

Emotional intelligence and management of school culture in Nigeria

 Ukpabio, Godfrey Enefiok^{1*},  Ekanem, Ekpenyong Ekpenyong²,  Ngaji, Mary Iyaji³,  Ojong, Felix Eja⁴,  Amalu, Melvina Nkemdilim⁵

^{1,2,3}Department of Educational Management, University of Calabar, Nigeria.

^{4,5}Department of Educational Foundations, University of Calabar, Nigeria.

*Corresponding author: Ukpabio, Godfrey Enefiok (Email: godfreyukpabio@yahoo.com)

ABSTRACT

Purpose: The purpose of this study was to examine the concept of Emotional Intelligence (EI) and determine if managers' emotional intelligence is a significant predictor of school culture. It also examined the possibility that gender may have an effect on managers' influence on school culture.

Design/Methodology/Approach: The study used a survey research method in order to learn more about how managers' emotional intelligence (EI) affected school culture in the study region during the time of the research. The independent t-test and multiple regression analysis were used to analyse the data using a sample of 100 vice principals.

Findings: The findings indicated that managers' emotional intelligence influence on school culture varies by gender and that the emotional intelligence of school managers is a significant predictor of school culture.

Conclusion: According to the results' interpretation, emotionally intelligent principals can improve the school's environment making it more friendly and compassionate. Principal plays a significant role in their management effect on school culture.

Research Limitations and Practical Implications: Stakeholders can practically create a positive school culture and rid the school system of a toxic atmosphere by improving their employees' EI competencies which are important comprehensible skills. Future research should aim at finding out specific areas of differences between male and female managers' EI.

Contribution to the Literature: The results of this study may serve as a tool for policymakers in teacher and student personnel management, in addition to providing literature for future research. It may also serve as a resource for school improvement.

Keywords: Emotional intelligence, Gender, School culture.

1. INTRODUCTION

Effective teaching and learning take place in a supportive school environment. Principals who are emotionally intelligent and have the capacity to read, comprehend and regulate emotions will be better able to teach students the correct values, foster a friendly trustworthy environment and remove harmful school culture. It is commonly stated that unmanaged or neglected emotional expressions particularly negative ones can lead to lower emotional stability which can serve as an incentive for disputes and toxic relationships in an organisation. Apart from being a policy of the [Federal Republic of Nigeria \(2013\)](#), the [Organisation for Economic Cooperation and Development \(2021\)](#) emphasized the importance of positive school culture as not only promoting students' academic performance, self-esteem and wellbeing but also protecting them from involvement in deviancy, antisocial and risky behaviour. Strong relationships with coworkers and managers are facilitated by a positive work environment

and teachers may be more motivated to put in extra effort and less likely to explore alternative careers. As a result, [Manabete \(2022\)](#) criticized the decline in enrollment and brain drain from the education industry. A healthy school culture may combat these issues.

According to [Carrillo, Joseph-Little, and MacLennan \(2020\)](#), the business world has validated the effectiveness of EI as a tool for business management. However, [Ukpabio \(2018\)](#) claims that there is limited literature on the topic of EI in the field of educational management. Apparently, there is a need for increased intellectual and academic engagement especially in the area of the ongoing and obviously inconclusive debate on whether the emotional intelligence of men and women varies in their management exertions ([Fischer, Kret, & Broekens, 2018](#); [Stys & Brown, 2004](#)). This study aims at enriching knowledge and adding to the literature on whether the emotional intelligence of managers significantly differs by gender and to ascertain if school climate could be predicted by managers' emotional intelligence.

2. CONCEPT OF ORGANIZATIONAL CULTURE

Organizational culture is frequently defined as shared, protected and encouraged behaviours and relationships that develop gradually into a collective identity and are a crucial component of integrity. [Imron, Tunas, and Hamidah \(2021\)](#) defined organizational culture as values and beliefs created and implemented in organizations that eventually become the cornerstone for building organizational behaviour, character and identity. Organizational culture thus defined as the convergence of beliefs, values, rules and attitudes that are operational in an organizations, controls and influences the tendency of employees to act in a particular way. An organisation establishes its brand throughout the world through the behaviours of its employees. [Agi \(2019\)](#) recognized the unique function of school culture in guiding and characterizing behaviour in secondary schools. [Egitim \(2022\)](#) actually suggested a direct relationship between organizational culture and organizational effectiveness as organizational culture can be harnessed to influence organizational members' decisions making and understanding of issues in the immediate organizational environment ([Fok, Zee, & Morgan, 2022](#); [González-Tejero & Molina, 2022](#)).

