigated the relationship between the emotional intelligence of school principals and transformational leadership and found a strong link between the two variables. School principals who were identified as emotionally intelligent were found to be using transformational leadership style. Interestingly, Cai (2011) also found similar results. He

discovered that, school principals who have high emotional intelligence apply transformational leadership (Cai, 2011). Cai (2011) discovered that school principals who used transformational leadership were supportive to their followers in order to improve instructional practices. The findings of Hebert (2011) and Cai (2011) seem to agree with findings in the business sector where emotional intelligence was found to have a positive relationship with transformational leadership (Harms &Crede, 2010; Alston, *et al.*, 2010; Shahhosseini, *et al.*, 2013; Irshad&Hashmi, 2014). But at the same time disagree with findings of Weinberge (2009) and Hunt and Fitzgerald (2013) who found no relationship between emotional intelligence and transformational leadership in the business sector. There is therefore no single agreed upon view when it comes to the relationship between emotional intelligence and transformational leadership.

The outstanding feature from the findings of Cai (2011) regarding school principals emotional intelligence is that school principals' emotional intelligence was associated with ensuring school turnaround (Cai, 2011). Cai (2011) articulated that school principals with high emotional intelligence can ensure low-performing school turnaround. This means that school principals' emotional intelligence has an impact on the achievement of learners and also on the functionality of the school (Cai, 2011). This is supported by Bardach (2008), who argues that the emotional intelligence of school principals has a huge impact on followers as well as on the overall performance of the school. Ljungholm (2014) also share the same sentiments. He argues that, the emotional intelligence of a leader furnishes precious benefits to organisations undergoing changes or improvements (Ljungholm, 2014). Highly effective leadership makes a major difference to school improvement (Bush, *et al.*, 2011).

Cliffe (2011) also explored the relationship between emotional intelligence and educational leadership but only focusing on female secondary school principals in England. She used questionnaires and face-to-face interviews to generate data. The theory of emotional intelligence was used as a framework for her study. The findings of the study revealed a positive relationship between emotional intelligence and school leaderships. The findings also demonstrated that emotional intelligence led school principals to thinking creatively in executing their roles (Cliffe, 2011).Cliffe (2011) also reported that all female school principals in her study appeared to be aware of their emotions and were in control of their

emotions. They also understood the importance of motivating themselves and their followers. The findings of Cliffe (2011) indicate that there is a relationship between emotional intelligence and female leadership. The findings imply that female school principals can control their emotions. There are studies that have been conducted investigating the difference between the emotional intelligence of male and female leaders. Some scholars found women leaders to be more emotionally intelligent than men leaders while others found no difference between men and women leaders' emotional intelligence. Benson, Fearon, McLaughlin and Garrat (2013) investigated the emotional intelligence of female and male leaders. They discovered that women leaders were more emotionally intelligent than men leaders. They came to this conclusion after looking at the scores of women and men leaders on emotional intelligence competencies. Women leaders scored higher than men leaders which indicated that women leaders are more emotionally intelligent than men. This study was conducted in the South East of England in two schools. Engle and Nehrt (2011) also found similar findings. When they tested the emotional intelligence of men and women involved in their study, women showed more emotional intelligence than men. Their study however, differs in that it collected data from university students in the United State, France and Germany majoring in business studies. It did however, found the difference between the emotional intelligence of men and women. In contrast to these finding, Brown and Reilly (2008) presented that emotional intelligence has no impact on gender. They found no differences between the emotional intelligence scores of male and female leaders. Ghamrawi, Shal and Ghamrawi (2013) also found no difference between the emotional intelligence of male and female leaders. Ghamrawi, *et al.*, (2013) came to this conclusion through an investigation of the emotional intelligence of subject leaders in Beirut. Nevertheless, their findings show similar results to these studies focusing on school leaders that emotional intelligence leads to effective leadership.

Ayiro (2009) also found positive results between emotional intelligence and school principals in the African context. Ayiro (2009) conducted a study in Kenya investigating the relationship between school principals' emotional intelligence and their school performance. The participants were 100 high school principals from different regions around Kenya. The researcher categorised school as either high performing or low performing based on the examination results of the school. The findings of this study showed the importance of emotional intelligence for school leaders. The findings also showed a positive relationship

between the school principals' emotional intelligence and the success of a school. This finding supports what has been presented by Cai (2011) who found that a school principal's emotional intelligence can ensure school turnaround and school improvement. Ayiro (2009) further discovered that school principals who were emotionally intelligent were more effective. These findings are supported by Moore (2009) who argues that emotionally intelligent school principals are more effective.

Based on the findings of these studies presented, clearly emotional intelligence has a positive impact on school principals' leadership and is required for effective school leadership.

2.2.1.2 STRATEGIES OF MANAGING EMOTIONS

On a daily basis, people encounter events that may make them emotional (Sheppes& Levin, 2013). People thus do not only have to understand emotions but they have to make an effort to manage emotions efficiently (Naseer, 2011). It is therefore necessary for one to develop different ways of regulating or managing his/her emotions (Sheppes& Levin, 2013). Managing one's and other's emotions is a component of emotional intelligence (Goleman, 2001; Cliffe, 2011). There is a however, a huge gap in the literature related to the strategies of managing emotions in the business and education sector. Due to the dearth in literature on strategies of managing emotions in the business sector as well as in education, I was compelled to also use literature from the field of psychology. Cure (2014) in her book suggested five tips on managing emotions for leaders. The first tip involves gathering information to balance thoughts (Cure, 2014). She argues that having information has the ability to change the way people think, create positive emotions, and can change people's perceptions. The second tip involves having the ability to read emotional cues (Cure, 2014). She argues that emotions are indicators of what is important to us, how we want to be treated and of what we want to create more of in our lives. She indicates that emotional cues enable leaders to be aware of their follower's emotions which assist them in managing emotions of their followers better. The third tip involves talking about emotions in a fruitful way (Cure, 2014). Cure (2014) states that having fruitful discussions with followers is the key in handling emotions. She argues that having discussions with people about their feelings gives them an opportunity to open up and express themselves about the emotions they feel. The fourth tip involves asking powerful questions so as to understand better what triggered the emotions (Cure, 2014). She states that through asking questions, leaders are able to control

emotions. She suggested that leaders can ask questions which give their followers a space to express why they feel the way they do and how they wish things to happen next time. In so doing she claims that followers will arrive at their own conclusions without leaders directing behaviour. The last tip involves providing support to followers so as to improve their confidence (Cure, 2014). She argues that showing support can be done through providing effective feedback and mentorship to followers.

Gross (1998) proposed a process-oriented model of controlling emotions that has four components, namely, situation selection, situation modification, attentional deployment, and cognitive change (Diefendorff, Richard & Yang, 2008). Situational selection "involves taking actions to make it more likely that we will be in a situation we expect will give rise to the emotions we would like to have (or less likely that we will be in a situation that will give rise to emotions we would prefer not to have" (Lewis, *et al.*, 2008, p.501). Situation selection involves choosing carefully going to or avoiding certain places, events, people or objects so as to regulate emotions (Diefendorff, *et al.*, 2008). Lewis *et al*. (2008) argue that emotions can be triggered by the events that we attend and people that we choose to associate ourselves with. Situation modification is about modifying or changing a negative situation so as to avoid its negative impact (Diefendorff, *et al.*, 2008; Lewis, *et al.*, 2008). Attentional deployment involves withdrawal of one's attentions from a situation or event that provoke ones emotions and focusing on doing something positive (Diefendorff, *et al.*, 2008). Lewis *et al*. (2008) state that attentional deployment can even include covering one's eyes so as to avoid seeing something that will bring negative emotions. Cognitive change strategy refers to changing the way a person thinks about a situation itself and also about his/her capacity to manage the demands posed by that situation (Lewis, *et al.*, 2008). According to Diefendorff*et al*. (2008) this strategy includes skills such as engaging in a discussion with a person to understand how he/she feels. Lewis *et al*. (2008) add a fifth component to the four discussed above, which is response modulation. Response modulation refers to "influencing physiological, experiential, or behavioural responses relatively and directly" (Lewis, *et al.*, 2008, p.504). In this type of emotional regulation strategy, one can exercise or relax to decrease negative emotions (Lewis, *et al.*, 2008).

Sheppens and Levin (2013) have recently developed a conceptual framework of regulating emotions. They suggest that emotion regulation involves "recruiting deliberate executive control mechanisms that try to modify the nature of emotional information" (Sheppens& Levin, 2013, p.1). They argue that this happens at two major cognitive stages which include early attentional selection and late semantic meaning stages (Sheppens& Levin, 2013). Incoming information can be regulated at an early attentional selection processing stage by "disengaging from informational emotional information processing before it undergoes elaborated processing in working memory (Sheppens& Levin, 2013, p.1). This means having neutral thoughts which are not dependent on conflicts (Sheppens& Levin, 2013). Classical late selection regulation means "changing the meaning of emotional information in the late processing stage" (Sheppens& Levin, 2013, p.1).

My study focuses specifically on investigating strategies of managing emotions for educational leaders/school principals.

2.2.1.3 MANAGING RELATIONS

Relationship management is an essential skill for any successful manager or leader (Engle &Nehrt, 2011). It is also one of the most essential competencies of emotional intelligence (Goleman, 2001). Managing effective relationships is associated with effective leadership and emotional intelligence (Chopra & Kanji, 2010; Engle &Nehrt, 2011; Asadullah, 2013). Effective leaders use emotional intelligence in their interaction with others (Alston, *et al.*, 2010). Emotionally intelligent leaders build and maintain good human relationships (Cai, 2011; Engle &Nehrt, 2011). Alnabhan (2010) asserts that emotional intelligence may help in developing stable and trusting relationships. From the study conducted by Engle and Nehrt (2011), it is evident that emotional intelligence is connected to good management of relations. They found that followers, in this case students, controlled their emotions based on the relationships that they had with their managers. Despite the fact that their findings were generated from university students, they did discover that emotionally intelligent managers have better relations with their followers. Similar to this, Cai, (2011) also found that school principals with high emotional intelligence have positive relationships with educators and they develop and maintain good human relations. Developing mutual understanding and respect facilitates positive change in teacher perceptions and behaviours (Cai, 2011). School

principals with high emotional intelligence influence educator collaboration which may result to good human relationships in the school (Cai, 2011).

Literature however is silent on how leaders and school principals in particular should manage relationship in their organisations or schools. It does not give leaders practical ways of building and maintaining good relations. My study was therefore aimed at also addressing this gap through finding possible ways of managing relations in schools that may be used by school principals in strengthening relations in their schools.

2.2.2 NATIONAL LITERATURE

There is a dearth of literature on emotional intelligence and leadership in South Africa especially in the education sector.

2.2.2.1 THE IMPORTANCE OF LEADERS BEING EMOTIONALY INTELLIGENT

In the South African context emotional intelligence was also found to contribute to effective leadership (Vrba, 2007; Moosa, 2010; Kotze& Venter, 2011). Kotze and Venter (2011) through a quantitative study conducted in South Africa with 114 leaders in the insurance industry showed that emotional intelligence is related to effective leadership. The results of their study revealed that emotional intelligence scores of effective leaders were high and those of ineffective leaders were very low. Vrba (2007) also found similar results from a study that she conducted in one of the South African insurance companies. Data was generated from male and female managers of this company. The researcher found that emotional intelligence led to effective leadership (Vrba, 2007). Both these studies generally agree that there is a positive relationship between emotional intelligence and effective leadership and were both conducted in the insurance industry. Vrba (2007) however added more to this. She also discovered that emotional intelligence has a positive relationship with transformational leadership because from the scores of leaders in her study on emotional intelligence, the results indicated that the higher the scores of leaders emotional intelligence, the higher the scores of leaders transformational leadership (Vrba, 2007). The findings of Verba (2007) are similar to the findings of Hayward, Amos and Baxter (2008) who also discovered a strong relationship between emotional intelligence and transformational

leadership in the South African context. They found that leaders who used transformational leadership style were more emotionally intelligent (Hayward, *et al*., 2008). Hayward *et al*. (2008) generated their findings from the South African parastatal. These findings are similar to international findings of Cai (2011), Harms and Crede (2010) and Shahhosseini*et al*., (2013) who also found a link between emotional intelligence and transformational leadership.

Ngirande and Timothy (2014) linked emotional intelligence of a leader to employees' job satisfaction. They conducted a qualitative study investigating emotional intelligence and leadership. The study explored perceptions of employees about their leader's emotional intelligence and how it affected their job satisfaction. The researcher used stratified random sampling to select participants for this study. The study comprised of Eskom workers from a selected Eastern Cape Province Eskom branch in South Africa. The participants were lower level employees of this particular company. The researcher used self-administered questionnaires to generate data. The findings of the study indicated that there was a relationship between the emotional intelligence of a leader and employees job satisfaction. The findings implied that an increase in the leader emotional intelligence results to an increase in employee job satisfaction. Interestingly, these findings are similar to international findings by Batool (2013) and Castro *et al*. (2012) who found that the emotional intelligence of a leader has an impact on the job performance and productivity of followers.

