



**EXPLORING EMOTIONAL INTELLIGENCE PERCEPTIONS OF
SCHOOL LEADERS IN RELATION TO SOCIAL JUSTICE:
A CASE STUDY**

BY

SAMUEL BESE

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SUPERVISOR: PROFESSOR C. M. DALI

NELSON MANDELA UNIVERSITY

DECLARATION

NAME: SAMUEL BESE

STUDENT NUMBER: 211144304

QUALIFICATION: DOCTOR OF PHILOSOPHY IN EDUCATION

TITLE OF PROJECT: EXPLORING EMOTIONAL INTELLIGENCE PERCEPTIONS
OF SCHOOL LEADERS IN RELATION TO SOCIAL
JUSTICE: A CASE STUDY

In accordance with Rule G5.6.3, I hereby declare that the above-mentioned thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

SIGNATURE:



DATE:

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DEDICATION

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ABSTRACT

The aim of this study was to explore school leaders' perceptions of intrapersonal and interpersonal emotional intelligence (EI) in relation to social justice aspects, such as equity, access and inclusive participation in the Libode Educational District of Eastern Cape Province. This district, like many other rural districts in South Africa, has to face critical leadership issues, which have an influence on how school leaders could enact social justice practices in schools (DoE, 2012).

This qualitative study employed twelve in-depth interview research participants, which included 6 purposively selected principals and 6 deputy principals. Data collection and content analysis also included the following: 6 focus group interviews with head of departments (HODs) and school governing bodies (SGBs); document analysis of the minutes of school meetings; and Department of Education (DoE) memorandums. The key findings that emerged through the descriptive, exploratory, social interpretive perspectives used in this study revealed the relevance of:

- school leaders' perceptions of intrapersonal EI in enhancing social justice practices with regard to equity, access, and inclusive participation; and
- school leaders' perceptions of interpersonal EI in enhancing social justice practices with regard to equity, access, and inclusive participation.

The research participants' perceptions of EI promoted deeper understanding of how school leaders could engage in social justice in relation to school leadership, teamwork, building bonds, developing others, becoming change agents, and managing conflicts in their schools. The study also captured that EI leaders can greatly manage their emotions to enhance their abilities to identify and control their destructive impulses as well as understanding and handling others' emotions. It would be commendable for school leaders to have a deeper understanding of how their emotions could enhance social justice in their schools.

Key words: Access, emotional intelligence, equity, inclusive participation, leadership, social justice.

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LIST OF ABBREVIATION AND ACRONYMS

DoE	:	Department of Education
EDO	:	Education directorate officer
EI	:	Emotional Intelligence
FG	:	Focus group
HOD	:	Head of department
IQ	:	Intelligence quotient
SGB	:	School governing body
SMT	:	School management team

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

According to Bush (2007), the decolonization of African countries has led to social justice reforms and educational transformation. The birth of democracy in 1994 not only ignited political change in South Africa but it also kindled a paradigm shift toward social justice practices (Mafora, 2013; Mafora, 2012; Mncube, 2008). According to Bell (2013:21) social justice calls for equal involvement of all citizenry in a society that is commonly shaped to meet people's aspirations and providing equal chances for all. After 1994, the country embarked on a national agenda to address the social, economic, political and educational injustices of the past with regard to equity, access and inclusive participation in schools. It was for this reason that the South African Schools' Act (SASA) No. 84 of 1996 was introduced to spearhead the social transformational process in education for social justice practices (DoE, 2012; Bush, 2007).

The education system under the present South African political context is both socially complex and emotionally charged (DoE, 2012). The expectation is that school leaders are to undergo a paradigm shift from autocratic to democratic and socially just forms of leadership (DoE, 2012; Bush, 2007). School leadership comprises school management teams (SMTs), school governing bodies (SGBs) and heads of departments (HODs) that ensure the day-to-day running of the school. SMTs include principals, deputy principals, and HODs. SGBs include members of SMTs, teachers, learners, and parents (DoE, 2012). The purpose of these structures is to ensure access, equity and equal participation of all the stakeholders in schools.

During the South Africa apartheid era, communities and schools experienced social exclusion (Penteado & Skovsmose, 2009:217). Social exclusion, according to Penteado & Skovsmose, (2009:217) is a practice during apartheid regime where people, particularly the black population were either separated from or deprived of their social, economic and human rights like the right to equal education. Miller and Martin (2014:1) aver that, owing to the dynamic nature of the South African

educational system in the post-apartheid era, school leaders needed to develop EI abilities that would enable them to deal with social justice transformation taking place in the present political and educational milieu (Miller & Martin, 2014:1; Pastor, 2014: 985). The current political and educational environment seeks to address the past human rights injustices that perpetuated social segregation during apartheid age. This suggested that school leaders would then be able to effectively deal with the complex and sensitive social justice issues they encountered in their school environments. Miller and Martin (2014:1) further posit that EI competencies could spur strategies that foster social justice practices and emotionally sound relationships for the varied needs of school stakeholders. According to Farahbakhsh (2012:31), this could suggest that school leaders are required to be committed to acting in just ways to avoid problems relating to social justice in schools.

Miller and Martin (2014:1) also claim that, owing to the dynamic nature of the South African educational system in the post-apartheid era, leaders of schools need to develop EI abilities. Pastor (2014: 985) suggests that EI may, thus, enable them to deal with social justice transformation taking place in the present political and educational milieu. EI could assist them in effectively dealing with the complex and sensitive social justice issues they encounter on a daily basis in their school environments. Miller and Martin (2014:1) further posit that EI competencies could spur strategies that foster social justice practices and emotionally sound relationships for the varied needs of school stakeholders. According to Farahbakhsh (2012:31), this may indicate that school leaders are required to be committed to acting in just ways to avoid problems relating to social justice in schools.

Research studies indicate that most school leaders in South Africa and in rural educational districts, like Libode, attended universities and state-funded teacher training colleges that emphasized compliance with the apartheid central government (Bush, 2007: 392). This could imply that such school leaders may face challenges pertaining to enhancing social justice practices. Over the years, these challenges have had a negative impact on school administration (DoE 2012; Mafora, 2013). With the current South African political dispensation, Penteadó and Skovsmose (2009:217) affirm that schools in diverse communities, like those in the Libode

Education District, need leadership that can attend to the social, political and emotional needs of all stakeholders in a school.

As part of the national agenda for social justice practices in society, school leaders are now expected to advance practices that will promote equity, access and inclusive participation for all, as well as acknowledging people's emotions and feelings (DoE 2012). It is for this reason that I conducted a case study, which sought to explore school leaders' perceptions of emotional intelligence in relation to social justice in the Libode Educational District of the Eastern Cape. The Libode Education District is one of the most rural districts in the Eastern Cape Province of South Africa (DoE 2012). This district is disadvantaged in terms of access to resources that could equip students to do well in their academic endeavours. It is perhaps for this reason that Singh, Manser and Mestry (2007:541) assert that school leaders with high levels of EI could be easily positioned to deal with social justice challenges in schools. Miller and Martin (2014:1) also point out that EI appears to be essential for people's self-awareness, self-management, self-motivation, and building sound social relationships, particularly in learning environments that have a potential to cause stress and anxiety among teachers.

Singh, Manser and Mestry (2007:541) assert that EI has become pivotal to how leaders today engage with issues of anxiety, stress and ambiguity in the workplace. Waite and Brook (2014:890) avow that modern trends of school leadership should be geared toward processes that embrace the individual's feelings about social justice aspects, such as equity, access, and inclusive participation. This could suggest that effective leaders would be those who are able to combine not only EI but also social justice practices (Miller & Martin, 2014:3). One aspect that seems to be lacking in the literature on social justice practices is that of the emotional tensions involved in leaders' finding it difficult to promote equity, access, and inclusive participation in schools (Dimmock & Walker, 2005; Theoharis, 2007; Zembylas, 2010). It is for this reason that Zembylas (2010) advocates for a need to develop a broader understanding of how school leadership could embrace the social justice needs of all the stakeholders in schools. Such social justice leadership could then foster equity, access and inclusive participation in all schools (Polat, 2011; Unterhalter & Brighouse, 2007; Christie, 2010).

Although there is an increasing body of literature on social justice practices, there seems to be little research on how EI could assist school leaders in enacting these (Jansen 2006). It is, thus, imperative in this study to explore how emotional intelligence could be employed to enhance social justice practices of school leaders in the Libode Educational District. Mayer, Salovey, Caruso and Sitarenios (2001:234) state that EI is the capacity to identify the meanings of emotions and their relationships and to reason and solve problems thereof. Polatcan and Titrek (2014:1291) argue for the need to explore how EI could be employed to enable people to unleash social justice practices in society.

In this study, the intrapersonal and interpersonal domains of EI are explored (Fitriati, Romdana, & Rosyidi, 2014). Prince (2012:39) posits that EI intrapersonal abilities arise from the individual's capability to recognize emotions and practice self-control. In this study, intrapersonal EI may imply that school leaders could become familiar with their emotions and the best way to manage them. On the other hand, the interpersonal domain of EI refers to people's ability to identify and deal with others' emotions. In this study, EI interpersonal abilities may indicate that school leaders could identify and handle others' emotion whilst striving for social justices.

This study also seeks to explore how SMTs' perceptions of EI could enhance social justice practices in school. Notman (2012:471) claims that leaders who exhibit intrapersonal EI like self-awareness, self-management, and self-motivation, tend to be effective leaders. Literature abounds with studies that see leaders with good intrapersonal qualities as being able to regulate their moods, manage their impulses, delay satisfaction, and keep distress from swamping their ability to think (Bar-On, 1997; Bryk, Sebring, Allensworth, Luppescu & Easton, 2010:7; Goleman, 1995; Notman, 2012:471). Bryk *et al.* (2010:74) also maintain that school leaders and other shareholders, sharing a common vision and having frequent interaction, have the potential to augment social cohesion and commitment levels among stakeholders in a school (Prince, 2012:48).

This study also seeks to explore how SMTs' perceptions of interpersonal EI abilities could advance their social justice practices in schools. Milstein and Henry (2008:7) emphasize that, at times, emotional tensions exist between the SMTs, teachers, learners, parents and various stakeholders owing to the sidelining of these

individuals in the schools' decision making process, a notion generally supported by the literature (Notman, 2012:471; Prince 2012:40). Begley (2008:22) argues that, when this behaviour of exclusion persists, stakeholders sometimes feel reluctant to work and cooperate with school leaders, which may lead to lower work output. Current research has shown that SMT members, especially principals, are pivotally positioned in school leadership. Their functions influence the behaviour of the other stakeholders, which defines the school climate in a social setup (Milstein & Henry, 2008:10; Notman, 2012:475). Bryk *et al.* (2010) observe that it would be necessary for SMTs to develop sound interpersonal EI abilities, as this could assist them in instituting collaboration and social cohesion with others. Consequently, this study aims to show that it is vital that SMTs develop interpersonal EI abilities to manage their emotions and that of others. Moreover, the study explores the SGBs' perceptions of how the intrapersonal and interpersonal EI competencies of school leaders could advance social justice practices in schools. To avoid a large number of participants, only the teacher component of the SGBs' perceptions on EI in relation to social justice practices in schools is explored.

Current studies claim that issues on social justice permeate across economic, social, political, and educational spheres of human life (Penteado & Skovsmose, 2009; Miller & Martin, 2014). On the educational front, Shield (2010) and Theoharis (2007) argue that social justice practices in educational institutions still remain a challenge in schools, as SGBs sometimes fail to cooperate with the SMTs. Penteado and Skovsmose (2009), Miller and Martin (2014) contend that these challenges have led to dysfunctional schools. Shield (2010) and Theoharis (2007) add that the unequal distribution of educational resources and failure of SGBs to liaise well with the SMTs had, at times, resulted in conflict in schools. This, in the end, has disadvantaged many communities and school stakeholders in terms of communal and personal development. Recent literature shows an increase in advocacy for governments to ensure equitable educational improvement (Androniceanu, Ristea & Uda 2015:232; Mafora, 2013:37). This educational improvement could be in terms of teacher provision, infrastructural expansion and reforms toward social justice practices in schools that can satisfy SGBs (Androniceanu, Ristea & Uda 2015:232; Mafora, 2013:37; Mafora, 2012; Mncube, 2008; Shield, 2010; Theoharis, 2010). This could imply that promoting social justice practices in schools could be beneficial to school

stakeholders. This is because SGBs would have equal access and opportunities to education as well as being involved in the collective stakeholders' decision-making process in schools. This study aims to show that it is essential for South African school leaders to develop EI competencies that could enhance their social justice discourse in education as a result of the recent past apartheid history of social injustices in schools (Mafora, 2013).

1.2 STATEMENT OF THE PROBLEM

This study seeks to explore school leaders' perceptions of EI in relation to social justice practices in selected schools of the Libode Education District in the Eastern Cape Province of South Africa. The Libode Education District, like many other rural Districts in South Africa, is faced with critical leadership issues, which negatively impact on how they enact social justice practices in schools (DoE, 2012). These critical issues may include low morale of school leaders, low levels of EI, inadequate educational resources, and negligence of social justice practices (DoE, 2012). Some of the school leaders in this District seem to neglect pertinent social practices like including teachers, learners and parents adequately in decision making process as well as providing and satisfying the needs of leaders (DoE, 2012). This practice by some school leaders has led to confrontations leading to total shutdown and destruction of property in some schools in the country (DoE, 2012; Martin, 2010:85). In this study, the importance of school leaders' intrapersonal and interpersonal EI in promoting social justice practices in schools cannot be disregarded, as it particularly relates to school leaders' expected ability to interpret and manage their own emotions and those of others. Farahbakhsh (2012:32) observes that EI could help school leaders to adjust to their environment by making them conscious of the emotional aspects of what is happening. Moreover, it could help them when dealing with social justice challenges in schools.

1.2.1 Emotional intelligence

This study seeks to explore school leaders' perceptions of EI in relation to social justice. In popularizing EI, Goleman (1995:34) claims that it is as powerful and, at times, more powerful than intelligence quotient (IQ) and that it has direct applicability to the field of work and social justice advancement. Goleman (1999:26) professes

that EI is an array of personal competencies, which indicates how individuals manage their lives and social competencies. In support of Goleman's assertion, Farahbakhsh (2012:32) and Orme (2001:6) define EI as the capacity to adjust to, and be aware of, others' emotions as well as being able to act justly towards others.

Prince (2012:39) professes that intrapersonal EI abilities emanate from an individual's ability to know their emotions and practice self-control. Accordingly, interpersonal EI involves people's ability to identify and to deal with others' emotions. Ivcevic, Brackett, and Mayer (2007: 32) points out that people with a reasonably high level of EI have the ability to experience and express original, appropriate and authentic combinations of emotions. This suggests a growing understanding that cognition and emotions are interwoven in mental life. In the school context, this implies that school leaders are expected to use their emotions to intelligently make complex decisions as they interact with diverse stakeholders in their schools.

Farahbakhsh (2012:31) declares that emotions could play a vital role in school leaders' lives simply because emotions are thoughts which brighten life. According to Farahbakhsh (2012:32), EI is a kind of willingness and competence, which affects others' capacity to be motivated, control emotions and maintain a sound rapport with others, as it improves people's performance. In addition, EI, Centin and Sehkar (2015:519) claim that it could assist school leaders in handling their own emotions and that of others. Hackman and Johnson (2009:34) contend that school leaders with a strong emotional disposition are able to deal with challenges as they come. This suggests that such leaders may be well equipped in leading others to live and act like them, as well as creating a socially inclusive school atmosphere, which could enhance equity, access and inclusive participation.

Goleman (2004) reveals the role EI plays in people and in society. Goleman describes EI as complex whole behaviour, capabilities, beliefs and values. Goleman (2004) argues that EI could enable school leaders to successfully realize their vision and mission, given the context of their choice. For the purpose of this research study, the role of EI in developing school leaders' ability to operate with a sense of social justice mind-set for the benefit of those they govern is placed increasingly high (Bosu, Dare, Dachi & Fertig; 2011:67).

1.2.1.1 *Emotional intelligence can be learned and developed to enhance social justice*

While Goleman (1998) refers to EI as an emotional quotient. Parther (2010: 75) refers to the emotional brain as a limbic system that stores human memory. Furthermore, Farahbakhsh (2012:31) argues that EI is sometimes inherited and forms an integral part of people's lives. Nastasa and Sala (2012: 478) observe a relation between biological parents' ability to control their emotions and a replica of such an ability in their offspring. Nastasa and Sala further acknowledge that parents who are sensitive to the emotional needs of their children eventually nurture emotionally intelligent children. This could mean that EI can be inherited or learnt. Furthermore, EI is considered as a major basis of human gratification and self-esteem, as it is regarded as promoting the individual's holistic well-being (Elliot & Dweck, 2005:2; Salovey & Mayer, 1990). Salovey and Mayer (1990: 178) mention that EI is an ability to monitor one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions. In this study, this could mean that EI may help school leaders to act appropriately in ensuring social justice practices.

Recent literature indicates that EI could potentially influence people's social awareness and intellectual growth in enhancing better work efficiency, self-motivation and self-control (Faria & Costa, 2015; Goleman, 1996:6). Harkness, Kefalas, Delgado, McCloughen and Foster (2015:510) share similar sentiments with Faria and Costa (2015:510) when they explain EI as the ability to perceive emotions, integrate emotions to facilitate thinking, understand emotions, and to regulate emotions to promote personal growth. Harkness *et al.* (2015:510) and Goleman (1995:6) argue that EI is required for people to manage themselves and to adjust to social phenomenon like social justice. This suggests that EI could help people like school leaders to deal with their personal and others' emotional issues when the need arises.

Farahbakhsh (2012:32) maintains that EI can be learned and developed. This means that school leaders with EI could become emotionally intelligent and proficient in their leadership roles. Farahbakhsh (2012:32) argue that emotionally intelligent school leaders may easily understand, deduce and control their emotions and the emotions

of others. This suggests that EI could probably help school leaders find amicable solutions to the leadership challenges that confront them (Farahbakhsh, 2012; Labbaf, Ansari & Masoudi, 2011:537). Farahbakhsh (2012) further argues that school leaders with high EI may also be able to use their thoughts and feelings to make informed decisions that may be fair to all people around them, irrespective of race, culture, religion, and language. In this regard, such leadership tends to live healthily as a result of having positive emotions as compared to those with low levels of EI competencies (Farahbakhsh, 2012:32). Labbaf *et al.* (2011:537) note low levels of EI among school leaders as one of the main causes of social justice deficits in schools. This suggests that, if school leaders could develop EI competencies and adequately apply them, they could be in a position to understand the emotions of those around them and practically advance principles of social justice, which include equity, access, and inclusive participation in their schools.

1.2.1.1.1 Equity

In Africa today, populace and societies who are recognizing themselves as indigenous are doing so in an attempt to redress their condition of marginalisation and discrimination (Aikman, 211: 16; Kaunga 2008 & Fraser, 2008:18). They are groups estranged by and made vulnerable by colonial and post-colonial practices development models and policies which favoured non skilled occupations like herding, hunting and peasant farming (Aikman, 211: 16 & Kaunga 2008). In terms of education, Aikman (211: 16) and Fraser (2008:18) assert that considering the ways in which native people has been deprived of and excepted from education of the country, in particular schooling is a grave concern. The authors affirm that communities, especially indigenous people, through their varied social effort such as African Commission on Human and Peoples' Right (ACHPR), are requesting the right to partake in the movement of describing what is valid education and to set new platforms for change. Today this indigenous population according to Aikman (211: 16), Fraser (2008:18) and ACHPR (2005) are undergoing quick and fundamental change in their social, cultural and educational spheres of live. Since 1999, the African Commission and Peoples' Right has heard testimonies of agents of these groups resulting in the implementation of a report on human rights conditions of native population and communities in Africa in 2003 (Aikman, 211: 16 & ACHPR,

2005). The report is a milestone document which shapes a perception of indigenusness for Africa and a basis for dealing with issues of human rights particularly in education. In terms of education, the report adds that the indigenous and marginalised communities are requesting for recognition and their basic human right to equitable and quality education. Recent research (Saica & Sanches, 2013; Turhan, 2010: 1357; Akbari & Allvar, 2010:45) shows that school leaders are significant role-players in ensuring educational equity for all learners in schools. This could mean that school leaders hold the keys to sealing the gaps of unequal education for learners (Alexander, 2005:68). Florian (2009:533) asserts that one of the problems with ensuring educational equity in the formation of 'schools for all' relates to the training of teachers to meet the challenges of teaching in schools that are progressively more diverse. According to Krugelmass (2000:193), becoming an efficient teacher and a school leader goes beyond developing socio-political awareness, teaching abilities, and understanding how learners study or develop. Rather, moving from theory to practice demands the audacity to create school environments where learners will feel equally treated. Farahbakhsh (2012:32) claims that well-qualified school leaders with high EI competencies could create schools that enhance social justice practice, such as equity for all learners, as opposed to their counterparts, who are less qualified and have a low EI. Farahbakhsh (2012:32) argues that a significant relationship between school leaders' EI competency, on the one hand, and their sense of efficacy toward social justice reflectivity, on the other, could lead to the provision of equitable school environments for all school stakeholders. This suggests that the key driver for school leaders in the Libode Education District to promote social justice practices could be based on their desire to ensure equity, access to education and information to all stakeholders (Farahbakhsh, 2012:32).

1.2.1.1.2 Access

Walker and Mkwanzanji (2015:40) explain access as having equitable opportunities for all in society, irrespective of race, ethnicity, culture, sexual orientation, religion or status. In terms of education, Walker and Mkwanzanji (2015:40) assert that all school stakeholders, especially learners, have the right to equal access of quality education and information. For this reason, no learner or stakeholder is to be denied access to

educational opportunities and resources based on culture, race, religion, language, ethnicity, disability or origin (Walker & Mkwanaenzi, 2015:40).

As the world moves closer to the United Nation's goal of education for all, the importance of having access to quality education is increasingly recognized (UNESCO, 2008). According to the UNESCO (2008) report on education, with the rapid expansion of enrolments in many countries, the reality for many learners' experience is overcrowded classrooms, poor motivation, low morale and often unqualified school teachers and leaders. These leaders are the ones delivering increasingly complex curricula sometimes through a medium of instruction in which neither learners nor teachers are fluent (UNESCO, 2008). Mafora (2013:37), Mncube (2008) and UNESCO (2008) maintain that, if education is to contribute toward national development, sustainable livelihoods and individual capabilities, it needs to provide equal access and quality education for all learners.

Jensen (2008) notes that indigenous and rural populace has lower levels of education than non-indigenous populations, irrespective of how poor or worthy a country is. According to Jensen (2008), many indigenous and rural children are excluded from formal education provision; and, for those who do attend school, it is generally of poor quality. Aikman (2011: 18) mentions that this situation is seen as closely linked to the fact of indigenous people's remoteness to cities and or poverty. Aikman (2011: 18) and Carr-Hill (2006) comment on the diversity of programmes aimed at achieving global education development goals for marginalized people. Such programmes include increasing the establishment of schools in rural areas, equal distribution of educational resources, provision of teachers and ensuring that deprived and rural populations are included in education issues that concern them (Aikman , 2011: 18; Kratli & Dyer: 2006: 15).

1.2.1.1.3 Inclusive participation

According to Polat (2011:51) and Booth (2005), inclusivity is a philosophy based on values aiming to maximize the participation of all in society by minimizing exclusionary and discriminatory practices. In the context of education, Booth, Ainscow and Dyer (2006) together with Polat (2011:51) affirm that there is no universal definition of inclusive participation in education, as its meaning and

explanation would differ from society to society and from one educational system to another. It is, therefore, imperative to clarify what is meant by inclusive participation as a means of shaping an inclusive society for all. Polat (2011:53) and URT (1999) profess that, inclusive participation in education aims to build a society that promotes equal opportunities for all citizens to participate in, and thus contributes to the development of schools, education and the country as a whole. Polat (2011:53) asserts that the significance of inclusive participation in education has been recognized in some countries. Booth, Ainscow, Black-Hawkins, Vaughan and Shaw (2000) confirm that inclusion is the capacity to support the inclusive development of schools and education. Booth *et al.* (2000) state that inclusive participation involves the complete harnessing of stakeholders' views and experiences regarding obstacles to educational equality and access, as it is also aimed at finding means to mitigate barriers to inclusive participation as an aspect of social justice. Polat (2011:56) asserts that infrastructure is likely to advance access to education. Given adverse and cultural practices and poverty, though, infrastructure development may not lead to improved access, equity and inclusion of previously marginalised people (Polat, 2011:56; URT 1999). The authors assert that even though infrastructural development provides equal access to education which can enhance inclusivity, so do attitudes, values, and culture. Polat (2011: 56) states that negative attitudes can be as much of an obstacle to inclusive participation and learning as absence of basic means. Considering studies based on countries of the South; Polat (2011: 56) contends that when there is a will, there is a way. The authors encourage that countries in the North and South can learn from each other. Success stories of some of the countries of the South, notwithstanding lack of basic materials, can offer important stimulus and lessons from countries of the North. There are success stories, as asserted by Polat, 2011: 56; Lomofsky & Lazarus (2001). For example in South Africa where in some areas local schools achieved to organise resources both material and human to create health promoting schools' which is considered an indispensable aspect of inclusive philosophy (Polat, 2011: 56). In this study, and in the South African context, this could mean that there is a need for school leaders to develop EI abilities that could enhance their engagement with other school stakeholders in the search for solutions to pressing social justice issues in Libode District schools.

1.3 RESEARCH QUESTION

In view of the discussions above, the research question for this study is as follows:

- How can SMTs' and SGBs' perceptions of EI be related to social justice practices?

1.3.1 Research sub-questions

Based on the research question, the research sub-questions are:

- How can SMTs' and SGBs' perceptions of intrapersonal and interpersonal EI be related to equity as an aspect of social justice?
- How can SMTs' and SGBs' perceptions of intrapersonal and interpersonal EI be related to access as an aspect of social justice?
- How can SMTs' and SGBs' perceptions of intrapersonal and interpersonal EI be related to inclusive participation as an aspect of social justice?

1.4 Research aim and objectives

The aim of this study is to explore how school leaders' perceptions of EI could be related to social justice. The research objectives are to:

- explore SMTs' and SGBs' perceptions of intrapersonal and interpersonal EI in relation to equity as an aspect of social justice;
- explore perceptions of intrapersonal and interpersonal EI in relation to access as an aspect of social justice; and
- explore SMTs' and SGBs' perceptions of intrapersonal and interpersonal EI in relation to inclusive participation as an aspect of social justice.

1.5 SIGNIFICANCE OF THE STUDY

This study seeks to explore the perceptions of school leaders', SMTs' and SGBs' perceptions of intrapersonal and interpersonal EI in relation to social justice aspects of equity, access, and inclusive participation in selected Libode Education District schools. Recent literature exposed the need for school leaders to engage in social

justice practices that should aim at shaping their leadership approaches (Jansen 2006; Waite & Brooks, 2014:891). In this study, the relevance of EI, especially as it relates to school leaders' attitude towards social justice practices and their expected ability to interpret and manage their own emotions and, therefore, act in an appropriate way in their leadership role, cannot be underestimated. Waite and Brook (2014) posit that school leaders with high levels of EI could ensure equity, access, and inclusive participation in schools in line with social justice practices. Similarly, Walker and Mkwanaenzi (2015:40) believe that there are still marginalized learners in South Africa, like those in the rural area of Libode Education District. Walker and Mkwanaenzi (2015:40) argue that school leaders with EI competencies could enhance easy access to school stakeholders in the accomplishment of social justice. Bleich; MacWilliams and Schmidt (2015:89) point out that the EI competency of people may assist in eliminating practices that encourage dictatorial leadership for practices that respect and harness others views. This means that EI could assist school leaders in promoting inclusive participation in schools.

Farahbakhsh (2012:32) argues that intrapersonal and interpersonal EI helps individuals to cope with their environment by making them conscious of the emotional aspects of what is happening and by helping them to solve problems and being realistic. This study could assist school leadership in embracing social justice practices, thereby making them efficient and good school leaders. This could mean that school leaders may champion social justice practices such as equity, access, and inclusive participation to the benefit of all stakeholders. These practices are part of national government agenda of ensuring a socially just society, especially in schools in post-apartheid South Africa.

Studies on social justice argue that EI competency can be linked to the conscientiousness of school leaders when dealing with others, their cognitive orientation, and self-management (Goleman, 1999: 22). Thus, EI in this study is directed toward school leaders' ability to control their emotions and to relate well with others and, especially, to promote social justice practices in their schools.

1.6 CLARIFICATION OF CONCEPTS

This section serves to provide an initial explanation of the concepts to be used in this study.

1.6.1 Emotional intelligence

Goleman (1999:26) refers to emotional intelligence as:

...an array of personal competencies which indicates how individuals manage their lives and social competencies, as well as their capability in brokering peace with others

Mayer, Salovey and Caruso (2004:197) also define EI as:

...the capacity to reason about emotions, and of emotions to enhance thinking

Mayer, Salovey, Caruso and Sitarenios (2001:234) state that EI is

...an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them.

In this study, EI is used to express the following abilities: recognizing emotions; generating and assisting thought; controlling emotions; and developing rational thought. Thus, the EI construct is viewed as as a source for school leaders to reason and to make informed decisions, based on their emotions, in accomplishing their leadership roles, particularly with regard to promoting social justice practices in schools through intrapersonal and interpersonal relationships (Mayer *et al.* 2001:234; Dulewicz, Young & Dulewicz 2005). EI is professed in this study as the capability of school leaders to know and direct their emotions and to properly articulate them in a way that encourages other stakeholders to work toward achieving a common purpose.

1.6.2 Competency

Slivinski and Miles (1996:67) define competency as:

...those characteristics of an individual which underlie performance or behavior.

The definition is intentionally broad and generic, although its flexibility permits a variety of types of competencies and a wide range of application (Boyatzis cited in Boyatzis & Saatchioglou, 2007:93) define competencies as:

...the underlying characteristics of a person that leads to or cause effective and outstanding performance.

The EI abilities to be used in this study include intrapersonal and interpersonal competencies (Goleman, 2001:27; Boyatzis and Saatchioglou, 2007:93). Boyatzis and Saatchioglou (2007:93) claim that these competencies comprise cognitive intelligence competencies, such as thoughts, intrapersonal competencies, such as adaptability, and interpersonal abilities, such as building bonds and collaboration.

In this study, the school leaders' competencies, as recommended by Goleman (2001:27), are grouped as follows: self-awareness; self-management; social awareness; and relationship management. The emphasis on these competencies aims to move away from conventional approaches to human resource administration, which emphasise competency-based behaviour. Intrapersonal and interpersonal competencies focus on the future in terms of knowledge, talent, and abilities in order to achieve set goals, rather than centering on the present, (Goleman, 2001:27). In this study, the EI competencies listed above might be used by leaders to establish the promotion of social justice practices in schools.

1.6.3 Leadership

Jubran (2015:28) describes leadership as:

...a process of guiding and influencing the members of an organization so that they will display initiative and love for the work that they do as a kind of worship towards achieving the common objectives of the organization.

Lussier and Achua (2010) explain that leadership

...revolves around vision, direction, ideas and has to do with inspiring and motivating others towards a particular goal.

The theory of leadership has long been researched in an educational and academic spectrum (Bush 2007:393; Nye, 2014: 119). In this study, the nature of leadership,

as it relates to the school context, is explained. Bush (2007:292) defines management as maintaining efficiently and effectively established organizational structures. Bush (2007:292) contends that, while managing well exhibits leadership skills, the overall function is towards maintenance rather than change. In fact, leadership is, according to Bush (2007:292) as well as Alves, Man, and Butterfield (2005:8), influencing others' emotions in achieving desirable goals. Moreover, Alves *et al.*(2005:8) consider leadership to be purpose-driven, ensuing change based on principles, ethics, and most significantly, emotional connections. This means that, while school leaders organize, direct ideas, and expect others to follow, the core of leadership is to educate them how to manage people and solve issues in an efficient way. This suggests that school leadership is not only how it occurs in action, for instance through communication, but also how practice is shaped by the individual's emotions, theoretical ideology and the contextual environment. In this study, words such as emotions, self-esteem, truthfulness, inventiveness, optimism, empathy, understanding the needs of others, and collaboration, are used to describe the EI competencies that could be integrated in the leadership practice of school leaders.

1.6.4 Social justice

Karpinski (2006:41) defines social justice as:

...a perspective which encourages action for greater equity in society.

Theoharis (2007:224) argues that it is

...concerned about issues of equity, access, and inclusive participation.

Zembylas (2010:4) points out that social justice enables

...questions to be asked about how social, political, and economic advantages and disadvantages are replicated in schools.

Waite and Brooks (2014:891) assert that social justice stands for

...eliminating structural inequities in society by diluting power and privileges while promoting fairness for marginalized people.

Bosu *et al.* (2011:69) explain social justice as :

...perceptive that provide an explicit commitment to acting in socially just ways related to concepts of fairness and equity.

For the purpose of this research, this study aligns itself with Theoharis' (2007) definition which concerns issues of equity, access, and inclusive participation in society. Theoharis' definition would be used in this study to represent a commitment to foster critical and analytical debate on equity, access, and inclusive participation as the central questions on social justice that could be facilitated by school leaders. Although there are various components of social justice, in this research study, three components of social justice would be explored. These include equity, access and inclusive participation.

1.6.4.1 Equity

Turhan (2010:1357) defines equity as:

...individuals having equal opportunities both socially, economically and the freedom to live their choice of life in a socially just environment.

Saica and Sanches (2013) explain equity as:

...a perspective of distributing resources fairly in society for the benefit of all without prejudice.

In this study, the emphasis is placed on how school leaders' EI could promote equity practices in schools. This suggests that school leaders have a greater role than they are now fulfilling in ensuring social justice practices in schools.

1.6.4.2 Access

Karpinski (2006:41) explains access as:

...how individuals or groups have the right to use social, political, economic and cultural resources. This happens when national resources are distributed equally to all people.

Walker and Mkwanzani (2015:40) explain it as:

...having equitable opportunities for all in society irrespective of race, ethnicity, culture, sexual orientation, religion or status

In this research study, attention is placed on how school leaders EI could work to enhance equal access in school.

1.6.4.3 Inclusive participation

Rachmawati, Nu' Man, Widiasmara, and Wibisono (2016:586) define inclusive participation as:

...means of regular and rigorous involvement of all stakeholders in the planning and decision-making process.

Bleich; MacWilliams and Schmidt (2015:89) explain inclusive participation as:

...activities which create institutional structures aiming at promoting dialogue, foster decision making, and alleviation of segregation among diverse people.

In this research study, importance is placed on how school leaders EI could create an enabling environment for all stakeholders' active involvement in major decision-making processes in schools.

1.7 RESEARCH DESIGN AND METHODOLOGY

This section describes the methodology that was used for this study. The study is mainly qualitative in nature. Merriam (1998:45) states that the research design for qualitative research is relatively flexible in content, especially as it focuses on the interpretation of the perceptions of purposively selected research participants and how those perceptions could be used by school leaders to enhance social justice practices in schools. Thus, the contextual and constructivist research approach was utilized to arrive at the research objectives. Focus group and semi-structured in-depth interviews were employed as research methods for the purposes of data collection, emergent and inductive data analysis and interpretation.

Purposive sampling involved careful selection of participants in a research study (De Vos, 2005:130). Six secondary school principals and their deputy principals were purposively selected for the semi-structured in-depth interviews, while thirty six HODs and teachers were also purposively selected from the same secondary schools for focus group interviews. The iterative interaction between data collection, analysis and interpretation was utilised. This was done in order to sustain reliability and validity. This was also aimed at developing categories and sub-categories from which findings might emerge. Inductive reasoning was employed by utilising supportive statements gathered by means of analysing the explorative and descriptive interview results, as well as by utilising available and relevant literature related to the topic being discussed. However, in order to complete a final written account, this work had to go through a complex, iterative process of working inferentially and systematically with the data (De Vos, 2005:142). Further details on the research design are explicated in Chapter Four.

1.8 DELIMITATIONS

The study is limited to selected senior secondary schools situated in the Libode Education District of the Eastern Cape Province. Moreover, the research is limited to the SMTs, HODs, and the teacher component of the SGBs that were purposively selected from secondary schools in the Libode Educational District. Purposeful sampling was done to select information-rich participants for the research interviews. In this case, school leaders chosen for the study were seen as having to handle and

interact with other school stakeholders and to deal with complex emotional and social issues; and, thus, they were then seen as appropriate research participants. The study sought to explore the school leaders' perceptions of EI in relation to social justice practices in schools. However, it did not generalize the research findings, since it was based on the consensus of research participants selected from the Libode Education District only. After conducting the pilot study, I became aware of the need to restructure my interviews questions and also to be flexible as a researcher, to ensure confidentiality and to be attentive to the research participants. Additionally, data in the study was enhanced by the triangulation of the focus group interviews, the in-depth interviews and the school document analysis.

1.9 ETHICAL CONSIDERATIONS

For the sake of protecting myself and the research participants, research ethics were adhered to. Research ethics are the values that govern the activities of both the researcher and the research participants (Sakaltar, Hunziker, & Shaw, 2016:894). Chaska (2011:57) attests that voluntary participation in a research study is paramount; and, for this reason, I did not coerce participants to partake in this research study. But for the purpose of efficiency, transparency, validity and reliability of research results, I kept to ethical considerations as required by research ethics (Chaska, 2011:57). Ethical considerations, according to Creswell and Clark (2011:201), are obligations that researchers have in order to respect the rights, needs, values and desires of the research participants. As suggested by Welman, Kruger and Mitchell (2005:98) the researcher endeavoured to observe the ethical considerations throughout the data collection process. De Vos (2005:65) states that researchers need to have experience and requisite knowledge on how to conduct research. This is especially so with regards to ethical rules, personal responsibilities, and methods to be used in selecting research participants.

1.9.1 Informed consent

As a researcher, I obtained the required agreement from the participants. This was done after participants were informed about the rationale of the research study (Chaska, 2011: 56). Research participants were also informed about the manner in which the research would be carried out (Kimmel, 2007). This I did by seeking

permission and consent from the Libode District Director of Education as well as the six purposively selected schools and participants (See Appendix A-F). Participants were also made aware of their right to terminate their involvement in the interviews anytime they felt like. All these ethical considerations were put in place to protect the identity of participating schools as well as the participants. Another motive for adhering to the ethical values was to assist me in gathering important data for the research study (De Vos, 2005:68). Finally, research participants were updated on when the research study was formally going end. This was to make them aware of how their valuable time was going to be spent (Chaska, 2011:57).

1.9.2 Anonymity

Research participants were given a guarantee that all information concerning their identity would be treated as confidential (Satakar *et al.*, 2016; Chaska, 2011). In ensuring this, participating schools and individuals were assigned numbers instead of names. For instance, schools were named School 1, 2, and 3, for example, while participants were named focus group and In-depth 1, 2, and 3 as so on.

1.9.3 Confidentiality

Responses given by the research participants were treated with strict secrecy. Moreover, research participants were assured that their privacy and identity would be withheld and protected during the entire research study (Satakar *et al.* 2016). This was done by filling in, and adhering to, ethical clearance forms from Nelson Mandela Metropolitan University that granted me the permission to conduct the research study (See Appendix G). This ethical clearance letter from the institution was made known to the participating schools and the research participants for the purpose of trustworthiness. I also complied with the ethical regulations given to me by the Libode Education District Office, the Education District where this research study was conducted, as well as sticking to the ethical demands of the research participants. The participants included school principals, deputy principals, HODs, and teachers.

To ensure confidentiality among focus group members, participants were entreated not to disclose any information said by a member of the group. To accomplish this purpose, focus group members were made to undertake a simple signing oath.

Despite all the efforts put in place to ensure participants' rights to privacy, and confidentiality, it is however, difficult to claim that total confidentiality within the FG was ensured because the study involved dealing with human beings, who are very complex to know and trust. This was, therefore, considered as a challenge to deal with.

1.10 OUTLINE OF THE STUDY

This section provides a general outline of the various chapters of this study.

Chapter One: Orientation to the study

As an orientation to the study, Chapter One presents the general overview of the study by focusing on the contextual background. It describes the significance of the study as being that of enhancing school leaders' EI, especially as it relates to their attitude towards social justice practices like equity, access and inclusive participation. The chapter describes the challenges of school leaders in the Libode Education District, who are faced with critical leadership issues, which negatively impact on how they execute social justice practices in schools. It also focuses on the need for them to develop intrapersonal and interpersonal EI competencies that could help them to cope with their complex and changing school environments. In addition, the chapter deals with the matter of the expected ability of school leaders to interpret and manage their own emotions and that of others and, therefore, act in an appropriate way in their leadership role. The chapter also provides the following: a statement of the problem; a brief literature review of EI and social justice; the research questions; aims and objectives; a clarification of the concepts; the limitations of the study; and ethical considerations.

Chapter Two: Theoretical framework of the intrapersonal domain of emotional intelligence and how it relates to social justice

As part of the theoretical framework of this study, this chapter provides a detailed review of the literature on the intrapersonal EI domain and how it relates to SJ practices in school. In this chapter, the theoretical framework of the study was developed. Due to the involvedness of the debate on the intrapersonal competencies and the practicalities of the EI theory, this chapter focuses on the literature relating to

school leaders' intrapersonal EI and how it relates to social justice practices in Libode Education District schools. Despite research into the EI models designed by Bar-On (1997) and Mayer and Salovey' (1997), Goleman's (1998) model was adapted to support this study.