According to [Vanesa, Matondang, Sadalia, and Daulay \(2019\)](#) and [Gilbert, Carr-Ruffino, Ivancevich, and Konopaske \(2012\)](#), organizational culture can be functional or dysfunctional, positive or negative, toxic or healthy. A supportive school environment fosters teacher professional development, student wellbeing and teaching and learning productivity. [Imron et al. \(2021\)](#) suggested that organizational environment is measurable using parameters such as favourable social conditions, reciprocal respect, stability, values and others.

3. EMOTIONAL INTELLIGENCE (EI)

According to [Edara \(2021\)](#), the value of emotional intelligence (EI) in people management and organizational workplace conditioning as an emerging science of human emotions emerged after [Goleman's \(1995\)](#) documents on the subject received a lot of attention. [Odukoya, Omonijo, and Oraetue \(2020\)](#) opined that there are numerous theoretical models for the concept of emotional intelligence (EI). Bar-On's model, focusing on social intelligence, the ability-based model of Mayer-Salovey and Goleman's competency model which focuses on workplace performance. The ability to recognize, interpret and express human emotions in acceptable ways when interacting and forming relationships with others is known as emotional intelligence. It is also an ability to learn, understand and think logically about human feelings using this understanding to make reasonable judgments about issues of relationships in our environments ([Drigas & Papoutsi, 2018](#); [Edara, 2021](#); [O'Connor, Hill, Kaya, & Martin, 2019](#)).

[Goleman \(2004\)](#) divided the categories of emotional intelligence (EI) abilities into five areas or domains which are presented below without any particular order: self-control, self-discipline, interpersonal abilities, empathy and self-awareness ([Edara, 2021](#)). Self-awareness focuses on the ability to recognize and comprehend one's temper and how it affects other people, whereas self-motivation is directed towards success drive, striving for self-improvement and attaining standards of excellence. Self-regulation focuses on one's capacity for self-control and remaining calm, positive and relaxed even under hard circumstances whereas empathy or social awareness addresses the ability to be sensitive to the needs and views of others. It also involves being receptive to other cultures. Finally, interpersonal or social skill is concerned with effective communication in relationship management, social networking, building compromise and rapport among people to achieve desired goals.

4. MANAGERS' EMOTIONAL INTELLIGENCE AND SCHOOL CULTURE

Mannix-McNamara, Hickey, MacCurtain, and Blom (2021) claim that there is a symbiotic relationship between school administration and school culture, whereby changes to one lead to changes in the other. According to Ahuja (2015), an emotionally intelligent principal may assist in creating a positive school culture and boosting efficiency, effectiveness, and productivity in schools because managers shape school culture and organizational environments provide the crucial intersection for EI and management. Reio, Segredo and Cistone (2017) connected a school manager's EI to school culture based on the fact that human components form a better part of emotional intelligence and school culture. Moore Naranjo-Valencia, Jiménez-Jiménez, and Sanz-Valle (2016) suggested that principals need emotional intelligence to feel and empathize with others and also use the same to negotiate the differences between feelings and opinions. This source will help principals identify emotional triggers that can appropriate people's feeling and cause problems in schools (Lindebaum & Cartwright, 2010). Emotional intelligence and organizational culture are said to be closely connected in the view of Danaeefard, Salehi, Hasiri, and Noruzi (2012) because self-stimulation or self-motivation which is an important skill of emotional intelligence showed the strongest value in its effect on organizational culture. Falahat, Chai, Aun, and Migin (2014) researched leaders' emotional intelligence, benign organizational culture and employee turnover intentions and concluded that an organizational environment which supports new ideas, creativity, cooperation, solidarity and positivity is attractive to people and diminishes employees' desire to leave, thus reducing turnover rates (Alheet & Hamdan, 2021).

Another aspect of emotional intelligence in an organizational culture is *social awareness* or empathy. Sanwal and Sareen (2023) linked managers' social-awareness skills to organizational innovation and culture because emphasizing relationships in the workplace inspires employee loyalty, inclusivity, confidence and willingness to put in extra effort (Ukpabio, 2018; Ukpabio & Ekere, 2018; Ukpabio et al., 2023). According to Undung and Guzman (2009), managers making the work environment more motivating and productive has a direct impact on organizational culture since it provides an enabling environment for leaders and workers to better comprehend different viewpoints and perspectives (Brzustewicz et al., 2022; Jurado-Salgado, Naranjo-Valencia, & Osorio-Londoño, 2022).

5. LITERATURE REVIEW

This literature examined whether managers' emotional intelligence (EI) is a predictor of school culture and how it affects school culture as it relates to gender.