International findings appear to be similar to most of the local findings. In South Africa, it has also been discovered that emotional intelligence lead to effective stress management as it has been discovered internationally (Jorfi, *et al*., 2011; Batool, 2013). Ramesa, Koortzenand Oothuizen (2009) found a positive relationship between emotional intelligence and stress management in the South African financial institution . Ramesa, *et al*. (2009) investigated the relationship between emotional intelligence and stress management and found a strong relationship between the two variables. They suggested that emotional intelligence should be used as a skill in coping with stress (Ramesa, *et al*., 2009).

In the education sector in South Africa, emotional intelligence has also been identified as the important component for effective school leadership (Bipath, 2009; Moosa, 2010; Jansen,

Moosa, van Niekerk& Muller, 2014). Jansen *et al*. (2014) through an investigation they conducted in the North-West province found that emotional intelligence contributes to effective leadership. They found a strong relationship between high level of leaders' emotional intelligence and leaders' effectiveness. They used questionnaires and semi-structured interviews to generate these findings. The participants were 12 student leaders equally divided between males and females. Although the researcher focused on the emotional intelligence of student leaders, the results of the study show the importance of leaders' emotional intelligence and thus serve a good purpose in showing the importance of leaders' emotional intelligence in my study. The study of Jansen *et al*. (2014) is similar to my study in that it used the same methods of data generation as my study which is semi-structured interviews and questionnaires. It generated data from male and female leaders equally divided, interestingly my study also generated data from equally divided male and female school principals. However, it differs from my study in that it investigated the emotional intelligence of secondary school student leaders while my study focused on school principals' emotional intelligence.

A similar study conducted by Bipath (2009) has also shown the overwhelming impact of school principal's emotional intelligence on the functionality of the school. Bipath (2009) investigated two schools. The researcher was drawn to these schools by the fact that even though they are situated in the same area, with school principals who both had teaching diplomas with the same number of work experience, their performance of learner achievements were totally different. One school obtains 80% to 100% whereas the other school obtains 0% to 40% in the Senior Certificate Examination (SCE) results (this is examination written by all grade 12 learners after a minimum of 12 years of schooling). Effective school principals are likely to promote favourable schools and high learner performance (Bush, *et al*, 2011). The researcher named the school performing at 80% to 100% functional and the other school dysfunctional. The researcher generated data through observation, document analysis and interviews in each school with school principals, SGB members, group of educators and Representatives Council of Learners (RCL).The findings of the study indicated that the school principal of the functional school was highly emotionally intelligent. The researcher noted that in the functional school, the school was clean, the vision and mission of the school was displayed in every class, educators were in class teaching and learners seemed enthusiastic about learning. The researcher reported that the school principal

of this school was always at school and knew even learners names, learners and educators loved and respected him, he knew his strengths and weaknesses, he possessed self-confidence, he knew all policies, and he was able to sense feelings of others and took interest in their concerns. The researcher also indicated that educators in this school provided extra classes and they worked together in teams. The conditions and the situation of the dysfunctional school differed to this. the researcher noted that in this school there was noise, broken desks and chairs, dirty ground, holes on the fences, people selling to learners during school hours, many learners coming late to school, teachers not teaching and learners had no text books. The researcher also noted that the school principal had no control over educators or learners, he showed his weaknesses openly and he avoided conflicts even at the expense of teaching and learning. There was also a lack of teamwork and commitment. The findings indicated therefore that there is a significance relationship between emotional intelligence and school leadership. The findings further indicated that emotional intelligence lead to functional schools. This is supported by Moore (2009) who argues that emotional intelligence differentiates between a high performing school and a low performing school. The findings of this study indicate therefore that school principals who have high emotional intelligence are likely to be effective in performing their leadership and management duties. The findings also suggest that the effectiveness of a leader is determined by the organisational culture, cohesiveness, goal achievements and the satisfaction of followers (Taylor, Martin, Hutchinson & Jinks, 2007).

Most researchers have focused mainly on linking emotional intelligence with one leadership style which is transformational leadership (Vrba, 2007; Harms &Crede, 2010; Shahhosseini, *et al*, 2013). Singh, Menser and Mestry (2007) shift the focus from transformational leadership and have linked emotional intelligence to collegial leadership style. They argue that school principals who are emotionally intelligent are likely to apply collegiality in their school leadership. To investigate the relationship between emotional intelligence, collegial leadership and educator's job satisfaction, Singh *et al*. (2007) conducted a quantitative study in the Eastern Cape on schools situated in the urban and rural areas. The researchers found that emotionally intelligent leaders apply collegiality in their leadership. One cannot therefore associate emotional intelligence with just one leadership style. While other researchers found a positive relationship between emotional intelligence and transformational leadership, others found no relationship between emotional intelligence and transformational leadership, Singh

et al. (2007) found a positive relationship between emotional intelligence and collegial leadership. There are therefore differing views about emotional intelligence and leadership styles.

Based on the findings of the study conducted by Singh and Dali (2013), one can argue that emotional intelligence can be learned or developed. In their study, Singh and Dali (2013) investigated the need to include emotional intelligence skills in Advanced Certificate in Education (ACE) School Leadership (SL) programme offered by Higher Education Institutions (HEIs) for school principals. The researchers determined whether it was necessary for emotional intelligence competencies to be part of school principals ACE (SL) programme in order to develop their social skills through this qualitative study. The participants for this study were 60 school principals doing the ACE (SL) programme at an HEI and were purposively selected. The methods used to generate data were five focus group interviews with ten school principals and ten single in-depth interviews. The responses from school principals indicated that ACE (SL) programme has played a major role in developing their emotional intelligence. The findings have therefore evoked the importance of professional development programmes for school principals such as the ACE (SL) programme on emotional intelligence competencies. Due to the urgent need of emotional intelligence for school principals, ACE leadership programme may be considered as a way of developing school principals emotional intelligence since the finding of Singh and Dali (2013) have shown that it has been successful in developing school principals emotional intelligence.

Beyond being limited in number, these findings in the South African context show the importance of leader's and school principal's emotional intelligence. This study therefore explores the importance of school principal's emotional intelligence in South African schools.

2.2.2.2 STRATEGIES OF MANAGING EMOTIONS

When dealing with situations that could result in strong negative emotional responses, leaders have to be aware of strategies to use in order to control their emotions (Grobler& Conley, 2014). There is a dearth however, in the local literature on strategies of managing emotions.

Connelly (2007) in his book suggested different ways of managing emotions. Firstly, he suggested that emotions can be controlled through self-awareness. This mean being more aware of own emotions. Secondly, he suggested that one can control emotions through taking all feedback and criticism in a positive way. He states that in managing emotions one should take feedback and criticism as being useful and helpful. The third strategy involves taking time out from duty if faced with a situation that tampers with the emotions. During this time drinking water, breathing deeply or exercising is recommended (Connelly, 2007). The fourth strategy involves self-reflection. This involves reviewing how one handled the emotions, and thinking of ways in which to react better. The fifth strategy involves identifying weaknesses of one's emotions and improving on them.

I have not come across any documented strategies of managing emotions designed for school leadership or school principals. This study therefore addresses this gap by presenting strategies used by school principals in managing their emotions. The strategies discovered from this study might assist other school principals in managing their emotions better.

2.2.2.3 MANAGING RELATIONS

The emotional intelligence of a leader influence positive relationships with others and among others (Grobler& Conley, 2014). This means therefore that leaders have to be emotionally intelligent to manage effective relationships. There is however a huge gap in the literature in South Africa on how leaders and school principals should manage relationships in their organisations. Connelly (2007) in his book articulates some ways of managing relations which include influencing, inspiring and developing others, being a change catalyst, conflict management, building bonds and giving effective feedback. He assert that ensuring good relations, require leaders to influence a group of people to work together in order to achieve outcomes of an organisation. He also suggested that leaders need to have empathy in order to ensure good relations. He argues that empathy promotes connection between a leader and followers. He also suggests that leaders who inspire others are likely to build good relationships. Connelly (2007) further states that showing interest in followers and developing them, promotes good relations. He suggests that leaders should focus on helping and motivating their followers in order to achieve good relationships in their organisations.

Leaders must be able to manage conflict effectively and not take sides (Connelly, 2007). Connelly (2007) also articulates that leaders must also have personal connections with all people in the organisation and that teams and promoting teamwork endorse good relationships among followers. He suggests that leaders have to give feedback to their followers on a regular basis because giving effective feedback promotes good relations.

My study, aimed to provide possible ways to school principals of managing effective relations in schools through data generated from the schools principals involved in the study.

2.2.3 THE GAPS IN LITERATURE

Clearly, emotional intelligence contributes to effective leadership (Ayiro, 2009; Moore, 2009; Kotze& Venter, 2011; Batool, 2013). The findings from international and national literature have articulated the importance of emotional intelligence in ensuring effective leadership for leaders in general and also for school principals. However, in the South African context, few studies have been conducted on emotional intelligence in relation to school leadership. This study therefore contributes to the limited body of knowledge on emotional intelligence and school leadership in South Africa. There are no documented strategies of managing emotions provided for school principals in South Africa. This study therefore also presents possible strategies of managing emotions for educational leaders. Furthermore, this study focuses on presenting possible ways of managing relations in schools hence there is a huge gap in the literature regarding this.

2.3 THEORETICAL FRAMEWORKS

Through survey of the literature, I identified two theories relevant to this study, namely the Theory of Emotional Intelligence and Authentic Leadership Theory. These theories were used to frame this study. They brought a better understanding of emotional intelligence and effective leadership to this study.

2.3.1 THEORY OF EMOTIONAL INTELLIGENCE

Salovey and Mayer (1990) coined the term emotional intelligence and defined it as "an ability to monitor one's own emotions and those of others, to discriminate among them, and to use this information to guide one's thinking and actions" (Labby, Lunenburg & Slate, 2012, p.3). Goleman (1995) reinforced the definition of Salovey and Mayer (1990) by forming five components of emotional intelligence. The components are:

1. **Self-awareness**: Knowing one's emotions. Recognising feelings as they happen.Recognising the impact of one's emotions on others.Monitoring feelings from time to time.

2. **Managing emotions**: Handling own feelings so they are appropriate. The ability to soothe oneself,ability to shake off anxiety, gloom or irritability.

3. **Self-motivation**: Marshalling emotions is important for paying attention, motivating self, and creativity.A passion to work for reasons that go beyond money or status.The ability to persue goals with energy and enthusiasm.

4. **Empathy**: Recognising emotions in others, empathetic awareness. Attunement to what others need or want.

5. **Managing others emotions and handling relationships**: Having a skill in managing emotions of others and the ability to interact smoothly with others.

(Goleman, 1995; Marshall, 2011; Cliffe, 2011, Labby, *et al.*, 2012; Verma, 2013).

Goleman (2001) has also presented a refined framework of emotional intelligence with four components. The components are: Self-awareness, Self-management, Social-awareness and Relationship management (Goleman, 2001).

1. **Self-awareness**. Self-awareness includes the awareness of one's emotions, accurate self-analysis and self-confidence.

2. **Self-management**. Self-management includes having self-control, trustworthiness, conscientiousness and adaptability, taking initiative and being driven by achievement.

3. **Social-awareness**. Social-awareness skills include empathy, service orientation and organisational awareness.

4. **Management of relationships**. Relationship management skills include developing others, influence, communication, conflict management, being a change catalyst, building bonds, promoting teamwork and collaboration.

The components of emotional intelligence brought a better understanding of emotional intelligence in this study and they provided a connection between emotional intelligence and leadership and are therefore used as a framework for this study.

2.3.2 AUTHENTIC LEADERSHIP

Authentic leaders are leaders who are deeply aware of their thoughts, behaviour, morals, values, knowledge, strengths and weaknesses (Cooper, Scandura&Schriesheim, 2005). Authentic leaders are true to themselves rather than conforming to expectations of others (Avolio& Gardener, 2005). They do not fake their leadership (Shamir &Eilam, 2005). They genuinely aspire to serve others through their leadership and they are more interested in empowering their followers to make a difference (Avolio, Gardner, Walumbwa, Luthans& May, 2004). They pay attention to positive achievements of followers rather than on their flaws (Maric, Dimovski, Djurica, Cerne&Djurica, 2013). Authentic leaders are guided by the qualities of the heart, passion and compassion in executing their duties (Avolio, *et al.*, 2004). Most importantly, authentic leaders have the ability to control their actions (Maric, *et al.*, 2013). Avolio*et al*. (2004) argue that authentic leadership incorporate transformational andethical leadership. Authentic leaders transform followers into leaders (Avolio, *et al.*, 2004).