Chapter Three: Theoretical framework of the interpersonal domain of emotional intelligence and how it relates to social justice

This chapter provides a comprehensive literature review of the interpersonal EI domain and how it relates to social justice practices in school as part of the theoretical framework of this study. In this chapter, the theoretical framework of the study is developed. Due to the difficulty of the question on the interpersonal competencies suggested by the realities of the EI theory, this chapter focuses on the narrative regarding school leaders' intrapersonal EI domain and how it relates to social justice practices in Libode Education District schools. The conceptual framework of the study is also developed in this chapter.

Chapter Four: Research design and methodology

This chapter examines the research design and methodology that was used for this study. This chapter mainly focuses on the research design, which is qualitative in nature. The view of theorizing is that of interpretive perceptive; and, the research assumptions supporting the research study are founded on the social-constructivist view. Descriptive, exploratory and phenomenological research approaches were utilized to attain qualitative research objectives. Moreover, the research design was employed to arrive at an understanding of the perceptions of the purposively selected research participants with regard to EI and how those perceptions could be related to social justice practices in schools. The core data collection and data analysis procedures engaged to address the research investigation were in-depth interviews, FG interviews and school document analysis. The latter involved an analysis of the minutes of staff, subject, and SGB meeting, which were utilized to augment triangulation. Ethical considerations, as well as qualitative clarification of reliability and validity, are also explained in this chapter.

Chapter five: Data analysis and discussion of findings

Based on the theoretical and conceptual framework developed in Chapters Two and Three, this chapter presents the results and findings of research into SMTs' and SGBs' perceptions of intrapersonal and interpersonal EI competencies in relation to social justice practices in school in the Libode Education District. The chapter utilizes a steady assessment data analysis to investigate the research questions and objectives of this study. The findings that surfaced from the themes, categories and sub-categories of data from the research methods employed were deliberated upon in this chapter.

Chapter Six: Summary of findings, recommendations and conclusions

This chapter covers the implications and conclusions regarding the research findings derived from the discussions in Chapter Five. Implications for further research are also provided in this chapter.

CHAPTER TWO

THEORETICAL FRAMEWORK ON INTRAPERSONAL EMOTIONAL INTELLIGENCE IN RELATION TO SOCIAL JUSTICE

2.1 INTRODUCTION

This chapter seeks to develop the theoretical framework that guided the research questions and the research objectives of this study. Goodrick (2011:142) explains that a theoretical framework is established with the intention of providing an itinerary to direct a research study so that it follows a comprehensive clarification and relationship of the phenomenon studied. Chapters Two and Three are dedicated to establishing the theoretical framework of this study. Because of the involvedness of the EI and social justice construct, Chapter Two deals mainly with intrapersonal EI in relation to social justice practices, while Chapter Three deals basically with interpersonal EI in relation to social justice practices. In addition, this chapter provides a detailed review of the literature on intrapersonal EI, social justice, and the interconnectedness between the two.

2.2 THEORETICAL FRAMEWORK OF INTRAPERSONAL EI AND SOCIAL JUSTICE

In this study, the theoretical framework is used to understand the perceptions of school leaders of how intrapersonal and interpersonal EI could enhance social justice in their schools. This theoretical framework encourages the need for a clearer look at the link between EI and social justice practices of school leaders, a theoretical construct that has been supported by authors like Gardner (1983), Goleman(2001), and Salovey and Mayer (1990).

SMTs in South Africa seem emotionally pressed when it comes to the handling of social justice issues like equity, access and inclusive participation in schools (Martin, 2010:85). Martin further asserts that this may not be the case in South African schools only but a global phenomenon. According to Fahim and Pishghadam (2007:109), lapses on the part of school leaders could be due to their low morale at

work, lack of social justice awareness, and the way school leaders in the country are currently required to transform in line with the turbulent and challenging changes emanating from various government policies, like “No-fees schools”, “No child should be left behind”, and social justice practices in schools (Martin, 2010:85). In recent years, leaders’ inability to cope and deal with government policies has resulted in challenges like protests and conflicts between school leaders and other stakeholders (Fahim and Pishghadam, 2007:109; Martin, 2010:85).

This suggests that there is a need to develop a new cohort of school leaders who can effectively manage schools well. Farahbakhsh (2012:31) and DoE, (2012) claim that, in order for school leaders to keep up to task with their high work demand and expectations, they need to develop competencies on EI and social justice. But one of the challenges is that there seems to be a lack of research on how these leaders’ competencies can be improved (Farahbakhsh, 2012:31). There is also recognition that schools need effective leaders who can navigate social, political, economic and cultural discrepancies and the emotionally charged school environments (Martin, 2010:86). This study, therefore, seeks to explore EI perceptions of school leaders in relation to social justice practices in six schools in the Libode Education District.

Currently, there is growing interest and belief across the educational spectrum that school leaders’ intrapersonal EI could become handy in advancing the possible promotion of social justice practices like equity, access, and inclusive participation in schools (Farahbakhsh, 2012:31 & Pastor, 2014: 986). It is for reason, that Kulakli and Chatterjee (2015:291) advocate for a swift change in present global educational leadership, which is also needed in South Africa. Kulakli and Chatterjee (2015:291) argue that this could assist school leaders in improving their efficacy and work output. According to Goleman, Boyatzis and McKee (2002:3), rapid change requires that leaders in schools exhibit adaptive behaviours, control their emotions and work effectively to satisfy all those they serve. Goleman *et al.* (2002: 3) maintain that leaders work with emotions and those good leaders could be those with high EI.

For this reason, the theoretical framework of this study in this chapter was directed at intrapersonal EI in relation to social justice practices (Goleman *et al.* 2002:3; Mayer, Salovey & Caruso, 2000:398; Barent, 2005:4; 2002:3; Pastor, 2014:986). Due to the complicated nature of this study, the research questions and the objectives, there is

a need to begin developing a theoretical framework that brings structure to exploring school leaders' perceptions of EI in relation to social justice practices.

2.3 EXPLORING EMOTIONAL INTELLIGENCE

The concept of EI and its impact on social justice is comparatively new (Luca & Tarricone, 2001: 368). Salovey and Mayer (1990) originally conceived the concept and coined the term EI, which resulted from Gardner's (1983) theory of multiple intelligences. Gardner's multiple intelligences included intrapersonal and interpersonal intelligence, which were used by Salovey and Mayer (1990) to form the basis of EI (Luca & Tarricone, 2001: 368). Salovey and Mayer (1990) used these as a foundation for their definition of EI, which they define as the ability to monitor and regulate one's own and other's feeling, and to use feelings to guide one's thinking and actions. This definition provides five major spheres: knowing one's emotions; managing emotions; motivating oneself; recognizing emotions in others; and handling relationships (Luca & Tarricone, 2001: 368; Barent, 2005:8). Goleman (1998) adapted Salovey and Mayer's (1990) model as a basis for his argument of the theory of EI and its effects for daily life including the work place. Goleman (1998) tailored Salovey and Mayer's (1990) EI model to develop five emotional and social competencies: self- awareness; self-management; motivation; empathy; and social skills. Self- awareness is the capacity to comprehend and interpret one's own feelings and desires through inner reflections. This could mean, however, that being decisive about thoughts and to make changes to behaviour can lead to a good understanding of oneself and lead to a better knowledge of others. Self-management is the ability to use emotions to facilitate the progress of a task. This could mean that being able to regulate emotions during conflicts at work could enhance progress. Motivation is being able to motivate others to contribute their best. This means that group members may give their best when they feel that they are being inspired and supported. Empathy is the understanding and interpreting others' feelings and being able to identify with their feelings on issues through understanding their view and creating relationships with diverse people. This could mean that having empathy could encourage embracing diversity at the work place with others. Social skills are the skills necessary for developing positive attitudes and reacting well with others. This could help create rapport among people and to avoid conflicts.

Thorndike's (1905) research work about the "law of effects" contributed immensely toward the interface of EI and social intelligence discourse. Schmidt (1997) and Mayer (2001) contend that EI is about how people recognize and respond to emotions and feelings of others, as well as the skills they have in assisting others in managing their emotions. Mayer, Salovey, and Caruso (2000) view EI as a basic competency that can enhance people's work efficacy by helping them to become successful in life. With these various explanations of EI, it could be observed that they all encompass similar meanings and concepts. Thus, EI is about how people recognize and understand their own emotions, their ability to help identify others' emotions and their use of this information in managing their impulses in order to enhance rational thoughts and actions.

During the early days of research into the topic, Gardner (1983) identified two basic domains of EI in terms of intrapersonal and interpersonal intelligence. Gardner (1983), Salovey and Mayer (1990) affirm that there is no distinction between these two domains and the concept of IQ, which complement each other. Intrapersonal intelligence, according to Barent (2005:19), is people's ability to understand and differentiate emotions and manage their own feelings, while interpersonal intelligence is argued to be ones' ability to recognize and handle others' emotions.

2.3.1 Concepts of emotional intelligence

The concept of EI, according to literature, is grounded in the belief that individuals are capable of thinking and making an informed choice (Barent, 2005:16; Bar-On & Parker, 2001; Spielberger cited in Bar-On, 2006:113). In this regard, people may always want to behave in a manner which will profit them and those around them. Bar-On and Parker (2001), Mayer, Salovey and Caruso (2000), and Boyatzis (1982) consider EI as workings of the human heart and having movement of emotions and that, it is an underlying characteristic of an individual, which is causally connected to real performance at work. This could mean that being emotional is not all about trying to lead others in distressed times but rather the ability of people to view their inner feelings as well as others, manage feelings, and using them in their daily life in society (Barent, 2005:17). In addition, this could mean that EI may probably separate outstanding people from average ones in their line of duty. Mayer *et al.* (2000) assert that people with high EI could probably solve emotional issues far better than their

colleagues with low levels of EI, which may have a positive influence on their work performance. In this study, this could mean that school leaders with high levels of EI may be able to act more intelligently and appropriately in dealing with emotional and social justice issues like equity, access and inclusive participation in schools.

The EI construct is used in this study since it refers, according to Goleman (2004:79) and Bar-On (2005:34) as an array of capabilities, competencies and skills that could influence leaders' ability to surpass in adjusting to demanding tasks. This suggests, according to Grewal and Salovey (2005:153) and Krumi and Yockey (2010), that people with strong EI would be able to identify, manage, and effectively deal with their emotions to enhance their efficiency. The EI construct in this study could mean that school leaders may have the ability to regulate their internal emotions and deal with social justice challenges effectively. Based on the difficulty of this study, as well as the research questions and objectives, there is a need to start crafting a theoretical framework that puts a structure on perceptions of how EI could enhance the social competencies of school leaders in the Libode Education District.

2.3.2 Theories of emotional intelligence

Goleman (2001:42) contends that, in spite of great amount of interest in EI over the past years, researchers have been studying this phenomenon for the larger part of this century. From the work of Thorndike (1920:44), researchers began to divert their focus from relating and assessing social intelligence to understanding the rationale of EI and the part it plays in successful compliance and success in life (Bar-On, 2006:87). This assisted in shaping Wechsler's definition of general intelligence (cited in Bar-On, 2006:90) that describes the ability of individuals to operate decisively.

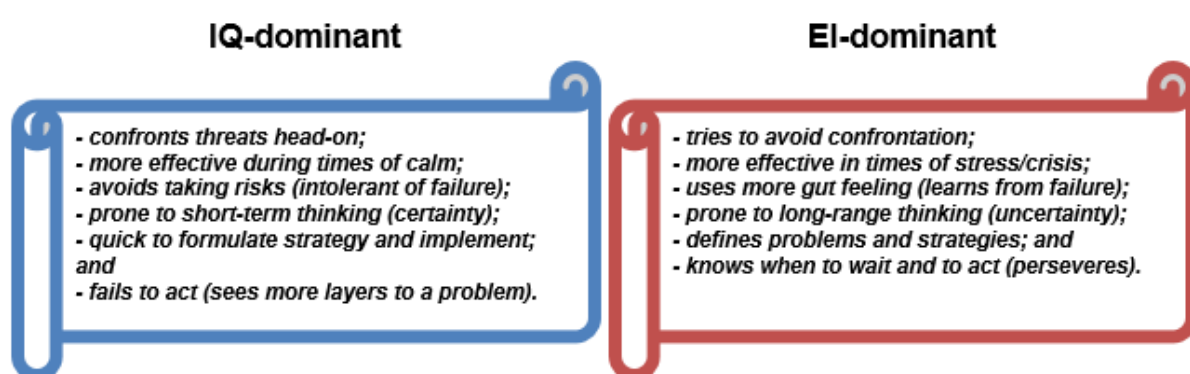
Brackett, Rivers, Shiffman, Lerner, and Salovey (2006) maintain that the ability of leaders to pay attention to their emotions, experience feelings with articulacy, and be able to improve unconstructive states of mind, can be influential to their mental health and social justice practices in society, especially at work. Goleman (2004:87) contends that strong EI is necessary for enabling school leaders to create socially just schools. In this study, it is argued that school leaders could develop intrapersonal EI so as to enhance social justice practices, such as equity, access, and inclusive participation in the Libode Education District.

Even though Salovey and Mayer (1990:178) admit the soundness of the most extensively recognized dimension of intelligence, the intelligence quotient (IQ), they suggest that EI is another form of intelligence that has a far greater effect on human emotional being.

2.3.2.1 Comparison between emotional intelligence and intelligence quotient

Traditionally, achievement in educational leadership has been considered through cognitive tests (IQ test) and behavioural factors. Rilea (2007:46) admits that successful cognitive processing could not happen at the same time as emotional processing. Nonetheless, the intelligence quotient may be of less importance than what was conventionally known when considering levels of leaders' success and achievements in the workplace. To affirm this assertion, Goleman (1998:31) indicates that EI is comparatively relevant as much as IQ. The author further points out that EI can be considered as adding exceedingly, and significantly, to success, principally on the part of school leadership. Moreover, the author comments that those leaders with strong EI dispositions may perform better than their peers with lesser levels of EI. These disparities were compared by Chieh (1999:2), as shown in the following diagram:

Figure 2.1: Comparison between IQ and EI dominant people



Adapted from Chieh (1999:2)

Fer (2004:177) explains IQ as the aptitude to study. It is a rational assessment in the sense that it determines psychological ability, more especially in verbal and rational forms. Consequently, IQ could mean the ability to grasp, remember, reflect sensibly,

solve problems by using common sense and relate to what has been taught. In this study, cognition could be seen as considering a whole set of intellectual processes that could permit school leaders to differentiate and infer information in their environment in order to find solutions to problems and to make informed choices. Nevertheless, cognition only is insufficient in ensuring good leadership qualities. Brackett *et al.* (2006:781) argue that EI enhances information dispensation that could improve sound leadership in schools. This means that leaders might be required to develop emotion-rich information and be able to use emotions in the interpretation in order to resolve leadership crises.

There is a great need for school leaders to develop their EI competencies, especially in South Africa, where leaders manage multiracial, multicultural, and multi-religious schools across the length of the country with diverse needs and ways of life (Martin, 2010:85). Goleman *et al.* (2002:2) note that EI plays an integral part in school leadership and further point out that EI intrapersonal competence could channel school leaders' positive emotions into useful directions and wipe out the negative thoughts that prevent them from operating as effective leaders. The authors define a leader as either resonant or dissonant and posit that resonant leaders are those who are able to motivate others to work for a common purpose because of their high level of EI. On the other hand, dissonant leaders are those with weak EI, which means that they struggle to motivate and urge others to work toward achieving a common goal.

Barent (2005:17) maintains that the four components of EI, which are intrapersonal competencies, self-awareness, self-motivation, empathy and self- management, are essential for resonant leadership and depend on one another. This study admits that empathy may require self-awareness in the sense that recognizing one's feelings helps in understanding them. The study further believes that EI competency may form a benchmark for good social justice discourse in terms of EI concepts.

In establishing the theoretical framework used in this study, Salovey and Mayer (1990:182) recommend EI as a comparatively new type of intelligence, which provides us with awareness of our own emotions and other people's thoughts, to differentiate among them, and to use that information to guide our thinking and

actions. This could mean that EI may address the personal dimensions of intelligence.

In this study, EI can be seen as been able to make school leaders aware of their emotional experiences, being able to be motivated and to function effectively and intelligently. This theoretical framework suggests a link between EI and school leaders' social justice competencies. Thus, the definitions of EI seem to lead to the combination of cognitive and emotional abilities (Salovey & Mayer, 1990:182). For instance, Mayer and Salovey (cited in Fer, 2004:563) state that EI could help school leaders in perceiving emotions, accessing and generating emotions so as to assist thought, to understand and to reflect emotions.

Lasonen and Vesterinen (2002:24) argue that EI is not easy to define and is easier to recognize than measure. In considering the characteristics of EI and IQ, Bar-On (1997:1) clarifies how EI can enhance the capability of considering the emotional, individual, shared, and survival aspects of intelligence, which are often more significant for daily performance than the traditional cognitive aspects of intelligence. Bar-On (1997:2) contends that intrapersonal EI is concerned with understanding oneself, adapting to and coping with immediate surroundings. This suggests that with EI, leaders would be able to get along with their work demands.

The contemporary trend has mostly focused on how EI might influence leaders' decision-making process (Rilea, 2007:46). In describing EI, Goleman (1995:34) argues that EI is at times much more useful than IQ and that EI has direct effect on the domain of work and leaders' effectiveness. An individual with a rationally high level of EI has the ability to experience and express unique, suitable and genuine combinations of emotions (Ivcevic, 2007: 32). This indicates that there is an increasing perception that cognition and emotions are interwoven in mental life. In the school environment, this implies that leaders are expected to use their emotions to cleverly make complex choices in their leadership role as indicated by EI models.

2.3.3 Models of emotional intelligence

A critical look into the models of EI is necessary to develop the conceptual framework of this study. Spielberger (cited in Bar-On, 2006:113) appropriately

indicates that presently there are exclusively three major conceptual models of the EI construct: the Bar-On's 1997 model; Mayer and Salovey's 1997 model; and Goleman's 1998 model.

2.3.3.1 *Bar-On's 1997 model*

Bar-On's 1997 model explains a range of interconnected emotional competencies that smooth the progress of intelligence. This model used Thorndike's (1920:34) explanation of social intelligence and its significance on leaders' job description. Bar-On's 1997 model refers to the emotional and social competencies that determine how effectively leaders could realize and articulate themselves, appreciate others, relate well with them, and handle their managerial duties.

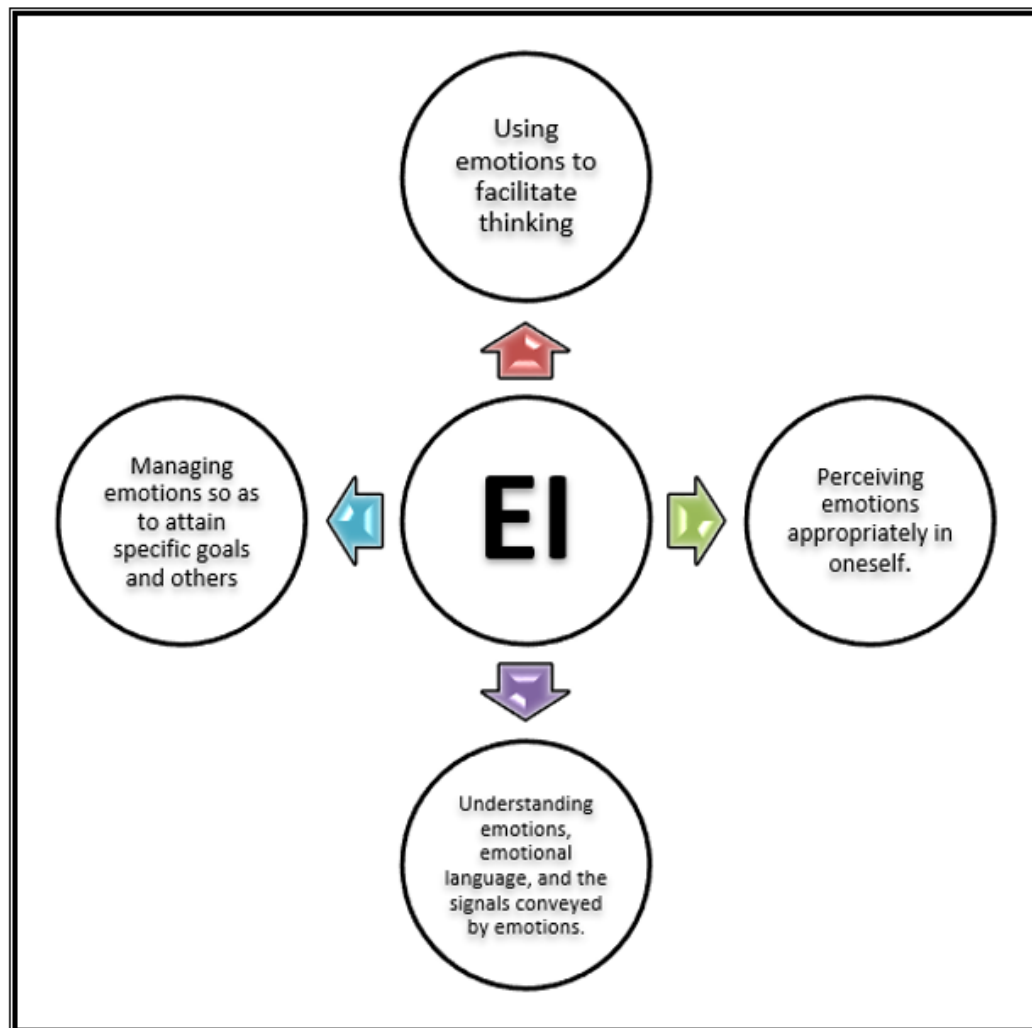
Bar-On (2006:145) argues that EI consists of components that were initially recommended by Darwin (1872:246). These components include the following abilities: to identify and express emotions; to know how to have a positive influence; and to be self-motivated. This model suggests that, if school leaders are to successfully manage everyday stress and school tasks, they should understand the concept of EI, which would lead to their understanding of, and expressing, their own emotions for the purpose of enhancing their social justice practices (Bar-On, 2006:95). This also implies that leaders should take note of their strengths and weaknesses and, in this way, clearly state their feelings and opinions.

2.3.3.2 *Mayer and Salovey's 1997 model*

Mayer and Salovey's 1997 model refers to EI as the capacity to recognize value, manage and use emotions to facilitate thinking. This model involves the individual's ability to recognize emotional information and carry out theoretical interpretation using emotional information (Salovey, Mayer, Caruso, 2000:197). The model views emotions as useful sources of information that could help leaders make sense of and cope well with their responsibilities. Moreover, it understands that leaders differ in their ability to process information of an emotional nature, and their ability to relate emotional processing to broader cognition. The conceptualization of EI could be useful in developing leaders' ability to perceive, express emotions, access and generate feelings when they facilitate thought. It would also enhance understanding of emotions, emotional knowledge, and regulate emotions to promote emotional and

intellectual growth in their everyday life (Mayer & Salovey, 1997). This model is based on four branches of ability: perception, appraisal and expression of emotion; emotional facilitation of thinking; understanding, analyzing emotions and employing emotional knowledge; and reflective regulation of emotion to promote emotional and intellectual growth.

Figure 2.2: The Mayer-Salovey Four-Branch Model of EI



Adapted from Manser (2005:51)

Salovey *et al.* (2000:94) argue that each branch describes a set of competencies that make up overall emotional intelligence. Each branch has its own succession process, arranged from fairly easy skills to more complicated competencies. Salovey *et al.* (2000:94) suggest that perceiving emotions usually starts with the capability to see fundamental emotions in faces and may progress to an accurate perception of emotional blends and detection of emotional micro-expressions in faces. The model

could be helpful in identifying a balance between cognitive and emotional values. The four ability branches range from basic psychological processes to more complex processes that could help leaders incorporate emotions and cognition are considered. The first ability branch of perception, appraisal and expression of emotions is regarded as being crucial in this study (Mayer & Salovey, 1997:67). The second ability branch involves competencies for using emotions to facilitate and priorities cognition (Mayer & Salovey, 1997:72). In this study, this ability could include the school leaders' aptitude to control emotions to facilitate various cognitive activities, such as thinking and problem solving (Grewel & Salovey, 2005:238).

The third ability branch could include leaders' competencies to understand complex mixtures of feelings, such as love and hatred and formulating rules about feelings (Mayer & Salovey, 1997:198). In this study, this ability branch could relate to leaders' potential to understand words of emotion and welcome difficult relationships among emotions (Grewel & Salovey, 2005:164). The fourth ability branch could refer to the general ability of leaders to use their emotions to support the achievement of their leadership goals. This complex level of EI consists of competencies that enable leaders to exclusively connect to, or separate from, emotions and to monitor and manage emotions in themselves (Mayer & Salovey, 1997:179). This suggests that school leaders need to regulate their emotions so as to attain their anticipated goals.

2.3.3.3 Goleman's 1998 model

Goleman (1998:195) founded a model that conceptualized emotional intelligence in terms of a broad range of competencies that could enhance leaders' performance. This model suggests four major emotional intelligence competencies:

- Self-awareness: knowing how one feels; This includes self-confidence, emotional awareness, and accurate self-assessment
- Self-management: the ability to regulate distressing effects like anxiety and anger and to inhibit emotional impulsivity; being unfazed in stressful situations or dealing with a hostile person without lashing out in return. It also includes self-control, trustworthiness, adaptability, consciousness, and being innovative
- Social-awareness: According to Bar-On and Parker (2001:383), social awareness involves people's ability to be considerate, truthful to others as

well as respecting others. Goleman (1998) grouped social competencies in terms of social skills and empathy. Social skills involve how leaders interact, influence, lead, and manage the crisis in their institutions. Such leaders are able to work with others and also enhance team building. Empathy, on the other hand, is people's ability to read nonverbal cues for negative emotions, particularly anger, fear and threat, and to judge the trustworthiness of other people

- Relationship management: ability to attune ourselves to or influence the emotions of another person; ability to inspire, and develop others while managing conflict

The first two of the above domains of the EI can be grouped within what Gardner (Cited in Goleman, 2001:78) calls intrapersonal intelligence and the last two domains fit within what Gardner (Cited in Goleman, 2001:78) refers to as interpersonal intelligence upon which this study is based. These EI domains are not innate talents, but rather learned capabilities that school leaders could engage to become successful in their leadership positions (Goleman, 1998). School leaders could, for instance, work on and learn to motivate themselves to be able to persist in the face of frustrations and control impulses from swamping their ability to think, to empathise and to hope (Shipley, Jackson & Segrest, and 2010:4). The framework includes EI features necessary for developing the EI competences of school leaders. These EI features are the intrapersonal (self-awareness and self-management) and interpersonal (social-awareness and relationship awareness) domains of school leaders that could be developed. Due to the complexity of this study, each of these three EI models has components that fit into the theoretical framework of this study. However, the theoretical framework developed for this study tends to lean, to a greater extent, on the Goleman model of 1998. Conversely, Goleman's early work on EI has been criticized for assuming from the beginning that emotional intelligence is a type of intelligence. For instance, Locke (2005:58) claims that the concept of emotional intelligence is in itself a misinterpretation of the intelligence construct. He suggests an optional explanation that EI is not another form of intelligence, but it is intelligence –the ability to grasp abstractions – applied to a particular life domain. Studies exploring the relationship between emotional intelligence and leadership have also tended to produce mixed findings (Shipley, Jackson & Segrest, and

2010:4). Some critics of EI maintain that it is a vague notion that cannot be measured, and that its strength is suspect since it is closely related to intelligence and personality (Robbins & Judge, 2009).

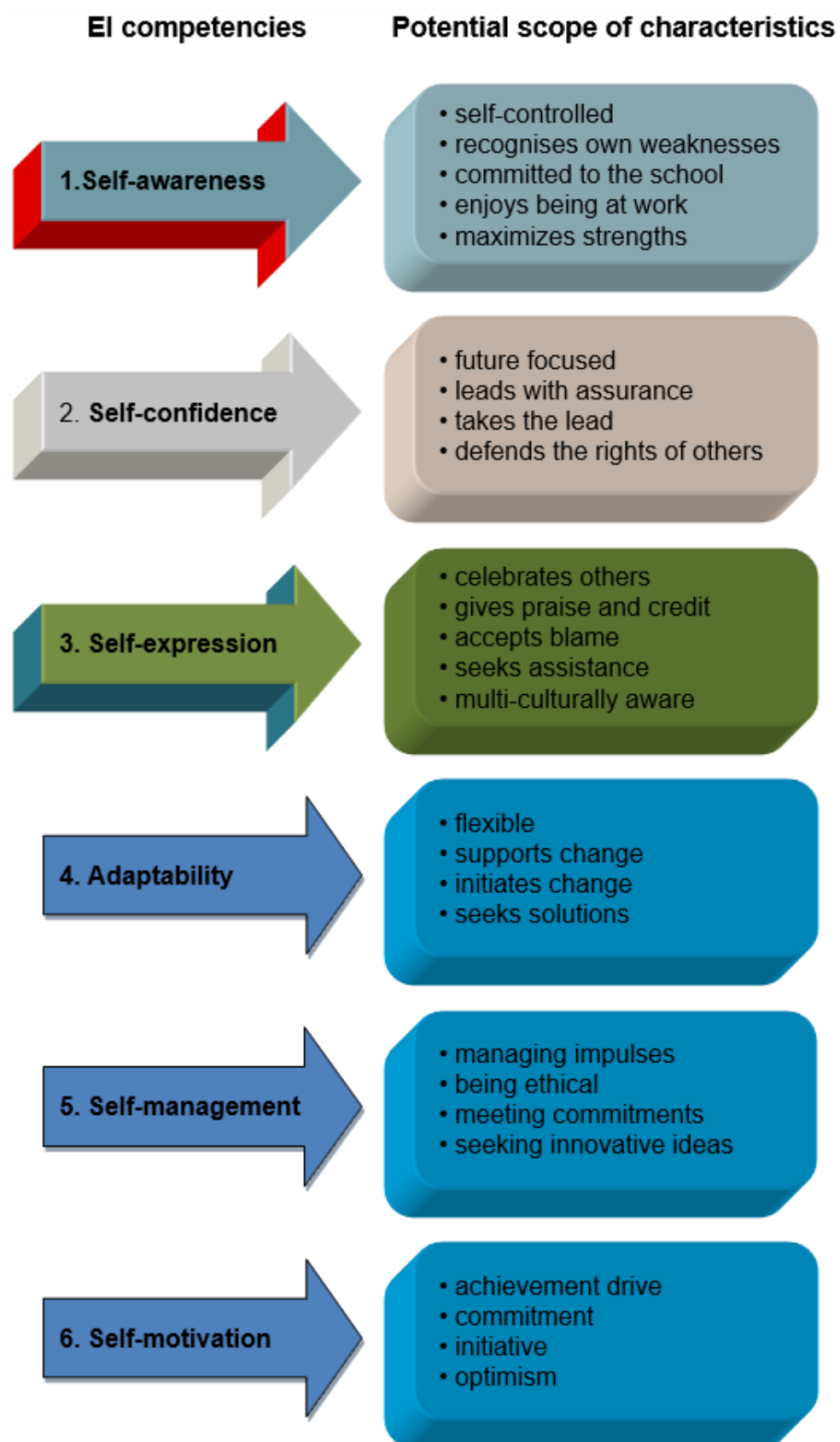
Despite these criticisms of EI, there is research that suggests that it is a valid concept and plays an essential role in both the workplace and educational institutions (Shipley, Jackson & Segrest, 2010:4). In this study, the beauty of the Goleman's 1998 model of EI is that, when integrated in the education and schooling system, it could possibly create progressive changes for individual school leaders, collaborative school teams, and growth for the entire school organisations (Maxwell, 2010:159). For example, Salovey and Mayer (1990) contend that the facilitation of emotions is an ability to use information that explains felt emotions in order to prioritize and direct thinking, which is an ability that could be valuable in enhancing leaders' work at school.

While the first two models of EI above vary from Goleman's 1998 model, the common point they share is a focus on emotional awareness and emotional management as core abilities (Jordan, 2010:67). In this study, Goleman's 1998 model can be viewed as essential in the conceptual framework that contextually connects emotional intelligence and school leaders' social justice practices in the Libode Education District schools.

2.4 INTRAPERSONAL EI

Prince (2012:39) remarks that intrapersonal EI competence arises from the individual's capability to recognize emotions and to be self-controlled. Behjat (2012:352) contends that intrapersonal EI could enable school leaders to adhere to their emotions, setting their own goals and be able to follow them. This could mean that such leaders would be able to set self-instructions to guide their activities as well as assessing how far they have gone in achieving their goals. In this study, intrapersonal EI domains could be used to describe how school leaders would be able to manage their emotions and behave in a way that would ratify social justice practices in schools (Goleman, 2001:64). In view of the discussion above, Figure 2.3 conceptualizes intrapersonal EI domains that could be used in developing school leaders EI competencies in relation to social justice.

Figure 2.3: Intrapersonal EI



Adapted from Manser (2005:51)

The figure above portrays self-awareness, self-confidence, self-expression, adaptability, self-management, and self-motivation, which are the basic components of the intrapersonal domain (Manser, 2005). These intrapersonal domains originate from people's capacity to comprehend self-emotions. Self-awareness competency, for example, means one's capability of being aware of an emotion as it occurs. Individuals who are very aware of their feelings are known to be good regulators of themselves. According to Goleman (2001), self-awareness is at the epicentre of EI. Goleman (2001) describes self-awareness as the sense of distinguishing and realizing individuals' attitudes, feelings, as well as its effects on others. Goleman (2001) adds that self-awareness is also about identifying what motivates and enhance one's well-being. This could simply infer that individuals with a high level of emotional competencies could develop strong intrapersonal dispositions, which could allow them to control their disruptive emotions, becoming livelier and embracing current phenomenon. Self-confidence means being brave, having the ability to defend rights, and being future focused (Manser, 2005). This could imply that individuals who are confident may stand for the social rights of others. In this study, this could suggest that confident school leaders may promote the rights of others in relation to equity, access, and inclusivity in schools. Self-expression signifies how people celebrate others, provide assistance, accept blame, and are aware of cultural pluralism (Manser, 2005). This could imply that people with such intrapersonal competence will understand diversity and are ready to work with all people and be of help to others.

Self-expression can then be related to the adaptability competency that describes the ability to manage social justice demands like equity, access, and inclusive participation in schools. Adaptability as intrapersonal EI competency is considered the aptitude to regulate emotions, and one's judgment (Reeves, 2009:79). Self-management is the ability to manage one's internal state, whereas self-motivation refers to the energizing and directive properties behind human behaviour, which determine the quantity and quality of one's actions (Reeves, 2009:79). These intrapersonal domains, which can influence a school leadership approach, are crucial to this study in considering its impacts on enhancing social justice practices in schools (Jahandar, Khodabandehlou, Seyedi & Abadi, 2012:1).

2.5 SOCIAL JUSTICE

Social justice is a perspective that looks into eliminating structural inequities in society by diluting power and dominance while enhancing fairness to current or historically disadvantaged persons (Waite & Brook, 2014). For the purpose of this study, the perception of school leaders on social justice practices in schools is the main focus. Theoharis (2007) argues that there is a distinction between a good leader and one who adhere to social justice practices. Social justice focuses on mindsets that disrupt and subvert unjust policies in society and, hence, promotes equity, access to education and inclusive participation (Jansen, 2006). It is for this reason that Karpinski (2006), argues, to a greater extent, that social justice provides not only a lens to recognize inequities but also a perspective to encourage greater equity, access and inclusive participation in society. Waite and Brook (2014:890); Fullan (2004:8) affirm that key school stakeholders have to be treated with dignity and should also have a say in school matters. However, it seems worrying to note that school stakeholders, who include parents and teachers from rural areas of Africa like the Libode Education District in South Africa, continue to feel that they are always side lined in the school's decision-making process (Bosu *et al.*, 2011:1). This suggests the need for school leadership to be socially sensitive when dealing with varied school stakeholders. Thus, school leaders could engage in practices that suit various school stakeholders.

Rachmawati *et al.* (2014:586) contend that there is a global adopting of principles which encourages social justice practices in education like in schools. This could mean that it is imperative for school leaders to acquire intrapersonal EI competencies to enhance their social justice values. Farahbakhsh (2012:32); Bells (2013:21) and Turham (2010:1357) allege that the idea of providing equality in an inequality context has given rise to the social justice concept. Farahbakhsh (2012:32), Bells (2013:21) and Turham (2010:1357) emphasize that the need for ensuring social justice in schools and other fields of life is of value to humans. This could mean that social justice may be well comprehended by first looking into the peculiarities of social injustice in education. A typical example of social injustices in education in the recent past was the way black South Africans were prohibited from having equal access to education (DoE, 2012).

During the apartheid era in South Africa, this type of social exclusion was practiced to a great extent (Penteado & Skovsmose, 2009:217). Penteado and Skovsmose (2009: 217) admit that such educational injustices were not only peculiar to South Africa but existed during the gruesome German regime of the 1800s. Penteado and Skovsmose (2009: 217) note that, during that period of German history, Jewish immigrants were banned from educational institutions in Germany. However, as Penteado and Skovsmose (2009: 217) point out, such extreme forms of explicit exclusion are difficult to find now, as world education is moving towards a social justice discourse.

Bells (2013:22) acknowledge that school leaders need to notice social justice discrepancies because schools are human-centered institutions where social justice practices should unfold. It is for this reason that Bells (2013:22) is critical of the conventional leadership approach where issues of social justice are totally negated. This could mean that social justice practices in schools should gear towards ensuring equity, access to education, and creating gaps for inclusive participation in schools (Bells, 2013:21). Principals in the Libode District, like their counterparts elsewhere, are seen as being central in improving and shaping social cohesion in their schools (Prince, 2012:40). Moy, Briggs, Shriberg, Furrey, Smith and Tompkins (2014:232) argue strongly that, to ensure equity, access and inclusive participation in schools, intrapersonal EI competency in school leaders could be of great value. Prince (2012: 47) suggests that school stakeholders sharing a defined expectation is a good impetus for building socially vibrant and cooperative schools. Moy *et al.* (2014:232) contend that school leaders should make issues of equity, access to education, and inclusive participation their priority.

For the purpose of this study, social justice is described as a willingness to operate with a view to ensuring equity, providing access to education, and encouraging inclusive participation in schools. This could suggest that, according to Fahim and Pishghadam (2007:109), school leaders would be well placed to augment social justice practices if they could familiarize themselves with the requisite EI abilities that could help develop their social competences.

2.5.1 Intrapersonal emotional intelligence and social justice

Bryk *et al.* (2010:40) argue that school leaders are strategically placed in school management, so the role they play greatly influences the school atmosphere in ensuring social justice practices. Singh and Manser (2009:2) claim that for leaders to maintain social justice practices in schools, it is very important that they become familiar with their personal emotions and precincts and are able to recognize issues that will stir up emotions. Research has proven that school leaders with good intrapersonal EI are more likely to become good leaders (Bryk *et al.*, 2010: 40; Harkness *et al.*, 2015:511; Singh & Manser, 2009:2). Goleman (2005:64) explains that intrapersonal EI determines moods, judgment and other mental state in school leadership, which affect their performance and ability to manage their schools. Singh (2007:542) adds that leaders' intrapersonal EI is the appropriateness of their reactions and subsequent behaviors as a result of internal emotions being experienced. This shows that leaders with good intrapersonal EI may be able to relate to others, based on their sense of self-awareness, as well to express a sense of justice and fairness based on their ethical awareness. This could mean that such people could enjoy reflecting on their strengths and weaknesses and also communicate their feelings in a fair manner (Singh, 2007:542). Nortman (2012: 470) indicates that intrapersonal EI competence may enable school leaders to know who they are, what they believe in, and why they behave the way they do.

Ruiz-Aranda, Lopes, Extremera, and Fernandez-Berrocal (2014:21) argue that school leaders nowadays need sound emotional dispositions to engage in social and educational transformation. This could mean that leaders' intrapersonal EI could be worthy in assisting them to relate to others well. Harkness *et al.* (2015:511) mention that intrapersonal EI competency could help leaders to set and reach achievable goals, thereby making it less cumbersome for others to work with them in achieving such goals. These leaders could also be good at reflecting and analyzing themselves to know what they can do to improve themselves. This could imply that they would be able to learn from their mistakes and correct themselves in order to relate well with others.

Due to the ever-changing and numerous government policies in education, coupled with increasing daily work demand and the need for socially just forms of leadership,

modern school leaders are more stretched to pilot their institutions in an extraordinary way (Singh *et al.* 2007:541). This is because they have the duty of playing a pivotal leadership role in shaping and maintaining standards of social justice practices. Singh *et al.* 2007:541 is convinced that autocratic leadership is less fruitful and irrelevant in present people-centered and liberal school leadership styles. This is because modern school leaders are expected to address issues of equity, access and inclusive participation in schools. Bush and Glover (2007:391) express that there is an increasing desire in educational leadership nowadays due to a profound understanding that the intrapersonal EI competency of school leaders could enhance equity, access, and inclusive participation in schools. This could mean that the intrapersonal EI competence of school leaders may be central in enhancing the way school leaders; especially those in the poorer communities, like the Libode Educational District, could function effectively.

2.6 SUMMARY OF THE CHAPTER

The theoretical framework that shows the position of the intrapersonal EI domain of school leaders in three models of the EI construct was developed in this chapter. These models were interlinked and tended to share a similar core of fundamental concepts that could be used to develop the intrapersonal EI competencies of school leaders to promote social justice practices in the Libode Education District. The intrapersonal EI domains included self-awareness, self- confidence, self-expression, adaptability, self-management, and self-motivation. The components of social justice practices which were considered in this chapter include equity, access, and inclusive participation.