6. MANAGERS' EMOTIONAL INTELLIGENCE AND SCHOOL CULTURE: GENDER AS MEDIATING VARIABLE

Gender is an important demographic component when analyzing the influence of managers' emotional intelligence on school culture. This evaluation did not put effort into separating school leadership from school administration because it is believed that leadership and its traits are basic components of school management (Ekanem et al., 2023). Ran et al. (2021) conducted research to determine if EI is gender biased in its influence on managers' corporate finance decision-making. The result prompted the conclusion that male managers demonstrated greater emotional intelligence manifestations of self-regulation, motivation and interpersonal skills of decision-making in financial organizations. Women managers conversely showed a greater EI tendency towards empathy and self-awareness in corporate finance decision-making. The study came to the conclusion that male managers had a greater effect of emotional intelligence on decision-making in corporate financing than female managers. Noor, Uddin, and Shamaly (2011) found that there are not many gender differences in leadership style or emotional intelligence with the exception of the interpersonal aspect of emotional intelligence which favored women. The management of health organizations from the gender viewpoint of emotional intelligence was investigated by Kitsios, Papageorgiou, Kamariotou, Perifanis, and Talias (2022). The emotional intelligence scale assessment questionnaire was used to collect data on the emotional intelligence levels of 161 respondents (senior, medium and junior executives). According to data analysis based on criteria x2, a high degree of emotional self-perception by health care managers was expressed. Additionally, the findings revealed that women displayed better levels of emotional intelligence and self-esteem management than men. Kim (2020) examined the effects of managers' emotional intelligence (EQ) and cognitive ability (IQ) on business performance and discovered that male managers are more likely than female managers to experience a substantial influence from emotional intelligence.

Mandell and Pherwani (2003) studied the gender gap in transformational leadership among managers of the hospitality industry sector in Pakistan. Results from the study showed that there were no noticeable distinctions between male and female managers in terms of emotional intelligence. Female managers scored better than male managers in terms of transformational leadership rating. Furthermore, research results published by Noor et al. (2011) indicated that women perceive emotions slightly more accurately than men do as well as that women have slightly higher levels of social and emotional intelligence, more doubt about their feelings and decisions and a lower priority for intelligence than men do.

There is a distinct and categorical gender advantage in the present trend of literature on the topic of whether the emotional intelligence of managers differs in its impact on organizational culture by gender. There was a lack of research on the effect of managers' gender on emotional intelligence in the general management of organizational culture. When Google and other search engines were used to find out how gender may influence a principal's emotional intelligence as they manage school culture, the results were unsatisfying.

Men performed better on several emotional intelligence subscales than women did. For instance, Ran et al. (2021) found that male managers were more significantly influenced by motivation, social skills and self-regulation dimensions in their financial decisions than female managers when they researched the likelihood of gender effects on managers in financial decision-making in corporate institutions in Pakistan. In addition, it has been suggested that hormonal secretions associated with menstruation have a significant impact on women's mental states (Altemus, 2006; Amin, Epperson, Constable, & Canli, 2006; Pearson, 2005).

Hosseini-Kamkar and Morton (2014) researched the evolutionary perspective of the self-regulation aspect of EI with regard to gender and concluded that during the menstrual period, females employ a more self-controlled and less impulsive behavioral strategy than in other times.

They hypothesized that the study of gender variations in self-regulation would be affected by the physiology and chemistry of women. This is a result of the female menstrual cycle's fluctuating hormonal environment. According to the study, females exercise greater self-control in fertile cycles and are less impulsive in their behaviour than in other times. This may be the reason for the theory that if females outperform men in self-regulation, it may be due to more hormonal fluctuations than to behaviour management.

The majority of the research on the differences in emotional intelligence between men and women came from non-educational settings. According to Stys and Brown (2004), even Goleman (1998), men and women differ and that everyone has their own strengths and weaknesses, did not establish a gender disparity in the matter of how emotional intelligence manifests itself. According to Mandell and Pherwani (2003), the measuring scale used is largely to blame for the disparities found in studies that examine gender inequality in EI expression.

7. MANAGERS' EMOTIONAL INTELLIGENCE AS A PREDICTOR OF SCHOOL CULTURE

Emotionally intelligent managers encourage greater teamwork, a better working environment, respond to circumstances more emotionally and have more self-awareness, self-control and motivation. This is why emotional intelligence is considered to benefit organizations and even predict organizational culture and behavior because these management skills move organisations by fostering a favourable workplace culture (Mannix-McNamara et al., 2021). Robinson, Irvin, and Krishnakumar (2023) found that the ability to read and interpret emotions in the workplace is a strong predictor of inclinations towards organizational citizenship in their study of the predictive effect of job-related emotional intelligence on organizational citizenship.