The generally accepted framework of authentic leadership, conceptualised by Walumbwa, Avolio, Gardner, Wernsing and Peterson (2008) proposed four dimensions of authentic leadership (Maric, *et al.*, 2013). The dimensions are: self-awareness, balanced processing, relational transparency, and internalised moral perspective (Maric, *et al.*, 2013). **Self-awareness**: this refers to leaders knowing and understanding their true self through self-evaluation (Maric, *et al.*, 2013). Authentic leaders are aware of their identity, values,

objectives, goals, motives and emotions (Valsania, Leo, Alonso &Cantisano, 2012; Maric, *et al*, 2013). Authentic leaders engage in self-analysis of their mental conditions through introspection. Self-analysis helps leaders to understand themselves better and avoid misunderstandings (Yamamoto, Gardiner, & Tenuto, 2013). Authentic leaders invest in reaching a deeper understanding of their strengths and weaknesses (Peus, Wesche, Steicher, Braun & Frey, 2011). They are aware of the consequences of their actions on their followers (Valsania, *et al.*, 2012). **Balanced processing**: Refers to the ability to analyse all relevant information objectively without being biased (Valsania, *et al.*, 2012; Maric, *et al*.,2013). Authentic leaders objectively analyse all important information before making a decision (Valsania, *et al*.,2012). They also accommodate others opinions and inputs before taking decisions (Maric, *et al*., 2013). They do not take things personally, in that they are able to even accommodate information that contradicts their perspectives (Peus, *et al*., 2011). **Relational transparency**: involves sharing information with others openly (Valsania, *et al*., 2012; Maric, *et al*.,2013). It also includes expressing true opinions and feelings in relation to others (Maric, *et al.*, 2013). Authentic leaders show high commitment to building and maintaining good relationships (Maric, *et al.*, 2013). Building and maintaining good relationships is the essential components of authentic leadership (Yamamoto, *et al*, 2013). Authentic leadership also includes sharing responsibilities fairly to achieve collaboration within and outside the organisation (Maric, *et al*, 2013). This can be achieved through honesty and sincerity (Valsania, *et al.*, 2012). It can also be achieved through developing trust and close connections with the followers (Valsania, *et al.*, 2012). **Internalised moral perspective**: Refers to being guided by internal moral standards and values, rather than by external circumstances (Maric, *et al.*, 2013). Authentic leaders are guided by ethics, values, morals and transparency (Valsania, 2012; Maric, *et al*, 2013). They stick to their internalised morals, values and ethics despite any external pressures from people, groups, organisations or society (Peus,*et al.*, 2011). The common goal of authentic leaders is to serve the interest of others (Valsania,*et al.*, 2012).

I therefore used four dimensions of authentic leadership in bringing a better understanding of effective leadership in this study. Based on the qualities of effective leadership described by Mittal and Sindhu (2012), I refer to authentic leadership as effective since authentic leadership include most, if not all qualities of effective leadership as described by Mittal and Sindhu (2012).

2.3.3 LINK BETWEEN THE THEORY OF EMOTIONAL INTELLIGENCE AND AUTHENTIC LEADERSHIP

Both these theories are related to this study because it explores emotional intelligence of school leaders. The theory of emotional intelligence brought an understanding of emotional intelligent leaders. The emotional intelligence of school principals in this study was judged based on the components of this theory. Authentic leadership theory relates to this study because it focuses on leaders. It brought an understanding of leaders who can be referred to as effective. Both these theories emphasise the importance of leader's self-awareness, management of emotions, showing interest on followers and building good relationships and are therefore related. They both served a good purpose in framing this study.

2.4 CHAPTER SUMMARY

In this chapter, I have presented relevant international and national literature on emotional intelligence and leadership as well as on emotional intelligence and school leaders. The gaps in the literature around the topic emotional intelligence and leadership were also articulated. Thereafter, the two theories underpinning this study were discussed. I furthermore discussed how the two theories link and why they are both relevant to this study.

In the next chapter, I discuss the research design and methodology employed in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented international and national literature reviewed around the critical questions and the theoretical frameworks that underpinned this study. This chapter focuses on the research design and methodology employed in this research study in order to answer the key research questions, which are:

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

In presenting the research design and methodology, I first present a discussion on the research paradigm in which this study was located. I thereafter discuss the research approach used in this study. After that I present a discussion on the methodology employed in this study. Furthermore, an account of the selection of research schools, gaining access to schools, methods of data generation, data generation instruments, piloting of interview questions, research sites and participants is presented. Toward the later part of the chapter, an account of data analysis techniques, ethical considerations, trustworthiness issues and limitations of this study is made.

3.2 RESEARCH PARADIGM

A research paradigm serves as a thinking framework that guides the researcher (Wahyuni, 2012). My thinking in this study was guided by the interpretive/constructivist paradigm. Some scholars refer to this paradigm as interpretive while others refer to it as constructivist

paradigm. In this study, I refer to it as interpretive paradigm. According to Scotland (2012) a paradigm has three components which are ontology, epistemology and methodology. For the purpose of this study, the three components of interpretive paradigm are explained. The interpretive paradigm is based on the ontology that there are multiple realities or truths and not just one reality out there to be measured (Schutt, 2006; King &Horrocks, 2010). The multiple realities are constructed based on the way different people understand the world (Schutt, 2006). Hatch (2002) argues that multiple realities constructed by different people are unique because different people experience the world from their own point of view. The realities which are constructed in the interpretive paradigm are "experientially based, local and specific" (Hatch, 2002, p.15). Interpretive paradigm is based on the epistemology that social realities are socially constructed (Mertens, 1998: Schutt, 2006). Researchers in this paradigm focus on uncovering experiences of people about how they feel about their world and how they make sense of the world based on their experiences (King &Horrocks, 2010). Cohen, Manion and Morrison (2011) also state that researchers in the interpretive paradigm focus on investigating the interpretations of how people understand and feel about the world around them. Knowledge in this paradigm is constructed through mutual engagements between the researcher and the participants (Hatch, 2002). According to Hatch (2002, p.15) in the interpretive paradigm "researchers and participant are joined together through the process of co-construction and it is impossible for the researchers to be distant and objective". It is often qualitative researchers who use the interpretive paradigm when conducting research (Schutt, 2006). According to Hatch (2002) researchers in this paradigm use qualitative methods to generate data and often spend a lot of time observing or interviewing participants in their natural settings so as to discover how the participants make sense of their world from their point of view. Interpretive researchers usually generate qualitative data which provides rich descriptions of social realities (Wahyuni, 2012). I used the interpretive paradigm for this study because it allowed me to interact with the participants in their natural settings and get multiple realities from the point of view of the participant on emotional intelligence and educational leadership. This paradigm also allowed me to use different methods of generating data.

3.3 APPROACH TO RESEARCH

An approach that was followed in this study is qualitative. A qualitative inquiry is research that focuses on discovering people's thoughts, understanding and perceptions about the world (Conrad and Serlin, 2011). According to Conrad and Serlin (2011) qualitative research is research that is "holistic, empirical, interpretive and empathetic and it is descriptive and detailed" (p.26). Qualitative researchers aim to understand the world from the point of view of the participants living in it (Hatch, 2002) and they seek to understand people's "perceptions of the world" (Bell, 2010, p.1). This type of research produces descriptive data that can be in the form of observations or in words spoken or written by the participants (Hatch, 2002). The reports on the qualitative research are usually in the form of "detailed narratives that include voices of the participant" (Hatch, 2002, p. 9). Qualitative research usually takes place where participants execute their normal everyday activities (Conrad &Serlin, 2011; Jackson, 2008). Qualitative researchers utilise different methods of generating data such as observations, interviews, document reviews and physical artifacts, since they believe that there are a variety of interpretations (Conrad &Serlin, 2011). Researchers are usually involved in generating data themselves (Hatch, 2002). In this study, I investigated the qualitative experiences of school principal's emotional intelligence. I used the qualitative approach to do this research because it allowed me to get descriptive data about emotional intelligence and educational leadership. Using this approach allowed me to interact with the participants in their natural settings where they practice their daily activities.

3.4 METHODOLOGY

The methodology I utilised in this study was a case study. A case study is a detailed investigation of a certain case which may be a person, group of people, a community or an organisation (Cohen, Manion& Morrison 2000). A case study can "provide rich insight into particular situations, events, organisations, classrooms or persons" (Rule & John, 2011, p.1). Case studies allow researchers to focus and study a particular case in great depth and on a limited setting (Rule & John, 2011). Rule and John (2011) argue that a case study is a way of generating knowledge through investigating a particular case in its setting (Rule & John 2011). Case studies allow researchers to utilise different methods of generating data which can be questionnaires, observations, storytelling and individual or group interviews (Conrad &Serlin, 2011; Rule & John, 2011). This study was a case of six primary school principals. It was a case of emotional intelligence and school leadership. I used a case study methodology

approach because I wanted to focus on a particular case of school principal's emotional intelligence in selected schools. This methodology allowed me to study in-depth emotional intelligence of school principals and to generate descriptive data about the researched phenomenon.

3.5 SELECTION OF SCHOOLS AND PARTICIPANTS

For the purpose of this research, the Pinetown District was sampled. Six school principals (three males and three females) from six primary schools were sampled. Furthermore, six educators (two in foundation phase, two in intermediate phase and two in senior phase) from each of the schools were selected for triangulation purposes. Triangulation means that the researcher gathers information from different sources so as to cross-check and verify information (Conrad &Serlin, 2011). Purposive sampling based on convenience was used in this study to identifying the district, schools and the participants. Convenience sampling is used when the researcher wants to choose participants that he/she can have easy access to (Cohen, *et al*, 2011). Purposive sampling entails getting participant where it is convenient for the researcher (Jackson, 2008). In purposive sampling researchers target and identify specific individuals who have the relevant information about the researched phenomenon (Schutt, 2006; Cohen, *et al*, 2011; Rule & John, 2011). Purposive sampling based on convenience was used because it allowed me to sample schools that were easy to accesssince they are situated closer to where the researcher resides and work. I chose to conduct this research in the Pinetown district because it is a district which is closer to me and therefore it was easy for me to reach the schools selected for this study. School principals were easy to access because the schools were closer. Educators were also at a reachable distance and easy to access. I chose to conduct the study in primary schools because much of the research that has been done has focused on the secondary school principal's emotional intelligence therefore I wanted to understand emotional intelligence of school principals from primary school principals' point of view. I chose three male and three female school principals because I wanted to get equal male and female school principals' perspectives on the researched phenomenon. I selected educators from all phases at the school so as to get views from all the phase educators about the emotional intelligence of school principals.

3.6 GAINING ACCESS TO SCHOOLS

In order to gain access to the schools, I wrote letters for permission to school gate keepers. According to King and Horrocks (2008) gate keepers are people who have authority in the organisation. These people have power to give or deny permission to the researcher to access the identified participants (King &Horrocks, 2008). For the purpose of this study, the gate keepers were school principals. In order for me to gain access to the schools that I researched, I therefore, requested permission from the school principals. Permission was sought through written letters to each of the six school principals (See Appendix 1, p.85). Each school principal responded through a letter granting me permission to conduct research in the school (See Appendix 2, p.88) for one sample permission letter obtained from school principals.

3.7 METHODS OF DATA GENERATION

Semi-structured one-on-one interviews and questionnaires with open-ended questions are data generation methods that were utilised to generate data for this study. The interviews were used to generate data from school principals who were the main participants in this study since the study focused on emotional intelligence of school principals. An interview is a guided one-on-one conversation between a researcher and a participant/s to gather data from the participant about a researched phenomenon (Hatch, 2002; Rule & John, 2011). According to Conrad and Serlin (2011) interviews are the primary source for generating data in case studies. Data generated through face-to-face interviews has a great potential in providing deeper insight into people's lives and situations (Conrad and Serlin, 2011). In conducting the interviews, the interviewers normally come with set questions, however, they are allowed to come up with new questions during the process of the interview (Hatch, 2002). The type of interviews utilised for this study were semi-structured. In semi-structured interviews the researcher comes with set questions on an interview schedule however, the researchers are not limited to that schedule, they can probe and ask follow up questions (Conrad &Serlin, 2011). Probing enables the researcher to encourage the participants to share more information and to get clarity from the interviewees (Hatch, 2002; King &Horrocks, 2010). I used semi-structured interviews because I wanted to communicate with the

participants on one-on-one and get in-depth data about the researched phenomenon. Also because semi-structured interviews allowed me to probe in order to get more information from the participants. All interviews were voice recoded using a tape recorder. This was done to ensure that I focused on the interviewees and kept eye contact so as to show interest in them (Bell, 2010). (See Appendix 4.1, p.97 for the interview schedule). In order to verify data that was generated from school principals, I used a questionnaire with open ended questions to gather data from educators. A questionnaire is a set of questions given to participants to respond to (Rule & John, 2011). Open-ended questions involve leaving sufficient space for the participant to provide sufficient information to the question (Cohen, *et al*, 2011). The questionnaires were handed to the participants by the researcher through appointments and participants were given sufficient time and support to answer the questions (de Vos, Strydom, Fouche&Delport, 2005). I provided sufficient space on the questionnaire for the participants to freely write their descriptive responses. I assisted participants in understanding the questionnaire. I used a questionnaire with open-ended questions because I wanted the participants to express in detail their opinions on emotional intelligence and school leadership. (See Appendix 4.2, p. 99 for the questionnaire).

3.8 DATA GENERATION INSTRUMENTS

An interview schedule and a questionnaire with open-ended questions were used as data generation instruments for this study. In this study, I worked with a prepared interview schedule. The interview schedule (semi-structured) was prepared for school principals. A questionnaire (open-ended) was prepared for educators. Both data generation instruments were given way before hand to the participants for perusal (de Vos, *et al.*, 2005).