CHAPTER THREE

THEORETICAL FRAMEWORK ON INTERPERSONAL EMOTIONAL INTELLIGENCE IN RELATION TO SOCIAL JUSTICE

3.1 INTRODUCTION

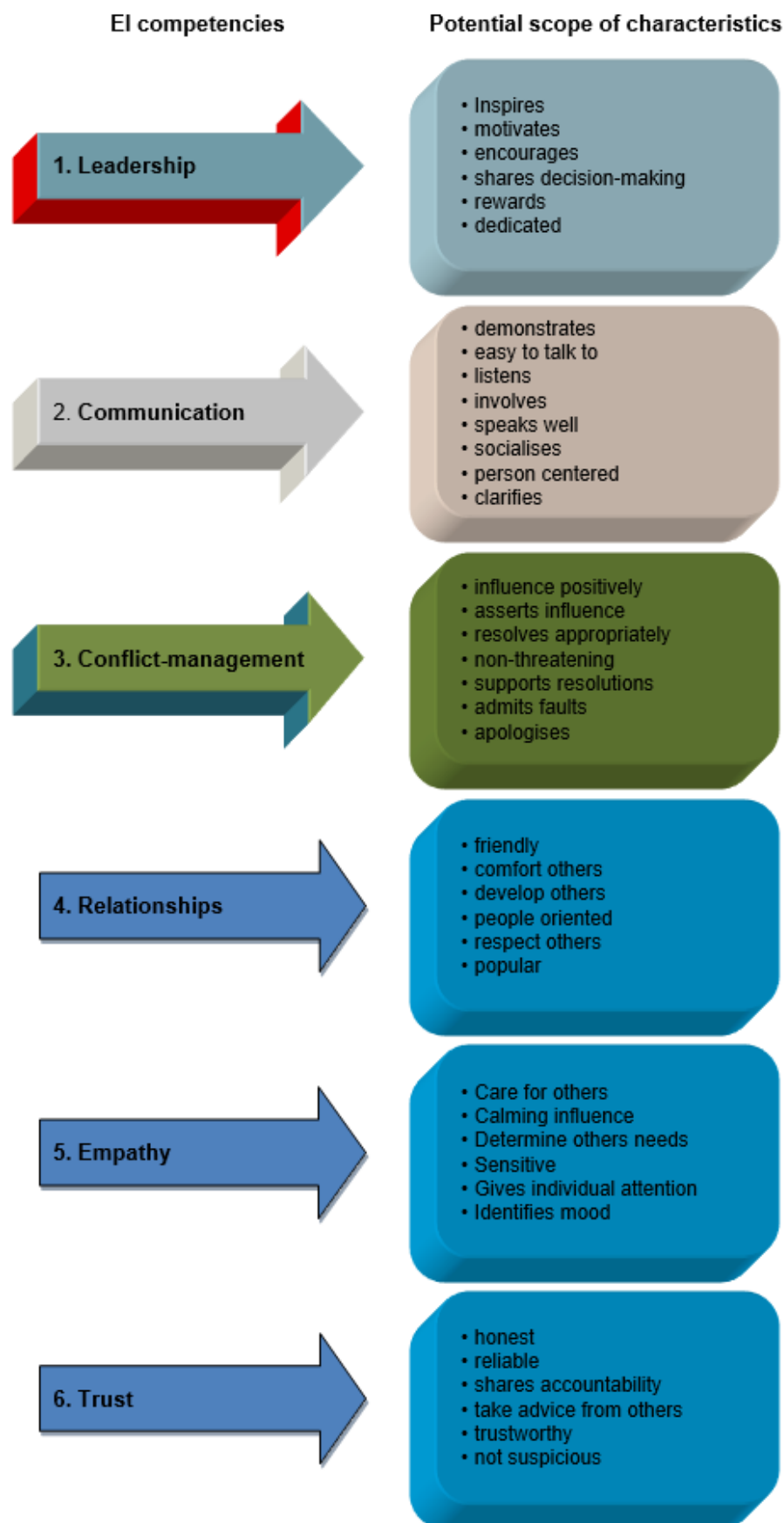
There seems to be a growing need for school leaders in South Africa to prioritize social justice practices, which include equity, access, and inclusive participation in schools (DoE, 2012; Martin, 2010). This study intends to explore SMTs' and SGBs' perceptions of intrapersonal and interpersonal EI competencies in relation to social justice practices involving equity, access and inclusive participation. This means that the theoretical framework of this study could be directed both to EI and social justice constructs. Chapter Two of this study provided literature on the intrapersonal EI domain and its interconnectedness with social justice. This chapter only focuses on the interpersonal domain of EI and how it relates to social justice. Moreover, this chapter concludes with a conceptual framework, which serves as a diagrammatical representation of the various important concepts that were discussed in the theoretical framework of Chapter One and Two.

3.2 THEORETICAL FRAMEWORK OF INTERPERSONAL EI AND SOCIAL JUSTICE

Bush (2007:393) suggests that the implementation of the South African Schools Act of 1996 (SASA), and similar national policies in other countries, has led to enhanced emphasis on the social justice practice of school leadership. Goleman (1998:183) suggests that school leaders need to demonstrate the social justice qualities of leaders who can articulate and infuse enthusiasm for a shared vision and mission, as well as step forward to lead with issues regarding social justice in schools. Thus, it is important that, in developing the social justices interest of school leaders, focus should be based on both their intrapersonal and interpersonal EI domains (as discussed in Chapter Two).

Prince (2012:39) explains interpersonal EI as people's ability to identify and dealing with others' emotions. This could also imply how school leaders could know others' desires, feelings and intentions. Behjat (2012:352) indicates that those who possess interpersonal EI may enjoy social gatherings and relationships. This could mean that such individuals may like peer activities and interpersonal cooperation, which may foster good relations. In this study, Goleman's (2005:64) interpersonal EI competence is seen as a process of school leadership recognizing emotions in others and using this information as a guide for their behaviour and for building and maintaining relationships in their schools. One of the main objectives of developing the interpersonal EI of school leaders is to prepare them to be outstanding leaders and acquire abilities with regard to managing their emotions. Thus, according to Boyatzis (cited in Boyatzis & Saatchioglu, 2007:94), EI can be theoretically conceived as the underlying characteristics needed by school leaders to enhance equity, access, and inclusivity as aspects of social justice. In this study, the interpersonal EI domain of school leaders could play a crucial role in answering the research questions. In view of the discussion above, Figure 3.1 conceptualizes the theoretical framework of the study in terms of interpersonal EI skills that could be used in developing school leaders' EI abilities in relation to social justice.

Figure 3.1: Interpersonal EI domain



Adapted from Manser (2005:65)

Interpersonal EI determines one's ability to sustain good working relationships with others (Manser,2005:65). As listed above, interpersonal EI abilities, include leadership; communication; conflict management, relationships, empathy and trust.

3.2.1 Leadership

School leaders are required to be responsive to the need for change in themselves and also be sensitive to what other school stakeholders expect from them. In order for Libode Education District school leaders to effectively promote social justice practices in their schools, and also influence other stakeholders to do the same, there needs to be a broader perspective on how other school stakeholders can manage in difficult times and keep working towards the enhancement of social justice practices in schools. Vermeulen (1999:17) posits that the ability of school leaders to recognize their emotions and those of others could probably add to efficient handling of social justice issues. This would ensure their success as leaders in a situation of global turmoil where people strive for social justice. Successful and committed leaders are particularly good at learning and grasping novel ideas (Sahgal & Pathak, 2007:269). Effective leaders are able to inspire and guide groups and people in embracing social justice practices in schools, as well as making deductions out of previous experiences.

Bush and Glover (2007:391) argue that there is a general perception that schools need effective and socially just-minded leaders if they are to provide a sound educational environment, which hinges on social justice practices. The authors assert that such leadership could be those with intrapersonal EI competencies. According to Bush and Glover (2007:392), leadership involves influencing followers' emotions and actions in attaining preferred goals. This could mean that leaders with intrapersonal competencies EI could set goals, motivate others, and initiate plans that attain the desired objectives in their institutions. Even though there is increasing universal attention on school leadership because of its apparent significance for managing schools, literature is still lacking on leadership approaches that could effectively embrace equity, access and inclusive participation in schools.

Bush and Glover (2007:393) provide eight forms of leadership, which can be applicable in schools: managerial; transformative; participative; transactional;

postmodern; moral; instructional; and contingent leaderships. The authors view the managerial approach of leadership as a style which is focused on managing and maintaining an already structured system instead of visioning a good foreseeable future for a school. They cite the bureaucratic apartheid system of South Africa as an example of this approach. Transformative leadership, according to Bush and Glover (2007:393), provides a social approach to school administration that focuses exclusively on the procedure by which leaders seek to influence the outcomes of decisions in schools instead of directing those outcomes. Nye (2014:119) avers that transformational leaders utilize conflict and crisis in schools to raise their subordinates' awareness and change them by engaging on their moral values, rather than basing on emotions of detestation and panic. Bush and Glover (2007:393) praise the way this leadership style could fit the current South African education context, which seeks to change unjust apartheid education policies to address issues of equity, access and inclusive participation in schools. Participatory leadership is an approach where decision making in schools involves all stakeholders of the school (Bush & Glover, 2007:393). This type of leadership seems to avoid the leader being the sole decision taker and can be viewed as a democratic approach, which enhances inclusive participation in the decision-making process. With transactional leadership, the relationship between leaders and followers is primarily based on an exchange for appreciated resource (Miller & Miller 2001). Nye (2014:118) professes that transactional leaders do not cause a change in schools but rather maintain existing structures.

Starrat (2001:348) asserts that, with postmodern leadership, institutions have no ontological realism, but are basically the making of people within them. Keough and Tobin (2001) posit that postmodern leadership embraces multifaceted subjective truth and link this style of leadership to democratic leadership, which calls for a divergent, consultative and participatory stance. Bush and Glover (2007:399) refer to moral leadership as an approach based on the beliefs, values and ethics of school leaders. Bush and Glover (2007:401) define instructional leadership as one which provides directives and influences processes. The main focus of this style is on teaching and learning, thereby ignoring other social aspects like sport and welfare in schools. Contingency leadership, according to Bush and Glover (2007:402), provides an alternative approach in solving immediate problems in a state or organization.

According to Goleman (1997), a pioneer in the study of EI, leaders' success in ensuring social justice at the workplace, especially in schools, could largely depend on intrapersonal EI competence. Goleman observes that, as children mature and become adults; they are likely to become future leaders. Intrapersonal EI competence could play an integral role in training leaders to have social justice mind sets. Pastor (2014:986) is of the opinion that EI does not fall within the dimensions of traditional leadership, where the leader is associated with being representative and charismatic. Currently, it is a reality that subordinates often cope with authoritative and domineering leaders (Pastor, 2014:986). This indicates that twenty-first-century leaders must bear in mind that their followers are aware of their rights so as to adopt social justice strategy approach. In this study, it is believed that leaders with transformative, participatory and postmodern leadership styles could be relied upon to implement social justice practices in schools. Nevertheless, the focus of this study is not to delve deeply into various forms of leadership. In this study, the role of intrapersonal EI competence of school leaders in enhancing social justice practices in selected schools in the Libode Educational District schools cannot be underrated.

School leaders should be able to direct, persuade and control the thoughts, feelings and emotions of other stakeholders in their schools (Goleman, 1998). School leaders could set the emotional attitude for the establishment by transferring emotional zeal to other stakeholders in their institution. This implies that, in order to craft a fruitful and dynamic school tradition, school leaders need competencies to develop avenues that foster equity, access, and inclusivity in their schools (Bush & Glover, 2007:395). In light of the high demands in relation to social justice practices, there is a need for sound interpersonal EI competencies in school leaders in order for them to contribute meaningfully to their school's social justice position and to create and communicate conditions in which the finest social justice practices can take place.

3.2.2 Communication

One of the most productive ways that school leaders could employ to stimulate understanding of social justice practices among stakeholders is to foster open communication, stay receptive to both good and bad news, and to communicate frequently and efficiently. Searby and Williams (2007:15) aver that sharing

information, even in extremely difficult circumstances, is normally valued by the educational stakeholders.

To ensure the understanding and embracing of social justice practices in schools, it is imperative that school leaders communicate continually and anticipate impending challenges. Communicating frequently would keep stakeholders in tune with pressing issues, alerting them to possible novel developments and innovations. This would also create diverse opportunities for others to participate. School leaders should be clear and convincing on their social justice stance on equity, access and inclusive participation to those they are leading and should be ready to listen to other stakeholders' concerns (Searby & Williams, 2007:15). Ketelle (2008:51) argue that having a sense of give and take, registering emotional cues in attuning to messages, and dealing with difficult social justice issues straightforwardly are essential. Furthermore, school leaders seeking mutual understanding and welcoming the sharing of information is an indication of sound leadership communication in an organization. It is argued, then, that school leaders should develop dynamic and considerable listening skills since these are necessary for effective communication in their work environment. Communication competency vital in the school setting includes verbal and writing skills, and the capacity to correspond effectively to individuals and teams. This suggest that, for school leaders to be understood by their staff, it would be essential to develop emotional communication competencies, and not just scientific skills. According to Barnett (2004), useful communication is crucial in convincing people to accept proposals. It encourages sound interpersonal interaction, creates rapport and reduces needless conflicts at work.

3.2.3 Conflict management

Research studies (Barnett, 2004; Coleman & Fisher-Yoshida, 2004) show that, even though school leaders globally may have teaching and leadership experience, that alone cannot guarantee their ability to successfully manage organizational conflicts. Anderson (2007:4) argues that conflict management is an important competency vital for thriving school leadership. Truslow and Coleman (2005:18) claim that the way conflicts are resolved in schools is the signal of school leaders' management success.

It is, therefore, worthy to note that school leaders are daily confronted with social justice matters, which sometimes lead to conflicts. School leaders who are not adequately prepared and equipped with appropriate interpersonal competencies in handling conflict might encounter a challenge when unearthing the root cause of the problem (Cooper, 1984:314). This suggests that school leaders need to be aware of causes of conflicts in schools.

Possessing the ability to identify the root cause of conflicts, school leaders with high EI would be capable of handling such conflicts before they get out of control. Handling difficult people and tense situations with diplomacy, spotting potential conflict and bringing disagreements out into the open are various conflict resolution styles that school leaders can engage in (Cooper, 1984:314). Sherman, Sherman, and Gill (2007:8) argue that school leaders should be in a position to face conflicts openly and navigate the means of achieving desired results. With regard to social justice practices, school leaders need to adhere to critical suggestions on their leadership approach and its influence on their organization (Notman, 2008:4). In this study, it is believed that, if school leaders' EI is developed, this could enable them to have a strong emotional disposition that can equip them to establish solid relationships within the school environment.

3.2.4 Relationships

Literature (Gottman, 1982; Gottman & Portefield, 1981; Perez & Riggio, 2003; Philippot, Feldman, & Coats, 2003) indicates that leadership success depends largely on sound interpersonal relationship between leaders and other stakeholders. In the educational context, studies on relationships, concur with the need for effective engagement, shared interaction and interpersonal relationships (Gottman, 1982; Gottman & Portefield, 1981). School leaders with high emotional and social competencies are more likely to enhance good practices, like teamwork, and support social justice practices, such as equity, access, and inclusivity in schools (Perez & Riggio, 2003). In order to support social justice practices in school, school leaders can endeavour to equip themselves with interpersonal EI competencies. This could assist school leaders by enabling them to build relationships that persuade other stakeholders to follow the school's vision and mission of creating a socially just school climate (Sahgal & Pathak, 2007:270).

3.2.5 Empathy

Empathy consists of people's abilities to become aware of others' emotions, feelings and desires. Goleman (1998) maintain that empathy comprises recognizing and reading others' moods and being able to understand their perceptions. In this study, empathy competency is regarded as the ability of school leaders to stand for the social justice rights and concerns of school stakeholders (Anand & UdayaSuriyan, 2010:68). Individuals with empathy competency are notable for reading emotional trends, observing non-verbal signs, such as body language and facial appearance (Goleman, 2001). This suggests that school leaders may require interpersonal EI competences that could develop their ability to empower other stakeholders to engage constructively in the school with genuine dedication and confidence. This could mean that school leaders should move from autocratic to more liberal forms of school leadership as well as giving recognition to the wishes and concerns of school stakeholders (Harris, Day & Hadfield, 2003:70). This suggests the need for school leaders to be endowed with interpersonal EI competencies, which could enable them to be perceptive of how people's feelings and emotions can be controlled in an institution to attain set goals and objectives (Harris, Day & Hadfield, 2003:70).

Empathy can simply be referred to as how flexible school leaders are in handling social justice complaints with regard to equity, access and inclusive participation. Empathetic individuals are known to possess the characteristics below:

- handling complex social issues in school, shifting priorities, and adapting to rapid social change;
- adapting responses and tactics to fit fluid circumstances;
- having flexibility in view of events;
- listening carefully to others perceptions on issues;
- making advance preparations to mitigate unforeseeable future problems; and
- reacting to people's non-verbal clues;

When school leaders demonstrate empathy competence during their engagement with school stakeholders, they may become conscious of others' needs and grievances in the school environment (Chastukhina, 2002:3).

3.2.6 Trust

Trustworthiness is the extent of maintaining standards of honesty and integrity by the individual in society. In the school context, trust could imply school leadership being ethical and above reproach. School leadership developing trust competency can enhance interpersonal relationships at school. Singh, Manser and Mestry (2007:547) affirm that one of the factors of leadership success in an organization is the instituting of policies and lived behaviours that could elicit trust from subordinates. Policies, attitudes, and leadership approaches that could earn them trust include being transparent and communicating convincingly to other stakeholders (Singh, Manser & Mestry (2007:547). This could mean that people will feel confident in their leaders knowing that they can be relied on. Singh, Manser and Mestry (2007:547) admit that leadership entails influencing and directing a group towards achieving set goal and targets based on the vision and mission statements of their organization. Sahgal and Pathak (2007:264) profess that school leaders' ability and willingness to delegate power and authority in their schools is the clear indication of the trust they have in their subordinates and the desire to develop them. The authors maintain that the willingness to cooperate, collaborate, and be involved in teamwork in an organization, such as a school, largely depends on trust amongst its members.

Leaders' earning the trust of their people could also depend on how they attend to their needs, are aware of their emotions and keep secrets. (Sahgal & Pathak, 2007:264). Leaders who desire to promote trust may engage in the following:

- building trust through reliability and authenticity;
- admitting own mistakes and confronting unethical actions in other; and
- taking tough, principled stands, even if unpopular.

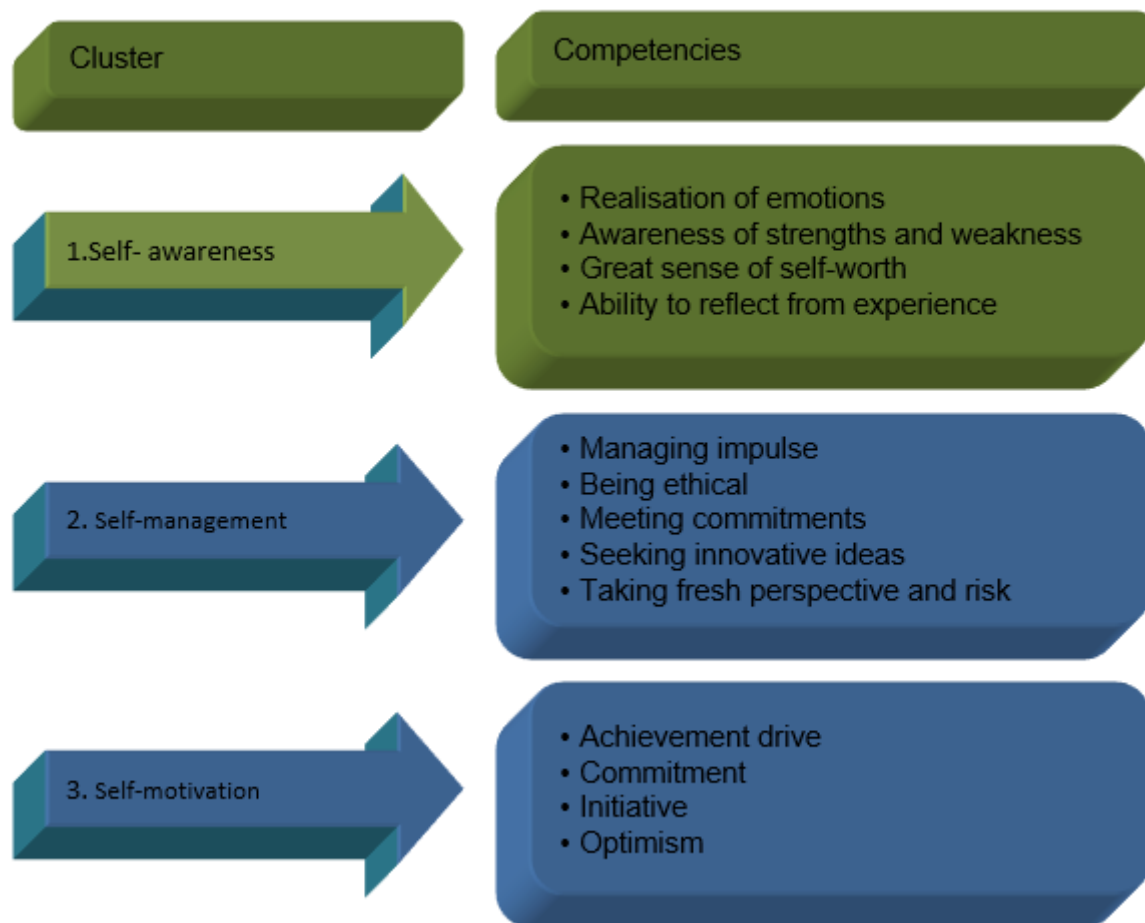
In this study, it is expected of school leaders to engage in practices that would promote social justice with regard to equity, access, and inclusive participation for all in their schools.

3.3 INCORPORATING INTRAPERSONAL AND INTERPERSONAL COMPETENCIES

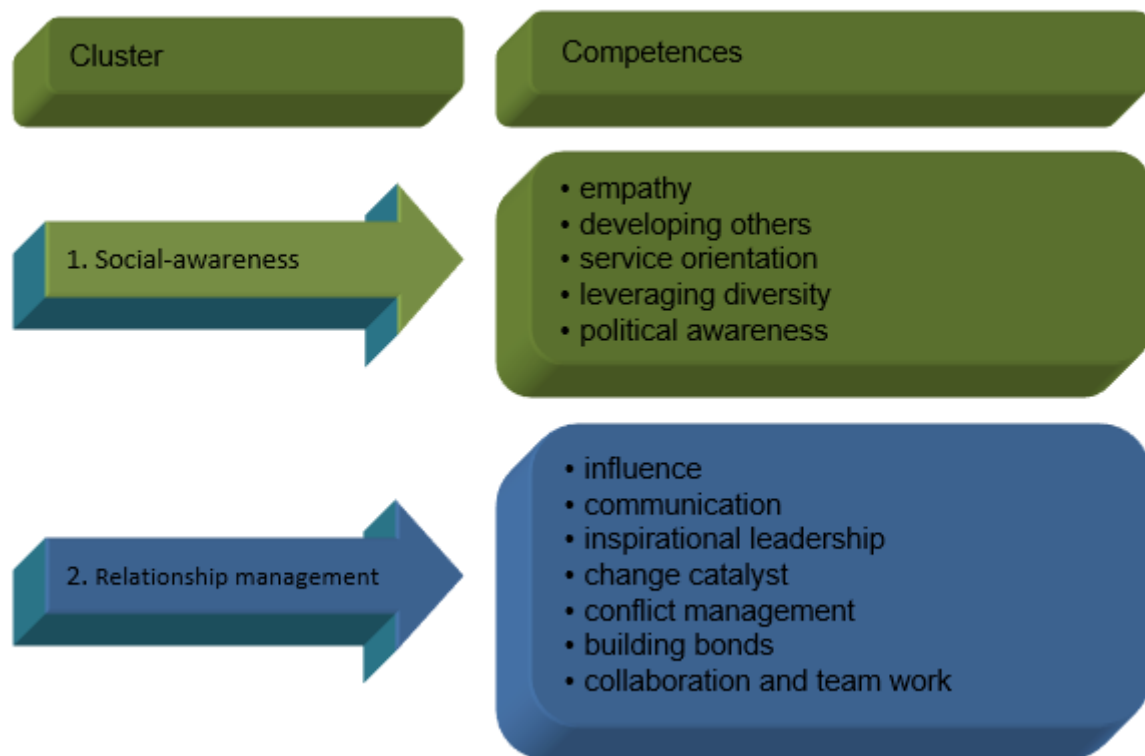
When incorporating intrapersonal and interpersonal domains of EI, it is suggested that these competencies be organized into groups, as outlined in Figure 3.2.

Figure 3.2: Cluster of competencies

Intrapersonal EI domain



Interpersonal EI domain



Adapted from Manser (2005:67)

Manser (2005:67) and Dali (2011:54) suggest the following reasons for the incorporation of competencies:

- They are behavioural groups of the required competencies.
- They are often linked conceptually as a suitable way to explain which competencies are connected with others.
- They offer prudent in that the competencies within a group may be linked empirically.

In this study, these group of EI competencies would be explored to ascertain their link and their effectiveness in promoting social justice in schools.

3.4 SOCIAL JUSTICE

Waite and Brooks (2014:891) assert that social justice means eliminating structural inequities in society by dissolving supremacy and privileges while promoting fairness for marginalized people. In this study, the social construct is informed by a popular notion held by critical theorist that studies on social justice should entirely consider

assisting those who are marginalized in schools in terms of equity, access, and inclusive participation (Theoharis, 2007:223). Bell (2013:21) refers to social justice as the full and equal participation of all in a society that is mutually shaped to meet people's needs, protecting the rights and opportunities for all. Thus, social justice has to be grounded in subverting provision that advances marginalization and exclusive ideas (Adelma & Taylor, 2014; Theoharis, 2007). Even though the research participants may not necessarily align themselves with the critical theorist, the significant role they play in enhancing socially just schools will influence this theoretical framework (Theoharis, 2007:224). In this study, social justice is considered as reclaiming and advancing school stakeholders' rights in accordance with equity, access, and inclusive participation.

3.4.1 Theories of social justice

Even though various authors have over the years contributed to the discourse of social justice, this study would be informed by Rawls's (1971) and Miller's (1999) social justice theories (Theoharis, 2007:224). Rawls's (1971) theory is also referred to as "justice as fairness". According to this theory, social justice is about assuring provision of equal access to liberties, rights, opportunities, as well as care for the less advantaged in society. Rawls further indicates that the phenomenon of being just or unjust depends on whether it promotes or hinders equality of access to rights, opportunities, and care in society. Miller's (1999) theory also describes social justice as fair distribution of resources to people and providing equal rights to people by social institutions. These resources may include health care, education, housing, money, child care, and jobs. In this study, social justice provision in education in relation to equity, access, and inclusive participation in schools is to be explored.

3.4.1.1 Components of social justice for the Study

Although there are many components of social justice, this study only focuses on equity, access, and inclusive participation in schools.

3.4.1.1.1 Equity

According to Waite and Brook (2014), equity is a perspective looking into removing structural inequities in society by diluting power and privileges, while promoting

fairness for marginalized people. Similarly, Seica and Sanches (2013) add that equity in a social justice perspective is the distribution of resources fairly in society. In the school context, equity could mean access to education, equitable sharing of instructional materials, infrastructure and educators to all schools.

3.4.1.1.2 Access

Walker and Mkwanzani (2015:40) explain access as

having equitable opportunities for all in society irrespective of race, ethnicity, culture, sexual orientation, religion or status.

Statistics have revealed an increase in learners' enrolment in South African schools in recent years. In fact, the government, under the auspices of the Department of Education, is trying to address issues of access to education against the backdrop of the recent past apartheid exclusive system of education (Walker & Mkwanzani, 2015:40). Despite these positive moves, according to Walker and Mkwanzani, (2015:40), there are still marginalized groups in society, like those in informal settlements, townships and rural areas like the Libode Education District, who have been ignored.

In 2011, a parliamentary monitoring group (PMG) held a briefing by Higher Education South Africa (HESA) demonstrating obstacles faced by helpless learners accessing education, such as funding (PMG, 2011; Walker & Mkwanzani, 2015:42). PMG (2011) argues that students and learners entering South African educational institutions do so from acute inequality. Thus, while general numbers are rising, they do not essentially give a complete figure of direction to access, particularly by marginalized learners in poorer communities like Libode. This could mean that a new state of social exclusion in line with access to education is on the cards. In this study, how the EI competence of school leaders could enact social justice practice in view of access to education is explored.

3.4.1.1.3 Inclusive participation

Lundgren (2016:346) asserts that inclusive participation seeks to

...transform a community through an active participation, builds on principles of equality, working together towards a common goal.

This could mean that inclusive participation may enrich perspectives and ingenuity essential to the purpose of creating a pluralistic school culture. Bleich *et al.* (2015: 89) claim that inclusive participation in organizations may assist in eliminating practices, which promote authoritarian structural practices, thus leading to the respect and harnessing of others views. In the school context, inclusive participation could mean a culture that brings diverse perspectives of all stakeholders into decision-making. Bleich *et al.* (2015:90) assert that inclusive participation could enhance good communication, foster and value diversity, and recognize differences by means of mutual engagements.

3.5 INTERPERSONAL EMOTIONAL INTELLIGENCE AND SOCIAL JUSTICE

Current researchers have observed steadily a linear connection between EI and interpersonal competencies (Ruiz-Aranda, *et al.*, 2014:21; Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, 2001: 523; Brackett, Warner & Bosco, 2005:197). Ruiz *et al.* (2014:21) are of the view that leaders with high interpersonal EI competence are likely to cooperate more with others, which serves as a signal indicating a cordial relationship between individuals. This could mean that EI interpersonal competence may assist school leaders in adapting to other's behavior and live well with them owing to sound interpersonal relationships. Literature abounds with discussions about the interconnectedness between leaders' ability to perceive, comprehend, apply and manage emotions in themselves and their aptitude to do the same with others' feelings, which constitutes a distinct form of intelligence (Mayer & Salovey, 1997; Ruiz *et al.*, 2014:22; Brackett *et al.*, 2005:197; Tamir & Ford, 2012: 807). Extremera and Rey (2014:199) note that workplace conflicts like those in schools are naturally unavoidable, as leaders may hurt their followers or vice versa. However, the authors assert that leaders with EI interpersonal competence may be able to easily forgive others by creating a good rapport with them. These may undoubtedly promote effective management of schools owing to good interpersonal relations.

Brackett *et al.* (2005:197) argue that EI augments leaders' skills with regard to promoting social justice practices. Moreover, emotionally intelligent leaders may have a positive outlook and work hard to avoid conflicts with other people.

Fantini-Hawel, Brasseur, and Mikolajczak (2014:42) maintain that people with high interpersonal EI competence are often able to identify others' emotions, express themselves in a more socially acceptable way, understand causes and effects of emotions, and use them to enhance judgment and actions. Pastor (2014: 985) admit that interpersonal EI competence in individuals, especially leaders, could help influence and ease relationships among people, which may contribute greatly to sound social cohesion and emotional self-control. This could mean that leaders with interpersonal EI competence may be able to create strong social relations that will promote equity, access and inclusive participation in schools. Goleman (1998) agree that interpersonal EI competence could assist leaders in developing social competencies like social skills and empathy and in analyzing their behaviour and others in an institution. Goleman (1998) reveals that social skills enhance good communication, conflict management, and team collaboration, which are clear signs of leadership that may lead to social justice. Goleman (1998) explains that empathy fosters understanding and the leveraging of diversity to maintain social justice practices in institutions like South African schools with diverse populations.

Singh (2007:542) affirms that interpersonal EI could propel school leaders to create a platform that is conducive to all, who are involved in the day-to-day running of a school, having a say. Singh (2007:542) mentions that, for all stakeholders to feel welcome in the school, it is imperative that leaders afford them the chance to play a participatory role in the school leadership as a principle of social justice practice. Goleman (1996:119) is of the view that interpersonal EI could help school leaders to connect smoothly with others, be able to recognize the feelings and reactions of others and lead schools according to social justice principles. This study believes that school leadership is more about the interaction between leaders, learners, teachers, and parents alike. This could mean that effective leadership would be solidly grounded in the interpersonal EI ability to provide solutions to complicated social issues, such as equity, access and inclusive participation in schools (Pastor: 2014: 986).

Extremera and Rey (2014:199) mention two interpersonal EI competencies: gratitude and optimism. Extremera and Rey (2014: 201) define gratitude as

the tendency to recognize and respond with positive emotion to the role of other's benevolence.

In this study, grateful leaders are considered as those showing support, forgiving and sympathizing with those they work with without discriminating.

Moreover, Extremera and Rey (2014:201) explain optimism as:

...a universal perception that better fortunes will happen in the near future.

This could mean that leaders will appreciate good work done by others and have a social will to forgive them hoping that they may change in future.

3.5.1 Emotional intelligence, school leadership, and social justice

Emotions are recognized in recent studies as being fundamental to effective social justice practices (Chatterjee & Kulakhi, 2015:291). However, Chatterjee and Kulakhi (2015:291) also observe that leadership theory has not effectively considered how emotions of school leaders affect their efficiency and their ability to promote social justice practices in schools. There are growing concerns that schools need to change speedily to meet the current global social justice trends aimed at ensuring equity, access, and inclusive participation in schools (Centin & Sehkar, 2015:519).

According to Centin and Sehkar (2015:519), social change should begin from school leaders because they are the key drivers when striving for social transformation in schools is concern. Chatterjee and Kulakhi (2015:291) indicate that studies on emotional intelligence, social justice, and school leadership abound, but literature is limited regarding the link between them. This study proposes to close this gap by exploring the efficacy of EI in enhancing social justice practices in the Libode Education District Schools in the Eastern Cape of South Africa. Thus, the facilitation of ethical discourse that strives to resolve social issues and promote positive relationships amongst all school stakeholders is paramount in this study. This could however, emphasize a grave need for EI in enhancing social justice practices in Libode Education District Schools. Research shows that emotionally intelligent

school leaders could be able to easily recognize and understand others' social needs, which would serve as a cognitive skill for effective social justice adherences in schools (Grewal & Salovey, 2005:350). Recent literature indicates that leaders with interpersonal EI competence could be successful leaders in promoting social justice practices in their schools (Zembylas, 2010:4). A social justice perspective in this study refers to how school leaders seek to identify unfair practices and promote those that address issues of equity, access and inclusive participation, especially in Libode Education District schools. This could mean that EI may help school leaders to adjust to their environment by making them conscious of what is happening around them. It is for this reason that Centin and Sehkar (2015:519) claim that school leaders' actions undoubtedly affect the development of a school they lead.

This underscores the need for school leaders to acquire EI competencies to improve their interpersonal competencies to enhance social justice practices. Mayer, Salovey and Caruso (2004:197) define EI as the capacity to reason about emotions and use emotions to enhance thinking. This could suggest that EI may play a considerable role in enabling school leadership to manage their interpersonal emotions to ensure equity, access, and inclusive participation in schools. Farahbakhsh (2012:32) and Sterret (2002:3) further refer to EI as IQ, which enables leadership to become successful in their endeavours. Sterret (2002:3) argues that EI is usually directed to human beings, in the sense that it goes far beyond IQ and involves personal and social awareness.

Goleman (1998:85) argues that EI matters twice as much as raw intelligence in contributing to unique leadership performance. To this end, Chamundeswari (2013:179) maintains that developing school leaders' interpersonal EI competence to uphold social justice practices in schools could have a lifelong influence. This is because school leaders would be able to control their emotions and feelings better than those with low levels of EI when confronted with serious social justice issues. Current studies indicate that research has been done across the academic spectrum, trying to help those leaders with low EI (Chamundeswari, 2013; Goleman, 1998). Bracketts *et al.* (2006:76) propose a means through which school leaders could be helped; the best method is to first look into how school leaders' emotions function.

Since school leaders have different cognitive abilities, the role of EI in enhancing their social competencies must be better understood. This could afford those opportunities to be more efficient in developing various aspects of EI, and thus enhance their social justice willingness (Miller & Martin, 2014:1). Recent studies suggest that there is increasing advocacy on how EI could boost social justice conducts in schools (Brackett *et al*, 2006:146). Brown (2006:588) posits that emotionally intelligent school leaders may not only lack in acquiring skills on how to control their emotions but could also develop in perceiving, understanding and managing their emotions as they deal with social beings.

Additionally, investigations carried out in the United States show that individual with high levels of interpersonal EI competencies usually experience lower social nervousness and depression and seem to possess dynamic coping mechanisms when dealing with work-related problems (Farahbakhsh, 2012, Salovey, Stroud, Woolery & Epel 2002). This means that it is essential for school leaders to acquire EI skills. This is because this could assist them to persist in the wake of frustration, manage their impulses and delay fulfilment. In this regard, they could order their moods and keep grief from disturbing their capacity to think. Interpersonal EI competence could also assist school leaders in adjusting to situations as they come across socially diverse people in Libode District schools.

Waite and Brook (2014:890) explain how global citizenry and social justice is becoming an integral part of leadership education and indicate how nurses, regardless of where they practice, explore their emotional instinct to care for patients who have origins in other parts of the world. Thus, school leaders could enhance social justice practices in schools by embracing people's diversity, promoting equity, access and inclusive participation. In other words, when school leaders with high EI face demanding tasks, they would not perceive stressors as intimidating, which would help them to organize and run their schools well.

Brackett *et al*. (2006:76) contend that school leaders with low levels of EI are more likely to envisage emotional obstacles in executing their roles as effective leaders. For this reason, Fahim and Pishghadam (2007:76) arguably emphasize that EI can be learned by school leaders. Moreover, school leaders need to develop EI interpersonal aptitudes that could help them engage cleverly with their duties in

racially diverse schools in a country like South Africa (Akbari & Allvar, 2010:86). This then raises a question of the best educational leadership approach that could foster interpersonal relations to enhance social justice practices in schools. There has been a growing academic debate concerning the best educational leadership approach (Miller & Martin, 2014; Centin & Sehkar 2015). Bush (2007: 393) refers to a leader as a person who influences others' emotions and actions in achieving a desirable goal. This means that good leaders are people who can initiate and effect change at their workplace. Academic literature abounds with examples of effective leadership examples, as discussed in Chapter Two.

In this study, a shared and participatory school leadership approach is linked to interpersonal and social intelligence. Chatterjee and Kulakhi (2015:292) describe effective school leaders as those who are able to raise themselves and their subordinates to a greater height of social intelligence. Centin and Sehkar (2015:520) assert that good school leaders are able to include, transform and inspire followers to perform beyond expectation. This could mean that the best leaders are those who seek to support the idea of social justice dialogue in school by creating an environment where sound social relationships can be formed (Centin & Sehkar, 2015:520). This suggests that effective leaders would be those who can establish a climate of trust in which equity, access to education, and inclusive participation would be enhanced. Cohen (2015:758) likewise sees effective school leaders as those capable of generating awareness and vision in their teams and motivating followers to higher levels of ability by considering people's individuality. Such leaders, according to Cohen (2015:758), may be sensitive to issues pertaining to equity, access to education, and inclusive participation.

The above discussions on school leadership have a striking commonality in the sense that they establish leaderships' focus on empowering others and restructuring schools by improving school conditions and human relations. This could mean that school leaders with high levels of EI and a social justice mentality would be able to considerably improve the school climate and create sound human relationships.

Recent studies indicate that leaders who seek to encourage social justice practices in their schools are admired by their followers who, at times, wish to emulate them because such leaders incorporate others and have clear vision and purpose (Cohen,

2015; Chatterjee & Kulakhi, 2015). Cohen (2015:758) acknowledges that socially just leaders are liberal and seek to boost people's intellectual stimulus by means of finding innovative ideas and ways to address their social problems. Similarly, Centin and Sehkar (2015:521) affirm that such school leaders try not to reprimand others openly but encourage people to find alternative ways of arriving at solutions. This could mean that the caliber of leaders that people need are those who respect human rights and dignity (Cohen, 2015:758).

Correspondingly, Deichman and Stam (2015:205) describe good school leaders as those who understand the notion of social inclusion in the school's decision-making process. In other words, shared leadership motivates their subordinates to enhance active participation in schools. Friedrich, Vessey, Schuelke, Mumford, Yammarino, and Ruak (2014:449) articulate that shared leadership emphasizes team effort, as a whole, and believe that combining individuals' skills is a guarantee of group success. This suggests that good interaction among stakeholders in schools could enhance a greater work output (Friedrick *et al*, 2014:449). In this regard, Friedrich *et al* (2014:449) views share leadership as collective leadership because all school stakeholders would be involved in the leadership process. Likewise, Jubran (2015:28), whose work is purely based on leadership in Islam, sees shared leadership as equal to collaborative leadership. According to Jubran (2015:28), shared leadership is the inner feeling of a leader, which encourages teamwork. Leaders here tend to work with others, realizing that they cannot succeed alone without the help and inputs of others, even if they see themselves as the best. In this study, shared leadership is viewed as an approach where school leaders influence equity, access and inclusive participation of others and also work in groups to enhance collaboration in schools.

