TEACHER'S PERCEPTION OF PRINCIPALS' EMOTIONAL MANAGEMENT ABILITY IN SECONDARY SCHOOLS IN BAYELSA STATE NIGERIA

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ABSTRACT: *The purpose of this study was to examine the emotional management abilities of secondary school principals through the perception of teachers and the influence of this on secondary school leadership in Bayelsa State. A descriptive survey design was adopted a sample size of 300. Teachers were randomly selected from six out of sixteen government owned secondary schools in Bayelsa State. Out of the six schools used for the study, four are headed by male principals while the other two schools are headed by female principals. The main instrument used for the study was a rating scale titled "Principal's Emotional Management Ability Rating Scale" (PEMARS) and "secondary school leadership practices inventory" (SSLPT). The data were collected and analyzed using frequency counts, means standard deviation and percentages. t-test statistical and chi square (x^2) statistical tools were used to test hypotheses at the probability level of significance of P<0.05. The major findings of the study are that secondary school principals in Bayelsa State are perceived by their teachers to have emotional management competencies needed in handling challenges, implementation of positive organizational changes and exhibition of effective leadership practices. Also they were found to have emotional management ability in creating conducive teaching and learning environment that enhances collaboration and building of team work. Based on the finding it was commended that the emotional intelligences test and emotional management competence training skill should be given to would be principals by school administrators for effective evaluation and assessment before a school is given to them to head.*

Keywords: Teachers, Perception; Principal, and Emotional.

Introduction
School leadership is inherently emotional. According to Brety (2011), emotions are the embodied knowledge of self that separates and connects, constricts and releases, shapes and reflects our senses of reality and possibilities. The principal, who is at the apex of the internal school structure, acts as a liaison between the government through the schools between the government through the school management board and staff/students within the school environment. As a result the principal is caught in the web of confusion which may test his/her ability to control emotions in management. Today, one of the major challenges facing the Nigerian educational system is the work force diversity. It is this array of differences that constitutes a spectrum of human diversity and causes us to perceive and

interpret similar situations differently. Emotional intelligence competence is needed as powerful tool for the management of diversity and effective school leadership Erasmus Kritzinger (2002).

Goleman (2002), also states that emotional management ability or competence of a leader is a learned capability based on emotional intelligence that results in outstanding performance at work. Leaders with a high level of emotional management ability can make crucial differences in areas of management. These areas may include decision making, leadership open-honest communication, trusting leadership and team work customer loyalty, creativity and innovation in their organizations. The task of the school principals have become increasingly complex in a new state like Bayelsa State School System as they are facing many challenges because the teachers, students bring a wide array of backgrounds and perspective to schools.

School principals need to develop their emotional management competence and skills to deal effectively with the people they work with various leaders of organizations in the world including the school system should recognize the values of emotions its management for effective leadership as this connects us to our environment and other people within or outside the organizations. Emotions do not affect organizations but its management contributes to organizational structures Adeyemo (2008). Organizations like schools are emotional places. Various events in the school system create emotions which affect the principals and teachers sense of perception, satisfaction, performance and outrage.

In reality, a teacher's sense of organizational identity is connected to how he feels and perceives the principals leadership competence in the school Ememe (1998), leadership is of particular importance in educational administration because of its reaching effects on the accomplishment of school programmes, objectives and attainment of educational goals Peretomode (1991).

Since leadership is related to the process of influencing behaviours of others, goal development and achievement, the emotional management ability of the leader can affect this positively or negatively depending on the perception of the employees according to Kouze (2002), he stretched further that emotional management ability is derived from the concept of emotional intelligence which relates to emotional self management, emotional self awareness, social awareness and relationship management. School principals as the leaders of secondary schools need to be aware of these, have the ability to manage these effectively for them to relate sensitively to people whose assumptions, perceptions, goals, aspirations are different from theirs and effectively manage their schools. The functions of schooling are to meet the educational needs of individuals and to enhance a positive self-concept. Therefore

the principals' ability to adapt to changes and relate well to others is becoming as critical to successful job performance.