It is crucial to recognize the strong relationship between organizational citizenship and culture. Organizations gain a competitive edge to realize their mission and vision when employees exhibit high organizational citizenship behavior at work. According to Ibrahim, Aziz, Halim, and Sulaiman (2021), organizational citizenship behavior as an actions outside of an employee's work profile and essential duties that ultimately improve the job completion rate. According to this source, organizational citizenship behavior is in reality a byproduct of organizational culture. Organizational culture and emotional intelligence were investigated by Igbinovia and Popoola (2016) as potential indicators of work success among librarians in Nigeria's Edo state. Correlation and multiple regressions were used as analysis techniques and the results using a sample of 181 library employees indicated that organizational culture and emotional intelligence strongly influenced employees' work performance. According to the research findings, principals' emotional intelligence is a crucial predictor of school culture. Emotionally intelligent administrators will establish sound educational objectives, encourage friendliness, instill trustworthiness and create a sense of the schoolyard as a family.

8. OBJECTIVES OF THE STUDY

The study's general goal was to determine how organizational culture in secondary schools relates to managers' emotional intelligence but its specific goals were to determine whether managers' EI influences on school culture significantly differ by gender and whether managers' EI skills are significant predictor of school culture.

9. METHODOLOGY

The study used a survey design as it sought to gather emotional intelligence information on serving principals and how they influence school culture at the time of the research.

9.1. Participants

This study was conducted with a sample of 100 principals and vice principals in the study area. Fifty-four principals and vice principals were purposively selected from public secondary schools in the study area while 54 principals and vice principals were randomly selected from private secondary schools, all in the Calabar metropolis of Cross River State in Nigeria. The decision to select 54 respondents from the private schools was made by the researcher to ensure equal and proportionate representation of both private and public secondary schools. A total of 108 respondents were served the questionnaire of which 100 correctly filled out and returned the instrument. As a result, this number (100) was chosen as the study's sample.

9.2. Instrumentation

The questionnaire titled "Managers' Emotional Intelligence and School Culture Questionnaire" was used for data collection. The questions for the independent variable were formed by paraphrasing the self-assessment scales of Goleman's (1995) five competencies of EI. There were four questions for each of the EI subscale framed in the modified Likert format of Strongly Agreed (SA) Agreed (A), Disagreed (D) and strongly disagreed (SD). The categories had the following numerical values: SA-4; A- 3; D-2 and SD-1. The questionnaire was based on Daniel Goleman' EI vision because of the psychometric depth of the model based on self-assessment. The gender parity was measured by gathering data on male and female respondents' categories. The school culture section of the questionnaire was written by the author based on an adoption of the Georgia Leadership Institute for School Improvement (GLISI) (2016) questionnaire template because of its inclusion and scope.

9.3. Validity and Reliability of the Instrument

The validity of the instrument was determined by two specialists in measurement and evaluation at the University of Calabar as well as by studying relevant literature. The reliability of the instrument was ensured by the use of the Cronbach alpha test to determine the internal stability of the variables of the study. The resulting calculation produced a reliability indicator of 0.87 thus certifying the questionnaire.

9.4. Methods of Data Collection

The questionnaires were administered with the assistance of two research assistants. The tools were provided to the target population following visits to the selected schools and relevant explanations. The completed surveys were then collected, compiled and coded. The data was analysed using an independent t-test and multiple regression analysis.

10. RESULTS

10.1. Hypothesis one

The influence of managers' emotional intelligence on school culture does not significantly differ by gender. The gender of managers was divided into two categories: male and female which is the independent variable of the hypothesis. Managers' emotional intelligence which has subscales of self-awareness, self-regulation, self-motivation and social awareness is the dependent variable. The independent t-test analysis was used to compare each of the two categories of managers' gender with the five dimensions of emotional intelligence subscales. The result is presented in Table 1.

Table 1. Independent t-test analysis of the influence of manager's gender on Emotional intelligence (N=100).

Emotional intelligence	Manager's gender	N	\bar{X}	SD	t-value	Sig.
Self-awareness	Male	56	15.286	0.967	4.223*	0.000
	Female	44	14.409	1.106		
Self-regulation	Male	56	14.679	1.146	-2.920*	0.000
	Female	44	15.250	0.686		
Self-motivation	Male	56	11.946	2.482	-4.341*	0.000
	Female	44	13.705	1.153		
Social-awareness	Male	56	13.661	1.225	-3.991*	0.000
	Female	44	14.591	1.064		
Social skills	Male	56	15.286	0.967	4.223*	0.000
	Female	44	14.409	1.106		
School culture	Male	56	14.089	1.283	-2.120*	0.000
	Female	44	14.591	1.019		

Note: *Significant at .05 level, P-value =0.000, df = 98.

According to Table 1's analysis, the estimated t-values for self-awareness (4.223), self-regulation (-2.920), self-motivation (4.341), social awareness (3.991), social skills (4.223) and culture (-2.120) are all significant at p=.000. The null hypothesis is rejected because the p (.000) value with 298 degrees of freedom is smaller than the p (.05) value. This demonstrates a considerable difference between male and female managers in terms of self-awareness, self-regulation, self-motivation, social awareness, social skills and culture. The t-negative value indicates that the gender representation of those managers is extremely low.