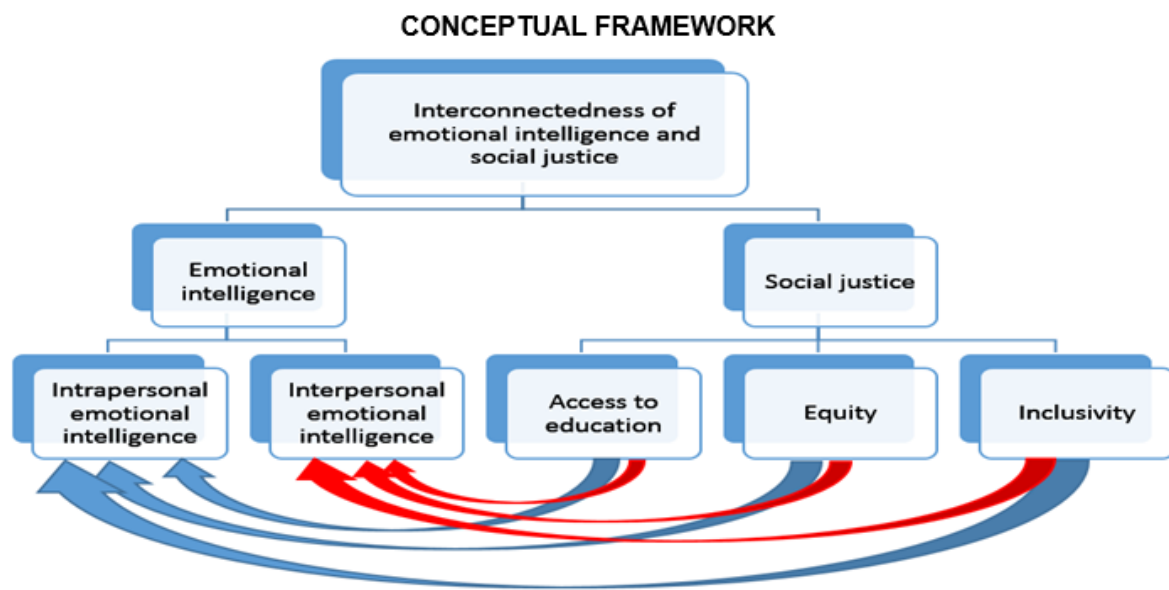
Prasertcharoensuk and Setwong (2013:2859) describe good leaders as those who focus on creating a conducive school atmosphere. In view of what shared and participatory leadership stands for in this study, school leaders have a mandate to ensure a healthy climate in harmony with national educational policies in establishing social justice reforms, especially in Libode District schools (Abdulla & Kassim, 2011:3304).

This could mean that the need to develop school leaders' EI to improve their social justice mind-sets cannot be overemphasized (Hackman & Johnson, 2009:34). Various explanations and definitions of leadership concur that school leadership is essential for the survival and success of a school (Kara & Erturk 2015:2145). Kara and Erturk (2015:2145) affirm that no leader is an island. This means that leaders cannot detach themselves from those they work with. This suggests that school leaders, especially those in Libode Educational District, have to arm themselves to face all challenges and embrace diversity as they work with social beings with emotions.

3.6 CONCEPTUAL FRAMEWORK FOR THE STUDY

The conceptual framework, which is used in structuring this study, describes a set of broad ideas and principles derived from the relevant literature. Maxwell (2010:33) describes a conceptual framework as a system of concepts and theories that support and inform research. The chosen ideas and concepts discussed in the literature review and presented in the conceptual framework serve to guide the collection and analysis of the data. In this study, the conceptual framework considers how school leaders' perceptions of intrapersonal and interpersonal EI could be related to social justice practices in schools. In this study, the social justice components that could be enhanced by intrapersonal and interpersonal EI competencies include equity, access and inclusive participation as indicated in figure 3.3.

Figure 3.3: Conceptual framework of the study



The above conceptual framework represents the major concepts based on the theoretical framework discussed above: the research question; aim; and objectives of this study (Cohen, Knafl & Dzurec, 2007). It serves as a guide throughout the study, especially in the collection and analysis of data emerging from school leaders' perceptions of intrapersonal and interpersonal EI competencies in relation to social justice practices.

3.7 SUMMARY OF THE CHAPTER

This chapter sought to complete the theoretical framework started in Chapter Two. The conceptual framework summarized in Figure 3.3 served to exploit what was considered as an emergent consent in the literature about the link between EI and social justice. The literature on the interpersonal domain of EI and the ability of school leaders to embrace and enhance social justice practices in their schools was depicted. The conceptual framework points to the literature and generate a structural means of collecting and analyzing data on school leaders' perceptions of EI in relation to social justice practices in Libode Education District of the Eastern Cape. The interpersonal EI competencies included leadership skills, communication, conflict management, relationships, empathy and trust. The components of social justice practices which were considered in this chapter included equity, access, and inclusive participation

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Based on the research questions and the research objectives, as well as the theoretical and conceptual frameworks developed in Chapter Two and Three, this chapter serves to explain the research design and methodology that was used for data collection and analysis. The aim of the study is to explore how school leaders' perceptions of EI could be related to social justice practices.

As there is no basic regulation for planning a research design, Marshall and Rossman (cited in Watt, 2007:87) posit that qualitative researchers tend to be exposed to three fundamental challenges in designing a study. In this study, these challenges included the following: developing a theoretical framework that is systematic, concise, and well-designed; planning a design which is coherent and convenient but, nonetheless, flexible, and tailoring these into a logical document. The research perspective, the research assumptions, as well as the ethical considerations, were fully explicated in this chapter.

4.2 RESEARCH DESIGN

A research design is the approach a researcher chooses to answer the research questions (Crosby, DicClemente & Salazar, 2006; Spence, Lachlan, & Rainer, 2016). This research is a case study that concentrated on a few selected senior secondary schools. Petty, Thomson, and Stew (2012:378) argue that case study research seeks to know what is unique about a social issue considered as specific, which could involve an institution, a geographical area, a programme, or an individual. Hence, this study sought to explore school leaders' perceptions of EI in relation to social justice practices in six selected schools of the Libode Education District within a geographical area in the Eastern Cape. During the study, the school leaders interviewed for data collection and analysis consisted of SMT and SGB members. In all, six secondary school principals and their deputy principals were engaged for in-depth interviews bringing the total number of in-depth interview participants to twelve. Furthermore, six focus groups interviews were conducted in six different

schools. Each focus group consisted of five HODs who are part of the SMT and one teacher who represents the SGB component in that school. This brought the total number of focus group participants to thirty-six. Interviews were conducted in purposively selected schools in the Libode Education District.

Document analysis was also employed, which entailed going through educational hand-outs, policy documents and minutes of school meetings providing evidence about social justice practices in the schools. Johnson and Christensen (2008: 383) mention that, due to the choice of research questions, which explored the detailed and in-depth perceptions of the research participants, a qualitative research approach becomes appropriate. Merriam (1998:78) and Spence *et al.* (2016:667) suggest that a qualitative research design is flexible and emergent. This is because the researcher can reschedule interviews; reframe research questions, when the need arises, to suit the research process and participants. In this study, an effort was made not to be too rigid in following the research questions or in questioning the participants. The study, however, ensured that the desires of the participants were satisfied in terms of time management and avoiding ambiguous questions.

4.2.1 Research perspectives

Owing to the complex nature of the research questions, research objectives, and the theoretical and conceptual frameworks of the study, the following perspectives were utilized:

- descriptive perspective;
- exploratory perspective;
- social interpretive perspective; and
- a case study perspective

4.2.1.1 Descriptive perspective

The research design was descriptive in nature since it focused on reporting and describing the meanings of the perceptions which were made by the research participants as fully as possible (Rossman & Ralli, 2003:15). To enhance data validity, accurate reporting and description of participants' perceptions on research questions, a cell phone was used during the interviews to record the responses

given by research participants after seeking their permission prior to the interviews. In addition, field notes were also taken during the interview to supplement the cell phone recording. This was done to assist in the event of damage to the cell phone, recording not been clear to hear or the cell phone getting lost.

4.2.1.2 *Exploratory perspective*

The research design was also exploratory because, as a researcher, one had to listen to the research participants and construct interpretations based on their perceptions and ideas. Sloane and Gorard (2003:61) add that the initial exploration phase of research involves dialogue and discussion rather than vigorous certainty. Consequently, the exploratory approach was used mainly to construct assumptions. In this case, the researcher took the place of an explorer by engaging in a dynamic and thorough description of how the study unfolded.

4.2.1.3 *Social interpretive perspective*

In the study, a social interpretive research approach was utilized. According to Fer (2004:562), a social interpretive perspective attempts to understand and interpret participants' perceptions and views of social realities. In order to investigate the extent to which the EI of school leaders could be related to their social justice practices, the social interpretive perspective was applied to the research. This research perspective was chosen because it encouraged understanding of participants' perceptions of EI and social justice practices (Leedy (1997:161). This perspective, moreover, persuaded the researcher and the research participants to construe views on how EI perceptions of school leaders could be related to social justice practices in schools. The advantage of the research perspective chosen for this study was the close partnership between the researcher and the research participants while enabling the latter to articulate their experiences and perceptions.

The research perspective was also worthy in determining the extent to which school leaders' perceptions of EL could be related to social justice practices in the Libode Education District. Moreover, the research perspective was centred on the inter-reliance of the researcher and the research participants' shared and personal engagements in the construction of knowledge about the significance of the EI of school leaders in enhancing social justice practices.

4.2.1.4 Case study perspective

The case study concept was preferred since it could smooth the progress of exploring school leaders' perceptions of intrapersonal and interpersonal EI in relation to social justice practices in the six selected schools in the Libode Educational District. Yin (cited in Baxter & Jack, 2008:545), asserts that many qualitative researchers tend to use a case study approach when their research participants are to answer questions on why and how. Moreover, in this study, it was imperative to use the case study approach since the perceptions of participants could not be controlled. Another reason for using a case study was to identify critical issues that were pertinent to the experience under review within a particular geographical area in the Libode Education District.

The case study perspective was employed to ensure that the phenomenon under study would be analyzed objectively using a triangulation of In-depth interviews, focus group interviews and documents analysis of school minutes and Department policies (Baxter & Jack, 2008:544). The study sought to explore EI perceptions of school leaders in relation to social justice practices as the main component of investigation. However, the research findings would remain incomplete without considering the extremely challenging circumstances school leaders face and the complex environment they work. It was within the confines of these structures that the researcher found it necessary to the employ case study approach. Baxter and Jack (2008: 545) describe a case study as:

...the element of the investigation, an event happening in a delimited institutions or a geographical environment.

Case study perspective was employed in this study because all the six schools involved are in the same education District and are also found in the same geographical location not too far from each other. All these factors were carefully considered before purposively selecting schools and participants for the research interviews.

4.3 RESEARCH ASSUMPTIONS

The focus of research assumptions, according to Denzin and Lincoln (1998:76), establishes the following: the researcher's perspective; the nature of the environment; the position of the researcher in the study; and a range of likely interactions that might emerge from that study. Creswell (2007:37) states that:

Qualitative research starts with assumptions, a broad look, the probable use of a theoretical lens, and the understanding of research problems probing into the meaning person(s) assign to a social or human predicament.

For the purposes of this qualitative research study, the ontological, epistemological, and methodological assumptions were expected to be integrated, solid and mutual, that is, the answers of each could harmonize with that of others.

4.3.1 Ontological assumption

In this research study, realism was not perceived as being of an objective nature as it was an outcome of the intermingling of the research participants' thoughts and sentiment, cognition and feeling (Dali, 2011:68). The research participants were considered as being able to reframe their perceptions of reality and meaning-making. In this research study, an attempt was made to study the context in which events unfolded in their natural settings and to make sense of the meanings they brought into the study (Denzin & Lincoln, 2005:35).

The ontological assumption sought to understand various realities that the research participants brought into this study. However, in order to authenticate diverse realities, an array of the evidence, based on the real expressions of the participants interviewed, was used and analyzed with regard to literature that explained the manifold realities (Creswell, 2007:18).

4.3.2 Epistemological assumption

The epistemological assumption of the study enabled the researcher and the research participants to gain insight into the study, as our perceptions and dispositions were significantly enhanced (Schwandt, 2003:305). In this study, all efforts were made to empathize with the research participants as best as possible in order not to be seen as being detached from them (Creswell, 2007:18). This afforded

the researcher the opportunity of interpreting their perceptions against a backdrop of common understandings, practices, and language (Schwandt, 2003:305). These shared views were also broadened to include a debate among research participants.

4.3.3 Methodological assumption

In order to arrive at the ontological and epistemological assumptions explained above, the methodological assumptions basically focused on the phenomenological approach. The methodological assumption tried to clarify and inductively create a dialogue, which involved a mutual and constructive understanding of the research participants of the Libode Education District schools (Denzin & Lincoln, 2005:247). Thus, the findings of this research study were instinctively and inductively based on an interpretive social constructivist perspective (Denzin & Lincoln 2005:258)

4.4 RESEARCH METHODOLOGY

This study was qualitative in nature. Creswell and Clark (2011:207) state that qualitative methodology draws on an inductive course rather than deductive one, and it is a naturalistic inquiry. This qualitative research involves interviewing research participants in their social settings to gather information pertaining to how they perceive a phenomenon (Korhaber, De Jong & Mclean, 2015:1621; Punch 2009). This means that the qualitative research methodology chosen for this study helped in understanding the research questions from the perspective of the research participants (Pettigrew, 2012:124). Data collection and analysis were also done. Korhaber *et al.* (2015:1621) add that qualitative research contributes to the development of a theory for practice. The research study was therefore conducted in selected schools in the Libode Educational District of the Eastern Cape.

Based on the research question, the research objectives, and the theoretical and conceptual frameworks developed in Chapter Two and Three respectively, the qualitative research methodology was employed for this study. Miles and Huberman (1994:34), and Merriam (1998:54) suggest several characteristics that are common to all forms of qualitative research. These characteristics are as follows: the researcher plays the major role in data collection and analysis; qualitative research usually involves fieldwork; it largely employs an inductive research policy; and

research findings are in the form of themes. Therefore, qualitative research methodology was preferred because of this distinctiveness.

Responses, which were provided by the research participants, were the only source of data in this study. As qualitative methodology is a naturalistic inquiry (Welman, Kruger & Mitchell, 2005:86), the research participants' personal, as well as collective, experiences and perceptions were considered. Welman *et al.* (2005:86) explain qualitative research methodology as embodying a diversity of interpretive paradigms, which seek to state, translate, interpret and appreciate the sense of rationally stimulating phenomena in the social world.

In this study, the researcher operated as a mediator between the field context, the research context and the research participants. The study certainly ensured that all responses given by research participants were aimed at discovering the background to the research participants' views. Thus, the qualitative research methodology employed in this study enhanced a deeper understanding of the research participants' opinions and experiences concerning the topic of research (Stead & Struwig, 2001:16). Moreover, qualitative research allows for an accurate understanding of the participants' accounts of their experiences. Bless and Higson-Smith (2002:37) supports this view that the use of a qualitative research methodology assists the researcher to interpret participants' views. As a qualitative researcher, it is imperative to produce non-numerical data, collect and analyse it in an interpretative and inductive way (Henning-Thurau & Klee, 2001:5). However, the researcher further engaged in a pilot study before administering the main research interviews.

4.4.1 Pilot study

A pilot study is a study usually conducted by researchers prior to the actual research study to test their interview questions and research procedures (Pettigrew, 2012:123). Research questions were piloted to three focus group and three individual in-depth interview participants from different schools that were not part of the main research study. Conducting the pilot study provided an assurance concerning the validity and reliability of data, which would be collected for the main research study. It also enhanced the identifying of ambiguities and detection of

important additions or omissions to the research questions, which were administered later in the main focus group and in-depth interviews. The semi-structured questionnaire approach helped in providing a list of questions for each interviewee during the pilot study. It also allowed for flexibility in asking follow-up questions. The advantaged derived from the pilot study is that; interviewees could not understand all the questions well and kept on calling for clarity. This assisted the researcher in formulating the final questionnaires to avoid ambiguity. In addition, the interviewees complained of long and compressed questions which were addressed in the final interview questions. Finally, it was also discovered that some of the questionnaires requested short and simple answers which did not allow interviewees to express their feelings and concerns well. This prompted the researcher merging some of the questionnaires for the main research interviews.

4.4.2 Data collection

As a qualitative researcher, one had to gather an in-depth understanding of school leaders' perceptions of EI in relation to social justice practices in the Libode Educational District of the Eastern Cape. Thus, the collection of data involved direct interaction with the research participants both on a one-on-one basis and in small groups. In-depth interviews, focus group interviews and document analysis were the data collection methods that were used.

Pettigrew (2012:123) asserts that in-depth interviews allow one-on-one dialogue with research participants. According to Pettigrew, they ensure secrecy between the researcher and the participant, which enables the latter to freely express themselves. Moreover, they provide credible information, which guarantees the reliability and validity of the research findings. In this study, in-depth interviews were conducted with principals and deputy principals at the schools where they worked. Crouch and McKenzie (2006), along with Pettigrew (2012:123), indicate that qualitative researchers use focus groups to enhance cordial interaction with participants who possess rich information, as well as enabling participants to share ideas among themselves. This research method was utilized to enhance the collection of credible data. Focus group and in-depth interviews were conducted in selected schools in the Libode District Education District.

This study necessitated the researcher being the carrier and interpreter of the live meanings of the key people in the study (Pettigrew, 2012:123). Twelve in-depth interviews with secondary school principals and deputy principals, as well as six focus group interviews with HODs and teachers, were conducted in selected secondary schools in the Libode Education District. The data collection procedure for investigating the research questions is described below.

4.4.2.1 *Purposive sampling*

Research participants were purposively selected for this research study. According to McMillan and Schumacher (2001:75), purposive sampling refers to selecting small samples of information-rich participants. In order to remain truthful to the ethics of qualitative research, the sample size of this study followed the well-known theory of saturation as advocated by Bowen (2006:138).

Sampling, according to Thomas (2009:102) involves determining where and from whom data is collected. The purposive sampling procedure was used, since it helped in finding information-rich research participants to answer the research questions (Pettigrew, 2012:124). Johnson and Christensen (2008) concur that purposive sampling allows for the choosing of participants on the basis that they can contribute to and expand the researcher's database. Using purposive sampling in this study provided assistance in selecting participants who could provide credible information. Thus, the aim of using purposive sampling was to ensure the selection of a research population that could provide the study with reliable data. In contrast to quantitative research methods, the qualitative method used in this study meant that the researcher could emphasize understanding, describing, reporting, and clarifying the research participants' experience (Pettigrew, 2012:124).

The selection of interviewees was purely based on the participants' attributes, which revolved around their having enough relevant experience to answer the research questions (McNabb, 2008; Bowen, 2006). In this study, school principals, deputy principals, HODs, and teachers from six selected schools in the Libode District were chosen as relevant participants. With the help of the Libode District Directorate of Education, schools with sound and those having leadership issues were purposively selected for the research interviews.

4.4.2.2 Sample size

A sampling size is a basic component of the population being studied (McNabb, 2008; Bowen, 2006). Research interviews were conducted in six selected schools in the Libode Education District. In all, twelve in-depth interviews were conducted with secondary school principals and their deputy principals. Six focus group interviews were conducted with HODs and teachers. Each focus group consisted of six members to make a total of thirty-six members. Since research participants have varied views, the sample size had to be big enough to assure that most or all important perceptions were exposed. However, to ensure the validity and reliability of my findings, I had to guard against an overly large sample size to avoid repetition of answers and superfluous data (Crouch & McKenzie, 2006:487).

4.4.2.3 Qualitative reliability and validity

Qualitative reliability and validity were maintained throughout the study. Nartgun and Sahin (2015:2850) argue that reliability is the extent to which the data collected is error-free. Nartgun and Sahin (2015:2850) indicate that the consistency and sensitivity levels of data collection procedure are considered to be indicators of reliability (Nartgun & Sahin, 2015:2850). Consistency, according to Nartgun and Sahin (2015:2849), involves sticking to the values and principles of research study. Sensitivity, however, entails considering participants' rights, emotions and values by adhering to research ethical rules. Validity, which the authors also referred to as trustworthiness, is defined as the degree to which data collected serves its purpose (Nartgun & Sahin, 2015:2849). This implies that the data collected can be accepted and considered as the truth.

Reliability and validity principles of data collection were ensured in this research study. In achieving this, a pilot study was conducted before the actual research (Nartgun & Sahin, 2015:2850). Other validity and reliability procedures employed included giving the data to other researchers for proofreading, linking data to relevant literature, giving feedback to participants to accept their responses and adhering to research ethics (Nartgun & Sahin, 2015:2850). Another way of maintaining validity and reliability was to make sure that the sample population was free from error. This further aided in finding fewer errors in the research results as

well as ensuring that data collected serves its purpose (Sahin, 2015:2850). Sticking to ethical values like seeking participants' consent, maintaining confidentiality and trust enhanced the validity and reliability of the study. In addition, keeping participants' identity anonymous in this research study helped in enhancing reliability and validity of data, as participants were free to provide credible information without fear of being exposed (Sahin, 2015:2850).

Researchers concur that any logical investigation needs to be methodical in its approach in order to streamline the reliability and validity of its result. Altheide and Johnson (1998), Leininger (1994) asserts that even though scores of qualitative researchers over the years have admitted that reliability and validity are expressions linked to quantitative hypothesis, and are not in any way relevant to qualitative research, many other researchers have considered novel criteria as methodological means for achieving reliability and validity in qualitative research (Lincoln & Guba, 1985; Rubin & Rubin, 1995). These writers agree on the complexities that exist as far as reliability and validity in qualitative research is concerned. Nonetheless, the authors emphasize that, because qualitative research happens in the participants' normal environment, it would be extremely cumbersome to imitate the study.

Whereas the idea of reliability is mostly applied to evaluating quantitative research with the rationale of expressing ideas, in this study qualitative research reliability was employed with the intention of unearthing understanding (Stenbacka, 2001:551). According to Onwuegbuzie and Leech (2007:240), qualitative researchers do not depend on logical deductions but rather center on understanding a particular phenomenon, be it institutional, social, or an event. For example, Eisner (cited in Golafshani, 2003:601) declares that a well-executed qualitative study can assist in recognizing a condition that may be considered profound, and thus it can be depended on. The researcher believes that, interviewing purposively selected research participants at their usual work place, keeping researching ethnics are mechanisms to enhance reliability of research outcomes. Lincoln and Guba (1985:300) argue that dependability and reliability are two concepts which are related to qualitative research. These authors' focus is on inquest assessment as a means to increase the dependability and trustworthiness of qualitative research. Trustworthiness and quality were used as means of enhancing validity in this

research study with the aim of maintaining confidence in the research findings (Davies & Dodd, 2002; Stenbacka, 2001).

In this study, some qualitative processes utilized included flexibility, triangulation, participant inspection, a prolonged appointment with participants, and structural authentication (Aguinaldo, 2004:129). Triangulation was employed to explore the school leaders' perceptions of EI in relation to social justice practices. Two research methods were used in investigating the purposively-selected research participants' perceptions. Triangulation was done on the focus group and in-depth interview participants' perceptions. The used of triangulation helped to mirror the research assumptions. The researcher also engaged in a pilot study. The results of the pilot study afforded the opportunity to revise the research questions for the focus group and in-depth interviews, which extended the meeting time with research participants. Document analysis was embarked upon to source information that might not be provided during the interviews. The essence of using triangulation was to seek a broader view on school leaders' perceptions of intrapersonal and interpersonal EI in relation to social justice practices in selected schools in the Libode Education District.

The methodological approaches used for the research study were meant to increase the reliability and validity of research findings (Morse, Barrett, Mayan, Olson & Spiers, 2002). The methodological approaches were crafted in a manner that all possible barriers to discredit the research findings are identified timeously before they could threaten data analysis (Creswell, 1998; Kvale, 1989). It was established that it is imperative to find the link between design and implementation to ensure connection with research questions, literature review, sampling, data collection, and analysis (Morse *et al.*, 2002).

4.4.3 Profile of the research participants

The research participants were a mixed group of both female and male school principal and deputy principals, HODs and teachers. The majority of the research participants hail from the poverty-stricken Libode Education District, specifically Lusikisiki, which is located in the heart of the Eastern Pondoland of the Eastern Cape. Most of the research participants have more than fifteen years of teaching

experience. All of the participants interviewed had obtained a bachelor's degree or higher in their subject area of specialization. Because most of the schools in which the research study was conducted are situated in a remote part of Eastern Cape, these schools have deficits in basic school infrastructure, such as running water, flush toilets, and classrooms. All the senior secondary schools, in which the study was conducted, have no school libraries and learners experience a shortage of textbooks and teachers. For these reasons, both teachers and learners have to cope with the little resources they have in their schools. Sullivan, Perry and McConney (2013:353) argue that there is increasing evidence that rural schools in South Africa face difficulties, such as shortages of instructional materials and equipment. Such adverse material and economic conditions tend to be associated with demotivation among learners and low morale among teachers. Sullivan *et al.* (2013:35) argue that such instructional and human resource shortages pose serious impediments to successful school management on the part of school leaders whose desire is to ensure access to education, promote equity, and practice inclusivity in their schools. These characteristics might appear in the profiles of the participants of this study, although I only provide the personal profile of the in-depth interview participants that consisted of six school principals and six deputy principals.

In-depth 1

In-depth One is a principal of a senior secondary school in the Libode Education District. He held an honours degree in physical science education. He only taught for four years in his previous school and then applied for a transfer to the school he was heading at the time of the interview. He became the principal of the school after spending eight years in the school. He mentioned that his school is one of the rural schools in the District. He added, however, that, despite high overcrowding of learners in classrooms, his school had been recording between seventy to ninety-five per cent in the Grade 12 examinations (matric) pass rate for the past seven years. He indicated that his challenge was to ensure that the department assists them at least by building six additional classrooms for his school because there are many learners from feeder schools (junior secondary schools) that his school has to admit every year. According to him, the effort of the department to provide his school

with additional classrooms would help learners from the catchment area to have access to education like their counterparts elsewhere in the country.

In-depth 2

This participant is a deputy principal in a senior secondary school in the Libode District. She came from Lusikisiki. She graduated from Walter Sisulu University (formerly, University of Transkei) with specialization in languages. She was a head of a subject department in her previous school for seven years and then was appointed to the deputy principal post in her current school. She affirmed that insufficient classroom infrastructure causes much overcrowding in her school. She further asserted that the department is taking quite a long time to provide more classrooms. In order to lessen the crisis of overcrowding in the school, parents of learners were asked to make a payment toward the building of two additional classrooms in 2012. This payment was actually against government's policy because the school is regarded as no-fee school. But she again confirmed that there had been a consultative meeting with the SGB, which led to the parents seeing the urgent need to contribute towards the building project. She maintained that there was, however, absolutely nothing they could do or any decision they could take as leaders without informing or including the other school stakeholders before carrying out any action.

In-depth 3

In-depth Three is a female principal from Lusikisiki. She was glad that she had become the principal of her new school. She held an honours degree in languages and had taught for twenty-two years in her previous school as a post level one educator before taking over as principal of her new school about three years ago. She mentioned that she had been born and bred in the area and came from the locality where her new school was situated. She could even walk home after school. She inherited a school which had been recording between five to twenty-three per cent matric pass rates over the past nine years. When she took over as the principal in 2016, the schools' matric pass rate moved steadily from twenty-three per cent to forty-two per cent. The schools' matric pass rate jumped amazingly to sixty-four per cent in 2017. She is working tirelessly to ensure that they could record eighty per cent pass rate in this year 2018. When questioned regarding the sudden positive

turn of events, she admitted that she worked hand in hand with all school stakeholders in identifying the root cause of learners' poor performance. They all worked hard in finding solutions to address challenges, like textbook shortages, inadequate teachers, learners walking a long distance to school, and teenage girls' pregnancy. She also took the burden upon herself by making sure that learners cultivated a habit of initiative learning and being committed.

In-depth 4

This participant is a male deputy principal from a school that was started by the local authorities as a junior secondary school, which was now controlled by the government. The school was not long ago converted to a senior secondary school. For this reason, the school was still facing challenges like overcrowding due to few classrooms provided by the government, teacher shortages, a lack of electricity, and inadequate school stationary and textbooks. She indicated that there was a lack of parental support in that area. According to her, they were all doing their best by holding SGB meetings to alert the parents to the need to support their children's educational needs.

In-depth 5

In-depth Five is a male principal with degrees in business management and education from Walter Sisulu University. He had just completed his distance master's degree in educational management with the University of South Africa. I learnt from him that his school was the best performing senior secondary school in the Libode Education District in the 2017 matric examination. He attributed this achievement to the fact that, even though his school was one of the disadvantaged schools in the Libode District, they strived to ensure that learners received basic learning materials like their counterparts in well-endowed school. This was done to ensure that learners were not deprived of equal access and privileges to education. He further mentioned that he was the type of leader who believed in the principle of democracy and inclusive participation in school governance. To this end, he often called for discussions and embraced the school stakeholders inputs on what should be done to improve the holistic development of the school. This principal of a school with nine hundred and forty-three learners indicated that he had been under the spotlight for

the previous four years owing to the poor academic performance of his school. He mentioned that, through consultative meeting with the school stakeholders, they had reached a point where all grade twelve learners who failed their first and second term examination would not be registered to write that year. Such learners would be made to write the following year in June. They discussed this decision with learners and parents, who agreed to it. They then embarked on the new procedure in 2017, and that led to the remarkable change in the school's matric performance. He noted that engaging with others in decision making in school is central to their owning the agenda and help in the implementation and monitoring of events.

In-depth 6

This participant is a female deputy principal with more than twenty-two years of teaching experience. She had been a head of mathematics and science in her previous school. She had been appointed as the deputy principal in her new school about six months before the interview, hence her trying to cope and adjust to her new school environment. Her major challenge was to control her emotions in her new environment as she had come to stay and work with them. According to her, she had learnt a lot from her former principal on the need to see and to treat all teachers, learners, and all other stakeholders equally.

In-depth 7

The seventh in-depth participant is a forty-nine-year-old female principal with a master's degree in mathematics education. She had moved through the ranks of being a teacher, HOD, and a deputy principal before becoming a principal. Her years of teaching experience had taught her a lesson on the need to ensure that issues around access, equity, and inclusive participation are addressed in schools.

In-depth 8

This participant is a male deputy principal with a degree in accounting education from the University of KwaZulu Natal. This was the only school he had taught in ever since his graduation eighteen years ago. He became the Head of the Accounting Department five years ago and now the Deputy Principal. As the Deputy Principal of a school of one thousand six hundred and thirty-five learners, he believed that

respecting and treating educators equally made them devote themselves to work knowing that you were unbiased. He indicated that it was always imperative to identify others emotions and deal with your own in order to become a good school leader. According to him, the school had been recording a matriculation pass rate of between eighty-five to ninety-eight per cent over the past fifteen years. He attributed this success story to management's effort to bring all stakeholders on board on what should be done to improve the school. He attested that, when people take part in a decision-making process, they tend to own and work for its accomplishment.

In-depth 9

In-depth Nine is a female principal of fifty-nine years of age preparing for her retirement only next year. She held a degree in mathematics from Walter Sisulu University. Her school had two deputy principals, six HODs, thirty-two teachers and one thousand four hundred and twenty-one learners. One of her major problems was how to deal with some of the male teachers who smoke on school premises during break time and sometimes come to school drunk. According to her, had it not been that she always managed to control herself, it would have been a disaster in the school as far as confronting such issues. Another major challenge of her leadership was the late coming of learners to school. This problem emanated from the fact that most of the learners were without transport and had to travel for about ten kilometers to school. She lamented that this phenomenon actually took away productive teaching time from learners, which undeniably affected their academic performance negatively. To address these issues, the SMT was seriously advising parents to support their children with transport, and the principal was repeatedly engaging with the department to provide transport in order that all learners may have equal access to education.

In-depth 10

In-depth ten is a male deputy principal with twenty-seven years of teaching experience. He had obtained a degree in geography from Nelson Mandela Metropolitan University in Port Elizabeth. He originally came from Port Elizabeth but had relocated to Lusikisiki in search of work. When asked how he maintained social justice practices in his school, he stated that the government through the Department

of Education has policies which need to be followed. Such policies are as follows: no-fee schools; no corporal punishment; not denying learners the chance to write their examination; the need for leaders to respect the rights of teachers and learners; and the need for leaders to be open and transparent to school stakeholders, especially with regard to finances and reports of meetings. These according to him were policies that he always tried to adhere to as a leader.

In-depth 11

In-depth eleven is a female principal of fifty-seven years with a degree in languages from Walter Sisulu University. Her school was one of the most remote senior secondary schools in the Libode Education District. The teachers in the school were staying in Lusikisiki and had to travel on a thirty-kilometer gravel road to and from school daily because there were no houses for teachers to rent close to the school. The school community had been given electricity from the government about five years ago. One of her major challenges was teenage girl pregnancy in the school and an inadequate number of teachers. This was just because the department was not employing teachers. The few that were employed only stayed for a short while and left the school because of the hard and strenuous conditions they could not endure. I asked whether they chased pregnant girls from the school and what they were they doing to retain teachers in school. The principal indicated that department's policy did not allow them to chase pregnant learners from school and that it was an issue they had to deal with as delicate as it was. The principal argued that, for learners to have access to quality education, it was always essential to have a teacher in front of them every day. For this reason, she worked hand in hand with the department to employ teachers for the school while the SGB had also started motivating teachers in various ways to make them stay permanently in the school.

In-depth 12

In-depth twelve is a female deputy principal of forty-eight years with a degree in economics from the University of Kwazulu Natal. She was an HOD in the school for six years before becoming a deputy principal. She was of the view that a good leader is the one who always maintains practices of access to education, equity, and inclusiveness as part of ensuring social justice practices in school. She professed

that, to avoid conflicts in a school set up as a leader, it is cardinal to identify and handle your emotions as well as taking time to know the emotions of those you are working with in order to broker peace.

4.5 RESEARCH METHODS

The research methods used in this qualitative research study complemented each other in the sense that data sources determined the subsequent process of data collection. According to McMillan and Schumacher (2001:79), qualitative research employs methods such as participant observation, in-depth interviews, focus group interviews, document and artefact collection, field observations, and supplementary techniques. For the purpose of this study, in-depth interviews, focus group interviews, and document analysis were deemed as the appropriate data collection methods.

4.5.1 Focus groups interviews

Focus group interviews were used in this study to explore participants' experiences, opinions, desires and perceptions on intrapersonal and interpersonal emotional intelligence of school leaders in relation to access, equity, and inclusive participation with regard to social justice practices in the Education District of Libode in the Eastern Cape (Barbour & Kritzinger, 2004:117). Krueger and King (2006:67) posit that focus group interviews are essentially a qualitative approach to collecting information. The advantage of using focus group interviews, according to Barbour and Kritzinger (2004:118), is that they enable the researcher to interact freely with the research participants. Another benefit of the focus group interviews is that they give the researcher the opportunity to gather information that could perhaps not be collected easily by means of individual interviews (Krueger & King, 2006:67). Focus group interviews were conducted to gather information about the participants' perceptions of the research topic. The focus of the interviews was to explore how emotional intelligence perceptions of school leaders could be related to social justice practices in schools.

Another purpose of using focus group interviews was to obtain multiple responses related to the study. In comparison with individual interviews, focus group interviews tend to provide greater amounts of information in shorter and more efficient time

spans. Focus group interviews conducted during the research study were particularly useful in triangulating the data for this study. Six focus group interviews were conducted with HODs and teachers in a selected school in the Libode Education District. The focus group interviews provided a space for participants to articulate their opinions and elaborate on meanings of their experiences in a collective sense-making process (Barbour & Kritzing, 2004:123).

Barbour and Kritzing (2004:123) state that focus group interviews essentially provide the research participants with the opportunity to learn from one another in a relaxed and conversational atmosphere. In this study, as research ethics demands, participants were informed that the aim of the focus group was not to reach an agreement but to explore different perceptions that would come out. Thus, informed consent and arrangement of times were communicated to participants in advance to ensure that my interviews did not interfere with their busy schedules. As alluded to by Hieskanen, Jarvela, Pulliainen, Saastamoinen and Timonen (2008:154), recording, and simultaneously analyzing, participants' interactions during the focus group interviews allowed me to arrive at a clear understanding of how the HODs and SGBs, who were research participants, approached the topic of exploration in this study.

4.5.1.1 *Validating focus group interviews*

After one focus group interview at the first school, the researcher wrote some of the responses given by the participants on a flip chart and invited other HODs, who could not participate owing to time constraints, to spend ten minutes in recapping our interview points. They saw how positive our engagement had been and decided to join us on the next appointment date in order to contribute and benefit from the focus group interviews. Thus, the focus group interviews gave the HODs and the teacher component of the SGB a chance to acquire worthwhile skills and experience from one another in a very peaceful and conducive manner (Heiskanen *et al.*, 2008:154).

The focus group interviews were conducted during break period to ensure that valued time was not wasted.

The researcher also obtained ethical consent from the research participants to use my cell phone to record our interview conversations for later transcribing. The advantage of using a cell phone as a device to record the interviews was that it could be hidden in a place that the participants may not even see if they feel shy of their voices being recorded. Moreover the device does not disturb their concentration, and thus participants felt at ease when expressing their opinions. The researcher later transcribed the collected data, which assisted a lot during data analysis. In the researchers' opinion, the iterative procedure employed during the interview boosted the reliability and validation of data.

4.6 IN-DEPTH INTERVIEWS

In this research study, six secondary school principals and their six deputy principals were purposively selected for in-depth interviews. So in total, twelve in-depth interviews were conducted with participants from the Libode Education District of the Eastern Cape. Permission was sought from the Libode District Education Directorate to allow the researcher to conduct the study in their District. A mandate was then granted to commence the research work.

4.6.1 Validating in-depth interviews

To obtain validity and reliability of the meaning of research participants' experiences, this study followed Golafshani's (2003:604) approach, which includes capacitating the investigation by accepting the views of others. To achieve this, there was an engagement with the in-depth interview participants to assist in restructuring and making meaning from recommendations and lessons learnt during the pilot study and the focus group interviews. As opposed to quantitative research, where controlled questions are administered to research participants with options to choose from, a semi-structured in-depth interview method, which was in a dialogue form, was employed (Ehigie & Ehigie, 2005:627). According to Merriam (1998:2), interview involves a dialogue with someone with the aim of the interviewer to know what an individual or a participant thinks about an event or incident. To this end, the research sought to extract the feelings and views of how the research participants perceived the research questions.

In-depth interviews were considered as the most relevant research method to use with the school principals and deputy principals in this study, as it is open-ended and discovery-oriented. McMillan and Schumacher (2001:79) assert that in-depth interviews use open response questions to attain data on how people perceive their world and how they clarify and make sense of significant events in their lives. In this regard, the in-depth interviews provided an opportunity to intensely explore the participants' feelings, experiences and practices with regard to the subject under study.

Furthermore, the in-depth interviews allowed the researcher to methodically obtain data from the participants, while maintaining the flexibility required in recording the information (Creswell & Clark, 2011:210). Thus, in-depth interviews do not only involve asking questions but also recording and documenting the research participants' responses in order to thoroughly investigate the meaning of their perceptions (Wilson, 2010:137).

In contrast to quantitative research study, where structured questions and responses are made accessible to the research participants, this study followed, as recommended by Ehigie and Ehigie (2005:627), an informal method of semi-structured interviewing. Enough time was made available to participants to enhance probing and also to foster discussion beyond the question topics, and thus explore the thinking of each research participant. Furthermore, the participants were made aware that they all had the ethical right to withdraw from the research study at any time without any penalty. In order to ensure flexibility, the researcher tried to regularly assess the research questions and cautiously review the nature of data that was collected (Watt, 2007:92).

Nevertheless, the study had to use caution, as advised by Ajjawis and Higgs (2007, 620), and not assign meanings to words, behaviour, and decisions that differ from those of the research participants. For this reason, it was necessary to take a second look and reflect on the meanings of situations rather than accommodating preconceptions and interpretations. Each interview started with an informal discussion on the profile of each interviewee. Consent was secured from each interviewee to record the discussion. A comfortable atmosphere was created to foster active listening, responding to the interviewee, prompting, clarifying, accepting

and avoiding censure (Watt, 2007:92). Each interview lasted for an hour. The interview schedule (See Appendix) helped in ensuring that some questions would not be omitted (Wilson, 2010:143).

Prior to the interview, research participants were duly briefed on the purpose and process of the study and their roles as participants. Questions asked were open-ended in nature but were followed by more focus probing questions. Probes are meant to allow participants to provide a more detailed answer, while follow-up questions are intended to capture the depth which is the hallmark of qualitative interviewing (Welman *et al.*, 2005:247). Furthermore, the research schedules enhanced personal contact and interaction between the researcher and the research participants. In formulating the interview schedules, it was considered imperative to avoid double barrel questions, loaded language, misleading questions, and incomplete questions (Welman *et al.*, 2005:247). Therefore, questions were asked in simple and clear language.

4.6.2 Document analysis

The researcher examined educational hand-outs, policy documents and minutes of SMT, staff, and SGB meetings in the selected schools to ascertain the nature of social justice practices in schools. Analyzing these documents helped in linking the research findings to relevant literature, unravel facts and gather information not given by participants. Document analysis was done, since qualitative research is concerned more with making meaning than making a generalized hypothetical statement (Crouch & McKenzie, 2006). This data source was principally helpful in acquiring participants' opinions and perceptions on EI and how it relates to their social justice practices in school (Hancock, 2002:13). According to the DoE (2007:87), school documents such as SMT, staff and SGB meeting minutes and school policy documents, should clearly outline practical measures usually taken by leaders in resolving sensitive and complex social justice issues in schools. This emphasizes that school leaders have to exhibit a sense that a universe, such as a school, is a system (Watt, 2007:92), which is interrelated with, and dependent on, other systems in functions, such as problem-solving in particular. Moreover, this adds to each system's individual well-being, personal improvement, and the community in which they exist (Crouch & McKenzie, 2006).