3.9 PILOTING OF DATA GENERATION INSTRUMENTS

Possible questions for both semi-structured interviews and open-ended questionnaire were piloted. The pilot was done in one school with one school principal and one educator. During the pilot of a semi-structured interview the school principal involved gave a lot of information that was not relevant to the questions. The interview took almost an hour which was not planned for. In the pilot of the questionnaire, the educator involved gave sufficient information however, she was too brief in her responses. She also left some questions

unanswered or gave just a one word answer. Piloting the research instruments enabled me to make changes and modifications to the interview schedule and the questionnaire (Marshall &Rossman, 2011). Piloting the questionnaire also enabled me to check if all questions were clear and understandable (Bell, 2010). It also assisted me in checking the functionality of the voice-recorder that was used during semi-structured interviews (Marshall &Rossman, 2011).

3.10 RESEARCH SITES AND PARTICIPANTS

A brief narrative of the research sites and participants is presented below. Pseudonyms are used in order to anonymise the schools and to protect the identity of the participants. The six schools' pseudonyms are Red Primary School, White Primary School, Blue Primary School, Pink Primary School, Green Primary School and Yellow Primary School.

3.10.1 Red Primary School

Red Primary School is located in the rural area in the Pinetown District. This school was established in 1983. The school quintile is 3. It is a Section 21 school. Currently the school has 1079 learners, 30 educators and six School Management Team (SMT) members.

School principal

Name	**Age Category**	**Gender**	**Qualifications**	**Work experience in education**	**Work experience as a school principal**
MrNkomo	56-65	Male	Primary teachers diploma and the bachelor of administration	29 years	12 years

Post level 1 Educators

Name	**Age category**	**Gender**	**Phase**	**Work experience in education**

MsMdakane	36-45	Female	Foundation	09 years
MrsMpisi	36-45	Female	Senior	18 years
MrVezi	46-55	Male	Intermediate	12 years

3.10.2 White Primary School

White Primary School is located in the semi-urban area in the Pinetown District. It was established in 1999. The quintile of the school is 2 and it is a section 21 school. The school has 1000 learners, 27 teachers and 6 SMT members.

School principal

Name	**Age category**	**Gender**	**Qualifications**	**Work experience in education**	**Work experience as a school principal**
MrsNkukhu	41-55	Female	Senior primary teachers diploma, higher education diploma and human resource management.	25 years, four months.	14 years

Post level 1 Educators

Name	**Age category**	**Gender**	**Phase**	**Work experience in education**
MrsSgananda	46-55	Female	Foundation	21 years
MsMgabadeli	20-35	Female	Intermediate	06 years
MrsKhabazela	46-55	Female	Senior	15 years

3.10.3 Blue Primary School

Blue Primary School is located in a township in the Pinetown District. It was established in 2007. It is rated as quintile 3. It is a section 20 school. It has 924 learners, 26 educators and 5 SMT members.

School principal

Name	**Age category**	**Gender**	**Qualifications**	**Work Experience in education**	**Work experience as a school principal**
MrNyoka	41-55	Male	Senior primary teacher's diploma and bachelor of arts.	19 years	3 years

Post level 1 Educators

Name	**Age category**	**Gender**	**Phase**	**Work experience in education**
MsSotobe	36-45	Female	Foundation	09 years
MsMancu	36-45	Female	Intermediate	08 years
MrsKhomo	46-55	Female	Senior	10 years

3.10.4 Pink Primary School

Pink Primary School is located in the rural area in the Pinetown District. It was established in 1960. It is a quintile 3 school. It's a section 21 school. The school has 619 learners, 17 educators and three SMT members.

School principal

Name	Age	Gender	Qualifications	Work experience in education	Work experience as a school principal
MrsNgulube	56-65	Female	PTC, JSTD, SED, HED, ACE certificate in school leadership.	30 years	12 years

Post level 1 Educators

Name	Age category	Gender	Phase	Work experience in education
MsMzilikazi	36-45	Female	Foundation	09 years
MrsGombela	46-55	Female	Intermediate	12 years
MsMphephethwa	36-45	Female	Senior	07 years

3.10.5 Green Primary School

Green Primary School is located in a rural area in the Pinetown District. It was established in 1990. The quintile for this school is 3. It is a section 21 school. The school has 1260 learners, 46 educators and 07 SMT members.

School principal

Name	Age category	Gender	Qualifications	Work experience in education	Work experience as a school principal

MrMpala	41-55	Male	Secondary teacher's diploma, diploma in human resources management, Honours and Master's degree in education.	25 years	13 years

Post level 1 Educators

Name	**Age category**	**Gender**	**Phase**	**Work experience in education**
MrsMgenge	46-55	Female	Foundation	13 years
MrNzuza	20-35	Male	Intermediate	06 years
MrsBhanda	46-55	Female	Senior	15 years

3.10.6 Yellow Primary School

Yellow Primary School is located in the urban area in the Pinetown District. It was established in the year 2000. It is rated as quintile 3. It is a section 21 school. It has 956 learners, 27 educators and 5 SMT members.

School principal

Name	**Age category**	**Gender**	**Qualifications**	**Work experience in education**	**Work experience as school principal**
Ms Kati	30-40	Female	SPTD and ACE leadership	15 years	5 years

Post level 1 Educators

Name	**Age category**	**Gender**	**Phase**	**Work experience in education**
MsMdadane	36-45	Female	Foundation	09 years
MrsMsani	46-55	Female	Intermediate	18 years
MrsHlela	46-55	Female	Seniour	12 years

3.11 DATA ANALYSIS

All interviews were digitally voice recorded and thereafter transcribed verbatim. Questionnaires were read very carefully. Content analysis was used to analyse the data from interviews and questionnaires. According to Cohen *et al*. (2011, p.563) content analysis is "the process of summarising and reporting written data through the main contents of the data and their messages". Content analysis gives a summary of the data by using categories or themes (Cohen, *et al.*, 2011). Content analysis "involve coding, categorising (creating meaningful categories into which the unit of analysis-words, phrases, sentences can be placed), comparing (categories and making links between them), and concluding-drawing theoretical conclusions from text" (Cohen, *et al.*, 2011, p.564). Content analysis was used in this study because it allowed the researcher to read data very carefully and formulate themes and sub-themes based on the findings from the data. Descriptive data analysis was provided supported with the voices from the participants as well as literature and theories presented in chapter two.

3.12 ETHICAL CONSIDERATIONS

According to Rule and John (2011) research ethics requirements involves three standard principles namely the principle of autonomy, the principle of non-maleficence and the principle of beneficence. The principle of autonomy embrace the idea that "personal autonomy (self-determination) of the participant should not be compromised by the researcher" (Rule & John, 2011, p. 112). This means that the researcher fully informs the participants about the study and gives them an opportunity to make a decision whether to participate or withdraw from the study (Rule & John, 2011). The principle of non-

maleficence (do no harm) requires that the research does not cause any harm in any way to the participants in the course of the study (Rule & John, 2011). The principle of beneficence (for public good) suggests that the research conducted should contribute to the public (Rule & John, 2011). In this study, I observed all three principles of research ethics requirements. I applied and obtained ethical clearance from the University of KwaZulu-Natal to conduct this research, (See ethical clearance certificate, page. ii). I then obtained permission to conduct this research from the school gate keepers which are the school principals, (See Appendix 1, p. 85). I furthermore, asked for voluntary participation in the study from all participants. I gave them a consent letter informing them about the purpose of study. They were informed that they can withdraw from the study and that they were ensured anonymity and confidentiality. Participants signed a declaration to give me permission to be part of this research (See Appendix 3.1, p.89; 3.2, p. 93 for consent letters and declaration). To ensure non-maleficence I ensured that the study did no harm to the participants in any way. I conducted the study in a safe environment during the day. I used pseudonyms for the names of the schools as well as the names of the participants to ensure anonymity (Cohen, *et al.*, 2011). To ensure beneficence I have made the information gathered through this research available to school principals so that they can use it to manage their emotions better.

3.13 TRUSTWORTHINESS

According to Lincoln and Guba (1985) qualitative researchers establish trustworthiness of their findings by demonstrating that they are credible, transferable, dependable and confirmable. Credibility for the study is "established if the participants agree with the constructions and interpretations of the researcher" (Conrad &Serlin, 2011, p.271). This means that the study is credible if the participants agree with the realities constructed by the researcher from the information that was generated from them (Conrad &Serlin, 2011). To ensure credibility the researcher can do member checking (Conrad &Serlin, 2011). Member checking involves "taking the data to the participants so as to check if the results are plausible" (Conrad &Serlin, 2011, p. 207). To ensure credibility, once I had transcribed the data, I took it back to the participants to check if it reflected what they said. According to Conrad and Serlin (2011, p. 272) to ensure transferability "the research explored need to be useful to others in similar situations and those with similar research questions". Transferability can be also assured through triangulation of data sources where the researcher

uses multiple participants or different methods of data generation (Shenton, 2004; Marshall &Rossman, 2011 in Conrad &Serlin, 2011). To ensure transferability for this study I made the information gathered through this study available by providing a paper trail for other researchers to utilise (see appendices). I also used different research methods and multiple participants as a way of ensuring transferability. Dependability involves ensuring that "the process of the study is consistent, reasonable stable over time and across researchers and methods" (Conrad &Serlin, 2011, p.274). To ensure dependability for this study I was consistent in data collection methods that I used to generate data. Confirmability means that the data can be confirmed by someone else other than the researcher (Conrad &Serlin, 2011). The findings should reflect the views of the participants and not the biases and prejudices of the researcher (Conrad &Serlin, 2011, p.274). To address the issue of confirmability, I relied on my critical reader to ensure that the findings stems from the data that was generated from the participants.

3.14 LIMITATIONS OF THE STUDY

This was a small scale study sampling six primary schools principals in one district. Therefore the findings of this research cannot be generalised to all school principals and this is a limitation because generalisability is of paramount importance in many research studies (Rule & John, 2011). However, the aim of this study was not to generalise but to understand and make meaning of school principals' emotional intelligence in terms of the sample.

3.15 CHAPTER SUMMARY

This chapter presented the research paradigm, the approach of the study, the methodology, the section of research schools and participants, gaining access to the schools, methods of data generation, data generation instruments, piloting of interview questions. It also made a brief description of the schools and the participants. Thereafter, data analysis style followed in this study was presented. Furthermore, ethical issues that were considered for this research as well as the issues of trustworthiness of this research were discussed. Lastly, the limitation of the study was acknowledged and presented.

The next chapter deals with the presentation and analysis of the data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

In the previous chapter, I presented a detailed account of the research design and methodology employed in this study. In this chapter, I present, analyse and discuss the findings of the data that was generated through semi-structured interviews and open-ended questionnaires. The data is presented under themes and sub-themes that emerged from the data. In presenting the data, I wanted to ensure that the voices of the participants were not lost therefore, I used *verbatim* quotations to capture the voices of the participants. Relevant literature and theories used in the study outlined in chapter two was also used in discussing the findings. The key questions for the study were used as the organising framework for data presentation. The critical questions were:

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

4.2 DATA PRESENTATION AND DISCUSSION

The data was grouped into themes and sub-themes. Data obtained through semi-structured interviews from school principals was triangulated with the data obtained from level 1 educators through open-ended questionnaires.

4.2.1 The importance of school principals being emotionally intelligent

On daily basis, school principals as leaders of schools experience a variety of emotions as they interact with different people in their schools. This places a great demand on them to be able to control their emotions as well as the emotions of others. Cliffe (2011) observes that in leading a successful school, leaders experience a wide range of positive and negative emotions every day and having the skills of emotional intelligence allow those emotions to be handled effectively. Literature presented in chapter two has articulated the importance of school principals being emotionally intelligent (Moore, 2009; Ayiro, 2009; Bipath, 2009; Cai, 2009; Cliffe, 2011). The findings in this study also indicate the importance of school principals being emotionally intelligent. During the interviews with the school principals involved in this study, they all stressed that it is very important for school principals as leaders to control their emotions. These were some of the comments that they made:

> *If you are a school principal, it is very much important to control yourself, to control your emotions.* (Mr Nkomo, school principal of Red Primary School)

> *It is very important for us school principals to control our emotions.*(Ms Kati, school principal of Yellow Primary School)

> *If you are a school principal, you must control your emotions at all times.* (Mrs Ngulube, school principal of Pink Primary School)

All eighteen ducators had a similar view. They indicated that it is very important for school principals as leaders to control their emotions. Ms Mzilikazi from Pink Primary School said:

It is important for school principals to control their emotions.

Mrs Vezi from Red Primary School shared the same sentiments saying:

It is very important for school principals as leaders to be in control of their emotions.

School principals and educators involved in this study seem to have a view that it is very important for school principals as leaders to control their emotions. According to the theory of emotional intelligence, emotional intelligence involves having the ability to control one's emotions (Goleman, 1995; Marshall, 2011). Literature also supports that it is important for leaders and also for school principals as leaders to control their emotions (Moore, 2009, Bipath, 2009; Cliffe, 2011; Jorfi, *et al.*, 2011; Kotze& Venter, 2011). Ngirande and Timothy (2014) also concur with this by saying that leaders have to be highly emotionally intelligent. According to Suciu, Petcu and Gherhes (2010) skills of emotional intelligence are very important for those who occupy positions of responsibility. To control emotions and not to let them interfere with the work or disturb the mind are high priority qualities for managers and leaders (Suciu, *et al.*, 2010). According to Bipath (2009) the requirements of good leadership will be incomplete without emotional intelligence. This means therefore that emotional intelligence is a skill required for school principals because they work under challenging conditions which require them to control their emotions at all times.