10.2. Hypothesis Two

Managers' emotional intelligence in the form of self-awareness, self-regulation, self-motivation, social-awareness and social skills is not a significant predictor of school culture.

The school climate is a dependent variable. The validity of this hypothesis was examined using multiple regression analysis. The result of the analysis is presented in Table 2.

Table 2. Multiple regression analysis of the prediction self-awareness, self-regulation, self-motivation, social-awareness and social skills (N=100).

Model	R	R. square	Adjusted R. square	STD error of the estimate	
1	0.776(a)	0.602	0.581	1.200	
Model	Sum of square	Df	Mean square	F	p-value
Regression	204.823	5	40.965	28.436*	0.000(a)
Residual	135.417	94	1.441		
Total	340.240	99			
Variables	B	Standard error	β	T	p-value
Constant	3.160	3.014		1.048	0.297
Self-awareness	-0.464	0.138	-0.279	-3.358	0.001
Self-regulation	0.621	0.221	0.338	2.815	0.006
Self-motivation	-0.371	0.120	-0.437	-3.079	0.003
Social-awareness	1.253	0.118	0.839	10.636	0.000
Social skills	0.231	0.101	0.177	2.300	0.024

Note: (a) Multiple correlation coefficient.

B: Unstandardized regression weight of the constant term and predictors.

β : Standardized regression weight of the predictors.

* Significant at 0.05 level.

The combination of self-motivation, self-awareness, interpersonal abilities, empathy and self-regulation resulted in a coefficient of multiple regression (R) of.776 and a multiple regression R-square (R²) of.602 as shown in [Table 2](#). The outcome also revealed that the multiple regression data's analysis of variance yielded an f- ratio of 28.436 that was significant at the.05. As a result, these factors strongly influenced school culture when combined. This suggested that self-motivation, self-awareness, interpersonal skills, empathy and self-regulation are major determinants of school culture when considered collectively. According to an R² multiple of.602, self-awareness, self-regulation, self-motivation, social awareness and social skills were found to explain a total of 60.2% of the variation in school culture.

A test of regression weight was run to determine the relative contributions of the various components. The outcome reveals that the t-ratio varied from 2.300 to 10.636 and the standardized regression weights (beta)from.177 to.839 respectively. Self-motivation, self-regulation, self-motivation, social awareness and social skills had significant beta weights at the.05 level. According to this finding, school culture may be substantially predicted by five different factors including self-motivation, self-regulation, self-motivation, social awareness and social skills. The results also demonstrated that social awareness (t= 10.636) and self awareness (t= --3.358) contributed significantly to school culture whereas social skills (t= 2.300) contributed the least.

11. DISCUSSION AND FINDINGS

The testing of the first hypothesis and examination of the data led to the conclusion that there is a gender differential in the impact of managers' emotional intelligence on school culture. This resulted in the rejection of the null hypothesis and the adoption of the alternate hypothesis. The findings of this hypothesis supported the study of [Kim \(2020\)](#) who explored the impact of managers' emotional intelligence and cognitive ability on firm performance and concluded that the effect of emotional intelligence on firm performance is more significant among male than female managers. This study contradicts the findings of [Kitsios et al. \(2022\)](#) discovered that women express higher emotional intelligence than men and also express higher management-evaluation of self-esteem than men in their study of the role of gender-based emotional intelligence in corporate financial decision-making.

The result of this study appears to contradict the trend of the literature on the subject. Existing research doesn't appear to support the idea that managers' ability to affect organizational culture differs based on their gender. [Noor et al. \(2011\)](#) take this viewpoint into account in their comparison of gender differences in emotional intelligence and leadership style. They came to the conclusion that there aren't many gender differences, with the exception of emotional intelligence's interpersonal component which they found to be more favorable to women. [Mandell and Pherwani \(2003\)](#) in evaluating the relationship between emotional intelligence and transformational leadership style as well as the gender gap in Pakistan's hotel business concluded that there were no appreciable disparities between male and female managers' emotional intelligence levels.

According to the current research, women exceeded men in the areas of self-regulation and self-motivation which have been considered to be male domains ([Ran et al., 2021](#)). According to this research, women outperformed men in self-regulation by values of 15.2500 to men's 14.6786 and for self-motivation, women outperformed men by values of 13.7045 to men's 11.9464. Caution is advised when comparing men's and women's emotional states due to physiological difficulties connected with women's menstrual cycles. [Hosseini-Kamkar and Morton \(2014\)](#) found that the menstrual cycle imposes some form of calmness on women, since they show less impulsive conduct during fertile times than during non-fertile periods.