4.6.3 Data analysis

This qualitative study sought to conduct data analysis in tandem with data collection (Baxter & Jack, 2008:554). The intention of data analysis in this study was to inductively recognize major themes and categories, which could address the research questions and the research objectives. This was done by transcribing phone recordings, which were made during the interviews, and by reading and re-reading all responses gathered from the interviews, and making sense of them. As a qualitative researcher, there was the need to take interview notes. These notes assisted in identifying themes, categories and sub-categories. The notes further boosted the interpreting of the data that was collected by asking questions. Interview notes were later summarized, which eventually helped in organizing all salient points by means of coding and arranging them in a coherent order.

Mouton (2001:108) argues that data analysis consists of levelling the information into convenient themes, patterns, trends and relationships. Open coding was utilized to ensure categorization of the situation through close assessment of data for similarities and differences. Axial coding was also used to generate new connections between each category and its sub-categories. Supportive statements from the interviewees were used in providing regular support to conclusions that were inductively identified from the data. Responses from the focus group interviews, in-depth interviews, and literature review boosted the required qualitative research severity and triangulation of data. Lastly, the iterative interaction between data analysis and interpretation was tailored to maintain reliability and validity. Because six focus group interviews and twelve in-depth interviews were conducted, the interviewees were named as focus group One to focus group Six and in-depth One to in-depth Twelve.

4.7 SUMMARY OF THE CHAPTER

This chapter sought to explain the research design and methodology that was used for data collection and analysis. The chapter also clarified the descriptive exploratory, social interpretive, and the case study perspectives which were adopted to investigate the school leaders' perceptions of EI in relation to social justice practices in selected schools in the Libode Education District. The research

perspectives that linked the ontological, epistemological and methodological assumptions of the research were explained in this chapter.

CHAPTER FIVE

DATA ANALYSIS AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

Based on the research questions, objectives, theoretical basis and conceptual framework of this study, this chapter seeks to present the data analysis and discussion of the research work. The study explored EI perceptions of school leaders in relation to social justice practices in six selected schools in the Libode Education District of the Eastern Cape. This chapter seeks to inductively analyze, and thus draw new meaning from the data.

For the purpose of triangulation, and to guarantee the qualitative reliability and validity of research findings, twelve in-depth interviews, six focus group interviews, and an analysis of school documents were conducted. School documents, which were examined and employed as data sources, included minutes of SMT, staff, and SGB meetings. The focus group interviews were conducted before the in-depth interviews because the latter were considered as the core research technique to source clarity of perception and insight regarding the principals' and deputy principals' opinions on the research topic after the focus group interviews. The document analysis helped to unravel additional significant data on the school leaders' practices which were not covered by the focus group and the in-depth interview process.

With the permission of the research participants, my cell phone was used to record focus group and in-depth interviews. The researcher listened and transcribed the recorded information in order to analyze it. Data drawn from the six focus groups, the twelve in-depth interviews and documents were interpreted and analyzed into themes. These themes were further subdivided into categories where direct quotes from the interviews were made for the purpose of increasing validity and reliability. The researcher then read and re-read it to fully understand the research participants' perceptions and construction of knowledge (Stead & Stuwig, 2001:57; Glaser & Strauss, 1967).

5.2 DATA ANALYSIS AND INTERPRETATION

Baxter and Jack (2008:554) argue that qualitative data analysis is conducted in conjunction with data collection. The intention of data analysis in this study was to recognize inductively the main themes and categories that addressed the research questions and the research objectives. This was done to reflect on emerging themes from the new data.

Open coding was used to ensure categorization of phenomena through close examination of data for similarities and differences. Mouton (2001:108) claims that data analysis involves breaking the information into convenient themes, patterns, and relationships. Axial coding was used to generate new connections between each category and its sub-categories.

Supportive statements from the interviewees were used to lend gradual support to conclusions inductively identified from the data. Responses from the focus group interviews, in-depth interviews, document analysis, and literature review enhanced the required qualitative research thoroughness and triangulation of data. The iterative interaction between data analysis and interpretation was employed to sustain reliability and validity. Since there were six focus group interviews and twelve in-depth interviews conducted, the interviewees were referred to as focus group One to focus group Six and In-depth One to in-depth Twelve.

Based on the research questions, the research objectives, the conceptual framework of the study, together with research perspectives engaged in this study, the responses of the research participants were structured under two main themes: Intrapersonal and interpersonal EI perceptions of school leaders. These themes replicate the degree to which school leaders articulated their perceptions of EI as it relates to social justice practices in Libode Education District Schools. The themes are not essentially comprehensive of all themes regarding the school leaders' perceptions of EI. However, those highlighted represent the challenging and complex nature of school leadership in the context of enhancing equity, access, and inclusivity as an aspect of social justice practice in Libode Education District schools in the Eastern Cape of South Africa.

Both themes, as explained in Figure 5.1, are interconnected, indicating the difficulty of establishing understanding regarding the link between intrapersonal and interpersonal EI domains of school leaders in relation to social justice practices in schools.

Table 5.1: Themes, categories and sub-categories

THEMES	CATEGORIES	SUB-CATEGORIES
Theme 1: EI intrapersonal perceptions of school leaders in relation to social justice	1.1 Self-awareness and social justice	1.1.1 Realisation of links between self-control in relation to equity, access and inclusivity; 1.1.2 Awareness of one's strengths and weakness in relation to equity, access and inclusivity;and 1.1.3 Great sense of one's self-assurance and self-belief in relation to equity, access, and iclusivity.
	1.2 Self- managementand social justice practices	1.2.1 Managing impulses and distressing emotions in relation to equity, access, and inclusivity ; 1.2.2 Being ethical, above reproach,and keeping standards of integrity in relation to equity, access, and inclusivity; 1.2.3 Meeting commitments and keeping promises in relation to equity, access, and inclusivity;and 1.2.4 Seeking innovative ideas from a wide range of sources in relation to equity, access, and inclusivity.

THEMES	CATEGORIES	SUB-CATEGORIES
	1.3 Self–motivation and social justice practice	1.3.1 Achievement drive in relation to equity, access, and inclusivity; 1.3.2 Sense of commitment in relation to equity, access, and inclusivity; 1.3.3 Ability to take initiative and action in relation to equity, access, and inclusivity; and 1.3.4 Being optimistic in relation to equity, access, and inclusivity.
Theme 2: EI interpersonal perceptions of school leaders in relation to social justice	2.1 Social awareness and social justice	2.1.1 Empathy in relation to equity, access, and inclusivity. 2.1.2 Developing others in relation to equity, access, and inclusivity. 2.1.3 Service orientation in relation to equity, access, and inclusivity. 2.1.4 Leveraging diversity in relation to equity, access, and inclusivity. 2.1.5 Political awareness in relation to equity, access, and inclusivity.
	2.2 Relationship Management and social justice practices	2.2.1 Influence in relation to equity, access, and inclusivity. 2.2.2 Communication in relation to equity, access, and inclusivity. 2.2.3 Inspirational leadership in relation to equity, access, and inclusivity . 2.2.4 Change catalyst in relation to equity, access, and inclusivity. 2.2.5 Conflict management in relation to equity, access, and inclusivity. 2.2.6 Building bond in relation to equity, access, and inclusivity. 2.2.7 Collaboration and teamwork in relation to equity, access, and inclusivity .

5.2.1 Theme 1: School leaders' perceptions of EI in relation to social justice

One of the objectives of this study was to explore the school leaders' perceptions of EI with regards to equity, access, and inclusive participation as aspects of social justice. This theme has three main categories. The first category is concerned with school leaders' self-awareness, which mainly revolves around acknowledging one's inner states in relation to social justice. The second category is about self-management, which involves managing one's internal states and impulses. The final category is about self-motivation, which refers to the emotional abilities of school leaders that steer and strive to achieve goals for social justice. These three categories are explained in line with their interconnected sub-categories in order to understand and merge data (Denzin & Lincoln, 2005:21).

5.2.1.1 *Self-awareness in relation to social justice*

This category of Theme 1 focused on self-awareness as facilitating the ability of school leaders to be acquainted with their emotional feelings. Goleman (1995) defines self-awareness as having a deep understanding of one's emotions, strengths, weakness, needs, and strives, which makes people honest with themselves and others. In support of Goleman's explanation, Venkat and Pooja (2008:37) explain self-awareness as the knowledge of one's judgment, choices, strengths and weaknesses, which could be used to direct one's thinking. In this study, the category of self-awareness has three sub-categories. The first sub-category is about school leaders knowing and controlling their emotions. The second sub-category involves detailed data on school leaders' familiarity with their strengths and weakness. The third sub-category deals with data on school leaders' perceptions of an immense sense of their self-esteem and capabilities safeguarding social justice practices in their schools. The central objective of this category was to understand the research participants' perceptions of their self-awareness capabilities as in relation to social justice.

5.2.1.1.1 Self-control in relation to equity, access, and inclusivity

This sub-category outlines school leaders' perceptions on identifying their emotions and the outcome of their emotions in relation to social justice. Responses gathered from both the focus group and in-depth interviews revealed that school leaders were actually aware of their emotions. For instance, In-depth Six stated that:

I sometimes feel that some learners and teachers will undermine me so I at times stamp my authority on some of them which sometimes turn to create tensions in the school. Some of them also felt that I don't treat them fairly. But I have learned from that.

The above response indicated that, even though school leaders were aware of their emotions, they sometimes found it difficult to deal with them, and thus their reactions tended to lead to tensions in the school. The response further showed that school leaders' behaviour at times raised suspicion of unfairness in how they governed in terms of social justice. This awareness assisted the participant to start treating people equally. This notion was also supported by Focus Group 3 who stated that:

Socially it is not easy to deal with people. Teachers and learners see us as more intimidating. People are unique so you have to treat them as such, what we know is that it is always good to control your emotions and concentrate on the best from people.

This response indicated that school leaders were aware of how difficult it is to deal with unique people. They were also aware of how other school stakeholders perceive their actions and the need to treat everyone equally. The school leaders also acknowledged the need to focus on people's good behaviour in order to help them control their emotions. Ivcevic, Brackett and Mayer (2007:201) suggest that positive attitudes, not disruptive ones, can create flexibility and social justice thinking. In-depth 2 further stated that:

Sometimes my emotions make me have negative feelings towards an aggressor and become bias in favor of the victim without looking into the bottom or the real cause of the problem. It is time to learn to control my emotions.

The response above indicated that sometimes school leaders allowed their emotions to override them when it came to handling of some issues. The participant's inability to control his emotions sometimes made him treat people unjustly and without

equity. However, the participant accepted that there was a need to control emotions and be sober when handling delicate matters at school in order to be fair. In-depth 11 also stated that:

I always try to make sure that I am in a sober mind, trying not to be angry even when other school stakeholders are angry in order to treat everyone fairly and equally. In your bad state, you will not be able to give support to and things that others need from you.

The response showed that the ability of school leaders to control their destructive emotions could play a pivotal role in enhancing equity and access as an aspect of social justice in schools. For example, In-depth 1 stated that:

Emotions have sometimes a way of hindering fair justice practices. If not handled properly, they can cause lack of objectivity. As a leader, I have through the years learnt to control my emotions. This assisted me in ensuring that justice is served and everyone is equally treated.

The response indicated that emotions can at times result in unfair practices in the school. People need to control their emotions when dealing with others to ensure that everybody is treated and served equally. Goleman (1995) argues that people who have high levels of self-awareness are very fair in relation to others. In addition, people with high levels of self-awareness try to avoid extremes of being overly critical and unrealistically hopeful. Moreover, individuals with a high sense of self-awareness know how their feelings affect them, others, and their job performance. This means that there is the need for school leaders to develop their self-awareness competencies to handle people with equal respect in schools. Goleman (1995) adds that an emotionally intelligent leader understands his or her weaknesses and is able to control his or her emotions when passing judgment. Document analysis from the schools of the study indicated how school leaders normally asked other stakeholders to write and explain why they did something wrong with the intention of not speaking to them when they were very angry at the time.

5.2.1.1.2 Acknowledging one's strength and weakness in relation to equity, access, and inclusivity

This category deals with participants' self-assessment and self-realization with regard to their individuals' strengths and limitation as school leaders in ensuring

equity, access and inclusive participation. The research participants responded on the awareness of their strength and weakness in relation to social justice practices. For instance, In-depth 2 stated that:

Though I normally try to do my best for the school, my major challenge is that sometimes I fail to consult the other school stakeholders before taking an action, even though the idea may be good. But people may not trust you when you do things alone.

This response showed that school leaders were aware of their strengths and limitations in their daily engagements. The response further indicated that, even though school leaders may have intended something meaningful for the school, their major setback was sometimes making a unilateral decision, which could lead to mistrust in them. This suggests, according to Rachmawati *et al*, (2014:586), Pinto and Pemberton (2016:53) Anand and UdayaSuriyan, (2010:56) that, for school leaders to avoid unnecessary conflict in the school setup and to embrace inclusive participation, it would be sound for them to engage other stakeholders in all affairs that concern the school. The evidence of participants knowing their strength and limitations was also supported by In-depth 4, who stated that:

My strength is that I always try to make sure that I treat all teachers and learners fairly and equally. I also make sure that my leadership gives learners all that they need for their learning as ways of ensuring they have access to all study resources.

The above response indicates that the participant was aware of the strength and weakness as a leader of a school. The response further shows that the participant was applying the social justice principle of treating other people fairly and equally. This shows how the participant was ensuring that stakeholders, such as learners, have access to educational resources. This statement supports Singh's (2007:542) view that leaders with strong EI intrapersonal intelligence are able to act fairly and appropriately as well as being more effective and efficient school leaders. In other words, it enables them to regulate their own emotions, identify, understand and deal with others emotions in the workplace. In-depth 10 stated that:

My limitation is that I sometimes favour those teachers and learners which easily obey my words. I cannot also control my emotions or wait for the right time to tell someone if she or she is wrong on something. This is a habit I am trying to stop.

The limitation mentioned above was also supported by Focus Group 6 who stated that:

Sometimes we are unable to control our emotions when a teacher or a learner keeps on repeating the wrongs that we have corrected. What we know is that if you don't know something and you are corrected, you don't keep on doing the same thing. This at times makes us to be harsh on some people than others.

This response clearly indicates that school leaders have a clear recognition of their self-awareness and its implications on their job description but they are still battling with how to control their emotions when they are provoked. This actually suggests the need for school leaders to develop intrapersonal EI competencies. Goleman (1995) indicates that the emotionally intelligent leader has many wonderful attributes: being someone who understands his or her limitations; reflecting and learning from their experience; showing a sense of humour and perspective about self; and trying to work to overcome them. Focus Group 2 also stated that:

We as leaders really need to be taught on how to control our emotions because sometimes we don't want to be seen as monsters. When you try correcting those few who are not doing things right, they see you as hating them and liking others.

The response showed that participants are not ignorant of their self-worth. They appreciate the need for leadership training on how to deal with their emotions and to improve their personal well-being. This is because they work with social beings that are intricate to handle. Notman (2012: 5) argues that it is profound for leaders to know who they are, what they believe, and why they do the things they do. The author further maintains that EI intrapersonal self-awareness is often enhanced by the priority school leaders give to their personal and professional development. This suggests that when school leaders' conduct can be defended in such a way that others at least can understand and at least respect that behaviour then self-knowledge has been achieved. In-depth 12 stated that:

My weakness is ineffective human management, very often I don't feel okay going to teachers always to tell them to go to class because I think they will see me as someone who is disturbing them but this is also not fair to learners who came to school to be taught.

The response above was further enhanced by In-depth 10 who stated that:

I normally tell my teachers on an individual basis to attend their class period. But I still see some in the staff room doing nothing. when this their actions persist and knowing that this time I won't be able to control my emotions when I call them into my office, I just call a staff meeting and report that learners are complaining about teachers who don't attend classes.

The response indicates that school leaders sometimes find themselves in a dilemma between ensuring that their learners are be taught and the emotional anxiety of rebuking teachers. This indicates that school leaders are truly aware of learners' right to have access to quality teaching time and must be treated equally like other learners in different schools. However, it could be observed from the above response that school leaders' challenge is how they could handle their emotions with regard to the teachers, even if the teachers act wrongly. This is because they want to avoid confrontations. Mikolajczak, Brasseur and Fantini-Hauwel, (2014:42) posit that, although we all experience and witness all sort of emotions throughout our lives, we may differ in the extent to which we attend to, process and apply our own and others' affects. According to Petrides and Furnham (2003:277) as well as Mayer and Salovey (1997), EI accounts for this notion in the sense that individuals with high EI are thought to be able to identify their own and others' emotions, and express them in a socially acceptable manner. They understand the causes and consequences of emotions regulate them when they are not appropriate to their goals and use them to enhance thoughts and actions. Thus, the literature on EI suggests that people with high EI are able to take charge of their emotions. However, people with low EI normally have a difficult time handling the information emotions carry and are also often overwhelmed by their feelings (Mikolajczak, Quoidbach, Kotsou, & Nelis: 2009). Document analysis from one school's staff minutes reflects the strength of the leaders, hence the need for teachers to treat all learners equally and distribute textbooks to all learners, even those who failed to return textbooks the previous year.

5.2.1.1.3 Self- assurance and self-belief in relation to equity, access, and inclusivity

This section explores perceptions of school leaders concerning their self-worth and self-belief. It considers the capability of school leaders to objectively reveal their shortfalls and how they managed their shortcomings in dealing with social justice

issues in schools. Below are the responses from school leaders with regard to their self-awareness proficiency and how they handled social justice concerns in schools.

Focus Group 1 stated that:

We first make sure that we read and understand more about social justice issues. We then explain this to teachers so that they can embrace them and to become part in their implementation. We don't compromise on social justice issues but we are always fair and firm in maintaining them without acting on our emotions.

This response was similar to that given by In-depth 8 who stated that:

Whenever I am confronted with any difficult challenge regarding social justice matters, I make sure that I don't react with my emotions. I quickly ask my principal for advice, when both of us fail to handle the case, we then call our Education Directorate Official (EDO) to provide us with directives.

This response shows that when some school leaders are confronted with huge challenges like dealing with complicated social justice issues, they tend to become calm and seek help from outside. This suggests that school leaders try to control their emotions when they encounter difficulties in their school work. Long, Monoi, Harper, Knoblaugh, and Murphy (2007:202) argue that, if school leaders were to know how to put their emotions into practice, they would become more positive in their leadership than those with less self-awareness. In support of the statements above, In-depth 9 stated that:

I treat everyone equally having no preconceived mind on anybody or issue based on principles of social justice. I work hard to ensure that learners in the community get access to this school as well as learners having access to textbooks

This response indicates that school leaders are aware of the need to control their emotions and deal with all school stakeholders equally. Despite most of the leaders expressing their sense of humour, others seemed to be more particular in their leadership roles. For example, In-depth 5 stated that:

I am very a strict and principled person by nature; therefore I easily follow procedures without any questions. But when I go wrong somewhere too I easily accept and correct the mistake or apologize

This response indicated that if school leadership can improve upon their EI intrapersonal competencies, they would be able to accept their weaknesses and work towards achieving their personal fulfilment, which could enhance their self-confidence and self-worth in attaining the goals of their schools (Fer, 2004:568). In-depth 3 responded that:

Sometimes I find it difficult to implement some decisions and policies because of the kind of people I am dealing with. My instinct sometimes tells me to stop enforcing certain policies which may bring misunderstanding and tensions in the school.

The response shows how some school leaders' emotional dispositions influence them to work to avoid tensions in their school. In the interviews, other school leaders saw self-awareness as being truthful to oneself, taking responsibilities of one's actions and working to avoid more mistakes.

For instance, Focus Group 4 stated that:

Because we don't want anyone to treat us badly, we always like to treat everyone equally and fairly. So we always try to ensure that we do to others what we want them to do to us even if they have bad attitudes or emotions. We make sure that everyone enjoys the in the school.

This response specifies that HODs' and other school leaders' ability to recognize their emotions and that of others could enhance their ability to treat others equally and fair. This may suggest that people's ability to understand their emotions and that of others could become handy in working to enhance equity and fairness as an aspect of social justice in schools. Zijlmans, Embregts and Bosman (2013:3916) assert that working with others who show challenging behaviors can be emotionally demanding and stressful because these reactions may cause a range of negative emotional reactions and feelings. However, Zijlmans *et al*, (2014:3916) affirm that negative emotions and feelings may be regulated by EI, a psychological construct that takes into account personal style and individual differences. Reflections on the SMT, staff, and SGB meeting minutes reveal that school leadership normally arranges meetings with other school stakeholders to discuss problems in the school.

The information gathered with regard to this sub-category reveals school leaders' strength and weaknesses. In general, those interviewed conceded that EI could play a role in helping them make good decisions and also control their emotions as they work with others in schools. It was exposed that the leaders needed more courage, which could gear them towards self-actualization and self-confidence. Goleman (1995) argue that individuals with high self-worth can openly express their feelings, opinions, and viewpoints. Inductively argued, the school leaders interviewed needed a conceptual understanding of the connection between their emotions and their actions. This suggests that school leaders in general might need a speculative perception of the link involving their emotions and their actions.

5.2.1.2 Self-management in relation to social justice

This second category of the first theme deals with school leaders' self-management and shows the level at which school leaders could manage their impulse feelings and distressing emotions. This category also reveals how the school leaders interviewed were able to remain composed, think clearly, and stay focused under

pressure. It also shows the ability of leaders to remain calm in trying moments as well as being alert to current developments. This category again represents information on how the school leaders could manage their disruptive emotions and impulse when handling delicate social justice issues in schools.

5.2.1.2.1 *Managing emotions and impulses in relation to equity, access, and inclusivity*

This sub-category entails data on how school leaders' perceptions of interpersonal EI could guide their emotions when dealing with complex issues like equity, access, and inclusive participation as an aspect of social justice. Focus Group 3 stated that:

As leaders, we must leave our personal problems at the gate. It does sometimes happen that we lose our temper because of our own problems. But we believe that it is better to go out of a place when you are provoked. By so doing, we will treat people well and stay in peace with everyone here at school.

This response indicates that some school leaders are fully aware of the consequences of their negative emotions if not properly managed in a school environment. Covey (cited in Labby, Lunenburg & Slate 2012:4) argues that people with EI are able to envisage danger and work to avoid them. It could be inductively inferred that the school leaders needed to develop EI intrapersonal self-management competency that could help them harness their emotions and channel them in a direction that could enable them to achieve social justice goals of their schools. Inductively, this could imply that since the majority of school leaders' work is based on emotions, it requires leaders with high levels of self-regulation (Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin & Bommer, 2007). In-depth1 stated that:

My years of teaching and leadership experience have taught me that my nature of work is an office where anyone can enter at any time with wrong emotions and attitudes. So when my emotions begin to flare up, I remind myself that I am in my office as a professional. So I am expected to behave as such, respect individual dignity, treat everyone the same.

This response showed that school leaders can sometimes experience negative emotions. But their ability to stay calm in the event of adverse circumstance could be an indication of strong intrapersonal EI competence. Goleman (1995), in explaining

his second component of EI, identifies self- management as an ongoing conversation people have with themselves, which frees them from being prisoners of their feelings. Goleman (1995) further states that people with a high degree of self-regulation are more capable of facing the ambiguities of advancing organizational success than those with low self-management. Focus Group 6 stated that:

We are always mindful of the consequences of any wrong and emotionally charged decision. The anticipated outcomes of any bad emotions keep us in check to ensure that we don't bring our institutions into disruptive. We see all stakeholders as equal, ensure that they all get what they deserve, and involving them in all decision making process.

This response reveals how careful school leaders are with regard to their emotions. This response from school leaders further advanced Goleman's (1995) view that people with high levels of self-management can help to enhance the integrity of their organization by not making bad decisions through impulse behaviors. This could signify that self-management may help school leaders stay calm, control their feelings and make thoughtful decisions. This shows that leaders, like any other human beings, have erroneous emotions but do try to suppress or ignore them. In-depth 7 stated that:

When I feel emotional, I avoid taking any decision as I fear my emotions might put justice at stake. I always gather as much evidence and intelligence as I could about any case or delicate situation. Most often, I make sure that I have full self-control over myself so that I will not be sentimental in handling any social justice issue as a leader.

The response shows that school leaders' emotions can be advance to develop and enhance social justice practices in school. In-depth 2 shared the same sentiment:

Although I have my personal temperament, I make sure that I don't allow my emotions to interfere with my leadership or school work when dealing with my stakeholders. I try to push my emotions aside and deal with the issue fairly.

This observation was supported by In-depth 4, who stated that:

People sometimes make me angry as a leader. I normally tell myself that I will not look at someone's attitude and change my behaviour by treating them badly. I normally compose myself and explain things as good as I could to ensure that peace prevails.

The response indicated that school leaders, more often find it extremely difficult to handle their emotions in pursuit of social justice; nonetheless, they were fully conscious of the fact that their ability to regulate and manage their negative emotions could help deal with institutional conflicts and tensions. Goleman (1995) sees self-management as an on-going dialogue that individuals have with themselves, which emancipate them from being prisoners of their feelings. This could indicate that self-management is concern with people's ability to control their emotions in order to remain principled.

5.2.1.2.2 *Being ethical and above reproach in relation to equity, access, and inclusivity*

This sub-category centers on thoroughness and trustworthiness of school leadership. It relates to their ability to remain ethical and above reproach; building trust through reliability and authenticity among other people (Cohen, 2001:1). This sub-category entails school leaders admitting their own mistakes and confronting unethical actions in others. The sub-category also involves the sincerity of school leaders in taking tough and principled positions, even if unpopular. In reality, it deals with the concept of leading by example. In-depth 12 stated that:

Because both teachers and learners are observing what I am doing, I try as a leader not to lie to anyone. I also try that I don't contradict myself by being careful in whatever I say. I also make sure that everyone is treated equally and fairly. This helps me to win the trust of teachers, learners and even the parents.

The response indicated that the school leaders understood the need to remain fair, honest to all stakeholders of the school, seeing them as equal and treating them as such. The response again hinted that, because leaders are aware that their actions are being monitored, they tend to be meticulous in their daily engagement with their subordinates. In-depth 6 agreed with this that:

I practice what I preach to others. Whenever I go wrong I make sure that I accept the mistake and apologize accordingly. Despite having people of different religions, belief systems and gender, I don't discriminate. I make it a point that all of them feel at home in this school.

The deputy principal in this interview made a personal pronouncement on the understanding of how things are to be done in terms of accepting faults, leading by

example and making others feel comfortable at work, which signals of social justice principled leader.

Focus Group 2 collaborated with the response by indicating that:

We try to ensure access, maintain equity and fairness by sticking to the code of conduct of the school. In cases where the outcome may be harsh, judgment sometimes is tempered with mercy. In such instance, one can see an act of gratitude on the part of the party concerned.

The response showed that the school leaders were trying to avoid taking unpopular decisions, which may tarnish their image and the integrity of their position as leaders. School leaders did this by sometimes consulting policy documents in a form of a code of conduct before any concrete decision was taken. Reflections from staff and SGB meeting minutes from one school confirmed that leaders normally referred to school regulations and policies documents during decision making. This was evident in a circular from the department, which was attached to minutes of a meeting. In-depth 5 confirmed that:

Because I am not authoritative, but open and approachable, stakeholders find it easy to suggest and discuss options with me.

The response above showed the school leaders' willingness to turn from an autocratic style to a more socially-just, democratic and interactive type of leadership involving the inclusive participation of stakeholders. Mafora (2013:37) and Polat (2011:50) advocate for the democratic transformation of society, especially in schools, and the participation of parents, teachers and learners as partners in state education. In-depth 11 also mentioned that:

In order to maintain my integrity among learners, I make sure that I treat them equally. When it happens that I am to punish them I don't look at faces but rather punish them the same way.

The issue of equity, fairness and integrity seemed to be one of the cornerstones of the school leaders' management style.

In-depth 9 stated that:

When it comes to monitoring of my teachers, I try as much as possible to check all their work without making a mistake of forgetting to visit and check other teachers' work. This is because I don't want a situation where other teachers will see me as being hostile to them and treating others with soft gloves.

The responses above established that the school leaders were prepared to work in a manner that their integrity would always be maintained by making sure that all stakeholders were handled equally with regard to social justice practice. Other response also showed that the school leadership was more than willing to learn from their counterparts on issues which baffled them. Focus Group 5 stated that:

When it comes to things we don't know, we don't feel ashamed to ask from our principals or even the teachers we lead. This is because despite the fact that we are subject heads in our school does not necessarily mean we know everything. So we must also learn from others to build ourselves up.

This response showed that the HODs sometimes became humble and were ready to learn from others for their personal development. This suggested that the school leaders were able to put aside their ego as leaders and tended to learn from others. In-depth 8 also stated:

As a Deputy Principal, I also double as a pastor who believes in God and His creation of people equally. People may have different ways of doing things, perceiving things or different lifestyles. I make sure that I treat all people well, fairly and equally.

In-depth 3 collaborated with the above response by stating that:

Since the integrity of a man lies in his words, I make sure that I stand for the truth at all times by calling a spade a spade in ensuring that my integrity is assured in the discharge of my duties to promote equity, access and inclusive participation in as a leader.

In-depth 1 also indicated that:

I don't show any kind of hatred or favour towards anyone. I allow all stakeholders to share their views on matters. I try to make sure that I don't preach virtue and practice vice. This attitude helped me to earn and maintain my respect and dignity with my teachers and learners.

The response indicated that the school leaders' self-conviction of having to live a sound, moral, and ethical life left them with no option other than to be sincere to themselves and others. This suggested that being emotionally aware of what relationship and life entails is a step towards living a trustworthy life. However, the interviewees admitted that, even though it was their desire to perform and act above reproach, there were times where circumstances forced them not to keep to their promises. When this happened they quickly explained to the affected individuals. For example, In-depth 2 stated that:

Sometimes we promise learners that they would be allowed to go for outside sport or games. But you would find out that there is no money. For learners to trust me, I have to arrange a meeting with the learner leadership to explain the position of the management before they go on a rampage to burn the school.

The anxiety and the desire on the part of school leadership to be honest and fair to other stakeholders was further buttressed when In-depth 4 emphasized that:

I even go an extra mile to ensure that learners are provided meals from the kitchen even if the school nutrition money has not been deposited into the school's account. This is because learners sometimes would not understand us when we say that there is no money for feeding when they see other learners from other school eating every day.

The response above was emphasized by Focus Group 1 who stated that:

We normally asked our teachers to come for weekend and holiday classes with a promise of given them money for transport. Because of the trust that they have in us, they always listened and come for the classes. Thanks to the training I am getting from workshops

The response reflected on school leaders' transparency, ethical style, being principled and emotionally sensitive to matters which affected them and others with regard to social justice. The response suggested that being able to manage oneself well could help leaders win the trust of those they lead. In-depth 7 also stated that:

Sometimes I fail to keep to my word because I normally fail to control my emotions and be sober when making promises. I think this is not a good practice. We as leaders have to control our emotions and be honest with others no matter what the situation may be.

Contrary to above response, In-depth 10 stated that:

Honesty is my daily ambition as I work to enhance equity, access and inclusivity; this earns me trust from almost everybody. I know and understand that it takes years to build or earn trust, but only a few moments to lose your trustworthiness.

Generally, the responses expressed in this sub-category showed a greater need for the school leadership to develop EI competencies. Mechanisms of EI like honesty among leaders and their emotional dispositions were seen as foundations upon which their leadership was built. It could be inferred that leaders' ability to remain ethical and emotionally stable was key in earning the trust of their people. The training that few of them were getting during leadership workshops also contributed to a large extent to their sense of being open, sincere and frank with issues. Chastukhina (2002:14) argues that EI plays an important part in the everyday aspects of people's lives. In everyday life, having a high level of EI may help people develop stable and trusting relationships, understand others better, and interpret actions and emotions clearly. Portfolio reflections showed how the leaders were working to promote equity, access and inclusive participation in schools by ensuring that all genders were represented in both teacher and learner committees.

5.2.1.2.3 Meeting commitments and keeping promises in relation to equity, access, and inclusivity

This sub-category ideally provides records on the school leaders' ability to take responsibility for their own performance, and achieving the vision and mission statement goals of their schools. The sub-category also considers how focused and steadfast the school leaders were in the execution of their official duties. This, therefore, shows how school leaders were working to meet commitments and promises. In-depth 3 stated that:

I do not play a blame game on anyone to put the fellow in trouble. What I normally do is that I try to find solutions to problems, but not creating more problems. Whenever I go wrong I identify and correct my mistake.

This response provided a lesson that mistakes are bound to occur in life and that promises can easily be broken in the chase for social justice. But accepting one's

wrongdoing and apologizing does not take anything from leaders, rather shows a good leadership quality. In support of this, Focus Group 4 stated that:

We always try to remain truthful to those we are working with even when we go wrong because of more commitments. For example, if you lose a document given to you, it is not good to lie that you did not received it.

This response showed that the HODs had sincerely come out to explain that too much work sometimes made them commit errors in the performance of their duties. They, however, believed that their errors should not put others into trouble, as they worked to promote social justice. Hence the school leaders desired to remain truthful and to take responsibilities for their actions. In-depth 6 also stated that:

I am that type of a leader who likes to work with people. Whenever they tell me my mistakes, I accept them and say sorry. I also ask others in areas I have gone wrong and take advice from them. I also stay with people and explain things to them.

The response indicated that school leaders' willingness to work with other people always prompted them to stay in peace with them. This indicates that one way to get people's attention and get them to understand you is to have a close conversation with them. In view of the response provided, In-depth 5 stated that:

It does not take me a long time to say I am sorry whenever I go wrong like taking decisions alone, treating others unfairly and equally. But I make sure that I limit my mistakes by being careful in whatever I do. When someone offends me, I also try to forgive the person because it is said that to err is human and to forgive is divine.

The response showed school leaders managed to remain ethical and polite in pursuit of social justice. Largely, the responses from both the in-depth and the focus group interviews indicated that school leaders tried to improve their flexibility to cope with the challenging circumstances their work demanded from them in schools. It could also be observed that, for the sake of enhancing social justice practice of inclusiveness in decision making, leaders were able to manage their emotions. They did this by apologizing and forgiving others' wrongs so that such people could be reconnected to them for collective work to be done for the benefit of their schools. This could imply that EI intrapersonal domain component of this study could assist school leaders to acclimatize and regulate their emotions and thoughts to new and

demanding conditions. Gardner (1993), Luca and Tarricone (2001:368) establish that self-aware leaders are known to be more responsive to how their actions impinge on others' rights and feelings. According to Salovey and Mayer (1990), such leaders have to a larger extent the ability to regulate themselves, and are able to face disturbing phenomena with ease. This suggests that school leaders are always supposed to act ethically, and read the environmental current of their organization to guide the way they should go about doing things. Document analysis from the schools revealed how school leaders were made to sign and commit themselves to decision-making as a group or staff, duties given to individuals to perform, and items entrusted to their care.

5.2.1.2.4 Seeking innovative ideas in relations with equity, access, and inclusivity

This sub-category pertains to information on school leaders' perceptions on how open and comfortable they are to a paradigm shift. The sub-category also seeks to explore perceptions of school leaders on new information in relation to national protocol addressing issues of equity, access and inclusive participation in schools. Gathering this data was aimed at unearthing how the school leadership goes about seeking out fresh ideas from a wide range of sources; entertaining original solution to problems and getting relieved with themselves. In-depth 7 stated that:

Not all government policies are good for learners in my thinking; this is because some policies seem to entrench on some negative behavioural pattern. For example, teenage pregnant learners are not supposed to be expelled. This is a bad precedent because other learners may fall pregnant knowing that nothing will happen to them. But because it is policy from government one has to comply to ensure that learners have access and equal opportunities to education.

The information provided showed that the school leaders were at times opposed to certain policies, but knowing that there was little they could do to change state policy; they ended up following orders and rules rather than their conscience. They eventually accepted such policies for the sake of equity, access, and inclusivity to education as a component of social justice that says "no child should be left behind".

Focus Group 1 aligned with the above statement by stating that:

Even though, some government policies are not in conformity with our personal principles. We are always ready to follow this new policies coming. For instance, learners will not do their task and we teachers or leaders are not allowed to beat the learners because the department is against corporal punishment.

The response indicated that the school leaders had reservations about the type of policies which are forced down their throat to implement. The leaders indicated that the top-down approach of leadership actually left them no room to operate freely. In-depth 12 stated that:

We are in a democratic era where there is more emphasis on human right these days. Anything which addresses human right issues, especially the question of equity, access to education and educational resources equally, or inclusive participation cannot be ignored. I do welcome them and help to implement them. We as leaders should not bring our personal feelings and emotions here too much because they are policies you cannot chance.

This response elaborated on how the school leaders sought to gain fresh ideas from existing ones. This suggested that being open to novel ideas could help individuals like school leaders from stressing themselves and getting extremely emotional and upset on social justice issues. In-depth 4 also mentioned that:

We have to follow what the Department says as far as it protects people's right and interest to equity, access and inclusive participation. Sometimes it is irritating to adopt but we cannot do otherwise.

To deal with multifaceted social justice issues properly, In-depth 11 stated that:

With some policies, I accept them as they are, but there are those that I don't feel comfortable with them. For example, learners not returning their textbooks and nothing can be done to them. So I always organize an SGB meeting on how the parents could be of assist to retrieve textbooks from learners.

This response provided an account of how the school leaders sought fresh ideas from a wide range of sources to provide solutions to various social justice policy issues in schools. This suggested that entertaining original solution to a problem is essential in settling grievances with less hassle. This could indicate that school leaders who are always in a good emotional mood stand a better chance of solving problems amicably. Pastor (2014: 987) admits that high EI generates the creation of

stronger, more solid, proactivity, innovation and creativity, high-performance leaders. Pastor (2014: 987), further posits that such leaders work well under pressure and better adapt to changes. This suggested that the higher one climbs the leadership ladder in an organization, the more important it is to possess EI competency (Pastor, 2014: 987). In-depth 1 stated that:

Innovation creates new possibilities, I must confess though; it is not always a walk in the park to accept new ideas. But I strive to open up for fresh innovative ideas. As a leader, I am always open-minded and welcome new ideas from different individuals to help promote practices of equity, access and inclusive participation in the school.

In-depth 2 also stated that:

Initially we thought that doing away with corporal punishment will make our learners unruly but it is not. Majority of our learners are well behaved. I have gained a lot from workshops because I now know and understand more about the need to enhance social justice practices like equity, access and inclusive participation.

In the main, the school leaders expressed a strong sense of readiness to give space for new and innovative ideas that the world is gearing toward. Commonly, the response from the school leadership seemed to concur with literature in that it is extremely imperative to tolerate and welcome others' views and feelings, which could help boost leadership qualities (Gardenswartz, Cherbosque & Rowe, 2010:76). It could be inferred from the responses that it is appropriate for school leaders to be aware of their emotions and be able to alter it in their workplace. Document analysis from all the school showed evidence of how new policies from the state through the Department of Education were discussed at staff meetings for their implementation and monitoring.

5.2.1.3 Self-motivation in relation to social justice

This category under the first theme pertains to information on self-motivation. It considers participants' abilities that could improve achievement drive, commitment, initiative, and optimism.

5.2.1.3.1 Achievement drive in relation to equity, access, and inclusivity

Achievement drive refers to people's capability and desire to set and accomplish special goals (Bar-On, 2010:59). This sub-category examines how school leaders could become results-oriented, with a high drive to meet set objectives (Bar-On, 2010:59). This sub-category is also aligned with how school leaders are pursuing information to reduce uncertainty and finding ways to do better in terms of achieving social justice in schools. Recent research (Akbari, & Allvar, 2010:45; Alexander, 2005:68) increasingly indicates that school leaders are considerable front-runners in influencing their school's vision and mission statement goals. This could imply that school leadership holds the key to sealing the gaps to all social injustice practices in their schools. Alexander and Fuller (2005:124) assert that highly EI competent leaders produce greater results than comparatively less EI leaders. This simply suggests that school leaders require all the necessary assistance which could help them attain their targets as managers of their schools (Moloi, 2007; Swanepoel, 2009). In-depth 9 stated that:

Human right issues like social justice in terms of equity, access to educational resources and opportunities, equal participation in society has come to stay in South Africa. I ensure that learners from all our feeder schools are admitted in this secondary school. I also ensure that learners get all the study materials. I also ensure equal representation of all stakeholders in our meetings.

The above response indicated that, although the school leadership was sometimes panicky in ensuring social justice practices in their schools, they were emotionally willing to do their best. This suggests that, for them to achieve greater goals in social justice, they had to put more effort into knowing more about social justice issues. Long, Monoi, Harper, Knoblauch, and Murphy (2007:202) state that achievement drive is influenced by people's individual willingness to achieve competencies necessary in their work and to expand knowledge and understanding with effort. Members of the focus group interview assert that, despite the challenges that may come their way in their quest to improve social justice standards in their schools, they would remain unfazed. For instance, Focus Group 6 stated that:

While yielding to certain pressures, the idea of social justice should be behind anything done in the school set up. We make sure that we workshop our teachers about the need to be conscious when dealing with issues concerning social justice. We also try to be doers not only advisors.

This response showed that when the school leaders were confronted with huge work demands, they tended to use their EI intrapersonal skills and work related experience. This suggests that leaders with achievement drive competency could use their own self-motivated efforts whenever they encounter difficulties in their school work (Long *et al.*, 2007:202). In-depth 8 also mentioned that:

I start with myself, I walk the talk. I encourage my teachers to abide by rules despite how difficult the regulations are. So this is helping me to achieve my social justice goals that I have learnt.

This response indicated that the school leadership appreciated the experience and skills they had gained from various leadership workshops. This had inspired them to maintain such practices in their schools. In-depth 5 stated that:

The main reason why we are here at school is teaching and learning. I always try to be positive as I could with all stakeholders of the school. I, together with my management team normally invite parents to discuss how we can all help the learners.