The findings of this study, theory of emotional intelligence and literature has clearly shown the importance of school principals being emotionally intelligent. It was then important for me as a researcher to find out the reasons why the participants felt that it was important for school principals to control their emotions. The school principals and teachers were then asked why they thought it was important for school principals as leaders to control their emotions. All six school principals responded by raising a common reason that it is important for school principals to control their emotions because a school principal who can control his/her emotions is more effective in performing leadership and management duties than a school principal who cannot control his/her emotions. Some of the comments that came from them were:

A school principal who is in control of his/her emotions is more effective than the one who is not able to control his/her emotions. (Mr Nkomo, school principal of Red Primary School)

A school principal who is in control of his/her emotions is more effective in performing leadership duties assigned to him/her. (Mrs Ngulube, school principal of Pink Primary School)

Educators were of the same view that it is very important for school principals to control their emotions because a school principal who can control his/her emotions is more effective in performing his/her leadership duties than a school principal who cannot control his/her emotions. Some of the educators said:

I think a school principal who can control his or her emotions is more effective in performing leadership duties than a school principal who cannot control his or her emotions. (Mrs Khabazela, White Primary School)

A school principal who can control emotions will be more effective when it comes to performing leadership duties than the one who cannot control emotions. (Ms Sotobe, Blue Primary School)

Clearlly, emotional intelligence has a positive effect on school principals' leadership performance (Hamidi&Azizi, 2012). High emotional intelligence leads to high leadership effectiveness (Alston, *et al*., 2010). Asadullah (2013) support this by saying that leaders who can control their emotions are likely to be effective in their work. Mittal and Sindhu (2012) assert that emotional intelligence assists a person to be effective as a leader. Moore (2009) also shares the same sentiment by stating that leaders who are high in emotional intelligence are more effective than leaders who do not have high level of emotional intelligence. Emotional intelligence has been identified as the most important element that leads to effective leadership (Weinberge, 2009; Ngirande and Timothy (2014). Bipath (2009) states that effective leaders are similar in one crucial way, and that is they all have a high degree of emotional intelligence. Clearly emotional intelligence has been identified as a prerequisite for

effective leadership (Yadav, 2014). It is therefore important for school principals to be emotionally intelligent so as to perform their roles effectively (Cliffe, 2011).

As a researcher, I was then keen to find out how a school principal who can control his/her emotions is more effective than a school principal who cannot control his/her emotions. In explaining how a school principal who can control his/her emotions is more effective, school principals and educators gave different reasons. These were the most common: create a conducive work environment, make sound decisions, create and promote good relations, and gain respect and trust.

4.2.1.1 Create a conducive work environment

Most school principals indicated that, a school principal who can control his or her emotions creates a good atmosphere at school and a positive working environment where people feel comfortable to work. Some of the comments they made were:

> *A school principal who can control emotions create a good atmosphere in the school and a positive working environment.* (Ms Kati, school principal of Yellow Primary School)

> *A principal who can control his/her emotions would actually create a more conducive environment for everyone to work comfortably.* (Mr Mpala, school principal of Green Primary School)

The majority of educators also concurred with what was said by the school principals that a school principal who can control his/her emotions is effective because he/she creates a good working environment where people are comfortable to work. Some of them said:

> *It is easy to work with a school principal who can control his/her emotions … people feel comfortable around him or her.* (Ms Mancu, Blue Primary School)

A school principal who can control his or her emotions creates a very good working environment at school. (Mr Vezi, Red Primary School)

The findings articulate that the emotional intelligence of a school principal lead to a healthy working environment. Literature lends support to this. Suciu*et al*. (2010) argue that emotional competencies of a leader have a huge influence on the climate of an organisation. Ayiro (2009) concurs with this view when he states that emotional intelligence of a leader has a positive effect on the overall wellbeing of an organisation. Leaders who can control their emotions are able to create an environment of trust and fairness (Malos, 2011). According to Connelly (2007) emotional intelligence assists leaders with the necessary skills to use in creating a positive work environment for themselves and for others.People who are led by leaders who can control their emotions are likely to feel comfortable in that work environment and as a result will have a will to stay and do their best work (Connelly, 2007). Emotionally intelligent leaders create positive work environment throughout their organisation and this has a positive impact on followers' commitment, motivation and the productivity of an organisation (Ying & Ting, 2012). This improves the functionality of an organisation (Connelly, 2007). Emdady and Bagheri (2013) also stress that employees who are led by an emotionally intelligent leader excel in their duties due to a conducive work environment. Batool (2013) supports this by stating that the emotional intelligence of leaders improves job performance and productivity of employees.

4.2.1.2 Make sound decisions

Four of the six school principals mentioned that a school principal who can control his/her emotions makes sound decisions because such a school principal does not make decisions based on the emotions that he/she is feeling at that particular moment in time but makes sound decisions which are good for the school. Mr Nyoka, a school principal of Blue Primary School stated that:

There are a lot of decisions that need to be made by school principals and one has to be in sober senses when making decisions as a school principal. School principals do not have to take decisions emotionally. They have to think carefully before making

decisions … a school principal who then is able to control emotions makes those good decisions that are good for the school, not being driven by emotions.

Mrs Nkukhu, a school principal of White Primary School said:

Being in control of your emotions will also affect your decision making ... if you are not in control of your emotions, you will be controlled by emotions when taking decisions and at the end of the day those decisions won't be sound decisions, they will affect the functionality of the school ... so a school principal who can control emotions does not make decisions emotionally but professionally.

The same view was also held by educators who indicated that school principals who can control their emotions make sound decisions. Mrs Khomo from Blue Primary School said:

If a school principal makes decisions emotionally, those decision will not be good decision but emotional decisions that might affect the school or other people in a bad way, so making good decisions require a school principal who can control his/her emotions.

Ms Mphephethwa from Pink Primary School said:

A school principal who can control emotions will not be pressured to make decisions based on emotions because of a particular event or incident that happened but will make decisions because they are good for the school.

Ms Mgabadeli from White Primary School said:

A school principal who can control emotions make sound and critical decisions, not personal decisions that he or she will regret later.

The participants were very clear in their assertions that school principals who can control their emotions make sound decisions which contribute to school effectiveness. Ngirande and

Timothy (2014) aver that management of ones emotions has a vital role to play when it comes to making sound decisions. Leaders who can control their emotions are able to balance their feelings and logic when it comes to decision making (Mittal &Sindhu, 2012). Ngirande and Timothy (2014) observe that leaders who are emotionally intelligent are likely to make good decisions in the workplace. Emotional intelligence can assist school principals in making sound decisions (Singh & Dali, 2013). Gray (2009) argues that emotional intelligence is the foundation of every good decision that a school principal makes.

4.2.1.3 Create and promote good relations

School principals mentioned that a school principal who can control his or her emotions is likely to have good relationships with the staff and is able to create good and stable relations at school among others. They felt that having bad relations is not good for the functionality of the school which therefore makes it important for school principals to create good relations at school and to have good relations with others.

Mrs Ngulube, a school principal of Pink Primary School said:

> *A school principal who can control his/her emotions is able to create good relations at school.*

Mrs Nkukhu, a school principal of White Primary School asserted that:

> *A school principal who can control his/her emotions is more effective because he/she create a rapport or good relations with people that he/she is working with … school principals as leaders need to create rapport or good relationship with people that they are leading.*

Educators confirmed what was said by the school principals. They indicated that a school principal who can control his or her emotions will have good relations with the people that he or she is leading and this will have a positive impact on the functionality of the school. Some of their comments were:

A school principal who can control emotions will obviously have good relations with teachers and we know that it is important for school principals to have good relations with teachers as leaders of schools so that they can work well together. (Mrs Gombela, Pink Primary School)

A school principal who can control emotions will have good relations with people at the school and having good relations will make the school to function effectively.(Ms Mgabadeli, White Primary school).

School principals who can control their emotions are highly likely to have good relations with the people that they are leading and also create positive relationships among others. Good relationships have a positive impact on the functionality of the school. Managing relations and interacting well with others is one of the components of emotional intelligence (Goleman, 1995, Marshall, 2011; Cliffe, 2011). Leaders who are effective and emotionally intelligent create personal connections with the people that they lead (Mittal &Sindhu, 2012). School principals with high emotional intelligence are more likely to build good relationships with educators and this is likely to increase the commitment of educators to the school (Cai, 2011). Ilies, Morgeson and Nahrgang (2005) assert that authentic leaders possess high levels of integrity and such leaders approach social interactions and relationships with openness and truthfulness. Having social skills is positively linked to effective leadership (Asadullah, 2013).

4.2.1.4 Gain respect and trust

Some school principals also raised a point that a school principal who can control his/her emotions is trusted and respected by the people that he/she is leading. They stated that:

Controlling emotions help a lot in terms of respect. (Mr Nyoka, school principal of Blue Primary School)

If you are a school principal, you must control your emotions so that the stakeholders that you are working with can trust you … when they trust you, they respect you.(Mrs Ngulube, school principal of Pink Primary School)

It is important for us to control our emotions so that we could be respected and also trusted by our followers for example educators, learner and parents. (Ms Kati, school principal of Yellow Primary School)

The majority of educators were in agreement with what was mentioned by school principals. They stated that a school principal who can control his or her emotions will be respected by other people at the school. Some of their comments were:

A school principal who can control emotions will be respected. If a school principal is respected he/she will be able to lead the school effectively. (Mrs Khabazela, White Primary School)

A school principal who can control emotions will be respected by people that he or she is working with. People will also trust a school principal who controls his/her emotions. (Ms Mancu, Blue Primary School)

The data suggests that school principals who control their emotions will be respected and trusted in schools where they are leading. Trust is associated with authentic leadership. Authentic leadership theory suggests that authentic leaders are leaders who create the conditions for trust in the organisation (Avolio,*et al.*, 2004). They also gain respect and trust of their followers (Wilson, 2013). A leader who is able to manage his or her emotions is likely to be trusted (Connelly, 2007). George (2000) and Moore (2009) supports that emotionally intelligent leaders are likely to develop high level of trust and cooperation from their followers. Emotional intelligence can be used to instil trust in followers (Singh & Dali, 2013). The findings of the study conducted by Bipath (2009) revealed that a school principal who is emotionally intelligent is likely to be loved and respected by all people in the organisation. Respects influences cooperation and commitment between leaders and followers (Rose &Schlichter, 2013).

There is no doubt therefore that it is important for school principals to control their emotions in order to create a conducive working environment where everyone is comfortable to work, make sound decisions, create and promote good relations, and in order to gain trust and respect.

4.2.2 Strategies for managing one's emotions

School principals experience different emotions as they lead schools on a day-to-day basis. According to the theory of emotional intelligence, emotional intelligence involves managing emotions which requires handling feelings so they are appropriate and the ability to shake off anxiety, sadness or irritation (Goleman, 1995; Marshall, 2011). In answering the questions on strategies used in managing own emotions, school principals raised three strategies namely: delaying response and time-out from task, reasoning not emotions, self-awareness of strengths and weaknesses of emotions.

4.2.2.1 Delaying response and Time-out from task

The majority of school principals stated that one of the strategies that they use in controlling their emotions is to avoid responding immediately when they are faced with a situation that tamper with their emotions. They indicated that to avoid responding immediately they excuse themselves and set another time or day to deal with an issue when they have calmed down. They felt that dealing with an issue that angers them at the moment when it happens will lead them to handling it emotionally and not professionally. They indicated that they rather take some time out from their duties by either staying in the office or even going out of school to calm down when they are faced with situations that tamper with their emotions so as to avoid dealing with issues when they are emotional. To this, some school principals said:

> When *I am angry, I do not respond to that situation immediately, but I take time to calm down. It is very dangerous to respond when you are angry ... for example when a teacher comes to me and is having a confrontation, I don't respond immediately, I just make an excuse of being busy and make an appointment for another day. When I feel*

better, I then confront that situation. (Ms Kati, school principal of Yellow Primary School)

If I'm angry I stay in the office for some time to manage my emotions … to calm down. (Mrs Ngulube, school principal of Pink Primary School)

I sometimes go out of school if I have to and calm myself down and come back when I feel better. By the time I come back I usually feel a lot better and then I deal with the issue at hand. (Ms Kati, school principal of Yellow Primary school)

Some educators confirmed this. They indicated that their school principals manage their emotions by avoiding dealing with issues when they are angry. They mentioned that their school principals usually make appointments for another time or day to address an issue at a later time when they have calmed down. Others stated that their school principals go out of school or stay in their offices as a way of controlling their emotions. These were some of their comments:

I think, he controls his emotions by not reacting instantly at a situation … I think that gives him time to calm down and think before he reacts, that is one thing I have noticed about him.(Ms Mdakane , Red Primary School)

She does not address things when she is upset but she says to you "let us talk some other time about this". (Ms Mphephethwa, Pink primary school)

She sometimes just disappears and goes out of school. If she is very upset you just see her going out with her car. She comes back having cooled off and ready to talk. I think she takes that time to calm herself down. (Mrs Sgananda, White Primary School)

The findings suggest that one of the strategies used by school principals in managing their emotions is avoiding to handle issues when they are angry but rather setting another time or

day when they have calmed down or taking some time-out from their duties to calm down and deal with an issues at a later stage. Emotionally intelligent leaders who can control themselves are more likely to act positively and constructively when they face frustrations (Castro, *et al.*, 2012). According to Shiota and Kalat (2007) one of the powerful ways of dealing with negative emotions is to avoid a situation for a while and first gather the necessary information to handle it more effectively. Delaying rapid responses clearly indicates intelligent management of emotions (Naseer, Chrishti, Rahman&Jumani, 2011). Taking time-out from duty or removing self from a difficult situation for a short time can also assist one in managing his/her emotions (Connelly, 2007). Connelly (2007) suggests that when taking time-out, one can get some exercise, drink water or breathe deeply to control emotions. According to Lewis *et al.* (2008) physical withdrawal from a situation is a strategy of controlling emotions. Connelly (2007) asserts that taking time alone so as to think, reflecting and mediating on things that happen, as well as on your emotions can change the way you react and is a good way of managing one's emotions.