STATEMENT OF THE PROBLEM

At this point in our history school leadership and management in Nigeria are facing numerous challenges. Various reforms, policies, programmes and mandated changes have been introduced in school system in a relative short period of time. Today there is a general view that the realization of these changes and objectives of the secondary education is through effective leadership of the principal as the head according to Obiodu (2002).

Principals in secondary schools have to respond to specific issues in their places of work such fundamental issues like punctuality to work, absenteeism and truancy amongst teachers and teacher's job stress, conflict resolution, ethnic diversity, work ethics amongst staff members for which there are no textbook solutions Malgas (2005), are highly emotional. Apart from these, there are political influences and policies from both ministry of education and educational boards coupled with community influences all these put pressure on the principal.

As could be observed in modern times, there are changes in leadership structures, decision-making processes, and politics of education which have mandated in recent restructuring in secondary education where you have two separate schools with two separate leadership within a school compound Universal Basic Education (UBE) and Senior Secondary Schools. All these have emotional impact on the school leadership. As these policies changes, reforms are added or formulated a change definition of principal's mandates and roles will change. These might bring emotional stress, anger, and frustration on some principals which might affect their leadership in school positively or negatively.

As the head and chief executive of the school, the principal works and deals directly with the teachers; however, it is expected that the principal should be able to control his emotions, outbursts or anger. But this may not be the case as principals would rather act and exhibit behaviours which might be perceived and conceived differently by teachers. Some teachers might perceive the principal to be aggressive, easily angered, and touch while others might perceive him to be humble, very understanding, decisive and empathic.

As school principals are charged with these fundamental changes of leadership and strive to carry out their required responsibilities the question is: are these principals emotionally well equipped and capable of handling these challenges? If they are, how do the teachers perceive the principals emotional management ability in course of discharging their duties? What influence do these have on the secondary school leadership? Therefore examining the principals' emotional management ability in times of these radical changes in school

leadership in Bayelsa State has become necessary. Hence the present study attempts to examine teacher's perception of principals' emotional management ability in Bayelsa State in order to establish whether they exhibit tendencies that portray them to be emotionally incompetent.

PURPOSE OF THE STUDY

The purpose of the study is to examine the teacher's perception of the emotional abilities of secondary school principals and the influence of this on the leadership in Bayelsa State. The specific objectives are to:

1. Examine the perception of teachers on the emotional management ability of school principals and secondary school leadership.
2. Determine if there is a significant difference between the perception f female and male teachers on the emotional management ability of school principals and school leadership practices
3. Identify the perception of teachers in the schools headed by female and male principals on the emotional management ability of school principals and secondary school leadership in Bayelsa State.

HYPOTHESES

1. There is no significant relationship between emotional management ability of school principal and school leadership practices in Bayelsa State
2. There is no significant difference in the perception of male and female teachers on the emotional management ability of school principals and effective school leadership practices
3. There is no significant difference in the perception of teachers in the schools headed by male and female principals on the emotional management ability of school principals and secondary school leadership in Bayelsa State

SIGNIFICANCE OF THE STUDY

The result of this study could provide a basis for assessment and evaluation of secondary school principals' emotional management ability in managing educational changes and reforms as well as in leading their schools.

The result of this study will help the educational planners in human resources, job profiling, recruitment of teachers, interviewing training and selection of principals, the management development to be adopted and planned for school leaders, and also posting of principals could be based on their emotional management competencies and abilities. The findings will provide an insight to principals on ways to foster interpersonal relationship among staff reduction of conflicts in the school and promotion of a conducive climate for effective

teaching and learning. This study will also make available rich literatures on emotional management ability of school principals in Bayelsa State.

METHODOLOGY

- **Research Design:** The design adopted for this study is the description survey it is chosen to get information on the perception of teachers on the emotional management ability of the school principals and school leadership in Bayelsa State.
- **Population of the Study:** The population of the study consists of all the 945 male and female teachers in the 16 government owned senior secondary schools, two schools each per local government area in the eight L.G.As of Bayelsa State.
- **Sample and Sampling Technique:** The sample size for the study is made up of 304 male and female teachers in 6 randomly selected government senior secondary schools in Bayelsa State. Four schools have male as principals while two schools are headed by female principals. The sample size is made up of 202 male teachers and 102 female teachers who were selected randomly
- **Instrument:** The instrument used for this study is rating scale that is divided into section A and B. Section A is designed to get personal data of the respondents. Section B is designed to elicit information on the perception of teachers on the emotional management ability of principals and school leadership. The rating scale is tagged "Principals' Emotional Management Ability Rating Scale" (PEMARS) and "Principals leadership practices inventory" (SSPLPI) developed by Kouze and Posner (2001). The rating scale is structured on 2.5 Likert type mean scale of 4 points, with strongly Agreed 4, Agree 3, Disagree 2, and strongly Disagree 1 (i.e.)