The above response showed that the school leaders were working hand in hand with learners, parents and teachers to achieve their objectives, an indication of social justice with regard to equity, access, and inclusivity. Focus Group 2 stated that:

Because we want our learners to pass, we always ensure that teachers are in class all the time teaching. We do this by ensuring that teachers sign class attendance register to show that they attended the class.

The above response indicated that the school leadership was aware of the fact that there could be barriers that may hinder their achievement drive of learners having equal teacher interaction opportunities. So, they tended to be open-minded and tried to find solutions to them (Ivcevic, Brackett & Mayer, 2007:201). Stumn, Sophie, Hell, Benedirk, Chamorro and Tomas (2011:574) maintain that a sign of achievement drive in individuals is the curiosity and the desire they have to know more about causes, effects and solutions.

In-depth 6 stated that:

I always help to implement various government policies that come to us. Policies like not to admit old learners and the need for learners travelling from far distances to school to have free scholar transport. Also is the free school nutrition to assist learners from poorer communities like the area our school is situated.

The response highlighted the support and monitoring from deputy principals on state policies. These policies are the immense contribution of government interventions that aim at providing accessible and affordable education to learners in this rural part of the country, which is in line with educational justice to all learners. The response suggests that, in order to arrive at the expected goals, greater effort needs to be put in place by school leadership to determine, organize and supervise the process of obtaining them. This shows that school leaders may need a high sense of self-understanding and what they could do to attain set goals. In-depth 1 stated that:

To achieve our goals, we schools leaders have to set clear goals and standards, and creating a proper framework to achieve those goals with the help of others. I am always aiming higher than average.

This response indicated that the school leader's action was goal-oriented. This is because the schools leader's ambition was to ensure that a platform was created where everybody in the school could have clear direction as to what they could do to achieve their purpose. The response further revealed a type of leader who cherished the inputs of others and encouraged inclusive participation to achieve a goal.

Generally, the response from the research participants indicated that they tended to notice the worth of self-motivation as a vital tool in their school work. This suggested that when school leaders develop personal EI self-motivation competencies, it could also prepare them to be able to cope with challenges at school. They could also help others to work towards their self-actualization, especially in developing an urge to achieve goals (Fer, 2004:568). Document analysis of SMT meetings from School Four reflects that measures had been put in place to achieve some targets for the school.

5.2.1.3.2 Commitment in relation to equity, access, and inclusivity

This category deals with participants' perceptions on commitment competency. It refers to persisting in doing what is required to be done. In this study, the commitment competency refers to school leaders showing a willingness to go beyond what is expected of them to enhance equity, access, and inclusive participation. For instance, Focus Group 1 stated that:

We need to place more effort and zeal to ensure that learners get the best out of us. This we can do by making sure that teachers go to class every day and on time, attend morning and holiday classes. Even though it is not easy but with enough sacrifice, we think this will help our learners to pass.

The above response indicated that school leaders were willing to go the extra mile with their school work. The response also revealed that school leaders were committed to taking responsibility for their school work. In the interviews, the leaders did not only admit the need to commit themselves to work, they also accepted the challenges that come with it, as they worked to ensure that equity and access to education is given to learners. It could be argued that the school leaders' willingness to go further in their teaching work was to do justice to learners as stakeholders. In-depth 3 stated that:

I first taught in a junior school before coming to the senior school, I can say that we were playing there. Senior secondary school teaching needs extra time, effort and sacrifice to help the Grade twelve learners to pass like their counterparts in urban towns and cities.

This response indicated that the school leaders were committed to helping their learners have equal access and opportunities to pass at the cost of their time, energy and other benefits or personal responsibilities. In-depth 12 stated that:

Teaching in a senior secondary school means that you must forget about your holidays because we have to attend normal and holiday classes until Grade twelve learners write their final examination. There is nothing we can do than to accept it and move forward. But I think we also need encouragement, support and motivation from our Department.

Generally, it could be observed from the participants' response that the school leaders wanted to have a structure that could lead them in providing their quota to improve the principles of perfection in enhancing educational equity, access, and

inclusive participation in their schools. Such a framework gave them opportunities to assume liability for their individual performance and ally it with the objectives of their school. The responses indicated that some school leaders showed clear evidence of commitment towards their work. These responses also suggested that school leaders had the self-motivation to allow them to do more for their school. Brackett *et al.* (2006:35) state that people who are less motivated and have limited levels of EI competencies are less likely to cope with the challenges they face in life. This suggests that school leaders need the ability to motivate themselves and persist in the face of frustration. In this way, school leaders may be able to regulate their moods and keep distress from swamping their ability to think and cope with their school work (Goleman, 1995). It could be inferred from the participants' perceptions of commitment competency that there was a sense of purpose and personal sacrifice to ensure that the school work requirements were met. Document analysis of staff meetings from all the schools revealed how teachers and the SMTs committed themselves to school tasks by working on different committees, working to meet deadlines, and taking initial steps to advance policies.

5.2.1.3.3 Initiative in relation to equity, access, and inclusivity

This category represents data on the perceptions of participants' initiative abilities. This initiative skill is more in tune with school leaders' natural processes of psychological enlargement, an important aspect of growing and developing their abilities to take increasing responsibility for their leadership role. Initiative skill further reflects the willingness of school leadership to operate on existing opportunities. Alexander and Fuller (2005:72) declare that leaders who take initiative steps are good encouragers and ensure inclusive participation of others than those who only advise. This suggests that, there could be a need for self- motivation initiative competency as it could help school leaders make use of available resources on their own and motivate others to do the same. In-depth 2 stated that:

When I became a Deputy Principal, I realized that there is no need to force teachers to do some work always. This is because they are observing what I am doing myself. So I start doing what I want them to do. For example, I started attending morning classes to catch up with lost time with learners. Soother teachers also started coming for morning classes.

The response showed that school leaders were conscious of the need to start leading by example, rather than using too much explanation and forcing things on teachers. Akbari and Allvar (2010) argue that it is highly necessary for school leaders to see the need to take initial steps in their role as leaders. This may help them to see others following them because they have created the platform for inclusive participation without infringing on others' rights. Focus Group 2 also stated that:

We leaders have to set the pace for our teachers and learners to follow. If we start doing and acting the right way, there is no way that others will not copy the good work. We leaders have therefore made it a point that we will lead by example for others to assist in achieving our goals.

This response showed that the school leaders had some form of a framework which they thought could help advance the implementation and monitoring of their goals and objectives set for their schools. The objective of the school was to ensure that all stakeholders would embrace the vision of working together for a common purpose. The response correlated with taking initiative at schools to advance school policies and introducing stakeholders to actively participate in. In-depth 1 stated that:

We leaders need to develop attitudes of taking responsibility for our work and also encourage teachers to work on their own without waiting for us to tell them what to do. That is why we have to organize staff meetings and discuss issues on social justice for the benefit of all stakeholders.

This response showed that school leaders were alert that their attitudes and emotions had something to do with their ability to take initiative in their work. The response further indicated how school leaders realized the need to encourage others for equal participation on matters that concern them. Lasonen and Vesterinen (2002:52) aver that many of the new developments in education put a serious responsibility on school leaders to have a great deal of initiative in their work. This could mean that EI initiative competency could be essential to school leaders in order to meet the challenges in today's educational institutions. Goleman (2004:34) affirms that the major trait of EI initiative competency is the considerable accountability that would be taken by school leaders. Alexander and Fuller (2005:76) as well as Bese (2014:7) maintain that people who have EI initiative competency tend to work to the best of their abilities. Such individuals tend to initiate actions when given the opportunity and exert intense effort and concentration in the

implementation of work, as stated by the participants. The minutes from SMT, staff, and SGB meetings and response from the interviewees showed the school leaders' willingness to act on offered opportunities. For instance, in a particular school, the time table indicated one principals' initiative to start night classes with Grade 12 (final year students) learners to help them prepare well like their counterparts in other parts of the country. This is an indication of learners having equal access to quality tutoring.

5.2.1.3.4 Optimism in relation to equity, access, and inclusivity

This sub-category represents data on the school leaders' ability to maintain a positive and hopeful attitude toward life, even in the face of adversity. It represents a positive approach to daily living, which is a very important motivating factor in whatever leaders do at school. Optimism is a significant skill to possess, as it frequently separates positive leaders from others in the pursuit of social justice. Focus Group 3 stated that:

Our work sometimes becomes so demanding that we begin to stress up not knowing how and what to do to handle such challenging task. We end up blaming and treating others unfairly and unequally. But to overcome this workload, we think we must remain focus and positive. Because you will make matters worse if you begin to panic.

The above response indicated that the school leaders were worried about the workload they had to deal with at school. However, they were convinced that remaining hopeful all the time could make them see such workloads as less worrying (Bese, 2014: 67). This suggested that school leaders who believe in themselves and who are optimistic could follow their goals, treat people well, and are good to others, regardless of the obstacles and setbacks in their school work. Singh (2010:34) argues that individuals who are optimistic by nature are more positive, calm and remain confident in hard circumstances. Such leaders tend to pursue their goals, despite the hindrances they face on the way. This could mean that such leaders may need support from those above them. In-depth 10 mentioned that:

Sometimes we see that we have overloaded our teachers with more classes than they can handle and therefore feel sorry for them. But we keep on motivating them so that they can work without any malice as we pressure the Department to employ more teachers for us.

In-depth 11 also stated that:

There is overcrowding of learners in this school but we remain hopeful that the Department would respond positively to our request and release fund for construction of additional classrooms to help decongest our classes.

Generally, the above response indicated how school leaders have welcomed the burdensome effort and sacrifices needed to accomplish goals. Some of the goals were to work hard for, such as the school giving extra classes in accordance with learner's right to educational resources and access. This suggests that school leaders were required to augment their lives with self-motivation optimism competency to enable them to reflect optimistically about their work as leaders. The response brought to light that the school leaders were ready to follow the goals of their individual schools, notwithstanding the difficulties they could come across. It could be inferred that the school leaders knew how to manage their internal states and harness their emotions and channel them in the direction that could enable them to achieve their goals. Singh (2010) avow that putting one's self in a positive and a contented disposition enhance a person in pursuing more innovative actions to foster collaboration with others.

5.2.2 Theme 2: EI Interpersonal perceptions of school leaders in relation to social justice

Another objective of this study is to explore EI interpersonal perceptions of school leaders in relation to equity, access, and inclusive participation as an aspect of social justice practices. This theme has two main categories that look into exploring EI perceptions of school leaders in relation to social justice practices. In this study, the categories are structured around the theme by taking a critical analysis of data and using appropriate quotes from every data sources utilized in this investigation.

The first category of theme two is about social awareness. Social awareness takes into consideration others' feelings, needs and concerns which mainly revolves around acknowledging emotional state. The second category is about relationship management. The theme involves skills that could stir up satisfying responses in others. It further focuses on managing others' internal states and impulses. These two categories are explained in line with their interconnected sub-categories and in

order to understand and combine data (Denzin & Lincoln, 2005:21). These categories are interpreted in terms of the interpretive view. This is done to construct understanding from the perceptions of the research participants about the relations between EI and social justice practices of school leaders in schools.

5.2.2.1 Social awareness in relation to social justice practices

This category considered five main sub-categories. The first sub-category is about empathy, which entails being considerate of others' feelings or views and having the urge to listen, and care for their wishes and concerns. The second sub-category pertains to information on developing others as it deals with acknowledging and rewarding people's effort, accomplishments, and development. The third sub-category is about service orientation and concern with understanding other stakeholders' social needs and finding ways to address them. The fourth sub-category is on leveraging diversity. It centers on understanding diverse worldviews and being sensitive to cultural and racial differences of people in promoting equity, access, and inclusive participation in schools. The last sub-category is about political awareness which involves detecting crucial social networks, reading situations and external realities.

5.2.2.1.1 Empathy in relation to equity, access, and inclusivity

This first sub-category of EI interpersonal competence comprises the abilities to become conscious of others' emotions, thoughts and needs. Goleman (1998), Luca and Tarricone (2001:369) contend that empathy is understanding and interpreting others' feeling and being able to identify with their views on issues through their perspective. The authors further describe empathy as cultivating rapport with people from different culture or races. This explanation can best be suited to the South African context with diverse racial and cultural groupings. Mayer, Caruso and Salovey (1990), Salovey and Mayer (1993) argue that empathy needs the ability to recognize emotional responses in others, which involves well-defined capabilities rather than exclusive attitudes. Focus Group 6 stated that:

We always try to show love and concern to everyone irrespective of their background, race, and gender or belief system in the school as leaders. By so doing we win their trust because they get to know that we care about them. They, in turn, show their commitment and appreciation to us.

The above response showed that the school leaders were sensitive to the social needs of all stakeholders of the school and gladly offered appropriate assistance to them. This response revealed the empathetic nature of the school leaders. Book (2000) defines empathy as the capacity to see the world from another persons' perspective. Goleman (1998), Luca and Tarricone (2001:369) affirm that an empathetic leader has an awareness of the diversity of personalities, and accepts the diversity of people and the impact culture can have on interaction within a team environment with regard to equity, access, and inclusivity. In-depth 5 also stated that:

I am someone who has a soft heart to always help those in need. In my assistance, I don't discriminate. I also appreciate every small effort that learners or teachers may put up. I see this as a motivating factor for them to keep on trying and doing their best.

The response from this participant indicated that the school leaders always put themselves in the position of their learners and teachers and were ready to offer help when needed. This response revealed that the school leaders saw those around them as equal and therefore showed no partiality when the need arose for them to provide a helping hand. This indicates a practice regarding equity, access. In-depth 3 also stated that:

I don't concentrate much on people weakness to judge them, rather when I see any of their setbacks; I find goods means of helping them to overcome them. More especially assisting teachers in chapters which are difficult for them to teach. I also provide assistance to teachers with diverse problems.

Considering the above response, the school leaders were conscious of how they perceived and treated other people. The response suggested to a large extent how the school leaders had the emotional desire to help others rather than accusing them. The response further indicated how leaders were prepared to offer assistance to others for them to be at the same level in order that they can collectively work. Focus Group 3 stated that:

We are all human and are bound to make mistakes at some point in our lives. Everybody too has his or her own weakness and strength. We must rather take advantage of identifying others' shortcoming to offer assistance because we are all not perfect in certain areas. For example, when some school leaders are

more religious and see other teachers' social ills they tend to treat them strictly than others teachers which is unfair.

The response suggested the need for all school leaders to be more flexible and considerate when dealing with diversity category of people in the school set up. The participants believed that there was no way that the leaders could synchronize the thinking, social attitude of diverse people in an organization, which points to the need to accept and understand others from different worldviews to promote social justice (Chen, LaLopa & Dang, 2008). In line with above response, In-depth 4 stated that:

Our challenges normally affect our work at school. So we as leaders should at all times be sober-minded and understand that those we work with have challenges which cause them behave in a particular manner. We must try to be more matured in our daily engagement with those we work with so as to manage them fairly and equally.

These responses pointed out that the school leader was able to do self- introspection before commenting on others. The response further encouraged the need for leaders to employ their empathy abilities to treat others well and equally. Inductively, empathy competency involves the skill to comprehend individual's internal experiences and emotions and an aptitude to observe others perceptions (Goleman, 1995). In-Depth 11 stated that:

In our quest to be liberal, we are sometimes hard-pressed to consider between been lenient and empathetic to teachers or ensuring learners social and constitutional rights to education. This happens when we observe that learners are not been taught by teachers.

The response indicated that the school leaders sometimes found it difficult when balancing empathy and learners' educational rights in their daily engagement with school stakeholders. This invites the need for school leaders to have a strong emotional disposition in order to tackle complex issues in their schools. Goleman (1995) and Chastukhina (2002:3) assert that individuals with strong EI show empathy by being considerate of other workers feelings. The authors further state that empathetic individuals combine people's emotions and other factors in order to make a decision. In the second school, SMT minutes provided evidence of teachers who were made to sign for change in behaviour without taking the matter far. Goleman (1995) elaborates two vital reasons why organizations of today require

empathic leaders. He stresses that such leaders are able to spot and understand others' opinion; they understand others differences and are effective with retaining workers because they are able to develop a personal rapport with them.

5.2.2.1.2 Developing others in relation to equity, access, and inclusivity

This sub-category is about data on school leaders' ability and desire to offer useful feedback and identifying people's needs for development. It is also about seeking ways to increase others' satisfaction at the workplace. In developing others, school leader's perceptions were that it was their responsibility to ensure that they provide help to others. The leaders stated that their position demanded that assistance from them. For example In-depth 7 stated that:

Positivity is key, praises and positive recognition motivates my staff. I do a lot of that which encourage the staff to do more in whatever they are doing. I also try to involve the young and new teachers in many things that are done in the school in order for them to become familiar with how things are supposed to be done.

The above response indicated that school leaders were positively conscious that one way of developing others to enable those people unearth their potential is by motivating them. The response further pointed that practice leads to perfection. It could be observed that school leaders had a burning desire to develop their teachers by taking a conscious effort to involve them in activities of the school. Focus Group 2 concurred with above response by stating that:

People learn directly or indirectly every day of their lives. We, therefore, do things in a positive way so that others can learn from us thereby developing themselves. One good way to ensure that you are developing someone to become perfect is by delegating work or power for people to operate on their own. When people are given chance like that, they try to work to impress their leaders thereby becoming more experienced.

This response showed that the school leaders tended to notice how their actions were observed by their teachers and learners, hence the ethical need to act above reproach as leaders. It was also revealed that allowing people to act provides them

with greater opportunity to express their potentials and to gain experience. This suggests that when school leaders develop themselves and act appropriately, its effects on others could be phenomenal in the sense that it would help transform and bring total change to the school. They could also help teachers and learners to work towards their self-actualization, especially in developing the urge to become better in an environment where issues of equity, access, and inclusivity are paramount. In-depth 9 also stated that:

We leaders must endeavour to take collective responsibility of assisting others in the school especially in the academic aspect of the school. We should see to it that teachers, specifically new ones are exposed to what is expected of them and how to teach our learners to pass.

The response indicated that the school leaders were ready to ensure that every individual in the school was afforded the opportunity to develop and expand their knowledge. In-depth 8 agreed with this and stated that:

People's actions speak louder than their words. I am able to pick from my teacher's actions that they have a problem. I then call them and try to know about the problem in order to provide assistance. Again, I identify their emotional problems according to their actions. Then I address them as needed for them to contribute well to the school.

The participants' comments showed that the leader was open to others and ready to assist his teachers. The response further indicated why school leaders should be more sensitive and also feel for others by trying to recognize their challenges for possible support to enhance equity, access, and inclusivity. In-depth 12 also stated that.

Sometimes it is not easy to know people's challenges to give a helping hand. Some people feel shy to come forward to explain their problems. We as leaders have to develop strategies to knowing others' social and emotional problems.

The perception of the particular deputy principal interviewed was that, even though some people may appear reserved and would keep their problems to themselves, school leaders should be emotionally responsive enough to identify others' need. This suggested that school leaders can develop EI interpersonal competences to make their work easy for them. The above response collaborated well with in-depth 11 who stated that:

As a principal, what I normally do is that, immediately after principals' workshop or meeting, I see to it that I called a meeting to update the teachers and the parent component of the SGBs for us to move together in the same experience. Also, I try to ensure that my teachers attend all cluster or District subject workshops in order to develop themselves in their respective subject areas.

This response showed the need for the Department to keep on work shopping and training school leaders so that they can, in turn, develop those they lead at the school level. My perusal of staff, as well as SGB meeting minutes, reflected that the school leaders often held meetings with the school stakeholders in this regard. Generally, the response from all the interviews and document analysis indicated that the school leaders were willing to provide, and were providing, assistance where necessary to their staff. However, the leaders overwhelmingly supported the idea that the Department should have constant in-service training for both the school leaders and teachers if they really want positive change that would develop them. This indicated that leaders' monitoring, given timely coaching and offering assistance could help grow people's intelligence (Chastukhina, 2002:3).

5.2.2.1.3 Service orientation in relation to equity, access, and inclusivity

This sub-category depends on data about the school leaders' ability to anticipate, alerting themselves, recognizing, and meeting the expectations of others. It involves the capability of school leaders to grasp others' perspective and be available to offer help to them. Once more, this sub-category also tries to figure out school leaders' understanding of other stakeholders' social and psychological needs and how they are addressing those. This suggests that, for school leaders to distinguish the needs of those around them, it would be imperative to have a sound interpersonal relationship and create a good connection with them. The interviews revealed how school leaders tried to create a conducive school atmosphere to fostering accessibility to one another so that a platform could be created to offer assistance. For example In-depth 5 stated that:

If you desire to help others, you must try to go down to their level so that they can open up to you. For example, learners, especially those from poor homes are conservative, they don't talk. We have to observe and identify them in class. Such learners usually isolate themselves from their peers. They find it difficult to focus in class which affects their performance.

This finding revealed that the school leader acknowledged the social and psychological needs of the learners. The response showed the readiness of the leader to be approachable knowing that this would make way for others to open up to him. This showed the desire from the leader to ensure that learners were well and equally treated.

Focus Group 5 stated that:

Most of the times, you will see teachers panicking when you enter the class to observe their teaching styles. For them not to see us as “problem finders”, we first meet them before going to their class. At this point, we tell them that we are also teachers like them so they should feel free when we go to their class.

The above response indicated that the HODs did not use their superiority to infringe on their teacher's rights because of their weakness; rather they had a strong emotional feeling on their teachers' psychological and personal self-esteem and thus kept to respecting their feelings. This finding confirmed Pastor's (2014: 986) assertion that EI has become a vital element of the way today's leaders address the complexity of the challenges they encounter at their workplace. Pastor (2014) points out those leaders with good EI have a better understanding of their own emotions and those of others and are able to regulate their emotions when interacting with others. To support the response above, In-depth 3 stated that:

Stakeholders' emotional and social problems are normally identified through observations and engagements with them. I often assist them through counselling and sometimes provide some financial assistance for them to pay later.

Once again, the response showed that school leaders were eager to help others. But their perception was that one must first identify the problem before a solution could be given. The response indicated that the best way to identify others' social and personal needs is through regular observation and interpersonal reactions. Another principal shared how she had helped her learners after identifying their needs. In-depth 9 mentioned that:

I got to know that most of my learners were not having South African identity book. I then organized the home affairs official in Lusikisiki to come here. They

came to the school and registered those without identity books and now all of them are having their identity books.

A similar response was also given by another participant concerning his learners and teachers.

In-depth 1 stated that:

When I noticed last year that the performance of the learners was not encouraging, I had a meeting with my SMTs and concluded that we should invite two of our past students who were studying in the University to come and speak to motivate the learners. It did work, after their motivational speeches; the learners began working hard which actually improved our matriculation results.

This response collaborated with that of In- depth 10 who mentioned that:

I see the school as belonging to the community and thus the need to help or provide services to the community. For example, if a big function like Major's visit is going to be held around here, the councillors usually come to plead with us to bring our school choir to sing at the function. Because I know there would be no school without the community.

Generally, the responses indicated the extent to which the school leaders went to ensure that they assisted those who needed their help. In other words, the school leaders were willing to serve without any resentment. The responses underscored the prominence of encouraging a participative engagement of all stakeholders in enhancing service orientation. This suggested that accepting the varied needs and concerns of the school stakeholders underpinned the school leaders' service orientation.

5.2.2.1.4 Leveraging diversity in relation to equity, access, and inclusivity

This sub-category provided data on the school leaders' observations on the ability to nurture opportunities through socially diverse people aiming at promoting equity, access, and inclusive participation in their schools. Leveraging diversity is also about school leaders being tolerant of other school stakeholders as well as challenging bias in their schools. The Commission on Social Justice (2009) describes diversity as differences in individuals based on their race, culture, ethnicity, language, religion, gender, sexual orientation, age, social class, ability, health, national origin, appearance, environment, economic circumstance, and body

height or size. This suggests that school leaders have to know and understand diversity and how to handle it in schools. For instance,

In-depth 7 stated that:

Embracing diversity is not an easy thing because there are individual differences among learners and teachers based on their lifestyle, beliefs, emotions, and how they understand issues. This does create problems in schools if not handled well. For example, a teacher or learners may ask for a whole week permission to attend a family members' wedding, funeral, or attend a religious activities.

The response showed the complex and critical issues that the school leaders occasionally faced at school on daily basis. The response revealed that the school leaders needed to be extra insightful when dealing with people with diverse needs. The response suggested the need for school leaders to be emotionally aware and to become flexible when engaging with others in order to reach a common agreement. In-depth 4 expressed his sensitivity to diversity by stating that:

Fortunately, I am not a racist. I work well with everybody here at school. My school has teachers who are Pondos, Xhosas, Suthus, and Zulus. I see and treat them the same and also respect everyone the same. I make everyone to feel great and happy with their culture. We have one learner who is a foreigner but I have asked my learners and teachers to treat her well and so this learner is happy at school.

The findings established that the participant understood the principle of social justice practice in dealing with challenging bias and intolerance in his school. The principal seems to be adhering to social justice practices, which have been advocated globally on how people must be accepted and treated fairly at their workplace. Darling-Hammond and Bransford (2005), and Commission on Social Justice (2009) maintain that one of the charges of teacher education is to prepare school leaders to connect and communicate well with diverse learners, parents, teachers, and visitors. These authors emphasize that, to develop capacity among culturally, socially, and linguistically diverse teachers and learners, school leaders first need to know their own cultures. They also need to hold expectations of all stakeholders, understand developmental levels and what is common and different among diverse group (Gay, 2002; & Ladson- Billings, 1995). In support of the need for school leaders to identify and embrace diversity, Focus Group 1 stated that:

We respect everybody's' view, identity and personality and encourage everyone to do the same. During our subject meetings, we allow everyone to express his or her views and challenges freely. We believe that unity in diversity is strength and brings possibility. So we share our similarities and learn from our differences.

The response indicated how the HODs respected and related well with people from different backgrounds. This suggests that, instead of school leadership seeing diversity as enmity, it should rather see diversity as an opportunity by creating an environment where diverse people can strive and unleash their potentials. Minutes from subject meetings, staff meetings, and SGB meetings reflected how others views are considered in the school. This response supports Pinto's and Pemberto's (2016), and Ministry of Education's (2010) findings that school leaders must respect and value the full range of others differences so that teachers and learners can work in an environment that is respectful, supportive, and welcome to all. In-depth 8 stated that:

With my leadership, I believe that diversity is strength, power, wisdom and success. I know that everyone's opinion is important and must be heard. I normally called for staff meetings where most of the solutions to the problems in the school come from the teachers. On the parents side, we do call regulate parents meeting for them to deliberate on various issues about the learners and the school. In fact, I know that I cannot manage the school alone. So I harness the rich expertise of my stakeholders to run the school.

The response showed that the deputy principal saw the positive side of diversity more than its negative. In-depth One also saw the brighter part of diversity as a blessing instead of a burden on school leaders. In-depth 1 stated that:

I believe that we principals have to be matured enough, control our emotions, and accept diversity as Gods' creation. If we can do that, we will see diversity as a building block rather than a boring thing. Even though we may have people with diverse views and characters, but that is the beauty of diversity. I also believe that we need training on how to handle diversity problems in our schools.

The principal's response showed that diversity is here to stay; so, the best way for school leaders to handle it is to understand, accept, and cope with it. Commonly, the data from all the In-depth interviews, focus group interviews, and the document analysis show how the school leaders were willing to embrace diversity. To them, diversity provided platforms for individuals to learn from one another, which enhance individuals' personal development in life. The school leaders admitted that diversity comes with challenges but when one looks at it from the right perspective, it adds to organizational development. This is because people with various skills, experiences and views may contribute immensely to achieving the goals of an institution. The participants suggested that all that they needed was a strong emotional character

and sound interpersonal relationships. Gardenswartz *et al.* (2010:76) aver that EI interpersonal intelligence is needed to lead successfully in a global world. The Norms and Standards Policy (DoE, 2000:12), and Dali (2011:113) emphasize the urgent need for school leaders to have competencies related to the critical and inclusive handling of diversity, such as understanding the impact of diversity on teaching and learning.

5.2.2.1.5 School political awareness in relation to equity, access, and inclusivity

This sub-category provides data on school leaders' observation and accurate reading of key power relation and the ability of school leaders in recognizing groups' emotional currents and detecting crucial social networks. This data was collected to identify the readiness and capacity of school leaders to handle tensions. The aim was also to check their ability to deal with other issues that may arise in order to create interpersonal relationships that could seek to promote equity, access, and inclusive participation in their schools. In-depth 2 stated that:

I stay current and well informed about the country's' political climate and become sensitive to what is happening in the country in order to stay alert and in line with issues. This helps me to understand things and keep my stakeholders inform on time.

The response indicated that, for fear of been caught unaware by political developments on human rights and social justice issues, the deputy principal sought to be always attentive about political comments and developments in the country, which could directly or indirectly have an effect on her leadership. In-depth 10 also stated that:

The school as an institution is like a country or state with political and democratic structures. Here at school, there are channels of communications like the representative council of learners, SGBs, and staff meetings. Engaging with such structures open windows for the SMTs to identify the stakeholder's thoughts about the school leadership and their grievances. I think we must do this if only we want to create a school environment which aims to promote equity, access and inclusivity.

The response revealed that school leaders noticed the tensions and conflicts that could arise in schools if stakeholders' emotions, concerns are not treated well. The

information gathered also informed this study that it is always important for school leaders to acknowledge the political structures in their school to create an enabling environment for their participation in decision making in the school. This concurs with Pinto's and Pemberton's (2016:53) claim that school leaders should understand, identify, address, and eliminate bias and barriers, and power dynamics that limit stakeholders' desire to learn and to fully contribute to the goals of their schools. On the same political awareness, Focus Group 3 mentioned that:

In terms of political awareness in relation to equity, access and inclusive participation as components of social justice, we see school leadership as a very complex and complicated thing. This is because most of the people are aware of their rights without their responsibilities. This makes them think that nothing can be done to them when they are wrong.

The response indicated that the school leaders had over the years recognized the complexity of social justice issues in the country, which learners are also exposed to. The response revealed that even though the HODs had some reservations as to why learners should not be punished, they, however, acknowledged that one has to be vigilant when trying to punish learners because they know their rights. In-depth 6 also stated that:

It is not easy but sometimes you hear by the grapevine. We know things by putting your ear on the ground. Sometimes learners give us names but you can only get to know when you get close to them. When you go to the staff room and there is a tension, you can catch it by observing their mood, actions, and body language. But you must try to solve problems, not in a confrontational way.

The response revealed how the school leaders went about sensing and getting clues about others' thoughts on them and tensions in schools. The response further underscored the need for school leaders to be emotionally competent on how to handle tension and issues in schools. Pastor (2014:986) posits that leadership is concerned with the interactions of leaders with other persons. The author affirms that social interactions, emotional awareness and emotion regulation become essential perimeters affecting the quality of interactions. This suggests that effective leadership behaviour depends crucially on the ability of a leader to solve complex social problems that arise in an institution (Pastor, 2014:986).

In-depth 3 collaborated with the above view by stating that:

In my daily encounter with other stakeholders especially the teachers, what they do or say give me a glimpse of what they see, think and talk about me. The facial sign and body gesture show me if the person feels uncomfortable when I am around him or her. When I identify something like that, what I do is to suppress my emotions so that others could not recognize that I have noticed their attitudes towards me.

The response indicated how critical and essential it is for school leaders to constantly read, detect crucial social networks in schools in order to find ways to defuse them to enhance peace and unity in their schools. In-depth 11 stated that:

I normally try to find out what learners and teachers want me to do. I don't react negatively or see some individuals that they are difficult or against me, rather I learn and try to do the right time to promote peace and fairness.

The response suggested that the school leaders saw the brighter side of accusation as a good gesture for self-introspection, self-realization and self-development. The response again considered the need for school leaders to always be in a position to control their disruptive emotions and rather build sound relations with others. With regard to levelling grounds for inclusive and equal participation that sought to eliminate power abuse, autocracy and discrimination, In-depth 5 mentioned that:

Sometimes I intentionally organize staff meetings and decided not to attend so that teachers discuss issues freely and come out with solutions without my involvement. Their decisions at the meeting are also final and binding. I do this to prepare them to act on their own and principally to feel part of the school in order to own it.

It emerged from the response that the school leaders sometimes assumed a leadership style which created an avenue for other stakeholders to feel free to involve in the decision-making process in their schools. For instance in the sixth school, portfolio analysis reflected a meeting held without the SMT and the decisions taken became formal and binding. Generally, the response from the participants clearly revealed that autocratic leadership has to pave way for more democratic forms of leadership if school leaders aim to enhance equity, access and inclusive participation in schools. This could be done, according to the responses if school

leaders could create institutional policies, structures and an environment that may foster appropriate school climate.

The response reiterated the need for school leaders to equip themselves with, and also develop, EI competencies which could assist them to become effective and efficient leaders. Chastushka (2002:14) profess that EI leaders promote qualities that are instrumental in guiding an organization to success. The author asserts that EI leaders should foster self-regulation, self-awareness, as well as creating working environments in which people feel comfortable voicing their opinions, thereby promoting a climate that is successful and stable.

5.2.2.2 *Relationship management in relation to social justice*

The main category has been divided into seven sub-categories. The initial sub-category dealt with Principals, Deputy Principals, HODs, and the teacher component of the SGBs' influence in schools. The next sub-category is about communication as a means of relaying information in an organization. The third sub-category concerns conflict resolution. The fourth sub-category centered on leadership competency which encompasses information on how school leaders lead their subordinates and motivates them to embrace social justice practices in schools. The fifth sub-category revolves around seeing school leaders as pillars for change in their schools. The sixth sub-category is also about school leaders' ability to build bonds with their stakeholders and seeking out relationships that are mutually beneficial. The last sub-category is on the capability of school leaders to enhance cooperation and teamwork. It also concerned with school leaders pursuing common goals in promoting equity, access and inclusive participation in schools.

5.2.2.2.1 *Influence in relation to equity, access, and inclusivity*

This sub-category contains information on the ability of school leaders to use complex strategies like indirect influence to build consensus and support. It also deals with school leaders skills in persuading other stakeholders, especially teachers, to accept social justice transformation in schools.

On this sub-category, In-depth 12 stated that:

Knowing very well that I cannot do everything in the school alone, during meetings and my casual interactions with teachers, I encourage them to motivate learners, be fair to them, and act or speak in a way that they would be understood by learners.

On this same view, Focus Group 3 stated that:

We normally encouraged teachers to understand learners' emotions and academic problems so as to adopt the right approach to teaching the learners to understand them.

Both responses showed how the school leaders went about navigating their way in persuading teachers to work for a common purpose without putting pressure on them. The response further expressed how leaders had fine tuning presentations to appeal to the listener. This was observed when the principal mentioned that, when learners perform well, they collectively took credit for that. There is evidence though that the school leaders were aware of the role EI plays in individuals, hence the call on teachers to note and meet the emotional needs of their learners. It was clear that the emotional disposition of the school leaders had enabled them to provide the needed support for their teachers. Zijlmans *et al.*'s (2013:3917) believe that negative emotions and feelings of leaders affect and influence their staff on how they regulate their emotions. These authors advocate the need for EI training for leaders because it enables them to recognize and respect the feelings of others. It also enables them to provide effective strategies that could be used to handle problems, ensuring general well-being and the capacity to control impulses. In-depth 9 stated that:

I employ certain apologetic language and tactics to please people more especially my teachers when I go wrong sometimes. In my various engagements with teachers, I don't impose on them but I always try to present the two sides of the coin and allow them to choose for themselves.

With regard to this response, the school leader used a tactical approach of presenting the extreme end of a story which would inevitably ignite a debate among the teachers to express their opinions even for most introvert. The response showed that, for leaders to engage their teachers to involve in critical matters, they should

possess the tenacity of making issues bare before them and having an orchestrating dramatic event to effectively make a point. In-depth 7 stated that:

By being humble, respectful, and patiently explaining the need for good strategies and social justice practices like equity, access, and inclusive participation, people get motivated and become part of the solution seeking. There are many problems in schools simply because leaders failed to use the good approach in advancing them as well as not being sensitive to others' emotions and feelings.

The response revealed how a school leader lowered herself before those she was leading with the aim of getting their sympathy and to ensure that she achieved her purpose. The advice from this response is that school leaders should develop themselves emotionally and educationally if they seek to influence others positively. Focus Group 6 mentioned that:

We leaders may not influence adequately if we only talk without acting. We must lead by example for others to follow. Our character as leaders also speaks a lot about us. We should be of good moral and ethical standard otherwise others may not take our words seriously.

The response provided an account on the nature of leaders that are required to lead institution especially schools. This is because school leaders are centrally positioned and the role they play may negatively or positively affect the organogram of the school structure. In-depth 1 stated that:

There are times that I will sense danger looming in the school. I will immediately organize a man of God to come and preach the word of God in the school to calm the nerves before learners strike or teachers embark on doing something bad.

On the whole, the responses from the participants showed how the school leaders normally used various mechanisms to influence those they led to ensure that things were done without other stakeholders feeling that they were forced to do so. Principally, it could be noticed from the interviews that school leaders having the right emotions and being aware of others' feelings and how to deal with them have a part to play in influencing their authority. However, a caution to all leaders was that they should possess persuasive skills, be of good moral and ethical standards in

order for them to have a full grasp of influence in their schools (Zijlmans *et al*, 2013:3917).

5.2.2.2.2 Communication in relation to equity, access, and inclusivity

This sub-category on communication involves data on the proficiency of school leaders in fostering open conversation and staying receptive to both good and bad news. It is also about how clear and convincing the stance of school leaders are on social justice practices in their schools is. On this note, In-depth 4 stated that:

I don't say what I think but what I know. I discuss with my teacher's policies on social justice practices like equity, access, and inclusive participation in my school and motivate them to accept them in a positive way. Really, there are some state policies favouring learners which teachers actually find difficult to accept. But I do advise them to take them as they are because there is nothing we can do to change them.

This response indicated the participant's self-assertiveness. The response showed that the participant read in order to know and understand more about issues before discussing them with his staff. The interview also revealed how the principal sought to maintain social justice practices, which ensured that learners' rights to access and equity in education were enhanced. The response further suggested to a great extent the need for school leaders to learn how to persuade people to embrace a difficult stance, even if they have reservations. It also was clear that soft words not coercive ones can soften even the hardest heart of individuals to tune in to authority. Regarding the same response, Focus Group 2 stated that:

We try not to use abusive words but always try to remain polite so that our teachers can listen and understand us. We as leaders need to be good communicators, we need to also listen to our teachers, learners and the SGBs members and understand their views. We must also develop an intelligence of reading the emotions of the people.

In this interview, the HOD believed that being a good listener helps people, especially leaders, to hear and know more about what is happening around them and what people want them to do. This could eventually help school leaders to modify and reshape their original speech. According to this participant, registering emotional clues and tuning to comments from others could help read and identify the right time to speak or act.

In-depth 8 stated:

There are many things I don't ask my learners or teachers to do. I first start doing what I want them to do, and immediately they see me doing it they will also follow. So I believe we leaders need to do the basic things about leadership and get in-service training in leadership skills.

In this response, the deputy principal argued that it was also prudent sometimes for school leaders to remain silent and allow their actions to speak for them. In this regard, people may be more than committed to doing something, even if it is abusive without complaining, because they were not forced to do that. The deputy principal, however, admitted the need for an ongoing training of leaders to equip themselves with demands that come with social justice practices in schools. In-depth 5 mentioned that:

Our social justice position on equity, access and inclusive participation are clearly stipulated with convincing arguments until the people buy into them. When questions are raised concerning issues not well understood, solutions are provided to them before they are implemented.

The response positioned the principal as a leader who dealt with difficult issues straightforwardly. This, according to the interview, was that every decision that the leader took was based on policy. This greatly suggested an effective way of communicating without distortion, not being misunderstood, or seen as a dictator, is to base decisions on policies that people have mutually agreed to and drafted. In-depth 3 stated that:

One thing I always do when sensitive and complex social justice issues are boiling in my school is that I will call my HODs to convene a subject meeting with their teachers to find out more information about the issue, what could be done about it. So before calling a general staff meeting, we the SMTs know what to say.

Similar to above response, Focus Group 1 stated that:

We make sure that we utilized all the channels of communication in the school in a decision-making process. This includes the SMTs, SGBs, teaching and non-teaching staff, and representative council of learners. This enabled all stakeholders to freely express their opinions on the matter and to come to a concrete agreement on what should be done.

This response gave an account of HODs who understood and were applying the structural channel of communication in their schools. The findings revealed how school leaders were ready to listen, seeking mutual understanding and welcoming sharing of views and information in their schools. The response again expressed that people tend to own, implement, monitor, and assess what they were fully involved in. Kaur (2012:485), Frorian (2009:533), and Kugelmass (2000:193) argues that the biggest challenge facing today's school leaders is how they could make schools work effectively and equitably for all its stakeholders. The authors maintain that society is looking for socially just leadership, which includes school leaders employing better communications and inclusive participation procedures to discuss complex social issues faced by schools. Document analysis reflected that all the schools of the study were involved in proper channels of communications to bring all stakeholders on board.

5.2.2.2.3 Inspirational leadership in relation to equity, access, and inclusivity

This sub-category on leadership is about school leaders' enthusiasm and capability to inspire and guide other school stakeholders in embracing social justice practices in their schools. The category also deals with how the school leaders could guide the performance of their teachers and learners while holding them accountable. In-depth 3 mentioned that:

As a principal, I use my influence and emotional intelligence skills in my leadership. I am that type of a principal who opens up for discussion for any action that I plan to take. I also make sure that I involve the SMTs, teachers, learners, and the SGBs in all decision making process. In our discussions, I sell ideas for shared responsibilities.