4.2.2.2 Reasoning not emotions

One of the school principals mentioned that in controlling his emotions, he ensures that he does not take things emotionally and personally but professionally at all times through reasoning why particular things are happening. He mentioned that he reasons through asking questions to get a better understanding of why a particular person is behaving the way he/she does.

Mr Mpala, a school principal of Green Primary School:

> *It is not an easy thing to manage emotions but for me the only way that helps me to manage my emotions is to try and rise up to a level where I do not take things that happen around me to heart. I try to apply my psychological intelligence, my intellect as opposed to the emotions. As much as emotions may come in but I reason first before I get angry or even before I get excited … if you reason why things happen, why an educator has done this or that through listening, through analysing things that educators do, you handle things so much better … I actually reason first if at all an element of anger or emotions comes to effect. I try by all means not to rely on it but to rely on reasoning, questioning and interacting with the educators, asking questions*

especially if an educator has misbehaved or a learner for that matter by probing and getting the reasons why something has happened.

The ability to slow down and examine a situation carefully before reacting to it is part of emotional intelligence (Batool, 2013). Emotional intelligence includes the ability to reason intelligently about emotions (Mayer, Roberts &Barsade, 2008). It also involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought (Mayer, *et al*., 2008). Emotionally intelligent leaders have the ability to effectively join emotions and reasoning (George, 2000). They are able to use their cognitive abilities in challenging situations rather than relying on emotions (George, 2000). Cue (2014) is in support of this. She argues that reasoning through asking powerful questions can help leaders in controlling their emotions (Cue, 2014). This means that the leader reasons as to why particular things are happening by asking questions which lead to responding positively. People who respond emotionally and not through reasoning are likely to experience challenges in their lives (Mayer, *et al.*, 2008).

4.2.2.3 Knowing one's strengths and weaknesses in terms of expressing emotions

All six school principals felt that knowing their strengths and weaknesses in terms of the way in which they express their emotions is important. They said they use this as a strategy in controlling their emotions. They indicated that knowing their weaknesses in terms of their emotions assist them in reacting better and in coming up with strategies to overcome them. These were some of their comments:

It is important that a school principal has self-awareness of his strengths and weaknesses of expression of emotions ... strengths keep us going and we learn from our weaknesses ... once I have identified what angers me, I come up with ways to deal with that better. For example if I have to deal with an educator who is always late ... if I have seen that I get angered by this, I will engage another member of the SMT to handle that situation. (Mr Mpala, school principal of Green Primary School)

Everyone has to be aware of his or her strengths and weaknesses ... strengths' and weaknesses of ones emotions ... you have to know things that pushes you to the break

so that you come up with the control measures … the control measures will help you to handle your emotions better. From my weaknesses, I have developed strategies of controlling my emotions. (Mrs Nkukhu, school principal of White Primary School)

Emotional intelligence involves having a clear picture of knowing own strengths and weaknesses (Batool, 2013). Authentic leadership theory stresses the importance of leaders having self-awareness (Ilies, *et al*, 2005). Self-awareness leads to better self-management (Yadav, 2014). Authentic leaders do personal introspection to identify true self, strengths and weaknesses (Maric, *et al*, 2013). Emotional awareness assists one in expressing emotions better (Avolio, *et al.*, 2004). Knowing weaknesses of emotions enables leaders to anticipate the situation and plan appropriate strategies prior to the situation (Grobler& Conley, 2014). Knowing strengths and weaknesses of emotions allow leaders to compensate for weaknesses through delegation when dealing with skills outside their area of competence (Moosa, 2010).

The findings suggest that delaying response and taking time-out from task, reasoning through asking questions, self-awareness of strengths and weaknesses of emotions are strategies that school principals use in managing their emotions.

4.2.3 Managing emotions of others and relations with others

School principals have to handle emotions expressed by their subordinates efficiently. They also have to create good relations between themselves and other as well as among others at school.

4.2.3.1 Managing emotions of others

Emotional intelligence entails not just being able to manage one's own emotions, but also being able to manage emotions of others (George, 2000). Leaders therefore, are also responsible for managing emotions of their followers as much as they are responsible for managing their own emotions (George, 2000; Wolff, 2008). School principals as leaders are responsible for managing emotions of educators, learners, SGB members, parents and non-teaching staff members in their schools. School principals involved in this study shared how they manage emotions expressed by others in their schools. Two sub-themes emerged from the data namely, engaging in dialogue and staying calm.

4.2.3.1.1 Engaging in dialogue

The majority of the school principals indicated that they manage emotions expressed by others through having a discussion with them and reasoning with them.

Mr Mpala, a school principal of Green Primary School said:

> *I do not react to their emotions negatively ... what I've learnt is to engage in a discussion, interaction with my educators if they show negative emotions. I do this to get an understanding of why they feel in that particular way and also to interact with them and make them realise that they are wrong if their emotions are proving to be out of line. That is how I handle them.*

Mrs Ngulube, a school principal of Pink Primary School said:

> *Sometimes parents come to school very angry and shouting ... I call them in the office, we sit down and talk.*

A dialogue approach is the most suitable strategy for managing emotions in conflict situations (Yungbluth& Johnson, 2010). Cure (2014) asserts to this. She argues that having productive discussions with a person is one of the key ways of managing their emotions. She motivates that having discussions will allow a person to open up and talk about the emotions (Cure, 2014). According to Diefendorff*et al*. (2008) cognitive change strategy of managing emotions include skills such as engaging in a discussion with a person to understand how he/she feels and why he/she is having such feelings. Having a dialogue leads to a better understanding of each other's positions (Yungbluth& Johnson, 2010).

4.2.3.1.2 Staying calm

One of the school principals mentioned that to manage the emotions of others, she does not respond to people emotionally but she always stays calm when faced with a person expressing his or her negative emotions. She said:

We deal with so many different people who come with so many different attitudes, what I do is to always try to stay calm in all situations ... sometimes they come very rude, I just calm down. (Ms Kati, school principal of Yellow Primary School)

Emotional intelligence involves staying calm, taking a deep breath or writing things down to avoid reacting badly (Batool, 2013). Glaso and Einarsen (2008) assert that showing emotions such as calmness might help in maintaining a positive emotional climate between leaders and followers. Connelly (2007) states that being calm in all situations is an indication of emotional intelligence. According to Connelly (2007) staying calm is a skill of emotional intelligence that leaders need to understand and use in managing their emotions. If something happens that makes a leader angry, it is very important for a leader to keep and console his/her temper (Badea&Pana, 2010).

In managing emotions of others, school principals interact with their followers so as to try and get a better understanding of the emotions they are feeling and showing and they also stay calm at all times. Other school principals should also consider using these strategies in managing emotions of their followers as well.

4.2.3.2 Ensuring good relations

Responsibilities of school principals include ensuring good relations (Christie, 2010). According to the theory of emotional intelligence, handling relationships and interacting effectively with others is part of emotional intelligence (Goleman, 1995; Cliffe, 2011; Marshall, 2011). Authentic leaders show high commitment to building and maintaining good relationships (Maric, *et al*., 2013).School principals involved in this study shared how they ensure good relations with others and among others in their schools. These sub-themes emerged from the data: assigning duties and promoting teamwork, having entertainment and outings, respect, and showing empathy.

4.2.3.2.1 Assigning duties and promoting Teamwork

School principals mentioned that to ensure good relations in their schools, 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 makes them feel important and part of the school which leads to people having positive attitudes toward the school. They indicated that in executing these tasks, educators work together as teams in different committees and this promotes good relations at school. Some of the comments they made were:

> *Inside the school, the school principal is not there to control the whole school, he/she cannot do everything alone ... I'm here to see that the school is running perfectly but I'm not here to be the only person doing that ... I have different committees at school to run the school ... people feel that they own the school, and they have positive attitudes toward the school ... when they work in teams, they get cohesive to each other in each and every committee ... through this they interact more and therefore have good relations.*(Mr Nkomo, school principal of Red Primary School)

> *You see, one important thing as a an experienced school principal that I've realised is that, creating good relations revolves around having confidence in your staff as a leader ... as a school principal, ensure confidence in your educators. Educators tend to have their self-esteem lifted up if you give them responsibilities ... I circulate the issue of chairmanship amongst educators in staff meetings that we have and they like this, and it certainly makes them important and thus creates good relations.* (Mr Mpala, school principal of Green Primary School)

According to the theory of emotional intelligence, emotional intelligence involves building bonds, promoting teamwork and collaboration (Goleman, 2001). Assigning duties to followers improves their commitment to an organisation (Mathibe, 2007). It also inspires and encourages them (Mathibe, 2007). According to Mulford (2005), school leaders have to involve educators in leadership so that they feel important and appreciated. Effective leaders and managers can identify different skills and talents of their subordinates and allocate duties to them based on their expertise (Castro, *et al.*, 2012, Mittal &Sindhu, 2012). George (2000) is in support to this, by stating that, followers are likely to experience positive emotions and be supportive of the goals of an organisation when the leader expresses confidence in them.

Leaders who are emotionally intelligent develop trust and promote teamwork among their employees (Ngirande& Timothy, 2014). Sharing leadership among educators can contribute to high commitment to the organisation because educators feel involved and part of the school (Wahlstrom& Louis, 2008). Authentic leaders promote team leadership (Lloyd-Walker & Walker, 2011). Emotional intelligence plays a huge role in ensuring effective teamwork (Beam, 2012).

4.2.3.2.2 Having entertainment and outings

All school principals mentioned that they have entertainment events like parties, celebration of birthdays and outings for educators where they spend time together to strengthen the relations. These were some of the comments that they made:

> *Having good relations is something very important and we have to nurture the relations through social gatherings at school.* (Mr Mpala, school principal of Green Primary School)

> *We usually have events like birthday parties where we celebrate each other's birthdays in a quarterly manner ... this promotes good relations at school.* (Mrs Nkukhu, school principal of White Primary School)

> *Once a year we go out in a two days sleep over outing, it a motivation development in terms of relationships because I believe that to sit down having a braai, discuss with one another outside of school, we begin to understand one another better.*(Mr Nyoka, school principal of Blue Primary School)

All educators confirmed this. They mentioned that in their schools, they have entertainment activities like celebrating each other's birthday, having parties and braai's to promote good relations. They also mentioned that they sometimes have outings designed for them where they interact with each other and develop good relations.

Mrs Mgabadeli from White Primary school said:

> *To ensure good relations, our school principal has developed the culture of having outings. We go out at least two times a year on a trip where we learn to work as a team, we do teamwork exercises, and when we come back from those trips, usually we are close to each other and we have good relations.*

Mr Vezi from Red Primary School said:

> *We have parties together to celebrate our birthdays as a way of promoting good relations.*

The findings suggest that having social activities like outings, birthday celebrations and braai's, promotes good relations in schools. Highly emotionally intelligent leaders can develop and promote interpersonal relationships and collaboration among their followers (Beam, 2012). Effective leaders always ensure that their followers spend time together and are always connected (Mittal &Sindhu, 2012). Extended social networking shows the effectiveness of a leader (Asadullah, 2013). According to Connelly (2007) having social interactions and doing fun activities like a game of golf or a business breakfast is a way of promoting good relations. Emotionally intelligent leaders generate and maintain excitement and cooperation in their organisations (George, 2000). Authentic leaders are agents in social interactions (Zhang, Everett, Elkin & Cone, 2012). They energise their followers by creating meaning and positively socially constructing reality for themselves and followers (Zhang, *et al.*, 2012).

4.2.3.2.3 Respect (for others and among others)

Two of the school principals mentioned that respecting others and also promoting respect among others promotes good relations at schools. These were their comments:

> *The issue of good relations centres around respect ... respecting one another, respecting our positions ... I respect my educators and they respect me too, we respect*

each other and because of that we have good relationships. (Mr Mpala, school principal of Green Primary School)

I ensure good relations by firstly respecting everyone around me and everyone I work with. (Ms Kati, school principal of Yellow Primary School)

Some educators confirmed what was said by these school principals. They indicated that having respect for one another is another way that is used to promote good relations in their school. Mrs Sgananda from White Primary School said:

In ensuring good relations, my school principal always emphasise that we respect each other … without respect there can be no good relations.