According to the second hypothesis, managers' emotional intelligence including their levels of self-awareness, self-control, self-motivation and social awareness does not significantly influence school culture. The study's conclusions showed that emotional intelligence in managers in the above component is a major determinant of school culture. As a result, the original concept was abandoned and the alternate hypothesis was accepted. This supports the findings of [Robinson et al. \(2023\)](#) who found that provided a strong relationship between organizational citizenship and organizational culture, the ability to read and understand emotions in the workplace is a powerful predictor of proneness to corporate citizenship and as a result, the creation of a positive organizational culture.

Emotionally intelligent managers advance their organisations ahead by encouraging stronger cooperation, a better work environment and higher adaptability in reacting to challenges with excellent self-awareness, self-control and

motivation (Mannix-McNamara et al., 2021). These positive emotional cognition competencies in managers are predictive of a positive workplace culture. The findings of this study are consistent with those of Igbinovia and Popoola (2016) who looked at organizational culture in relation to emotional comprehension and intelligence as a basis for predicting job execution among employees in libraries in the Nigerian state of Edo. The study found that organizational culture and emotional intelligence both strongly impacted employees' work success. According to the literature assessment, an important predictor of school culture is the emotional intelligence of the principals.

12. CONCLUSION

The results of the study show that managers' emotional intelligence has a gender-specific effect on school culture and that the self-regulation, social awareness, self-awareness, social skills and self-motivation subscales of the composite emotional intelligence variable are significant predictors of school culture. Thus, the emotional intelligence literacy of principals does not only affect school culture by gender but the school managers' emotional intelligence proficiency is a major determinant of school culture when considered collectively. It is thus predictable that emotionally intelligent principals will establish a serene school environment where staff and students are more friendly, trustful, caring and encouraging to each other. Such learning environments portray the idea of a close-knit family, attracting the best faculty and students while preventing dropouts and brain drain especially among teachers.

13. RECOMMENDATIONS

The findings and conclusions of this study are the basis for the following recommendations:

1. The government should include emotional intelligence as a course of study in the curriculum of teachers training colleges and universities for prospective education managers.
2. The ministry of education should ensure that selection criteria for principals of secondary schools include assessments of their emotional maturity and emotional intelligence especially in the areas of empathy, emotional regulation and social skills.
3. Secondary school principals and teachers should regularly attend workshops and seminars on the value of and strategies for enhancing emotional intelligence.

FUNDING

This study received no specific financial support.

INSTITUTIONAL REVIEW BOARD STATEMENT

The Ethical Committee of the University of Calabar, Nigeria has granted approval for this study (Ref. No. UC/UREB/AP.2023/001).

TRANSPARENCY

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

COMPETING INTERESTS

The authors declare that they have no competing interests.

AUTHORS' CONTRIBUTIONS

All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

ARTICLE HISTORY

Received: 3 July 2023/ Revised: 31 August 2023/ Accepted: 17 October 2023/ Published: 14 November 2023

Copyright: © 2023 by the authors. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