In this interview, the school leader advocated the need for school leaders to be endowed with interpersonal EI competencies, which could enable them to relate well with their stakeholders. It could also be observed that the school leader articulated well to motivate the other stakeholders to arouse their enthusiasm for collective vision and mission in line with social justice practices.

In support of this, In-depth 12 settled that:

As a leader, I make sure that I play the role of a leader by doing what I say and preach to my teachers. One important fact is that a leader must be an example to those he or she leads, it is not just talking without showing it in action. To really be a good leader one needs to exhibit good character or behaviour for people around him or her to see.

According to this participant, a good leader is one who sets the tune of what is supposed to be done. This suggested that good leaders are those who lead by example, but not those whose words differ from their actions. In another interview, Focus Group 6 stated that:

There is the need for school leaders to have regular meetings with teachers or meet teachers on individual's basis and discuss policies with them so that they can know, understand, add their views and help in their implementation.

The response showed how HODs had noticed some school leaders demanding task from teachers or giving them responsibility without first showing them what to do. The response reflected that, if school leaders really want their teachers and learners to be accountable for anything, it would be in their interest to first orientate and guide them on what to do. This suggested that it would be ethically unfair to demand efficiency and accountability if no clear directives were provided. It was also captured from the HODs that, when policies were discussed with the relevant stakeholders, they tended to work for their realization Frorian (2009:533). This is because they would now know that they were not being forced and knew these were policies and directives from the Department. In collaboration with the above response, In-depth 9 stated that:

During assembly or prayer time in the morning, we as leaders have to take the advantage of the gathering and announce circulars from the Department more especially on social justice issues to the hearing of everybody because that is the right time we get the entire school at one place so that all of them can get the information through such platform.

The response indicated that, since the school leader did not want to deny anyone access to information, she normally used a mass information delivery approach to reach as many learners as possible. This indicated that one way to avoid distortion of information, and for everyone to bear witness to information, was to possibly use

strategies that would help all stakeholders to access information. In-depth 6 stated that:

As leaders, we don't have to preach virtue and practice vice. I always tell my teachers to deal with their learners fairly because we are in a democratic state which demands social justice practices in schools. I personally treat teachers and learners fairly and equally by controlling my emotions. I also give them the chance to say what they feel like.

The response indicated that the particular deputy principal interviewed was fully aware of the rules and regulations on social justice practices that one has to adhere to as a leader. These social justice practices include access, equity, and inclusive participation. This deputy principal further asserted that good school leaders are those who keep to their words and make sure that they put their words into action. This suggested that the type of school leaders needed for today's' educational leadership are those who could step forward to lead as needed, regardless of their position (Polat (2001:50), Another participant expressed that leadership is a relay to be handed over to a successor rather than being seen as a sprinter competition, hence the need to train others to take up leadership positions. In-depth 2 stated that:

I know that one day I will retire for another person to occupy my position, so I have to develop other teachers for that. I encourage my teachers to attend meetings and workshops so that they can learn a lot from there. A leader is the one who leaves a good legacy. I also try to teach, explain and direct my teachers on how to go about doing things in the school.

The response showed a leader whose desire was to develop other people holistically for them to take up responsibilities in future. This suggests that good leaders are those who always things about the future state of their organization. Focus Group 10 mentioned that:

Sometimes we faced criticism as leaders, but we have to take it easy knowing that some opposition comes to help us grow or correct us. We must control our emotions during such times to avoid bias, hatred, and discrimination towards others.

The response showed that school leaders were expected to prepare themselves emotionally and psychologically for any unpleasant news that may come their way in the performance of their duties. Goleman (1995) viewed high EI leaders as those

who are able to regulate their emotions, which helps to avoid rift and tensions at the workplace as opposed to those with lower EI. Document analysis done in the schools featured in the study indicated how some school leaders were positively utilizing their leadership style to promote equity, access and inclusive participation.

Generally, the responses from the In-depth and the focus group interviews show concern for how a good leader should act. According to the participants, for leaders to ensure social justice practices in their schools, they should be receptive, open to dialogue, accept criticism, and know how to control their emotions. Mittler (2000), Lomofsky and Lazrus (2001), Polat (2001:50), and Mmbaga (2002) establish that most education systems across the globe, especially in Africa, were influenced by the autocratic form of leadership where decision making was the sole responsibility of the leader who excluded others from the process. These authors argue that there is the need for a significant shift from this egocentric style to a more liberal form of leadership, where issues of equity, access and inclusivity should become a norm in schools.

5.2.2.2.4 Change agent in relation to equity, access, and inclusivity

This sub-category involves data on school leaders' ability in championing the change and enlisting others in its pursuit. Change agents, according to Dali (2011:147), and Singh (2005:14), are those school leaders who yield to change, initiate it, and motivate others to embrace. In-depth 1 stated that:

To change from what you are used to is not easy. But to embrace changes on social justice as a leader, one must first understand its positives so that you can adjust to it even if you disliked it initially. I also make sure that through firm and fair means, I pull my teachers along with me by explaining and training them on things they should know concerning social justice.

In-depth 3 also mentioned that:

What I know is that we cannot achieve results if we operate in isolation or differently from others. So it is always good to bring your staff on board with all new concerns and developments.

The response above indicated that school leadership sometimes found it difficult to deal with changes as far as social justice issues were concerned. The leaders,

however, admitted that with a positive mind set and the willingness to change, it is always possible to find oneself in tune with what was initially thought and seen as impossible. The response further revealed that, frequent interactions and updating of other stakeholders on recent developments could be a great impetus in convincing others to understand and adjust to change, more especially in complicated social justice matters. In support of the above response, In-depth 11 stated that:

To be a change agent, we as leaders should not see ourselves as more important than others. We must go down to the level of those we want to change, doing together the things we want them to do and also devoting all our effort to duty. With this, there is no way those people will not do what is expected of them.

The response indicated that the school leaders were mindful of the fact that change cannot happen in a vacuum and that leaders can use their experience as leaders and lead by example. According to the particular principal interviewed, leaders can simply do this by modelling the change they expect from others. In collaboration with the previous participants, Focus Group 1 mentioned that:

People always see change as a monster. The best way to ensure that others accept change is through an explanation of the good aspects associated with that, encouraging your people to do their best and take things easy.

The response indicated how school leaders could utilize persuasive means through dialogue to make others' change. It could also be deduced from the interview that school leaders' developing the attitudes of being flexible and coming to a compromise could be an alternative way of reaching an agreement. Another participant indicated how he worked in order to bring change to his school. In-depth 7 stated that:

Sometimes you will tell your teachers something but you will see them not changing. In this case, we don't have to conclude that they are difficult. Many at times you will find out that some of them have forgotten. So we have to control our emotions on them, convene another meeting and repeat the issue for them to understand you well.

This response again highlighted the need for school leaders to develop interpersonal EI competencies, which could enable them to control themselves and understand

others if they aim to ensure a positive change. In-depth 2 suggested the need for school leaders to use firm but fair means to effect social change in schools.

In-depth 2 stated that:

People normally resist change, but change needs to happen no matter how one looks at it. Information first comes to us as leaders before will take it to our teachers. We have to call a meeting and explain to them that it is a must do policy from the Department and all that we need to do is to abide by it.

This finding revealed the ability of the school leader in acknowledging the need for social change even if it appeared unpleasant to the listener. The leader underscored the need for school leaders to create and use favourable environments to communicate such policies to their teachers. Focus Group 4 stated that:

We as leaders need to respect and cherish the views and efforts of other stakeholders, motivate them and see the positives in them more than their negatives. By so doing, we encourage them to effect the social change we are looking for. We have to at times leave teachers to come out with what they can do so that others can also learn from them.

The participants were of the view that school leadership had moved away from the traditional leadership concept of “the leader knows all”, to a need for social change, hence the need to eliminate barriers that could hinder others from participating (Lomofsky & Lazarus, 2001). In this regard, school leaders can delegate power or authority for others to showcase their skills or convey a message, which may sound unpleasant when delivered by leaders themselves. Another participant reiterated the need for leaders to employ calmness and intelligence when calling for change. In-depth 4 stated that:

Changes are initiated gradually by first spelling out the impending changes and allowing the stakeholders to deliberate on it. The original changes might be revised and reshaped until almost all the stakeholders flow with the changes envisaged.

The response stressed the need for school leaders not to demand change, but to see change as a process which is purpose to give a product. In essence, responses from the participants on change catalysts revealed that change cannot occur in a vacuum, hence the need for leaders to work for it. It was also realized during the interviews that school leaders' personal actions, like being role models and involving

others in policy drawing and implementation could greatly help to effect change and for leaders to be good agents for change in the environment they operate (Lomofsky & Lazarus, 2001). Portfolio reflections from School 1 indicated how school leaders occasionally delegate authority to other staff members during meetings and when they are absent from school.

5.2.2.2.5 Conflict management in relation to equity, access, and inclusivity

This sub-category on conflict management represents data on school leaders' ability to handle difficult people and tense situations with diplomacy and skills. The category also revolves around school leaders' capability to initiate negotiations aimed at resolving differences between people as a move towards social justice practices in schools. In-depth 7 stated that:

In order to solve a problem fairly as a leader, you must first find the cause of the conflict, trying to hear from both sides of the story. You don't only ask for peace but you must rather try and solve the problem in such a way that it will not happen again.

The response indicated that school leaders had seen the need to solve conflicts using the procedural approach. According to the particular principal interviewed, it was always ethical to try and find the root cause of a conflict in order to find a lasting solution to it rather than taking hasty decisions. In- depth 10 mentioned that:

To ensure that true justice is served to the one who deserves it, we as leaders when handling such problems should try to work in order to discover the truth so that it will become clear of what to do. We should not look at faces, else we will twist justice.

This response showed that for sincere and true justice to be served, school leaders must remain ethical, truthful to themselves and face reality head-on. This suggests that in solving the conflict, school leaders should attempt to remain neutral, and shift from been biased in a socially just environment. Focus Group 3 mentioned that:

Naturally, conflicts are likely to happen in all human institutions. But when it does happen we as school leaders have to control our emotions and make sure that both parties involved are sat down, put aside their differences and from there bring up a possible solution that would suit both parties without favouring anyone as a leader.

The response revealed how school leaders should prepare themselves to resolve conflicts in their schools by being aware that where people meet, conflicts and rifts are expected. This response confirmed the assertion by Extremera and Rey (2014:199) who noted that workplace conflicts like those in schools are naturally unavoidable, as leaders may hurt their followers or vice versa. This response from the leaders suggested that in order not to hurt the feelings of both individuals involved in a conflict, school leaders could at times orchestrate a win-win solution so that both parties can feel that they were treated fairly. In collaboration with above response, In-depth 12 stated that:

We have to listen attentively in order to pinpoint the facts and the causes of conflicts that are brought to us. This will help us to take a complete and accurate decision on matters. People come to us hurt trying to find comfort if we deny them the right justice they deserve it means that we are making the matter worse.

The response indicated the certainty that conflicts are unavoidable in all human establishments. What is expected from school leaders is the EI competence that would enable them to control their emotions and guide their thoughts to handle their institutional conflicts for the sake of equity and social justice. Another school leader indicated how they worked to avoid conflicts in their schools. In-depth 5 stated that:

If we can identify growing tensions earlier, we may stand a good chance of solving them before they get out of control. During staff meetings and daily interactions with other stakeholders, we must develop a skill of noticing people's change of attitudes and perceptions base on their actions and inactions and sense danger.

According to the particular deputy principal interviewed, school leaders ought to develop intelligence that could enable them to identify possible threats of conflict that might loom in their schools. This according to the participant could help quell the tension before it exploded. Responses from other participants confirmed that school leaders are sometimes the main cause of conflicts in schools. For instance, Focus Group 2 mentioned that:

Many at times, either Principal alone or with their SMTs are the main cause of conflicts in our schools. Many Principals know the school policies but intentionally ignore them.

In line with above response, Focus group 6 stated that:

Many at times too, school leaders failed to provide the basic needs of the school. The leaders always complain that there is no money. This practice has led to many protests in the Libode District schools where many schools were burnt by angry learners or community members

The response simply admonished school leaders to act ethically and without reproach. Generally, the response exposed that, school leaders with high levels of EI who control their emotions and that of others, are the type of schools leaders required nowadays. This is because such leaders may stay in tune with Departmental policies by following protocol and act justly (Extremera & Rey, 2014:199). Such leaders may also have the ability to spot and deal with all potential conflicts that may emanate from others as well as their own bad leadership approach. Moreover, such leaders may involve others in all decision-making matters, principally financial issues to avoid institutional conflicts (Extremera & Rey, 2014:199). In all the schools, there is evidence of school disciplinary committee with minutes showing several meeting held to resolve issues in the school. A few of these issues were between staff and the leadership, while most of them were about learner discipline.

5.2.2.2.6 Building bonds in relation to equity, access, and inclusivity

This sub-category presents data on school leaders' perceptions and abilities on cultivating working relationships with other school stakeholders with the view of enhancing equity, access, and inclusive participation. Building bonds is also about school leaders capabilities of seeking out relationships that are mutually beneficial. For instance, In-depth 9 stated that:

To enhance effective bond and relationship with other stakeholders, we leaders can start by creating interactive platforms, either formal or otherwise. Many at times, teachers, learners and parents feel shy to come to us. Another way of building bonds is by maintaining quality two way mutual dealings and effective communication skills with others.

The response revealed how school leaders could establish bonds with other stakeholders by initiating the move. According to the response, school leaders had to create an enabling environment which would make it easy for others to come closer

to them. This suggests that school leaders should be those who are approachable and possess good communication skills to enable others feel at ease to participate in the school's affairs.

In support of the above response, In-depth 8 stated that:

Building bonds with other people in a school setup is not something easy especially in an environment with diverse people with their uniqueness. But one way to build bonds in such a situation is for one to involve everyone in the affairs of the school without discrimination. Also, we have to treat everyone the same as we promote equity, access and inclusivity in our schools.

Focus Group 2 also stated that:

Many school leaders lack the basic skills for creating friendliness with other stakeholders. Stakeholders normally complains that this Principal is strict or unapproachable. When leaders behave like this, others coiled into their shells and observe the leader to do things alone. But this is not good for school development.

The response from the deputy principal revealed the real complexity and challenges faced by school leaders when trying to foster bond among stakeholders and themselves. The deputy principal, however, suggested that school leaders' ability to create equal platform and opportunities for all stakeholders and having the desire to embrace inclusive participation could be an effective way of building bonds among stakeholders in the school environment. According to the responses, school leaders could build bonds with others if they show concern for their social and emotional needs. Focus Group 4 stated that:

We leaders have to relate well with other stakeholders if we really aim to build good bonds among ourselves. We can probably do this by working to identify some social and emotional problems that other people around us are going through and expressing our concern to helping them to overcome those problems.

This response suggested that focus group participants appreciated the need for school leaders to constantly fashion smooth interpersonal relationships with other stakeholders. According to the response, school leaders' ability and aspiration to create a rapport and attending to both social and emotional needs of their teachers could be the foundations of building bonds. This suggests that what school leaders need is to possess EI competencies which may perhaps help them to be in a

position of identifying others' social and emotional needs and working to address them. Goleman *et al* (2002) contend that EI helps leaders to develop interpersonal competencies vital for a cordial relationship with others. In collaboration with the above response, In-depth 11 stated that:

I always try to ensure that my actions or behaviour will not chase people away from me. In my quest to create good bonds between myself and others, I try to respect my teachers, learners and the SGBs members' personality, integrity, privacy, and their views.

On this same point, In-depth 3 stated that:

I create avenues that make others feel free to come to me. I try not to be intimidating; I am welcoming type of a leader, open to debates, accepts corrections and suggestions on my leadership.

The two responses above revealed how school leaders were working to maintain personal friendships among work associates. The response further revealed school leaders' ability in building relationships and keeping others in the loop. The response suggests that school leaders can create and build strong bonds if they avoid building walls around them and welcoming constructive criticism and noble ideas. In-depth 6 added that:

In establishing bonds to promote social justice equity, access and inclusivity, I motivate and appreciate the good work any little effort that my teachers, learners and SGBs members offer. I know through this means, they will feel satisfied and come close to me to work hard to achieve more praises and also to feel part of the school.

The response indicated that school leaders sometimes resorted to motivating and appreciating the efforts of others in order to win their hearts and establish good relationships. Below is how others went about building bonds and cordial relations, In-depth 5 mentioned that:

Good and sound working relationships should be cultivated by quick solutions to interpersonal conflicts. Again, occasional meeting with stakeholders to discuss the way forward in a relaxed environment is encouraged. At times too we create good relations with the community around the school by inviting some opinion leaders to school programmes or to come and advice our learners.

This response suggested that finding quick and immediate solutions to conflicts that may arise in schools could help build strong and cordial bonds between people at a workplace as suggested by (Extremera & Rey, 2014:199). The principal believed that the school was a micro organization within a macro community hence the need to create and foster strong bonds between the two for a smooth running of schools. In one school, there was evidence of community and opinion leaders invited to school programmes to advice learners.

The overall perceptions on this sub-category is that, school leaders' ability to establish sound relationships between themselves and among other stakeholders, not forgetting the community in which the school is located, caring for others' social and emotional needs could be the basis for building bonds within an organization.

5.2.2.2.7 Collaboration and teamwork in relation to equity, access, and inclusivity

This sub-category deals with data on school leaders' ability to control their emotions in order to work with others towards shared goals in promoting social justice practices of equity, access and inclusive participation, especially in the Libode Education District Schools. This category also involves school leader' ability to model team qualities like respect, helpfulness and cooperation. This implies that this sub-category involves school leaders promoting a friendly, cooperative climate, and spotting and nurturing opportunities for collaboration and teamwork. In this regards, In-depth 3 stated that:

In order to enhance collaboration and teamwork in a school, shared goals are to be discussed and revisited from time to time. There should also be regular team or faculty meetings for content review and consultations on previous matters discussed so that each member becomes updated.

The response indicated that inclusivity and regular discussion of matters that affected the school in a collective decision-making structure was central to building collaboration and team spirit among workers. In this regard, the principal emphasized the need for teamwork rather than working in isolation. This indicates that building collaboration and teamwork involves drawing all members into active and enthusiastic participation mood. In-depth 5 mentioned that:

Building collaboration and team spirit is not a days' work. We leaders have to be goal oriented. We should also explain and letting everyone know his or her role in taking any project forward. In all, we must share the workload for all stakeholders to know their part to play.

The response indicated that the Deputy Principal acknowledged the need to be purposefully focused and also having set goals to achieve as a leader. The response reiterated the need for school leaders to delegate power and to spell out the role of all members to them. This could mean that sharing responsibilities may let others feel part of the team, which would then help to enhance their efficacy as group members. On the same note, Focus Group 2 stated that:

To build a team work and collaborative spirit among workers, we leaders have to stay honest, respect others' views and their nature as human, and being cooperative.

In support of Focus Group 2 responses, In-depth 3 mentioned that:

We have to also appreciate and acknowledge the good work done by other group members. We must also share the glory or the honour that may come from a collective effort.

The above responses indicated how school leaders saw themselves as mirrors and building blocks for collaboration and teamwork in their schools. The response showed that school leaders' actions and conduct were being monitored. This suggested that other stakeholders' commitment and team spirit were determined by their leader's attitude toward them. This could imply that protecting a group and its reputation and sharing the credit of good work done by all members could be an unlocking key to teamwork and collaboration. Another participant cited the creation of good relations as a cornerstone for collaboration and teamwork. Focus Group 6 stated that:

The issue of collaboration and team will only become successful and effective when there is a good bond between workers and between the leaders. Once the leader is able to build good bonds with others, cooperation and teamwork follow easily. This allows leader to enjoy a good working relationship in their school.

The response showed that a holistic leadership approach may play an integral part in advancing cooperation and teamwork in schools. In-depth 1 expressed the use of sound interpersonal relations in promoting teamwork. In-depth 1 stated that:

I try to have time for people whenever they come to me for any assistance. No matter how busy I will be, one thing I do is that, I attend to their needs first. Though it is not easy, I have to control my emotions as a leader. But this helps me to have good working relations with them.

This response showed that the school leader possessed the ability to balance focus on task with attention to relations. The response further indicated that the school leader viewed care, attention and sound interpersonal relations as ingredients needed to promote cooperation, and inclusivity rather than self-centeredness.

Generally, the perceptions of the participants on collaboration and teamwork revealed that school leaders' ability to create a conducive environment for group members to participate could contribute largely towards cooperation and team spirit in the Libode District Schools. Document analysis from the schools largely provided evidence on policies and procedures used to create collaboration and team work in schools. Working together as a team meant that school leaders and their teachers would be able to develop each other in their deeds in relation to equity, access, and inclusivity.

5.3 SUMMARY OF THE CHAPTER

Based on the conceptual framework as shown in Figure 3.3 of chapter three, the findings of this study emanated as an outcome of the qualitative data analysis procedures engaged in this chapter. One of the research objectives of this study was to explore the perceptions of SMTs and SGBs on intrapersonal and interpersonal EI competencies in relation to equity, access, and inclusive participation with regard to social justice practices. This objective was engaged in exploring school leaders' perceptions of EI in relation to social justice practices, such as equity, access and inclusivity in their schools. In this regard, the two main findings that emerged can be formulated as follows:

- Understanding school leaders' perceptions on intrapersonal EI competencies to enhance social justice practices with regard to equity, access, and inclusive participation; and
- Understanding school leaders' perceptions on interpersonal EI competencies to enhance social justice practices with regard to equity, access, and inclusive participation.

The first finding emanated from data that investigated the school leaders' perceptions of their EI intrapersonal competencies, such as self-awareness, self-regulation, and self-motivation. The second finding emanated from data that investigated the school leaders' perceptions on their interpersonal EI competencies, such as the following: influencing and developing others; leveraging diversity; building bonds; conflict management; communication, leadership, and change agency. These findings inductively emanated from triangulation of data from the in-depth interviews, focus group interviews and minutes from school staff, subject, and SGB meetings as well as cautious checks of the themes, categories and sub-categories. It is obvious from the above findings that the intrapersonal and interpersonal EI competencies of school leaders can be developed to enhance their effectiveness in embracing and promoting social justice practices in the Libode Education District Schools. In addition, it emerged that EI plays a significant role in the engagement of school leaders as change agents.

CHAPTER SIX

SUMMARY OF FINDINGS, IMPLICATIONS AND CONCLUSIONS

6.1 INTRODUCTION

This chapter presents the summary, recommendations and conclusions of the study which focused on exploring school leaders' perceptions of intrapersonal and interpersonal EI in relation to social justice practices such as equity, access and inclusive participation. This chapter also explores the ability of school leaders to handle the demanding responsibilities expected of them in their schools. In this study, the conceptual framework developed (see Figure 3.3) shows the interconnectedness between school leaders' perceptions of intrapersonal and interpersonal EI competencies to enhance social justice practices in schools. This interpretive study sought to investigate school leaders' views on the usefulness of intrapersonal and interpersonal EI competencies to maintain social justice practices in their schools. This study also sought to develop a framework that school leaders could use in enhancing their capabilities of promoting social justice practices in their schools.

The importance of the findings of this study relates to the challenging and multifaceted societal and educational rights of stakeholders that school leaders face in their schools. This study employed descriptive, exploratory, social interpretive, and case study perspectives to obtain the contextual experiences of the school leaders on the research question. The analysis of observations tailored in this study led to the urgent need for the improvement of the school leaders' intrapersonal and interpersonal competencies so that they could promote social justice practice in their schools (Creswell, 2007:24).

Critical to this link are intrapersonal and interpersonal EI competencies. These are the inner feelings and sentiments of school leaders that go unnoticed and happen between them and other stakeholders. In this study, the capability of school leaders to be aware of and control their emotions, as well as being able to understand and deal with other stakeholders attitudes, could be viewed as the basis for adjusting to social justice practices. Hence there is a need to develop school leaders'

intrapersonal and interpersonal EI competencies. Recent literature acknowledges the fundamental role that EI plays in today's educational leadership (Anand & Udaya Suriyan, 2010:66). The findings that emerged from the data analysis confirmed that intrapersonal and interpersonal EI competencies could help school leaders in understanding their position as leaders who have to initiate, drive and maintain social justice practices in their schools. This suggests that school leaders have to be drivers of principles that would enhance social practices, such as equity, access, and inclusive participation in the Libode Education District schools. Generally, the findings from the data analysis reiterated the call for school leaders to develop EI competencies. In other words, EI could spur school leaders to develop sound leadership skills and domains in creating good platforms to move the stakeholders along in implementing social justice reforms in their schools. As indicated through literature that EI competencies can be learned, it would be imperative that EI modules be incorporated into education and training syllabuses to enhance school leaders' ability to confront and handle social justice issues that may arise in their schools.

6.2 SUMMARY OF FINDINGS

The main findings of this study are:

- Understanding school leaders' perceptions of intrapersonal EI to enhance social justice practices with regard to equity, access, and inclusive participation; and
- Understanding school leaders' perceptions of interpersonal EI to enhance social justice practices with regard to equity, access, and inclusive participation.

The findings on school leaders' perceptions of intrapersonal EI in relation to social justice practices shows that the majority of the school leaders were highly conscious of intrapersonal competencies such as understanding emotions, controlling emotions and impulses, and emotional capabilities that could assist them in managing themselves and others. The response from the interviewees further confirmed that the school leaders were aware of their EI intrapersonal competencies. A response

from one participant exposed the school leaders' awareness of their intrapersonal EI competencies.

In-depth 2 stated that:

Sometimes I become so emotional to an extent of having negative thoughts on an offender and become bias in favour of the victim without looking into the bottom about the real cause of the problem. Sometimes a colleague has to draw my attention to how my emotions were displayed after an episode.

The response above indicated that at times school leaders were unable to control their emotions when dealing with social justice issues which could lead to subverting judgment. However, the participant admitted that there is the need for school leaders to develop sound emotional dispositions to enable them deal with complex issues that may come before them. In support of the above statement, In-depth 1 mentioned that:

Emotions sometimes have a way of hindering fair judgment if not handled properly. Uncontrolled emotions can cause lack of objectivity. As a leader, I have through the years learnt to control my emotions. This assisted me in ensuring that justice is served and everyone is equally treated.

In collaboration with the above response, In-depth 7 stated that:

When I feel highly disturbed by an issue and become emotional, I avoid taking any decision because my emotions may put justice at stake. I always gather as much evidence as I can about any case before judging. Most often, I make sure that I have full self-control over myself. I try not to be sentimental in handling any social justice issue as a leader.

This response indicated that school leaders were aware of the need to develop their EI competencies in order to handle delicate social justice complaints that may confront them. The school leaders were aware of committing themselves to tune their emotions to enhance good leadership practices in their schools as critical role players (Moloi: 2007: Swanepoel: 2009). Goleman (1995:90) maintains that people that give consideration to their emotions, have greater intelligibility in understanding and managing their affective states.

On interpersonal competency, the overall findings from the data analysis discovered that scores of the school leaders were fully conscious of and understood their

stakeholders' emotions, desires and grievances. It was also established that school leaders were keen to harness good behaviours of other stakeholders. On the whole, the perception of research participants was that, in order to promote social justice practices in schools, it is pertinent for school leaders to engage and encourage teamwork and collaboration, building bonds, developing others and managing conflicts. Despite the fact that most of the school leaders were trying to relate well with other stakeholders, they, however, agreed that more needed to be done by putting measures in place to develop their interpersonal EI competencies in order to enhance their abilities to effectively deal with others' emotions. This emotional development could also assist them in dealing with social justice issues in their schools. With regard to this, In-depth 4 stated out that:

We all have problems in our homes which frustrate us and thus carry them to school. These challenges normally influence our work at a school in relation to how we respond and relate with teachers and learners. So we as leaders should at all the time be sober-minded and understand that the learners we teach and the teachers we work with have challenges which cause them to behave the way they do

This response indicated that the school leaders were able to examine themselves which eventually directed them to what they should be doing. Inductively, Interpersonal EI competency involves the ability to understand people's inner experiences and emotions and a capacity to monitor others' perceptions (Goleman, 1995). Focus Group 3 mentioned that:

Everyone has his or her own weakness and strength. We must rather take advantage of identifying others' shortcoming to offer assistance because we are all not perfect in certain areas. For example, when some school leaders are more religious and see other teachers' social ills they tend to undermine them and also treat them strictly than others teachers.

The response suggested the need for all school leaders to be more thoughtful and understanding when handling diverse people in places like schools. The participants were aware that people are unique in all aspects of life, hence the need to understand and deal with them cautiously and intelligently (Chen, LaLopa & Dang, 2008). Another response revealed that school leaders' EI could be developed in order to enhance social justice practices in schools.

For instance, In-depth 2 stated that:

Although I have my personal temperament, I make sure that I don't allow my emotions to interfere with my leadership or school work when dealing with my stakeholders. I try to push my emotions aside and deal with the issue fairly. When I see that my emotions are high I just control myself by ignoring or moving away from the scene to calm down.

This remark was supported by In-depth 4 who indicated that:

People sometimes make me angry as a leader. I normally tell myself that I will not look at someone's attitude and change my behaviour. I normally control myself and explain things well as good as I can to ensure that peace prevails. In an institution like this, problems are possible to happen but we have to control as emotions as leaders.

The response indicated how school leaders at times struggled to maintain and control their emotions. However, the response showed that they were aware of the fact that their ability to order and direct their unconstructive emotions could help them to amicably resolve conflict and tensions in Libode Education District Schools. Prominent observation of interpersonal EI competencies in this research consist of influence, empathy, service orientation, and developing others. Other competencies include communication, leveraging diversity, leadership, change agent, change management, political awareness, collaboration and teamwork, and building bonds.

The influence competency is aimed at equipping school leaders to have abilities and skills in wielding effective tactics in persuading others to accept and assist in the implementation of social justice transformation in schools (Clark, 2006:272). This could mean that school leaders can start using persuasive skills and strategies, like indirect influence, to build consensus and support school stakeholders in accepting and promoting social justice practices in their schools. Inductively, in this study, it could be argued that school leaders' ability to influence through sound leadership, and to collaborate with teamwork in order to enhance social justice practices, could solely depend on their ability to develop effective interpersonal competencies. This could help them create and maintain a good school climate, which is positive for sound relationships (Clark, 2006: 272; Goleman, 1995).

The data analysis reveals that school leadership is concerned with leading, inspiring and guiding people and the social interaction between school leaders and their

teachers, learners, and other people in the school community. Pastor (2014: 986) avers that, once there are involved social interactions, emotional awareness and emotional regulation become important factors affecting the quality of interactions like building bonds, teamwork, and collaboration. Pastor (2014:986) declares that interpersonal EI can affect the success of leaders work, especially teachers in schools in a more vital and special way than traditional mental intelligence. This means that effective social and interpersonal leadership competence depends crucially on the ability of leaders to solve complex social justice issues that may arise in their institutions, like equity, access, and inclusive participation. Observations from the triangulation of the data revealed that the school leaders had positive feelings towards other stakeholders and were inspiring and guiding groups to embrace social justice practices in schools. It was also noticed that school leaders were articulating and arousing enthusiasm for shared vision and mission. They were also leading by example. All these were done to ensure that the performance of others would be guided for them to understand their roles and responsibilities before holding them accountable.

It was further exposed from the in-depth interviews, focus group interviews, and the document analysis that good communication skills, concerning how clear and convincing school leaders articulate their stance on social justice issues, inspire and motivate others to embrace their ideas. Other findings uncovered that the ability of school leaders to initiate change, being change agents and their capability to negotiate and resolve conflicts in their schools are fundamental for promoting social justice practices in schools.

6.3 IMPLICATIONS

From the findings of this qualitative research study, it is seen that EI intrapersonal competencies such as self-awareness, self-management, and self-motivation are fundamental to build school leaders. It was also discovered that interpersonal EI competencies, such as social awareness and relationship management, are cardinal pillars required by school leaders to develop social justice leadership styles in the Libode Education District schools. The implications resulting from the research participants' perceptions on EI in relation to social justice are discussed below:

6.3.1 Implication 1: The necessity for social justice school leadership training

With reference to the theoretical framework of this study (Figure 3.3), the interconnectedness between school leaders' EI competencies and social justice is the ability of school leaders to identify and manage their emotions intelligently. This ability will help to enhance interactions and social skills to advance social justice practices like equity, access, and inclusive participation in schools. Recent studies have shown that most of the school leaders in the study had completed and obtained their qualifications from state-owned institutions. This was in compliance with the apartheid regime that practiced social injustices and exclusion to the core (Bush, 2007: 392). This could imply that such school leaders may overlook social justice practice which is one of the prioritized agendas of the post-apartheid National Government seeking to address the social exclusion and the injustices of the past. The responses from the research participants suggest the need for inclusion of social justice awareness in the teacher training curriculum in universities and colleges throughout the country. For instance, In-depth 2 stated that:

Though I normally try to do my best for the school, my major challenge is that sometimes I fail to consult the other school stakeholders before taking an action, the idea may be good but I know I have to consult other stakeholders first to enhance inclusive and equal participatory decision making.

This response indicated that school leaders are aware of their strength and weaknesses as they go about their duties trying to ensure that justice is served in schools. The response, however, cautioned that the failure of school leaders to adhere to social justice practices like respecting others' views, stakeholders having access to information and being part of the decision making body in schools could be the boiling point of troubles to their school leadership. This suggests that school leaders being exposed to and having critical understanding and consciousness of a social justice agenda as set by the state would be beneficial. This is because it could help boost their desire to enhance its implementation in schools like those in the Libode Education District. To capacitate the social justice consciousness of school leadership, Focus Group 1 stated that:

We first make sure that we read and understand more about social issues. We then explain them to teachers to embrace them. We don't compromise on social

issues but we are always fair and firm in maintaining them without acting on our emotions.

In-depth 8 stated that:

As a Deputy Principal, when I am confronted with any difficult challenge regarding social justice matters, I make sure that I don't react with my emotions. I quickly ask my principal for advice, when both of us fail to handle the case, we then call our Education Directorate Official (EDO) to provide us with directions.

This response indicated that, when some school leaders are faced with critical school justice complaints, they work hard to ensure that a solution is found. They search for answers by reading policy documents to find the direction to take. They also end up seeking help and advice from their colleagues and superiors. It can be argued that some school leaders are handicapped regarding social justice policies pertaining to education. This, without reservation suggests the need for social justice practice inclusion in teacher training syllabus to equip teachers, who in some stage of their career are likely to become principals, deputy Principals, and HODs in their schools. Social justice pedagogy in education presupposes that all school stakeholders are worthy of human dignity and that all are worthy of the same opportunities in education (Applebaum, 2004). For instance, learners, the contract they enter into schools with, like admission letters must honour their socio-cultural advantage and disadvantages (Applebaum, 2004; Miller & Forthcoming, 2010). Social justice, according to this study, strives for access of education and educational resources to learners and also to ensure equity for all learners, teachers and parents for inclusive participation in the running of the affairs of the school. Miller and Forthcoming (2010) reveal a framework for social justice research predicted on grounded theory. This was seen in threefold: Reflection; change; and participation. Reflection refers to unpacking personal truth from people, ideologies and contexts to help explain how hegemonic hierarchies are oppressive. Change refers to becoming more socially aware of how power and privilege that arises from within institutions in relation to social class, culture, religion, race, gender, ability, and origin can be oppressive. Participation teaches how actions, agency, and empowerment can be used to promote collaboration, transform ideas, and may lead to system change (Miller& Forthcoming, 2010).

6.3.2 Implication 2: The need to facilitate school leaders' abilities to enhance inclusive participatory, teamwork and collaboration.

Findings from the in-depth and the focus group interviews, together with the document analysis of minutes from SMT, SGB, and staff meetings point to the fact that there is the need for school leaders to create conducive school climate. This will boost and encourage equal participation and the utilizing of school stakeholders' experiences and talents to develop schools. This study believes that the need for social justice to employ social skills, such as teamwork and collaboration, conflict resolution, building bonds, and cooperation cannot be overemphasized. Current literature shows that social skills are fundamental for the development of positive and successful relationships with others (Pastor, 2014: 184). Social skills further add to the ability to interact adequately with team members to dissuade conflicts, be aware of, ease and dispel underlying tensions that can accumulate and have unenthusiastic impact on working relationships and work success (Luca & Tarricone, 2001: 369; Goleman, 1998). For example, In-depth 8 stated that:

Building bonds with other people in a school setup is not something easy especially in an environment with diverse people with their uniqueness. But one way to build bonds in such a situation is for a leader to involve everyone in the affairs of the school without discrimination. Also, we have to treat everyone the same as we promote equity, access and inclusivity in our schools.

The response above revealed the difficulty and challenges that school leaders normally encounter when dealing with diverse stakeholders at the workplace. The deputy principal, who was interviewed, recommended, however, that school leaders becoming open, approachable and embracing inclusive participation could be a useful way of building bonds. Focus Group 4 further stated that:

We leaders have to relate well with other stakeholders if we really aim to build good bonds among ourselves. We can probably do this by working to identify some social and emotional problems that other people around us are going through and expressing our concern or helping them to overcome those problems.

In support of the previous participants, In-depth 3 mentioned that:

I create avenues that make others feel free to come to me. I try not to be intimidating; I am welcoming type of a leader, open to debates, accepts corrections and suggestions on my leadership.

These responses suggested that the research participants welcome the need for school leaders to possess social intelligence, which could assist them to relentlessly create relationships with other stakeholders. Based on the responses, school leaders' ability to fashion a rapport with other school stakeholders could mean that they would tune themselves to social justice practices, and thus address the question of equity, access, and inclusive participation. Hence, this study recommends the need for school leaders to possess social intelligence skills for them to accept and accommodate everyone in their leadership to enhance teamwork and collaboration. Harris and Harris (1996:23), Luca and Tarricone (2001:369) explain teamwork as a workgroup with common intention, through which members develop a shared relationship for the accomplishment of goals. Teamwork means that people work in a cooperative climate for their common benefit by sharing experiences and being flexible enough to serve in various roles. Research studies have expressed that one of the vital elements of a team is to focus on a common goal and clear purpose. This could imply that each member is relied upon to contribute their quota and participate in order to nurture a positive and effective team environment (Fisher, Hunter & Macrosson, 1997; Johnson & Johnson, 1995; Parker, 1990; Luca& Tarricone, 2001:369).

6.3.3 Implication 3: The need for school leaders' intrapersonal EI abilities to enhance social justice practices

As it was indicated that EI could be taught or learned, it is recommended that EI competency as a construct be included in the curriculum for professional teacher training and development to specifically develop their intrapersonal skills. This is because teachers who would ultimately become school leaders at some point in their life have to possess intrapersonal EI competencies, such as self-awareness, self-regulation, and self-motivation. This competency may help school leaders to be in a position to identify, understand, and manage their emotions for social justice discourse. This could indicate that school leaders would be able to recognize their

emotions and know how those emotions affect their role as leaders in relation to the social justice components of this study. For instance, Focus Group 2 stated that:

We as leaders really need to be taught on how to control our emotions. Because sometimes we don't want to be seen as monsters embarrassing some teachers. Only that we are forced to do so sometimes. When you try correcting those few who are not doing things right, they see you as someone who hates some people and love others

The response showed that school leaders are aware of their personalities and value the need for leadership guidance on how to manage their emotions and to develop their individual well-being. This could assist them as they interact with social beings who are difficult to manage. Notman (2012: 5) avows that it is prudent for leaders to recognize who they are, what they accept as true, and why they act in a certain way. In collaboration with above statement, Focus Group 3 stated that:

As leaders, we must leave our personal problems at the gate. It does sometimes happen that we lose our temper, but we believe that it is better to go out of that place when you are provoked.

This response showed that some school leaders are conscious of the repercussions of their unconstructive emotions if not handled efficiently and cleverly. Covey (cited in Labby, Lunenburg & Slate, 2012:4), declares that people with high intrapersonal EI competency are able to foresee threats and work to circumvent them.

6.3.4 Implication 4: The need to empower school leaders' understanding of their interpersonal EI competencies to enhance social justice practices

As indicated in 6.3.3 above on the need to introduce EI into teacher training syllabuses to deal with school leaders' intrapersonal competencies, it is also highly recommended that school leaders interpersonal skills be developed to enhance their social cohesiveness with those they work with. It is normal to assume that most teachers stand the chance of becoming school leaders in future. It is, therefore, necessary for school leaders' interpersonal EI competencies, such as influence, effective communication skills, sound leadership, change agency, and conflict management be developed. This competency may capacitate school leaders to develop positive attitudes towards others, understand others' feelings and emotions,

value others' views, and feel comfortable to provide assistance in solving problems and brokering peace in their schools. This could suggest that schools would be able to welcome novel ideas of others, and promote grounds for equal and free expression regarding social justice practices with regard to equity, access, and inclusive participation. For example, Focus Group 2 stated that:

We try not to use abusive words but always remain polite so that our teachers can listen and understand us. We leaders need to be good communicators, we have to also listen to our teachers, learners and the SGBs members and understand their views. We must also develop an intelligence of reading the emotions of the people.

Considering this response, the perception of the participants is the need for school leaders to respect the integrity of others, allow “down-top” leadership approach where they as leaders could listen to other stakeholders concerns. A “down-top” leadership approach could mean that school leaders, who are at the top of school leadership hierarchy, open doors for others' inputs. In-depth 11 mentioned that:

I always try to ensure that my actions will not chase people away from me. In my quest to create a good relationship between myself and others, I try to respect my teachers, learners and the SGBs members' personality, integrity, privacy, and their views.

