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.
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 (Ukpablo, 2018; Ukpablo & Ekere, 2018; Ukpablo 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 regulated 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 behavior 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 behavior management.

The majority of the research on the differences in emotional intelligence between men and women came from non-academic 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 Iginovia 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.
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=0.000. 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).

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

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 1.77 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
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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.

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