$$\frac{4 + 3 + 2 + 1}{4} = 2.5$$

Ratings equal to 2.5 and above are accepted while those below 2.5 are rejected.

- **Validity of the Instrument:** The instrument was designed and handed over to some experts in measurement and evaluation department who critically examined the content in line with the purpose of the study. The final instrument was based on the corrections and modification by the experts.
- **Reliability of the Instrument:** To achieve a satisfactory degree of reliability, the instrument was administered to 20 teachers from junior secondary schools in the state not used in the study. After two weeks, the instrument was administered or re-tested and at the end, the responses of the teachers were analyzed by using pearson product moment correlation co-efficient which provided a reliability co-efficient of 0.75 ("r" = 0.75), this implies high reliability.
- **Administration of the Instrument:** The 304 copies of the instrument was administered to the respondents by the researcher with the help of other teachers in the sampled schools. 300 copies of the instrument were retrieved, 200 were males while 100 were females. However, four instruments were not returned.

- **Data Analysis:** The research questions were duly analyzed using the 4 point like type rating scale with a mean of 2.5. while the chi square (x^2) and t-test statistics were used to test for the significance difference of null hypotheses on the teachers' perception on the emotional management ability of principals and school leadership at P = 0.05 level of significance.

PRESENTATION AND ANALYSIS OF DATA

Table 1: Analysis of mean responses of the perception of teachers on the emotional management ability of principals in school leadership

S/N	ITEMS: The principal of my school	SA(4)	A(3)	D(2)	SD(1)	Total	Mean	Remarks
a.	Self-awareness & management							
1	Has self confidence	84(396)	132(396)	33(106)	31(31)	300	2.9	Accepted
2	Has ability to control his/her anger when faced with difficult situations	115(460)	95(285)	52(104)	38(38)	300	2.95	Accepted
3	Maintains high standard of honesty and integrity	80(320)	140(420)	36(72)	44(44)	300	2.85	Accepted
4	Takes responsibility for his/her actions and performances	80(320)	142(426)	38(76)	40(40)	300	2.78	Accepted
5	Has the ability to handle change	75(300)	164(492)	33(66)	28(28)	300	2.95	Accepted
6	Welcomes novel ideals and criticism from staff	69(276)	138(414)	53(106)	40(40)	300	2.78	Accepted
b.	Self motivation							
7	He/she is committed to standards and excellence in the school	105(420)	119(357)	46(92)	30(30)	300	3.0	Accepted
8	Has initiative and inspires a share vision in the school	83(332)	147(44)	44(84)	26(26)	300	2.95	Accepted
9	Is committed to the achievement of school goals	73(292)	145(435)	44(88)	38(38)	300	2.8	Accepted
10	Is persistent in achieving goals, innovative and a risk bearer	92(368)	137(411)	46(92)	25(25)	300	2.98	Accepted
C	**EMPATHY**							Accepted
11	He is aware of the felting of others and concerned about the needs and welfare of the staff	82(328)	147(441)	28(56)	43(43)	300	2.9	Accepted
12	Seeks understanding of new ideas and communicates the vision effectively to the staff	72(288)	157(471)	37(74)	34(34)	300	2.89	Accepted
13	Is interested in developing of skills/abilities of his/her staff	60(240)	162(486)	53(106)	25(25)	300	2.9	Accepted
D	**SOCIAL SKILLS**							
14	My principal has the ability to influence staff to work	68(272)	142(426)	49(98)	41(41)	300	2.79	Accepted
15	Listens to staff, send convincing messages recognizes talents ability of staff and trust in their abilities	62(268)	153(459)	47(54)	30(30)	300	2.7	Accepted
16	Nurtures and builds instrumental relationships among staff	73(242)	31(93)	48(96)	29(29)	300	2.42	Accepted
17	Inspires and guides staff to achieve common goal he/she recognizes and creatively rewards staff for their contributions to school success	90(360)	136(408)	44(88)	30(30)	300	2.95	Accepted
18	He/she promptly and effectively deals with grievances and conflicts amongst staff	62(248)	145(435)	50(100)	43(43)	300	2.75	Accepted