REFERENCES

- Agi, U. K. (2019). School culture as factor in productive environment for students' academic performance in secondary schools in Rivers State. *Journal of Resourcefulness and Distinction*, 17(1), 1-8.
- Ahuja, S. (2015). Job performance: Getting influenced by emotional intelligence. *American International Journal of Research in Humanities, Arts and Social Sciences*, 15(1), 258-263.
- Alheet, A. F., & Hamdan, Y. (2021). Exploring the relationship between emotional intelligence and job performance: A study of Jordanian retail industry. *International Journal of Entrepreneurship*, 25(3), 1-16.
- Altemus, M. (2006). Sex differences in depression and anxiety disorders: Potential biological determinants. *Hormones and Behavior*, 50(4), 534-538. <https://doi.org/10.1016/j.yhbeh.2006.06.031>
- Amin, Z., Epperson, C. N., Constable, R. T., & Canli, T. (2006). Effects of estrogen variation on neural correlates of emotional response inhibition. *Neuroimage*, 32(1), 457-464. <https://doi.org/10.1016/j.neuroimage.2006.03.013>
- Brzustewicz, P., Escher, I., Hatami, A., Hermes, J., Keränen, A., & Ukkuniemi, P. (2022). Emergence of social impact in company-NGO relationships in corporate volunteering. *Journal of Business Research*, 140, 62-75. <https://doi.org/10.1016/j.jbusres.2021.11.089>
- Carrillo, E., Joseph-Little, J. D., & MacLennan, H. (2020). Emotional intelligence as a predictor of job satisfaction and job performance. *The International Journal of Business & Management*, 8(1), 273-284.
- Danaeefard, H., Salehi, A., Hasiri, A., & Noruzi, M. R. (2012). How emotional intelligence and organizational culture contribute to shaping learning organization in public service organizations. *African Journal of Business Management*, 6(5), 1921. <https://doi.org/10.5897/ajbm11.1733>
- Drigas, A. S., & Papoutsis, C. (2018). A new layered model on emotional intelligence. *Behavioral Sciences*, 8(5), 1-17. <https://doi.org/10.3390/bs8050045>
- Edara, I. R. (2021). Exploring the relation between emotional intelligence, subjective wellness, and psychological distress: A case study of university students in Taiwan. *Behavioral Sciences*, 11(9), 1-20. <https://doi.org/10.3390/bs11090124>
- Egitim, S. (2022). Challenges of adapting to organizational culture: Internationalization through inclusive leadership and mutuality. *Social Sciences & Humanities Open*, 5(1), 100242. <https://doi.org/10.1016/j.ssaho.2021.100242>
- Ekanem, E. E., Ukpogon, N. N., Mbon, U. F., Ukpabio, G. E., Ofem, W. E., Okoi, I. I., . . . Amalu, M. (2023). Personality traits of administrators and accountability in secondary education: Evidence from survey in Nigeria. *Journal of Educational and Social Research*, 13(4), 319-328.
- Falahat, N. M., Chai, L. T., Aun, L. K., & Migin, M. W. (2014). Emotional intelligence and turnover intention. *International Journal of Academic Research*, 6(4), 211-220.
- Federal Republic of Nigeria. (2013). *National policy on education*. Lagos: NERDC.
- Fischer, A. H., Kret, M. E., & Broekens, J. (2018). Gender differences in emotion perception and self-reported emotional intelligence: A test of the emotion sensitivity hypothesis. *PloS One*, 13(1), e0190712. <https://doi.org/10.1371/journal.pone.0190712>
- Fok, L., Zee, S., & Morgan, Y.-C. T. (2022). Green practices and sustainability performance: The exploratory links of organizational culture and quality improvement practices. *Journal of Manufacturing Technology Management*, 33(5), 913-933. <https://doi.org/10.1108/jmtm-11-2021-0439>
- Gilbert, J. A., Carr-Ruffino, N., Ivancevich, J. M., & Konopaske, R. (2012). Toxic versus cooperative behaviors at work: The role of organizational culture and leadership in creating community-centered organizations. *International Journal of Leadership Studies*, 7(1), 29-47.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Goleman, D. (2004). What makes a leader? . *Harvard Business Review*, 82(1), 82-91.
- González-Tejero, C. B., & Molina, C. M. (2022). Training, corporate culture and organizational work models for the development of corporate entrepreneurship in SMEs. *Journal of Enterprising Communities: People and Places in the Global Economy*, 16(1), 168-188. <https://doi.org/10.1108/jec-12-2021-0178>
- Hosseini-Kamkar, N., & Morton, J. B. (2014). Sex differences in self-regulation: An evolutionary perspective. *Frontiers in Neuroscience*, 8, 1-8. <https://doi.org/10.3389/fnins.2014.00233>
- Ibrahim, M. A., Aziz, S. F. A., Halim, M. R. T. A., & Sulaiman, W. S. W. (2021). The influence of organizational culture on organizational citizenship behavior among the Royal Malaysia Police in Selangor. *International Journal of Academic Research in Accounting Finance and Management Sciences*, 11(3), 62-76.
- Igbinovia, M. O., & Popoola, S. (2016). Organizational culture and emotional intelligence as predictors of job performance among library personnel in academic libraries in Edo State, Nigeria. *Journal of Information Science Theory and Practice*, 4(2), 34-52. <https://doi.org/10.1633/jistap.2016.4.2.3>
- Imron, A., Tunas, B., & Hamidah. (2021). The effect of emotional intelligence leadership style organizational culture and job satisfaction on turnover intention in banking. *Academy of Accounting and Financial Studies Journal*, 26(S1), 1-14.