Ms Mancu from Blue Primary School said:

My school principal promotes respect among us … he does not encourage disrespect. In staff meetings, he always remind us that we have to respect each other… he also respect us.

Respecting each other promotes good relations. Authentic leaders have transparency, trust and respect for others (Gardner, *et al.*, 2005). Emotional intelligence involves respecting others at work (Chopra & Kanji, 2010). Working relationships in an organisation depends upon mutual respect (Bush &Middlewood, 2005). A respectful work environment increases productivity (Campbell, 2008). According to Campbell (2008), employees appreciate being treated with respect and tend to respond with greater engagement, higher commitment, and better work. Respect improves better collaboration and interaction in an organisation (Lyman, 2003). There is therefore a need for respect among people in an organisation to ensure good relations which thus contributes to effective functioning of an organisation.

4.2.3.2.4 Showing empathy

All school principals mentioned that showing love and support to educators promote good relations between them and the school principal. To show support to others, school principals indicated that they attend funerals, attend other's functions, support the sick, encourage and motivate educators. Mr Nkomo, a school principal of Red Primary School said:

> *I am a shoulder to cry to my staff … I'm a father to them … no matter what they do to me, at the end of the day I need to be a father to them as their leader … I need to show them love. If they have problems I assist them. I support them in times of difficulties and I'm also there to celebrate their successes with them.*

Mrs Nkukhu, a school principal of White Primary School said:

> *If a person is in a negative predicament, when there is a death in the family, I support him/her throughout, until the loved one is buried. I do this to show love and care for my educators. Even when someone is getting married or having a graduation, I attend and buy a present for him/her.*

Mr Nyoka, a school principal of Blue Primary School said:

> *All of us experience difficult times in life … sometimes educators experience problems in their families, they come to me for support and I always try to assist them.*

The majority of educators confirmed that their school principals show empathy to others by encouraging them on their studies, attending their functions and supporting them in times of difficulties. They believed that this promotes good relations between the school principal and others. Some articulated that:

> *She is very supportive, she is like a mother to us … when we face family problems like when there is a death in the family of one of us, she will be there to show support and love.* (Ms Mzilikazi from Pink Primary School)

I*f we have problems, we know that we can go to him and he will try by all means to support and motivate us.* (Ms Mancu from Blue Primary School)

Showing empathy to others promotes good relations between a school principal and educators. According to the theory of emotional intelligence, having emotional intelligence involves showing empathy to others and being sensitive to their needs and wants (Goleman, 1995; Marshall, 2011;Singh & Dali, 2013). Empathy is one of the most important features in authentic leadership (Badea&Pana, 2010). Leaders who are effective and emotionally intelligent are likely to show empathy for others (Mittal &Sindhu, 2012). Singh and Dali (2013) assert that empathy is very important for school leadership. Leaders who show empathy are likely to have positive interactions with their followers (Singh & Dali, 2013). According to Connelly (2007) empathy assists leaders in building bonds and good relationships in their organisations. Empathy as one of the components of emotional intelligence has a positive impact on the success of a leader (Asadullah, 2013). Empathetic ability of a leader influences the behaviour of followers and thus improves the commitment of followers to the organisation (Asadullah, 2013). Empathy promotes connection between a leader and followers (Connelly, 2007).

The findings of this study and the literature suggests that assigning duties to others, promoting teamwork, having entertainment and outings, respect, and showing empathy lead to good relationships in the school. School principals in other schools should also consider using these ways of managing relations in their schools.

The findings of this study were not compared based on the gender of school principals because the aim of this study was to understand the emotional intelligence of school principals and not to compare emotional intelligence of male and female school principals. However, I did not find any significant difference between male and female school principals emotional intelligence.

4.3 CHAPTER SUMMARY

This chapter focused on the presentation, discussion and analysis of the findings from the data that was generated through semi-structure interviews with the school principals and open-ended questionnaires with educators. The findings were presented under themes and sub-themes that emerged from the data. In discussing the findings, the theoretical tools and relevant literature was used.

The next chapter will deal with the main conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the previous chapter, I presented, analysed and discussed the data and the findings that emerged from the data. The findings were analysed using relevant literature and the theoretical frameworks employed in this study. *Verbatim* quotations were also used to strengthen the findings. In this chapter, I present the summary of the study, main conclusions and recommendations. The conclusions and recommendations were drawn after careful consideration of the data presented in chapter four.

5.2 SUMMARY OF THE STUDY

In **chapter one,** I outlined the background to the study which discussed how transformation in the education system in South Africa post 1994 has placed great demands on school

principals. I also presented redefined roles and responsibilities of school principals in South Africa. Some of the numerous challenges that school principals encounter in the execution of their duties owing to the transformation agenda were also discussed. I furthermore discussed some of the consequences that some school principals encounter because of the challenges that they experience. I thereafter discussed the rationale and motivation for the study which stemmed from my observations of some school principals reactions which showed lack of management of emotions. I then discussed the significance of the study which came from engaging with literature and discovering that in the business world there has been a number of studies that have been conducted which reflect that there is a relationship between emotional intelligence and leadership and that emotional intelligence has a positive effect on leadership. I discovered however, that in education and in South Africa in particular, very few studies have been conducted on emotional intelligence and leadership especially in school leadership. I also discovered that there are very few (if any) strategies for managing emotions provided for leaders or school principals. This indicated a gap in literature which provided an inroad for me to conduct this study. Toward the latter part of the chapter, I presented the aims and objectives of this study and I also stated the three key research questions which are:

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

Furthermore, I presented definitions for key terms used in this study, namely leadership, management, emotions and emotional intelligence. A brief outline of the literature review and of the research design and methodology was made. A delimitation of the study brought this chapter to conclusion.

In **chapter two,** I presented the review of relevant international and national literature. Some of the key debates from the literature included literature on the importance of emotional intelligence. In this regard, I outlined why it is important for leaders to control their emotions and the emotions of others. Literature review also presented strategies for managing emotions and ways of managing relations. The gaps in the literature on emotional intelligence and leadership were also articulated. This chapter also presented the theoretical frameworks that

were relevant for this study, namely the theory of emotional intelligence and authentic leadership theory. The theory of emotional intelligence speaks about the importance of recognising emotions as they happen, managing one's emotions, managing emotions of others, self-motivation, showing empathy and managing relationships. Authentic leadership theory mainly speaks about the importance of understanding the self and being true to one-self, being ethical and in control of emotions. I furthermore in this chapter explained how the two theories link and relate to this study.

In **chapter three**, I outlined the research paradigm that was employed in this study which is the interpretive paradigm. I utilised the interpretive paradigm because I wanted to understand school principals emotional intelligence from the participants' perspectives. I then explained the need to use a qualitative research approach and a case study methodology when conducting this study which arose from wanting to get descriptive data on school leadership and emotional intelligence from six school principals. I further explained how I selected schools and participants using purposive sampling. This was followed by an explanation of how I gained access to the research sites by sending letters to the school gatekeepers and getting permission in writing from them. I also articulated the methods of data generation that were used to generate data for this study which included semi-structured interviews with school principals and open-ended questionnaires with educator. I explained why data had to be collected from educators for triangulation purposes. I thereafter furnished information on how piloting the research instruments assisted me to refine them. Following that, I provided information about the research sites and participants that were involved in this study. I later described how the data was analysed using content analysis. Toward the latter part of the chapter, I presented ethical issues and trustworthiness issues that were observed in this study. Lastly, I presented the limitations of the study.

In **chapter four**, I presented, analysed and discussed key findings. The findings were presented using themes and sub-themes that emerged from the data. In terms of critical question number one, some of the key findings indicated that it is important for school principals as leaders to control their emotions and the emotions of others. All participants emphasised that school principals who are able to control their emotions are more effective in performing leadership and management duties than those who cannot control their emotions.

Furthermore, the findings indicated that school principals who can control their emotions create a conducive work environment where people feel comfortable to work. It also emerged that school principals who can control their emotions make sound decisions because they are able to balance feelings and logic. School principals also pointed out that a school principal who can control his/her emotions creates and promotes good relations in the school. They articulated that this has a positive impact on the functionality of the school. School principals further indicated that school principals who can control their emotions gain the respect and trust from their followers.

In terms of critical question number two, the findings revealed strategies that school principals used to control their emotions. One of the strategies was a delaying response and taking time out from duty to avoid dealing with an issue in an emotional way. School principals indicated that the control their emotions by not respond immediately to a situation but rather to arrange another time to deal with a situation when they are calm. They mentioned that they rather go out of school or remain in the office to calm down when facing a situation that tampers with his/her emotions than reacting negatively to a situation. The second strategy that emerged was reasoning where a school principal reasons about things when they happen rather than reacting irrationally. The last strategy involved knowing one's strengths and weaknesses of expressing emotions so as to improve on the weaknesses.

To address the third research question, the key findings revealed that school principals can manage the emotions of others through engaging in dialogue with them, and by always staying calm when dealing with situations in schools. In managing relations with others, the findings indicated that as school principals take a leading role in ensuring that there are good relations at schools, they assign duties to others and promote teamwork. Furthermore, school principals ensure that there are entertainment activities taking place at school as well as outings for their staff to promote good relations. It was also discovered that school principals maintain respect for others and also promote respect among others because this ensures good relations. Lastly, the findings revealed that school principals develop good relations among themselves and others through showing empathy.

5.3 CONCLUSIONS

The conclusions derive from the findings of the study and are presented around the three key research questions of the study.

5.3.1 The importance of school principals being emotionally intelligent

Drawing from the findings, emotional intelligence plays a very important role in ensuring leadership effectiveness. School principals who are emotionally intelligent are trusted and respected by their followers. They also create a positive atmosphere where everyone is comfortable to work. This contributes to the effective functioning of the school which results in good learner performance.

5.3.2. Strategies for managing one's emotions

Strategies for managing one's emotions are important because they ensure effective management of emotions. School principals who apply the strategies in managing their emotions will respond better in all situations than those school principals who have no strategies to manage emotions.

5.3.3 Managing emotions of others and relations with others

A school principal who can manage emotions of others professionally earns respect from the people that he/she leads. If a school principal is respected he/she is able to have a positive influence on the people that he/she is leading.

Emotionally intelligent school principals develop good human relations in their schools. They promote teamwork and respect among others which ensures school effectiveness.

5.4 RECOMMENDATIONS

The following recommendations are made informed by the findings:

Recommendation One

Emotional intelligence has a positive impact on leadership therefore being emotionally intelligent should be a criterion for appointment to principalship. At the appointment stage of school principals, candidates should be tested for emotional intelligence. If a person fails the emotional intelligence tests then he/she should not be appointed as a school principal because research has proven that emotional intelligence plays a significant role in the performance of a leader. Cook (2006) and Kotze and Venter (2011) have also recommended that emotional intelligence should be included as part of the selection and promotion process for leadership positions which therefore supports my recommendation.

Recommendation Two

All school principals should be trained on how to control their emotions and also how to manage the emotions of people they lead. This means that workshops for school principals should include sessions where school principals are equipped with emotional intelligence skills. A number of researchers have also recommended that workshops and trainings of school principals must include programmes that will develop school principals emotional intelligence skills (Cook, 2006; Bardach; 2008; Moore, 2009; Gherhes, *et al.*, 2010; Reynolds, 2010; Kotze and Venter, 2011; Marshall, 2011). This indicates a need therefore to include emotional intelligence skills when developing school principals.

Recommendation Three

There are no specific strategies given to school principals on how they should manage their emotions. I suggest that the Department of Education should investigate effective strategies for managing emotions for school leaders and document them. All school principals should then be given this document from the Department of Education where different strategies that they could use in managing their emotions are written.

Recommendations Four

I believe that school principals can learn different strategies of managing emotions from each other. I therefore suggest that there should be sessions where school principals come together and share different strategies that they use in their respective schools to managing their emotions and those of others. These sessions could be organised in different Professional Learning Communities (PLC's) where a manageable number of school principals meet for discussion.

Recommendation Five

Since having good relations at school results in good functionality of the school, I suggest that school principals continuously ensure that there are activities organised that bring educators and other non-teaching staff members together so as to promote good relations. School principals should at all times promote teamwork where teachers work together in executing different duties, planning together, team teaching since this promotes good relations among educators.

Recommendation Six

It is also important for the school principal to have good relations with the people that he/she is leading at school. I suggest that school principals should show respect, support and care for the people they are leading. All people face challenges in their lives so school principals should show empathy toward them.

5.5 CHAPTER SUMMARY

This chapter presented a summary of the study. It also outlined the main conclusions and recommendations arising from the findings of the study. Furthermore, it presented recommendations made after careful analysis of the data of the study and literature on emotional intelligence and leadership.

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Appendix 1

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

C1770 Unit 3

Mpumalanga Township

Hammarsdale

3700

24 February 2014

Dear Sir/ Madam

Request for permission to conduct research at _____ Primary School.