Source: (Field Work, 2012)

Key:
SA – Strongly Agree
A – Agree
D – Disagree
SD – Strongly Disagree

Table 1 showed that teachers accept that principals of their schools has self confidence (2.9), that they have ability to control the anger when faced with difficult situations (2.95); they also agree that principals maintain high standard of honesty and integrity (2.85), male and female teachers perceived that principals take responsibility for their actions and performance (2.78); and they also have ability of handling changes in the secondary school system (2.95); that they welcome novel ideas and are also committed to standards and excellence with the mean rating of (3.0); and that principals have initiative and inspires vision in schools (2.95); they also agree of their commitment to achievement of school goals (2.8); and that they are persistent in achieving school goal (2.98); they also accept their awareness of staff feelings for and care about the welfare of teachers (2.9), that their principals seek understanding of new ideas and communicates these vision (2.89) and that principals in their schools are interested in developing stills of their staff (2.9); they also agreed that their principal posses the ability to influence staff to work productivity (2.79); their principal listens to staff and recognizes the ability of staff (2.7); and that their principals do not nurture and build, instrumental relationships amongst staff (2.42); that principals inspire staff to achieve gals (2.95). Finally, the teachers agree that principals effectively deal with grievances and resolve conflicts amongst staff with mean rating of (2.75).

Table 2: Analysis of mean responses of male and female teachers' perception of principals' emotional management ability in school leadership

Teachers	Number (N)	Mean of means	Diff. in means	Remarks
Male	200	2.89		There is no difference in
Female	100	2.85	0.04	Their perception

Source: (Field Work, 2012)

From the analysis on table 2, there is no difference in the mean scores of the perception of male and female teachers on the emotional management ability and secondary school leadership of principals in Bayelsa State.

Table 3: Analysis of mean responses of teachers in schools headed by male and female principals on the emotional management ability of principals

Teachers	No of teachers (N)	Mean ($\bar{x}$)	S.D	Mean Difference
Male principals school	150	2.95	2.95	0.15
Female principals schools	150	2.80	2.80	

Source (Field Work, 2012)

From the analysis on table 3, the teachers in schools headed by male principals had a mean score f 2.95 while teachers in schools headed by female principals had a mean score of 2.80 this shows a difference of 0.15 in their mean responses.

Table 4: Chi square (x^2) test of significant relationship between principals' emotional management ability of school principals and secondary school leadership in Bayelsa State

S/N	ITEMS:	Agree	Disagree	Total	$X^2 = \frac{(O-E)^2}{E}$
a.	**SELF-AWARENESS & MANAGEMENT**				
1	Has self confidence	216(217)	84(83)	300	0.00+0.00=0.15
2	Has ability to control his/her anger when faced with difficult situations	210(217)	90(83)	300	0.226+059=0.816
3	Maintains high standard of honesty and integrity	220(217)	80(83)	300	0.4+0.11=0.15
4	Takes responsibility for his/her actions and performances	222(217)	78(83)	300	0.12+0.30=0.42
5	Has the ability to handle change	239(217)	61(83)	300	2.23+5.83=8.06
6	Welcomes novel ideals and criticism from staff	207(217)	93(83)	300	0.46+1.21=1.67
b.	Self motivation				
7	He/she is committed to standards and excellence in the school	224(217)	76(83)	300	0.23+0.59=0.82
8	Has initiative and inspires a share vision in the school	230(217)	70(83)	300	0.78+2.04=2.88
9	Is committed to the achievement of school goals	218(217)	82(83)	300	0.01+0.2=0.02
10	Is persistent in reaching achieving goals, despite challenges and set backs	229(217)	71(83)	300	0.66+1.74=2.4
c.	**EMPATHY**				
11	My principal is aware of the feeling of others and concerned about the needs and welfare of the staff	229(217)	71(83)	300	0.66+1.74=2.4