- Jurado-Salgado, J. I., Naranjo-Valencia, J. C., & Osorio-Londoño, A. A. (2022). Incidence of exploration and exploitation capabilities in innovation: The role of cultural factors. *Innovation*, 1-27. <https://doi.org/10.1080/14479338.2022.2055042>
- Kim, H. T. (2020). Linking managers' emotional intelligence, cognitive ability and firm performance: Insights from Vietnamese firms. *Cogent Business & Management*, 7(1), 1829272. <https://doi.org/10.1080/23311975.2020.1829272>
- Kitsios, F., Papageorgiou, E., Kamariotou, M., Perifanis, N. A., & Talias, M. A. (2022). Emotional intelligence with the gender perspective in health organizations managers. *Heliyon*, 8(11), e11488. <https://doi.org/10.1016/j.heliyon.2022.e11488>
- Lindebaum, D., & Cartwright, S. (2010). A critical examination of the relationship between emotional intelligence and transformational leadership. *Journal of Management Studies*, 47(7), 1317-1342. <https://doi.org/10.1111/j.1467-6486.2010.00933.x>
- Manabete, S. S. (2022). Migration, brain drain and attrition: Bane of Nigeria's developmental strides. *BW Academic Journal*, 1(1), 10.
- Mandell, B., & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership style: A gender comparison. *Journal of business and psychology*, 17(3), 387-404.
- Mannix-McNamara, P., Hickey, N., MacCurtain, S., & Blom, N. (2021). The dark side of school culture. *Societies*, MDPI, 11(3), 1-19.
- Moore Naranjo-Valencia, J. C., Jiménez-Jiménez, D., & Sanz-Valle, R. (2016). Studying the links between organizational culture, innovation, and performance in Spanish companies. *Revista Latinoamericana de Psicología*, 48(1), 30-40.
- Noor, A. N., Uddin, M. I., & Shamaly, S. S. (2011). Leadership style and emotional intelligence: A gender comparison. *European Journal of Business and Management*, 3(10), 27-52.
- O'Connor, P. J., Hill, A., Kaya, M., & Martin, B. (2019). The measurement of emotional intelligence: A critical review of the literature and recommendations for researchers and practitioners. *Frontiers in Psychology*, 10, 1116. <https://doi.org/10.3389/fpsyg.2019.01116>
- Odukoya, J., Omonijo, D., & Oraetue, H. (2020). Review of notable theories of emotional intelligence. *European Journal of Molecular & Clinical Medicine*, 7(2), 3779-3789.
- Organisation for Economic Cooperation and Development. (2021). *Positive, high-achieving students? What schools and teachers can do*. Paris: OECD Publishing.
- Pearson, R. L., M. B. (2005). Fear recognition across the menstrual cycle. *Hormones and Behavior*, 47(47), 257- 271.
- Ran, Z., Gul, A., Akbar, A., Haider, S. A., Zeeshan, A., & Akbar, M. (2021). Role of gender-based emotional intelligence in corporate financial decision-making. *Psychology Research and Behavior Management*, 14, 2231-2244. <https://doi.org/10.2147/prbm.s335022>
- Reio, T. G., Segredo, M. R., & Cistone, P. J. (2017). Relationships between emotional intelligence, leadership style, and school culture. *International Journal of Adult Vocational Education and Technology*, 8(3), 25-43. <https://doi.org/10.4018/ijavet.2017070103>
- Robinson, M. D., Irvin, R. L., & Krishnakumar, S. (2023). Affectively effective: Work-related emotional intelligence as a predictor of organizational citizenship. *Frontiers in Psychology*, 14, 1092254. <https://doi.org/10.3389/fpsyg.2023.1092254>
- Sanwal, T., & Sareen, P. (2023). Higher employee engagement through social intelligence: A perspective of Indian scenario. *Employee Responsibilities and Rights Journal*, 35(1), 111-126.
- School Improvement (GLISI). (2016). *School culture survey*. Retrieved from http://glisi.org/wp-content/uploads/2015/08/School-Culture-Survey_GLISI.pdf
- Stys, Y., & Brown, S. L. (2004). *Research report: A review of the emotional intelligence literature and implications for corrections*. Ontario: Correctional Service of Canada.
- Ukpabio, G. E. (2018). The emotional intelligence construct: Some imperatives for educational planning and management in Nigeria. In C.P. Akpan; E.S. Ukoh & R.O. Osim. (Eds) *Educational Planning in Nigeria*. In (pp. 206-240). Calabar: University of Calabar Press.
- Ukpabio, G. E., & Ekere, S. C. O. (2018). Innovative management for inclusive education in Nigerian secondary schools. *International Journal of Education Development*, 22(3), 99- 108.
- Ukpabio, G. E., Mbon, U. F., Ekanem, E. E., Ukpang, N. N., Okon, E. E., Aniah, S. A., . . . Egwu, S. (2023). Reinventing school health service management in Nigeria: 6 literature review, best practices for digital upgrade. *Journal of Educational and Social Research*, 13(4), 319-328.
- Undung, Y., & Guzman, A. B. (2009). Understanding the elements of empathy as a component of care-driven leadership. *Journal of Leadership Studies*, 3(1), 19-28.
- Vanesa, Y. Y., Matondang, R., Sadalia, I., & Daulay, M. T. (2019). The influence of organizational culture, work environment and work motivation on employee discipline in PT Jasa Marga (Persero) TBK, Medan Branch, North Sumatra, Indonesia. *American International Journal of Business Management*, 2(5), 37-45.