I, Miss N.F. Madondo (student no. 205511324), currently an educator at Mbutho Primary School, request permission to conduct research at your school.As part of my professional development, I am currently 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. The dissertation entails undertaking research. I am therefore requesting your permission to undertake my research in your school. I chose your school because I believe that I will be able to get valuable insight on school principals emotional intelligence from you as the school principal and from educators at your school. Please be informed that I have sought the necessary permission from the University of KwaZulu-Natal to conduct this study. The title of my study is:

Emotional intelligence and School Leadership: A study of primary school principals in the Pinetown District of KwaZulu-Natal.

The aim of the study is to explore emotional intelligence of school principals. Research that has been conducted has shown that in the business sector, a positive correlation exist between emotional intelligence and effective leadership. However, to date very little very little research has been conducted on emotional intelligence in relation to educational leadership. Therefore, I conduct this study as it is needed to explore emotional intelligence in school leadership. The results of this study will add to the body of knowledge in the areas of emotional intelligence and school leadership. The study also aims to uncover strategies that could be used by school principals in managing their emotions, emotions of others and relations with others.

The study will use semi-structured interviews (school principals) and open-ended questionnaires (educators) to generate data. School principals will be interviewed for approximately 30-45 minutes at the time and place convenient to them. Questionnaires will be delivered to educators, and they will be given sufficient time to complete it.

Please note that this is not an evaluation of performance or competence of your school and by no means is it a commission of inquiry. Also note that there will be no financial benefits in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold the autonomy of all participants. Pseudonyms will be used to represent the name of the school. Participation is voluntary, therefore participants will be free to withdraw from the research at any time without negative or undesirable consequences to them. Participants will be asked to complete a consent form. All interviews will be voice

recorded to assist me in concentrating on the actual interview. All participants will be contacted in time about the interview. In the interest of the participant, feedback will be given to them during and at the end of the study.

You may contact my supervisor or myself should you have any queries or questions you would like answered. My contact number is 0839403471/ 031-7710121 or email at nonjabs.madondo87@gmail.com.

Supervisor's details:

Dr InbaNaicker

Faculty of Education

School of Education and Development

University of KwaZulu-Natal

Contact Number: 031-2603461

Email: naickeri1@ukzn.ac.za

Research office details:

Ms P. Ximba

HSSREC Research Office

Tel No: 031-2603587

Email: ximbap@ukzn.ac.za

Thanking you in advance for your time and consideration.

Yours Faithfully

N.F. Madondo (Miss)

_____

Appendix 2

26 February 2014

NonjabuloMadondo

Student Number: 205511324

School of Education

Dear Ms Madondo N.F.

PERMISSION TO CONDUCT RESEARCH AT _____PRIMARY SCHOOL

Your request to conduct the study titled **Emotional Intelligence of School Leadership: A study of primary school principals in the Pinetown District of KwaZulu-Natal in _____ Primary School** has been approved. It will be a great pleasure to have you coming to our school to conduct your research.

Permission to record all interviews is also granted.

Hope you will get the information that you are looking for.

Wish you all the best for your studies.

Yours Sincerely

_____

School Principal

Appendix 3.1

INFORMED CONSENT BY PARTICIPANTS (School principal)

C1770 Unit 3

Mpumalanga Township

Hammarsdale

3700

Attention: _____

REQUEST FOR PARTICIPATION IN A RESEARCH PROJECT

I, Nonjabulo Fortunate Madondo am a Masters student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus). I am specialising in Educational Leadership and Management. As part of my studies, I am conducting research on the phenomenon of emotional intelligence and school leadership. Please be informed that I have sought the necessary permission from the University of KwaZulu-Natal to conduct this study. I hereby request your permission to be part of my study by allowing me to have an interview (semi-structured) with you. The title of my study is

Emotional intelligence and School Leadership: A study of primary school principals in the Pinetown District of KwaZulu-Natal.

The aim is to explore emotional intelligence of school principals. Research that has been conducted has shown that in the business sector, a positive correlation exist between effective leadership and emotional intelligence. However, to date very little very little research has been conducted on emotional in relation to educational leadership. Therefore, I conduct this study as it is needed to explore emotional intelligence in school leadership. The results of this study will add to the body of knowledge in the areas of emotional intelligence and school leadership because very little research has been conducted on this phenomenon. The study also aims to uncover strategies that could be used by school principals in managing their emotions, emotions of others and relations with others. I chose you as a participant because I believe that you have the information necessary to answer the research questions since you

are a school principal and this research is focusing on the emotional intelligence of school principals.

The study will use a semi-structured interview to collect data from you. You will be interviewed once for approximately 30-40 minutes.

PLEASE NOTE THAT:

- Your participation in very important since it can provide information on school principals' emotional intelligence.
- There will be no financial benefits that you may accrue as a result of your participation in this project.
- Your identity will not be divulged under any circumstances, during and after the research process.
- All responses will be treated with strict confidentiality.
- Pseudonyms will be used to represent your name.
- Participation is voluntary, you are free to withdraw at any time you wishfrom this study without any incurring and negative or undesirable consequences/penalty on your part.
- The questionnaire will be delivered to you well in advance and you will be given sufficient time to answer it.
- The interview shall be voice-recorded to assist me in concentrating on the actual interview.
- You will be contacted in time about the interview that will take place at the time and venue convenient to you.
- At the end of the study, I will make an electronic copy of transcripts available to you.
- The ethical clearance is for three months.

For further information on this research project, please feel free to contact me (the researcher) on 0839403471/031-7710121 or email me at nonjabs.madondo87@gmail.com or contact my supervisor Dr Inba Naicker on o31-2603461 or email him at naickeri1@ukzn.ac.za or you can also contact the HSSREC Research office (Ms P. Ximba) on 031-2603587 or email her at ximbap@ukzn.ac.za.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours Faithfully

N.F. Madondo (Miss)

_____

Declaration

I _____ (Full name and surname 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 primary school principals in the Pinetown District of KwaZulu-Natal

I understand everything that has been explained to me and consent voluntarily to take part in the study.

I understand that i am at liberty to withdraw from the research project at anytime should i so desire and my withdrawal will not result in punitive measures.

I am also aware that interviews will be voice recorded using a tape recorder. I consent/do not consent to this interview being recorded.

Surname and Initial(s) of participant	Signature of participant	Date
_____	_____	_____

Surname and Initial(s)	Signature of witness	Date
_____	_____	_____

Appendix 3.2

INFORMED CONSENT BY PARTICIPANTS (Educators)

C1770 Unit 3

Mpumalanga Township

Hammarsdale

3700

Attention: _____

REQUEST FOR PARTICIPATION IN A RESEARCH PROJECT

I, Nonjabulo Fortunate Madondo am a Masters student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus). I am specialising in Educational Leadership and Management. As part of my studies, I am conducting research on the phenomenon of emotional intelligence and school leadership. Please be informed that I have sought the necessary permission from the University of KwaZulu-Natal to conduct this study. I hereby request your permission to answer a questionnaire with open-ended questions. The title of my study is:

Emotional intelligence and School Leadership: A study of primary school principals in the Pinetown District of KwaZulu-Natal.

The aim is to explore emotional intelligence of school principals. Research that has been conducted has shown that in the business sector, a positive correlation exist between emotional intelligence and effective leadership. However, to date very little research has been conducted on emotional intelligence in relation to educational leadership. Therefore, I conduct this study as it is needed to explore emotional intelligence in school leadership. The results of this study will add to the body of knowledge in the areas of emotional intelligence and school leadership because very little research has been conducted on this phenomenon. The study also aims to uncover strategies that could be used by school principals in managing their emotions, emotions of others and relations with others. I chose you as a participant

because I believe that you can provide very important information on school principal's emotional intelligence.

The study will use a questionnaire with open-ended questions to generate data from you. You will be given one questionnaire to fill in.

PLEASE NOTE THAT:

- Your participation in very important since it can provide information on school principals' emotional intelligence.
- There will be no financial benefits that you may accrue as a result of your participation in this project.
- Your identity will not be divulged under any circumstances, during and after the research process.
- All responses will be treated with strict confidentiality.
- Pseudonyms will be used to represent your name.
- Participation is voluntary, you are free to withdraw at any time you wishfrom this study without any incurring and negative or undesirable consequences/penalty on your part.
- The questionnaire will be delivered to you well in advance and you will be given sufficient time to answer it.
- The questionnaire answered by you will be kept in a safe place for the duration of five years.
- The ethical clearance is for three months.

For further information on this research project, please feel free to contact me (the researcher) on 0839403471/031-7710121 or email me at nonjabs.madondo87@gmail.com or contact my supervisor Dr InbaNaicker t o31-2603461 or email him at naickeri1@ukzn.ac.za or you can also contact the HSSREC Research office (Ms P. Ximba) on 031-2603587 or email her on ximbap@ukzn.ac.za.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours Faithfully

N.F. Madondo (Miss)

_____

Declaration

I _____ (Full name and surname 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 primary school principals in the Pinetown District of KwaZulu-Natal

I understand everything that has been explained to me and consent voluntarily to take part in the study.

I understand that i am at liberty to withdraw from the research project at anytime should i so desire and my withdrawal will not result in punitive measures.

I am also aware that interviews will be voice recorded using a tape recorder. I consent/do not consent to this interview being recorded.

Surname and Initial(s) of participant	Signature of participant	Date
_____	_____	_____

Surname and Initial(s)	Signature of witness	Date
_____	_____	_____

Appendix 4.1

APPENDIX 4.1

Semi-structured interview schedule (school principal)

Section 1 : Biographical Details

1.1. Gender :

1.2. Age : 30 – 40 | 41 – 55 | 56 – 65

1.3. Qualifications :

1.4. Work Experience in education :

1.5. Position held :

1.6. Years of experience as a school principal :

Section 2 : Importance of school principals being emotionally intelligent.

2.1. Do you think a school principal who is in control of his/her emotions is more effective than a school principal who cannot control his/her emotions? Explain how and give examples.

2.2. Why is it important for school principals as leaders to be in control of their emotions?

2.3. Why do you think it is important for school principals to be self-motivated and how can school principals be self-motivated?

Section 3 : Strategies in managing own emotions

3.1. How do you as a school principal manage your emotions? Give examples of some of the things that you do to control your emotions.

3.2. What strategies do you think school principals should use to manage their emotions better?

3.3. Why do you think it is important for a school principal to have self-awareness in terms of strengths and weaknesses of his/her emotions? Explain and give examples.

Section 4 : Managing emotions of others and relations with others

4.1. On daily basis as a school principal you deal with different people expressing different emotions, how do you handle that? Please give examples.

4.2. I am sure that as a principal you work with different people, how do you ensure good relations with them and how do you ensure good relations in school among others?

4.3. Can you give me few examples or ways as to how school principals can ensure good relations in schools?

4.4. What are some of the things that you do as a school principal to show empathy to others in school?

Section 5 : Termination

5.1. Is there anything else that you would like to add concerning school leadership in relation to emotional intelligence?

Thank you very much for the time that you have spent talking to me and the information that you have shared with me.

Appendix 4.2

APPENDIX 4.2

Questionnaire (open-ended) - Post level 1 educators

Section 1: Biographic Details

1.1.Age: 20-35 ; 36- 45 ; 46-55 ; 56-65

1.2.Gender: Male ; Female

1.3.Position held:

1.4.Work experience in education:

1.5.Phase:

Section 2: Importance of school principals being emotionally intelligent

2.1. Do you think a school principal who can control his/ her emotions is more effective in performing leadership duties better than a school principal who cannot control his/her emotions? Explain

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2.2. Why is it important for school principals as leaders to be in control of their emotions?

2.3. Do you think it is important for school principals to be self-motivated? Why? Is your school principal self-motivated? Explain and give examples of some of the things that he/she does to show self-motivation.

Section 3: Strategies in managing own emotions

3.1. Can your school principal control his/her emotions? Explain how or how not.

3.2. Give some examples of some of things or strategies that your school principal uses to control his/her emotions? What strategies do you think school principals should use to manage their emotions?

3.3. Is important for school priacipals to be aware of their strengths and weaknesses in terms of their emotions? Why? Do you think your school principal is aware of the way he/she expresses his/her emotions? Why do you say so?

Section 4: Managing emotions of others and relations with others

4.1. How does your school principal handle emotions expressed by different people in the school?

4.2. Does your school principal show empathy to others? How? If you can give examples of the things that he/she does to show empathy.

4.3. Can you give examples of some of the things that your school principal does to ensure good relations in school.

Section 5: Termination

5.1. Is there anything else that you would like to add concerning school leadership and emotional intelligence?

Thank you so much for the time that you have spent answering these questions and for the information that you have provided.

Appendix 5

APPENDIX 5

Turnitin Originality Report

Madondo_Draft.docx by Nonjabulo Madondo

From Diss (MEd ELMP)

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Appendix 6

APPENDIX 6

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
[illegible]
[illegible]@gmail.com

Dr Saths Govender

24 NOVEMBER 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 PRIMARY SCHOOL PRINCIPALS IN THE PINETOWN DISTRICT OF KWAZULU-NATAL, by N.F. Madondo, student no. 205511324.

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
NPA, © Admin.

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