12	Seeks understanding of new ideas and communicates the vision effectively to the staff	229(217)	71(83)	300	0.66+1.74=2.4
13	Is interested in developing of skills/abilities of his/her staff	222(217)	78(83)	300	0.15+0.30=0.45
d.	**SOCIAL SKILLS**				
14	My principal has the ability to influence staff to work	210(217)	90(83)	300	0.23+0.59+0.82
15	Listens openly to staff and send convincing messages	220(217)	80(83)	300	0.04+0.11=0.51
16	Nurtures and builds instrumental relationships among staff	200(217)	62(83)	300	0.01+0.01=0.01
17	Inspires and guides staff to achieve common goal he/she recognizes and creatively rewards staff for their contributions	226(217)	74(83)	300	0.37+0.95=1.35
18	He/she promptly and effectively deals with grievances and conflicts amongst staff	207(217)	93(83)	300	0.46+1.21=1.67
19	Male principals have emotional management ability than female principals	195(217)	105(83)	300	2.23+1.21= 3.44
20	Male principals posses social skills and have more ability to influence staff to work than female principals	165(217)	135(83)	300	12.46+32.57= 45.03
	TOTAL	**4,341**	**1,659**	**600**	**$X^2 = 75.861$**

$Df = (C - 1) (2-1) = (20-1) (2-1) = 19$

$X^2 = 75.861$

X^2 at 0.05 = 20.144

The result above shows that the (X^2 – calculated value is (X^2 = 75.86) greater than the chi square (X^2) Table value of (X^2 = 30.144) at critical level of (0.05) significant degree of freedom 19. Since the calculated X^2 =75.89 is greater than the tabulated X^2 = 30.144 at probability level of 0.05, null is rejected and alternative is accepted. Therefore, there is significant relationship between the emotional management ability and principals leadership practices.

Table 5: Test of difference between the male and female teachers perception on emotional management ability and secondary school leadership practices

Group	Number (N)	Mean ($\bar{x}$)	S.D	Cal. T	T. at 0.05	Remark
Male	200	2.89	1.40		1.645	Accepted
Female	100	2.85	1.10	0.286	1.645	Null
	Df= 298					

Table 5 shows the summary of the analysis of male and female teachers' perception on principals emotional management ability and school leadership practices. The T-Test calculated at df=298 is (0.286) and is less than the T-test table value at 0.05 level of significance (1.645) Null is accepted. Therefore, there is no statistical difference between the perception of male and female teachers on the emotional management ability of school principals and secondary school leadership. Alternative is rejected.

Table 6: T-test analysis of significant difference of perceptions of teachers in schools headed by female and male principals in Bayelsa State

Teachers	No of teachers (N)	Mean ($\bar{x}$)	S.D	Cal. T	T. at 0.05	Decision
Male principal schools	150	2.95	1.3	1.071	1.645	Accepted
Female principal schools	150	2.95	1.12	1.071	1.645	Null
	Df= 298					

The result of the T-test shows that the t-calculated (t-value) is 0.71 at df =298 which is less than t-tabulated at a critical value of 0.05 t-critical (1.695). Then Null hypotheses are accepted. Therefore there is no statistical difference in the perceptions of male and female principals on the emotional management ability of principals and secondary school leadership in Bayelsa State. Alternative is rejected.

Recommendations
- On the account of the findings, it was recommended that emotional intelligence test and training should be administered, and given to actual and potential school principal/educational leaders before recruitment and job placement.
- Moreover, emotional management programmes should be designed and planned by school administrators for teachers and would be principals in order to enhance their leadership effectiveness in schools and achievement of organizational goals.

Conclusion
The research study reaffirmed the following conclusive facts. Those secondary school principals are perceived by their teachers to have emotional management ability to manage their schools effectively. That school principals need emotional intelligence competences like management of interpersonal relationships, emotional self-insight, to nurture and build instrumental relationship amongst staff emotional insight, effect interpersonal communication and effective conflict management for principals to manage their schools

effectively during the time of transformations, they need to create a sustainable teaching and learning environment conducive and necessary to achieve the secondary school educational millennium development goals (MDGS).

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