This response suggested that a sound interpersonal relationship can be formed when school leaders pay special attention to others' needs, integrity, and feelings. For this reason, this study recommends the need for school leaders to develop interpersonal EI competency to facilitate social practices in schools. Pastor (2014: 987) posits that high EI generates the creation of stronger, more solid interpersonal relationships. It further helps increased motivation for others, proactively, creativity, high performance as leaders, better work under pressure from others, and better adaptation to changes. Pastor (2014:987) additionally affirms that, the higher level a person has in an organization, the more important it is for them to possess interpersonal EI to enhance their positive emotions. Positive emotions promote pleasant relationships with others, and stimulate the adventurous spirit that motivates the individual to explore the unknown and to remain active (Pastor, 2014:987).

6.3.5 Implication 5: A call for school leaders to be social justice change agents in schools.

Based on the focus group and the in-depth interviews together with the literature, it became clear that school leaders are the wheels on which the school as an institution drive and strives. Mafora (2013:37) affirms that school leadership plays a critical role because leaders are accountable for the day-to-day management of schools. This signifies that the part they play could either facilitate or hamper the progress of their schools.

In this regard, if school leaders can see themselves as positive change agents and act accordingly, they could bring about the social justice transformation as per the national agenda for socially just educational institutions (Adams & Waghid, 2005; Mafora:2012; Mncube:2008; Department of Education, 2001). For instance, Focus Group 1 stated that:

People always see change as a monster. The best way to ensure that others accept change is through an explanation of the positive aspects associated with that. Also is the need to encourage your people to do their best and take things easy.

The response indicated how school leaders were acting as change agents towards the social justice agenda enshrined by the government through the Department of Education. It was also deduced from the interviews that school leaders were using persuasive tactics in winning over teachers as well as changing their behaviour and mind set toward current reforms. In-depth 3 stated that:

To change from what you are used to is not easy. But to embrace changes on social justice as a leader, one must first understand its positives so that you can adjust to it even if you disliked it initially. Also, we as leaders should start doing the right things expected of us

This response revealed that, at times school leaders are faced with crucial issues, which are essentially complicated to cope with in relation to social justice matters. It was, however, advocated that having the right attitude and the desire for a positive change is one obvious way of committing others to follow (Singh 2010).

In-depth 11 stated that:

To be a change agent, we as leaders should not see ourselves as more important than others. We must go down to the level of those we want to change, doing together the things we want them to do and also devoting all our effort to duty. With this, there are no way those people will not do what is expected of them.

The response indicated that school leaders can commit or influence others to change and embrace social justice practices by seeing themselves as equal to others. They could better do this by respecting others and living the change they want others to be in order to provide the quality of education and leadership expected from leaders in the 21st century. Frederick, Agnes, and Kathleen (2010:315; Ryan, 2007:131) assert that the role of education is to prepare the youth of today to be successful in the future and to prepare them for a world which they will one day be independent in.

The role of school leaders is to ensure that schools are safe and are a welcoming environment for all stakeholders, especially learners. But the biggest question is what has to change? Freire (2001) encourage school leaders to perceive themselves in a world differently and, in turn, develop the capabilities to bring positive change. In-depth 2 stated that:

People normally resist change, but change needs to happen no matter how one will judge or look at it, more essentially if it got something to do with social justice issues like equity, access and inclusivity. We have to call a meeting and explain to them that it is a must do policy from the Department and all that we need to do is to abide by it.

This finding revealed the willingness of school leaders to accept change if only for social justice discourse. The responses further highlighted the need for school leaders to engage in a dialogue with teachers in order for them to comply with state policies on social justice. Recent studies in South Africa shows that, in 2013, there were still thousands of children in South Africa attending dilapidated mud schools, schools lacking proper sanitation and classroom desk, and schools without electricity (Skelton 2014:59). According to the study, the situation took a positive turn in 2009 when the government was taken to Grahams town court about the several infrastructure deficits in the Eastern Cape Province. The case was, however, settled

out of court, and resulted in a memorandum of understanding, which pledged R8.2 billion over a period of three years. However, the provision of these funds did not instantly translate into a substantial result on a large scale. This was due to the fact that large infrastructure development of such magnitude requires leadership competence, which is actually absent in schools, the Department of Education, and nationwide (Skelton, 2014:59). On the 20th of July 2018, an advocacy group for equal education again took the Eastern Cape Province Department of Education to court in King Williams Town (Bisho), demanding that the Department can no longer delay the provision of basic facilities in schools, which as a case that the advocacy group won. The court then ordered the Basic Education Minister, Angie Motshekga, to address infrastructural backlogs in school as a matter of urgency to be made a national priority. This case was propelled after a boy fell into a pit toilet in Bizana in the Eastern Cape in 2018.

If the saying of 'no child is to be left behind' in terms of equal treatment and access to education is not just a mere rhetoric but rather words of action word, then school leaders who are seen as the pillars of school management have to exhibit positive change leadership. This change leadership should be characterized by liaising with the Department of Education to bring about the social justice practice advocated by the government (Stelton, 2014:62).

Bloch (2009) and Tikly (2011:86) provide a full account of the background to the Education Roadmap in South Africa. The authors reveal the parlous state of the South African education system, which was also expressed at the African National Congress conference in Polokwane in 2007. The conference brought together two key stakeholders: the Board of the Development Bank of South Africa chaired by Jay Naidoo and two prominent politicians, the Education Minister at the time, Naledi Pando, and the head of the African National Congress Education sub-committee, Zweli Mkhize. The conference discussed, among other matters, a grassroots approach to policy linked to popular mobilization. Tikly (2011:87) points out that the delegates' highlighted areas that are perceived to hold back education in South Africa. These included the impact of intergenerational social disadvantaged and the role of teachers' poor subject knowledge. Others areas were also noted: lack of adequate number of teachers; insufficient performance evaluation; badly managed

and supported schools; continuing lack of basic resources; poverty effects, including malnutrition and HIV/AIDS; and lack support for schools at district and provincial level.

The delegates lament on why South Africa spends a relatively high proportion of her gross domestic product on education yet has such poor outcomes in returns. Tikly (2011:89) attributes this to a whole range of issues, including leadership capacity and lack of skills through to sheer incompetence and corruption that contributes to inefficiency. Consequently, the effects of leadership inefficiency impact most heavily on disadvantaged learners like those in the Libode District of the Eastern Cape of South Africa (UNESCO, 2008). This implies that South Africa needs a new cohort of leaders who will serve as change agents to improve the education system in order to better the lives of many children, especially from historically disadvantaged communities like Libode.

6.3.6 Implication 6: Utilizing EI to capacitate school leaders to delegate power and motivate others on social justice discourse.

Current research has shown the need for school leaders' EI to be developed to enhance the understanding of their own emotions and that of others in order to offer assistance to others in dealing with their emotional needs (Bar-On 2000). The responses from the in-depth and the focus group interviews predominately expressed the solemn need for school leaders to develop other stakeholders, especially teachers, to shift towards social justice practices. This study acknowledges that school leaders can develop their teachers' interest towards social justice practices through their own initiatives. This study recommends that one of the strategies that school leaders can employ is delegating of power or duties to teachers. This means that, when teachers are given the chance to act, they unavoidably lead and spearhead programmes with regard to equity, access, and inclusive participation. For instance, Focus Group 2 stated that:

People learn directly or indirectly every day of their lives. We leaders have to do things in a positive way so that others can learn from us thereby developing themselves. One good way to ensure that you are developing someone to become perfect and to do what you expect the person to do it by delegating power or duty.

This response showed that the school leaders' actions were monitored and copied by others. It was also discovered that, when the school leaders provided and promoted the necessary space for their teachers to act, they could enhance their ability to grasp and help implement school policies, such as those in relation to the social justice practices of equity, access and inclusive participation. In-depth 7 also stated that:

Positivity is key, praises and positive recognition motivates my staff and I do a lot of that which encourage them to do more. I also involve the young and new teachers in many things we do in the school in order for them to become familiar with how things are supposed to be done.

The response from this interview expressed how the school leaders utilized various means to encourage others to be involved in achieving common set goals. The school leaders' believed that people learn through doing hence the need to give others space to practice. This suggests that what the school leaders needed is the EI competency of motivating and empowering their staff through delegating duties and power to enhance inclusivity.

Recent studies (Akbari, & Allvar, 2010:45; Alexander & Fuller, 2005:68) show that school leaders are the most important stakeholders influencing movement for change in schools. This could imply that school leaders hold the key to sealing the gaps in other school stakeholders' perceptions of social change. Alexander and Fuller (2005:124) stress that school leaders with high EI competencies are more likely to use persuasive strategies like power delegating to commit their teachers to change for a better course. Alexander and Fuller (2005:57) further advocate that the significant connection between school leaders' leadership approach, their sense of efficacy towards others and their degree of reflectivity could potentially lead to better cooperation and collaboration with their teachers.

According to Lopez, Salovey, Cote and Beers (2009:68), school leaders with strong EI focus on others' strength instead of their flaws. In this case, these leaders may delegate power to others to enable them to embrace and work towards social justice change. This means that the power delegated to them will lead to positive self-perceptions. Lopez *et al.* (2009:136) affirm that, for teachers to open to change, they would need to be motivated. This motivation could involve giving them leadership

roles and having good relationships with them. This suggests that one of the main motivational factors for stakeholders in the Libode Education District to realize school justice practices in schools could be giving them privileges and chances to achieve desired goals (Lopez *et al.*, 2009:79).

6.3.7 Implication 7: Further research

Further research on exploring EI perceptions of school leaders in relation to social justice, especially in poorly resourced schools like those in the Libode Education District, is highly recommended. This means that future research on the interconnectedness between school leaders' intrapersonal and interpersonal EI competencies in relation to social justice practices in schools and other themes regarding EI competencies is needed. Goleman (1995) asset that a high EI augers well for sound, successful, and shared leadership. This calls for further research on the effectiveness of EI to enhance social justice leadership in schools. Although the notion of EI has inspired a lot of research, more information and knowledge is needed on how EI competencies of school leaders in poor educational districts like Libode in the Eastern Cape Province of South Africa could be utilized to enhance social justice practices with regard to equity, access, and inclusive participation (Chamundeswari, 2006:179).

Figure 6.1: EI and Social Justice Model for School Leaders

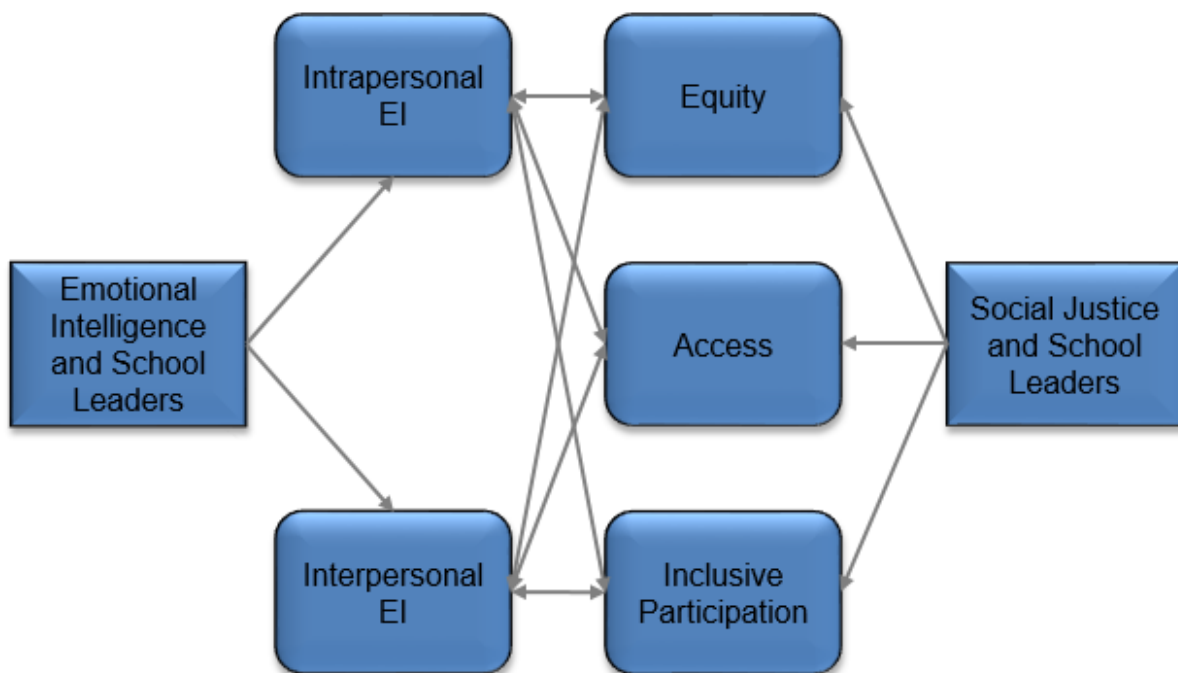


Figure 6.1 represents a model that school leaders could use to ensure that their emotional intelligence abilities align with their social justice leadership in schools. The model is designed to help school leaders to be conscious of their own emotions, the emotions of others, as well as the social justice aspects of equity, access and inclusive participation in their school environments. As pointed out by Zembylas (2010), school leaders should be able to navigate emotionally through existing school structures and cultivate critical emotional reflexivity about the changes that are needed in school discourses and practices so that social justice is placed at the centre of school leadership.

6.4 CONCLUSION

The research questions and objectives were entirely addressed in this study. Based on the theoretical framework developed in Chapters Two and Three and the findings of this study, research participants' perceptions showed that EI could enhance school leaders' social justice leadership in the Education District of Libode.

The responses from the in-depth interviews, the focus group interviews, and the minutes from various school stakeholder and committee meetings, mainly revealed that school leaders' intrapersonal and interpersonal EI indicated their capability to be aware of their own strengths and weaknesses. This study observed that school leaders can simply take a step in responding to the inequities and marginalised circumstances within the school and the larger society if they truly understand and embrace the concept of social justice as their national responsibility and as a department of education directive. Such perception boosted by EI can assist in ensuring and sustaining their obligation to social justice discourse despite the daily social justice issues that might confront them. In recent days, a growing number of researchers have indicated that EI is an important aspect that influences leaders' performance. Nonetheless, there is slight indication on the influence of EI of leaders work outcomes. This research study sought to explore EI perceptions of school leaders in relation to social justice which findings can influence future research in education. In this study, there is a significant positive relation between school leaders EI and the impact on social justice practices in schools. The study captured that, when school leaders know and control their emotions, they are better placed to address a problem in a more appropriate manner, to reflect possible means and to avoid the consequence of strictness in decision making. With regard to intrapersonal EI, Such leaders may find that diverse sentimental moods and emotions make them ponder on manifold choices. With regard to interpersonal EI, the study further noted a positive link between school leaders interpersonal EI with social justice practice as they deal with other stakeholders of the school. Interestingly, most of the school programmes are done in teams, EI, in this instance, advancing a better teamwork among school stakeholders with positive influence on social justice practice. EI could assist in enhancing school leaders' perceptions to redefine their leadership style towards social justice practices in their schools. This study argues that the role of EI, especially as it relates to school leaders' ability to recognize their own emotions and to better understand the emotions of others, is essential. This is because EI adds to productive thinking that eases problem solving at work and may also facilitate the development of innovative ideas for solving battles; it can also ensure collaboration and reliance within the school. Furthermore, school leaders with higher levels of EI can well liaise with others. Inductively speaking, school leaders will be better positioned to promote conflict resolution, become change agents, and foster

collaboration and teamwork among stakeholders. This will, in effect, enhance social justice aspects like equity, access, and inclusive participation in schools. For these profound reasons, EI is considered relevant for its positive implications for all discipline areas especially in education. This study argues that EI and social justice should both be considered when drawing syllabus for teacher trainees, academia and other leadership programmes. The academia and teacher trainees need to be made aware of their EI and the positive impact it has on leadership in society more importantly in education.

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APPENDIX A: PERMISSION LETTER TO THE LIBODE DISTRICT DIRECTOR OF EDUCATION TO CONDUCT RESEARCH INTERVIEWS IN SCHOOLS

The District Director
Department of Education
O. R. Tambo Coastal.



Dear sir/ Madam,

PERMISSION TO CONDUCT RESEARCH INTERVIEWS IN YOUR EDUCATION DISTRICT SCHOOLS

My name is Bese Samuel, an education student at Nelson Mandela University in Port Elizabeth. The research I wish to conduct for my Doctoral research study involves exploring emotional intelligence perceptions of school leaders in relation to social justice in some selected Secondary schools in your District. This research study will be conducted under the supervision of Professor Christopher Dali from Nelson Mandela University, Port Elizabeth- South Africa.

I am hereby seeking your consent to grant me permission to conduct my research study in some selected Secondary Schools in your Education District. These schools would include Sobaba Senior Secondary School, Ben Mali Senior Secondary School, Toli Senior Secondary School, Lushaya Senior Secondary School, Sangoni Senior Secondary School, and Ntafufu Senior Secondary School. I will provide you with a copy of my proposal which includes copies of the measures and ethical considerations to be used in the research process, as well as a copy of the approval letter which I have received from my university Research Ethics Committee (Human).

AIM OF THE RESEARCH

The research aims to:

- explore how emotional intelligence perceptions of school leaders could be related to social justice practices.

SIGNIFICANCE OF THE RESEARCH

The research is significant in the following ways:

- emotional intelligence could assist school leaders to adjust to their environment by making them conscious of the emotional aspects of what is happening around them.
- emotional intelligence could help school leaders in dealing with social justice challenges in schools
- social justice awareness could assist school leaders to facilitate change in ensuring equity, access and inclusive participation in schools.
- contribute to the broad literature on emotional intelligence and social justice practices in schools.
- for policy formulation and implementation in the department of education

BENEFITS OF THE RESEARCH TO SCHOOLS AND PARTICIPANTS

- could encourage school leaders in enacting social justice practices in schools for the benefit of all school stakeholders in terms of advancing equity, access and inclusive participation in schools.
- The results may inform curriculum development, policy formulation and education implantation.

RESEARCH PLAN AND METHOD

This research study is qualitative in nature. In all, twelve in-depth interviews would be conducted with Secondary School Principals and their Deputies. Six focus groups interview would also be conducted with head of departments and school governing body (teacher component). Purposive sampling would be use to purposively select information rich participants. Permission will be sought from participants prior to their participation in the research. Only those who consent will participate. I Bese Samuel would conduct the interviews and collect data from the participants. The time span for the entire data collection may take about a month to two. All information that would be collected would be treated in strictest confidentiality and neither the school nor individual participants will be identified in any reports that would be written. Participants may withdraw from the study at any time without penalty. The role of the

school is voluntary and the School Principal may decide to withdraw the school's participation at any time without penalty.

School Involvement

Once I have received your consent to approach participants for my study, I will

- arrange for informed consent to be obtained from participants
- arrange a time with schools for data collection to take place
- obtain informed consent from participants

Invitation to Participate

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on 0833115701 or samuelbese@yahoo.co.za. If you would like your District schools to participate in this research, please complete and return the attached form. Thank you for your time and consideration in this matter.

Yours sincerely,

Bese Samuel

Professor Chris Dali

Cell: 0833115701

Cell: 0737313464

Email:samuelbese@yahoo.co.za

Email:Chris.Dali@nmmu.ac.za

(Researcher)

(Supervisor)

APPENDIX B: LETTER SEEKING PERMISSION FROM SCHOOLS TO CONDUCT RESEARCH STUDY



The principal,

Dear Sir/ Madam,

PERMISSION TO CONDUCT RESEARCH INTERVIEWS IN YOUR SCHOOL

RESEARCH TITLE

Exploring emotional intelligence perceptions of school leaders in relation to social justice: A case study

My name is Bese Samuel, a doctoral student at the Nelson Mandela University. I am conducting a research study in the faculty of Education and school for continuing professional development under the supervision of Professor Chris Dali. I have obtained O.R.Tambo Coastal District, Department of Education's approval to approach your school for my research study. A copy of the approval letter would be made available to you before the research study comments. I therefore humbly invite you to consider taking part in this research. This study has met the requirements of the Research Ethics Committee (Human) of my university.

AIM OF THE RESEARCH

The research aims to:

- explore how emotional intelligence perceptions of school leaders could be related to social justice.

Significance of the Research

The research is significant in the following ways:

- emotional intelligence could assist school leaders to adjust to their environment by making them conscious of the emotional aspects of what is happening around them.
- social justice awareness could assist school leaders to facilitate change in ensuring equity, access and inclusive participation in schools.
- contribute to the broad literature on emotional intelligence and social justice practices in schools.
- for policy formulation and implementation in the department of education.

BENEFITS OF THE RESEARCH TO SCHOOLS AND PARTICIPANTS

- could encourage school leaders in enacting social justice practices in school for the benefit of all school stakeholders in terms of equity, access and inclusive participation in schools.
- The results may inform curriculum development, policy formulation and education implantation.

RESEARCH PLAN AND METHOD

This research study is qualitative in nature. In all, twelve in-depth interviews would be conducted with secondary school principals and their deputies. Six focus group interviews would also be conducted with head of departments and school governing body (teachers).

Purposive sampling would be use to purposively select information rich participants. Permission will be sought from participants prior to their participation in the research. Only those who consent will participate. I Bese Samuel would conduct the interviews and collect data from the participants. The time span for the entire data collection may take about a month to two. All information that would be collected would be treated in strictest confidentiality and the school nor will individual participants be identified in any reports that would be written. Participants may withdraw from the study at any time without penalty. The role of the school is voluntary and the School

Principal may decide to withdraw the school's participation at any time without penalty.

School Involvement

Once I have received your consent to approach participants for my study, I will

- arrange for informed consent to be obtained from participants
- arrange a time with your school for data collection to take place
- obtain informed consent from participants

Invitation to Participate

If you would like your school to participate in this research, please complete and return the attached form. Thank you for taking the time to read this information.

Bese Samuel

Professor Chris Dali

Cell: 0833115701

Cell: 0737313464

Email:samuelbese@yahoo.co.za

Email:Chris.Dali@nmmu.ac.za

(Researcher)

(Supervisor)

APPENDIX C: LETTER TO RESEARCH PARTICIPANTS



Dear Sir/Madam,

Invitation to participate and information on my research study

My name is Bese Samuel, a Doctoral student at Nelson Mandela University. I am conducting a research study in the faculty of Education and continuing professional development under the supervision of Professor Chris Dali. My research topic is (Exploring emotional intelligence perceptions of school leaders in relation to social justice). You are being asked to voluntarily participate in this research study. I will provide you with the necessary information to assist you to understand the study and explain what would be expected of you (participant). These guidelines would include the benefits and your rights as a study subject. Please feel free to ask me to clarify anything that is not clear to you. To participate, it will be required of you to provide a written consent that will include your signature, date, surname and initials to verify that you understand and agree to the conditions.

You have the right to query concerns regarding the study at any time. Immediately report any new problems during the study to me (researcher). Below are my contact numbers. Please feel free to call these numbers (0833 11 57 01 / 073 079 1875)

Furthermore, it is important that you are aware of the fact that the ethical integrity of the study has been approved by the Research Ethics Committee (REC-Human) of the university. The REC-H consists of a group of independent experts that has the responsibility to ensure that the rights and welfare of participants in research are protected and that studies are conducted in an ethical manner. Studies cannot be conducted without REC-H's approval. Queries with regard to your rights as a research subject can be directed to the Research Ethics Committee (Human), Department of Research Capacity Development, PO Box 77000, Nelson Mandela University, Port Elizabeth, 6031.

If no one could assist you, you may write to: The Chairperson of the Research, Technology and Innovation Committee, PO Box 77000, Nelson Mandela University, Port Elizabeth, 6031.

Participation in this research is completely voluntary. You are not obliged to take part in this research against your will. If you do partake, you have the right to withdraw at any given time during the study without penalty. Although your identity will at all times remain confidential, the results of the research study may be presented at scientific conferences or in specialist publications. This informed consent statement has been prepared in compliance with current statutory guidelines. If you would like to participate in this research, please complete and return the attached form.

Yours sincerely

Bese Samuel

Professor Chris Dali

Cell: 0833115701

Cell: 0737313464

Email:samuelbese@yahoo.co.za

Email:Chris.Dali@nmmu.ac.za

(Researcher)

(Supervisor)

APPENDIX D: INFORMATION ON INFORMED CONSENT

NELSON MANDELA UNIVERSITY

INFORMATION AND INFORMED CONSENT FORM

(Please delete any information not applicable to your project and complete/expand as deemed appropriate)

Title of the research project	Exploring emotional intelligence perceptions of school leaders in relation to social justice: A case study
Reference number	H17-EDU-ERE-015
Principal investigator	Samuel Bese
Address	Ntafufu S.S.S P.O .Box 1089
Postal Code	Lusikisiki 4820
Contact telephone number (private numbers not advisable)	Office: 039 253 7817 N/A

A. DECLARATION BY OR ON BEHALF OF PARTICIPANT (Person legally competent to give consent on behalf of the participant)	Initial
<p>I, the participant and the undersigned</p> <p>I.D. number</p> <p>OR</p> <p>I, in my capacity as</p> <p>of the participant</p> <p>I.D. number</p> <p>Address (of participant)</p>	<div>(full names)</div> <div></div> <div></div> <div></div> <div></div> <div></div>

A.1 I HEREBY CONFIRM AS FOLLOWS:		
<p>1. I, the participant, was invited to participate in the above-mentioned research project that is being</p> <p>undertaken by</p> <p>of the Department of</p> <p>in the Faculty of</p> <p>of the Nelson Mandela University.</p>	<div>Mr Bese Samuel</div> <div>Continuous education and professional development</div> <div>Education</div>	
<p>2. The following aspects have been explained to me, the participant:</p> <p>2.1 Aim: The investigators are studying: How EI perceptions of school leaders could be related to social justice</p> <p>The information will be used to/for:</p>		

2.2	Procedures: I understand that	
2.3	Risks:	
2.4	Possible benefits: As a result of my participation in this study	
2.5	Confidentiality: My identity will not be revealed in any discussion, description or scientific publications by the investigators.	
2.6	Access to findings: Any new information/or benefit that develops during the course of the study will be shared as follows:	
2.7	<p>Voluntary participation/refusal/discontinuation:</p> <p>My participation is voluntary</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> YES <input type="checkbox"/> NO </div> <p>My decision whether or not to participate will in no way affect my present or future care/employment/lifestyle</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE </div>	
3.	<p>The information above was explained to me/the participant by</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>(name of relevant person)</p> </div> <p>in</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">Afrikaans</div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; padding: 2px 10px;">English</div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; padding: 2px 10px;">Xhosa</div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; padding: 2px 10px;">Other</div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	

<p>and I am in command of this language/it was satisfactorily translated to me by</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>(name of translator)</p> </div> <p>I was given the opportunity to ask questions and all these questions were answered satisfactorily.</p>	
<p>4. No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation.</p>	
<p>5. Participation in this study will not result in any additional cost to myself.</p>	

<p>A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT</p>							
<p>Signed/confirmed at</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 10%; text-align: center;">on</td> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%; text-align: center;">20</td> </tr> </table>					on		20
	on		20				
<p>Signature or right thumb print of participant</p>	<p>Signature of witness</p>						
	<p>Full name of witness</p>						

B. STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S)

I,.....declare
e that

- I have explained the information given in this document to

(name of patient/participant)

and/or his/her representative

(name of representative)

- he/she was encouraged and given ample time to ask me any questions;

- this conversation was conducted
in

Afrikaans

English

Xhosa

Other

and no translator was used / this conversation was translated into

(language)

by

- I have detached Section D and handed it to the
participant

YES

NO

Signed/confirmed at

on

20

Signature of interviewer

Signature of witness

Full name of witness

APPENDIX E: PERMISSION LETTER FROM LIBODE DISTRICT DIRECTOR TO CONDUCT INTERVIEWS IN SCHOOLS

Faculty of education

Nelson Mandela University

Faculty E-mail: Carol.Poisat@nmmu.ac.za

15-01-2018.

Consent letter

The Director

Department of Education

O.R T. C. District,

RESEARCH TITLE

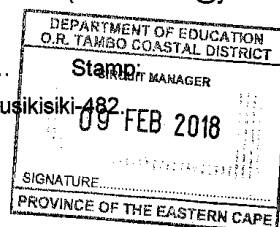
EXPLORING EMOTIONAL INTELLIGENCE PERCEPTIONS OF SCHOOL LEADERS IN RELATION TO SOCIAL JUSTICE

I give my consent for you to approach school management teams, heads of department and the school governing body in the selected schools you have chosen in my Education District to participate in your research study entitled "Exploring emotional intelligence perceptions of school leaders in relation to social justice". I have read through your study information statement which explains the purpose of the research study and I understand that:

- The role of schools is voluntary
- That schools or participants may decide to withdraw their participation at any time without penalty
- Only participants who consent will participate in the research study
- All information obtained will be treated in strictest confidentiality.
- Participants' names will not be used, and individual participants will not be identified in any written reports about the study.
- A school(s) will not be identified in any written reports about the study.
- A report of the findings will be made available to the District office and to schools.
- Tape recorders will be used to record data, and the data collected will be made available for future use. Schools may seek further information on the research study from you, Mr Bese Samuel (researcher) on cell (083-344-570 1) and email (samuelbese@yahoo.co.za).

District Director: Signature:

Date: Ref: Bese Samuel, P.O.Box 1089, Lusikisiki-482



APPENDIX F: PERMISSION LETTER FROM PRINCIPALS TO CONDUCT RESEARCH INTERVIEWS AND CONSENT FROM RESEARCH PARTICIPANT

Faculty of education

Nelson Mandela University

Faculty E-mail: Carol.Poisat@nmmu.ac.za

15-01-2018.

Consent letter

School principal

RESEARCH TITLE

EXPLORING EMOTIONAL INTELLIGENCE PERCEPTIONS OF SCHOOL LEADERS IN RELATION TO SOCIAL JUSTICE

I give consent for you to come to my school and to approach the school management team, heads of department and the school governing body to participate in your research study entitled "Exploring emotional intelligence perceptions of school leaders in relation to social justice". I have read your study information statement explaining the purpose of the research study and I understand that:

- The role of the school is voluntary
- I may decide to withdraw the school's participation at any time without penalty
- Only participants who consent will participate in the research study
- All information obtained will be treated in strictest confidentiality.
- The participants' names will not be used, and individual participants will not be identifiable in any written reports about the study.
- The school will not be identified in any written reports about the study.
- Participants may withdraw from the study at any time without penalty.
- A report of the findings will be made available to the school.
- Tape recorders will be used to record data, and the data collected will be made available for future use.
- I may seek further information on the research from you, Mr Bese Samuel on 083 311 5701 and email address samuelbese@yahoo.co.za.

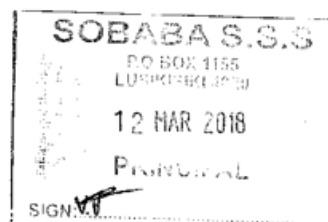
Principal *M.V. Fuzani*

Signature: *[Signature]*

Stamp:

Date: *12/02/2018*

Reference: Bese Samuel, P.O. Box 1089, Lusikisiki-4820.



APPENDIX G: ETHICAL CLEARANCE FROM NELSON MANDELA UNIVERSITY

NELSON MANDELA UNIVERSITY

South Campus
Education Faculty
Tel . +27 (0)41 5044568 Fax. +27 (0)5041986
Jackie.hay@mandela.ac.za

12 December 2017
Mr B Samuel / Dr C Dali
Education Faculty
NMMU

Dear Mr Samuel

"Exploring emotional intelligence perceptions of school leaders in relation to social justice: A case study"

Your above-entitled application for ethics approval was approved by the Faculty Research, Technology and Innovation Committee of Education (ERTIC) on 23 October 2017.

We take pleasure in informing you that the application was approved by the Committee.
The ethics clearance reference number is H17-EDU-ERE-015.

We wish you well with the project. Please inform your co-investigators of the outcome, and convey our best wishes.

Yours sincerely



Ms J Hay
Secretary: ERTIC



Change the World

PO Box 77000, Nelson Mandela University, Port Elizabeth, 6031, South Africa

APPENDIX H: IN-DEPTH INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS AND DEPUTY PRINCIPALS

MAIN INTERVIEW QUESTIONS AND GUIDING SUB-PHRASES

First of all I would like to express my sincere and profound gratitude to you for approving to my request that I conduct this in-depth interview with you. As a doctoral student at Nelson Mandela metropolitan University, I am investigating the emotional intelligent perceptions of school leaders in relation to their social justice practices. In essence, I am specifically exploring school principals, deputy principals, head of departments and teachers' perceptions on emotional intelligence and social justice. As agreed earlier on I am going to record the interview so that I do not have to write your response while conducting the interview. As agreed again I am not going to mention your name. Your name will be kept anonymous so as to protect your identity. Instead of using your name, I am going to code the interviews and call them IN-DEPTH one or two or three etc. You are free to discontinue the interview at any point in time. You are also at liberty to either answer or not to answer questions that you feel you do not want to answer. The interview is going to last for about an hour, and not more than that.

The interview is separated into two categories of broad questions. Questions on your intrapersonal emotional intelligence domain, and also questions on your interpersonal emotional intelligence domain. So, the main question is:

To what extent can emotional intelligence of school leaders be related to their social justice practices?

A: EMOTIONAL INTELLIGENCE INTRAPERSONAL DOMAIN

1. SELF –AWARENESS

1.1 Emotional awareness: How do you recognize your emotions, and how do those emotions affect your role as a leader in relation to social justice practices with regard to equity, access and inclusive participation in your school?

- emotions felt as a leader, why those emotions, and how this emotions affect their social justice practices;
- realisation of links between emotions and social justice and what school leaders think, do and say;
- how school leaders emotions affects their judgment in line with promoting social justice in schools in terms of equity, access, and inclusive participation; and
- guiding awareness of social justice values and principles.

1.2 Accurate self-assessment: What would you say are your strengths and limitations as a leader in promoting equity, access and inclusive participation in your school?

- awareness of your strengths and weaknesses;
- reflect and learn from your experience;
- openness to candid feedback, new perspective, continuous learning, and self-development;
- showing a sense of humour and perspective about self.

1.3 Self-confidence: How do you see yourself in terms of self-worth and capabilities safe guiding social justice practices in your school?

- self- assurance and presence;
- ability to voice views that are unpopular and go out of limb for what is right; and
- being decisive, able to make sound decisions despite uncertain ties and pressure.

2. SELF-MANAGEMENT

2.1 Self- control: How able are you in managing your own disruptive emotions and impulse when handling delicate social justice issues like equity, access, and inclusive participation in your school as a leader?

- managing impulse feelings and distressing emotions;
- staying composed, positive, and unflappable even in trying moments; and
- thinking clearly and staying focused under pressure

2.2 Trustworthiness: How do you maintain standard of honesty and integrity in ensuring equity, access and inclusive participation in your school?

- being ethical and above reproach;
- building trust through reliability and authenticity;
- admitting own mistakes and confronting unethical actions in other; and
- taking tough, principled stands even if unpopular.

2.3 Conscientiousness: How able are you in taking responsibility for your personal actions in lieu with social justice practices in your school?

- meeting commitments and keeping promises;
- own accountability for meeting own objectives; and
- being organized and careful in own work.

2.4 Adaptability: How flexible are you in handling social justice complains with regard to equity, access and inclusive participation?

- handling complex social issues in school, shifting priorities, and rapid social change;
- adapting responses and tactics to fit fluid circumstances; and
- flexibility in view of event.

2.5 Innovativeness: How comfortable and open are you to novel ideas and new information in relation to national protocols addressing social justice issues?

- seeking out fresh ideas from a wide range of sources;
- entertaining original solution to problem;
- generating new ideas; and
- taking fresh perspectives and risks in own thinking.

3. SELF-MOTIVATION

3.1 Achievement drive : To what extent to you strive. maintain social justice practices in relation to equity, access, and inclusivity?

- Having the urge;
- Desire for success
- Working for higher performance

3.2 commitment : How committed are you in ensuring social justice practices in relation to equity, access, and inclusivity in your school?

- Being committed;
- Safeguarding values;and
- Being reliable.

3.3 Initiative : How able are in taking initiative actions on social justice in relation to equity, access, and inclusivity?

- Taking initiative;
- Leading by example; and
- Being role a model.

3.4 Optimism : How optimistic are you in safeguarding social justice practices in relation to equity, access, and inclusivity?

- Positive outlook;
- Positive insight;
- Affirmative person;and
- Challenges are positives.

B: EMOTIONAL INTELLIGENCE INTER PERSONAL DOMAIN

1. SOCIAL AWARENESS

1.1 Empathy: how able are you in becoming aware of others feelings, concerns with regard to social justice?

- Caring for others;
- Calming influence;
- Gives individual attention; and
- Determine others' needs and being sensitive.

1.1 Developing others: How do you go about sensing others' social needs in order to develop, and bolstering their abilities?

- Acknowledging and rewarding people's strengths, accomplishments, and development;
- Offering useful feedback and identifying people's needs for development; and
- Monitoring, giving timely coaching, and offering assignments that challenge and grow a person's intrapersonal emotional intelligent competencies.

3.3 Service orientation: how able are you in anticipating, alerting yourself, recognizing, and meeting others' social needs as a school leader?

- Understanding other school stakeholders' social needs and addressing them;
- Seeking ways to increase others' satisfaction and loyalty;
- Gladly offering appropriate assistance and
- Grasping others' perspective, acting as a trusted advisor.

1.4 Leveraging diversity: How do you nurture opportunities through socially diverse people in promoting equity, access, and inclusive participation?

- Respecting and relating well to people from varied backgrounds;
- Understanding diverse worldviews and being sensitive to cultural and racial differences;
- Seeing diversity as opportunity, creating an environment where diverse people can strive; and

- Challenging bias and intolerance.

1.5 Political awareness: How able are you in reading a group's emotional currents and power relationships?

- Accurate reading of key power relationships;
- Detecting crucial social networks;
- Understanding forces that shape views and actions of others and competitors; and
- Reading situations and organizational and external realities.

2. RELATIONSHIP MANAGEMENT

2.1 Influence: How is your ability in wielding effective tactics in persuading others to accept social justice transformation as a school leader?

- Skills in persuasion;
- Fine-tuning presentations to appeal to the listener;
- Using complex strategies like indirect influence to build consensus and support; and
- Orchestrating dramatic events to effectively make a point.

2.2 Communication: How clear and convincing are your stance on social justice principles to others as a school leader?

- Being effective in give- and- take, registering emotional cues in attuning messages;
- Bealing with difficult issues straightforwardly ;
- Listening well, seeking mutual understanding, and welcoming sharing of information fully; and
- Fostering open communication and staying receptive to both good and bad news.

2.3 Leadership: Howd o you inspire and guide groups and people in embracing social justice practices as a school principal or deputy?

- Articulating and arousing enthusiasm for shared vision and mission;

- Stepping forward to lead as needed, regardless of position;
- Guiding the performance of others while holding them accountable; and
- leading by example.

2.4 Change catalyst: How do you initiate or manage change towards social justice practices such as equity, access, and inclusive participation as a leader?

- recognizing the need for social change and remove barriers;
- challenging the status quo to acknowledge the need for change;
- championing the change and enlisting others in its pursuit; and
- modeling the change expected of others.

2.5 Conflict management: How do you negotiate and resolve disagreements as a leader when school stakeholders stand for their social rights?

- handling difficult people and tense situations with diplomacy and tact;
- spotting potential conflict, bringing disagreements into open;
- encouraging debate and open discussion, and
- orchestrating win-win solutions.

2.6 Building bonds: How do cultivate working relationships with other school stakeholders as a school leader in view of enhancing equity, access and inclusive participation?

- nurturing and maintaining extensive informal networks;
- seeking out relationships that are mutually beneficial;
- building rapport and keeping others in loop; and
- making and maintaining personal friendships among work associates.

2.7 Collaboration and cooperation: How do you work with others towards shared goals in promoting inclusivity?

- balancing focus on task with attention to relationships;
- collaborating, sharing plans, information, and resources;
- promoting a friendly, cooperation climate; and spotting and nurturing opportunities for collaboration.

2.8 Team capabilities: How do you create synergy in pursuit of collective goals as a school leader in line with social justice equity?

- Modeling team qualities like respect, helpfulness, and cooperation;
- Drawing all members into active and enthusiastic participation;
- Building team identity, esprit de corps ,and commitment; and
- Protecting the group and its reputation, shared credit.

APPENDIX I: FOCUS GROUP INTERVIEW SCHEDULES FOR HEAD OF DEPARTMENTS AND SGB MEMBER (TEACHER)

MAIN INTERVIEW QUESTIONS AND GUIDING SUB-PHRASES

First of all I would like to express my sincere and profound gratitude to you for approving to my request that I conduct this in-depth interview with you. As a doctoral student at Nelson Mandela metropolitan University, I am investigating the emotional intelligent perceptions of school leaders in relation to their social justice practices. In essence, I am specifically exploring school principals, deputy principals, head of departments and teachers' perceptions on emotional intelligence and social justice. As agreed earlier on I am going to record the interview so that I do not have to write your response while conducting the interview. As agreed again I am not going to mention your name. Your name will be kept anonymous so as to protect your identity. Instead of using your name, I am going to code the interviews and call them FOCUS GROUP one or two or three etc. You are free to discontinue the interview at any point in time. You are also at liberty to either answer or not to answer questions that you feel you do not want to answer. The interview is going to last for about an hour, and not more than that.

The interview is separated into two categories of broad questions, questions on your intrapersonal emotional intelligence domain and questions on your interpersonal emotional intelligence domain. So, the main question is:

To what extent can emotional intelligence of school leaders be related to their social justice practices?

A: EMOTIONAL INTELLIGENCE INTRAPERSONAL DOMAIN

1. SELF –AWARENESS

1.1 Emotional awareness: How do you recognize your emotions, and how do those emotions affect your role as a leader in relation to social justice practices with regard to equity, access and inclusive participation in your school?

- emotions felt as a leader, why those emotions, and how this emotions affect their social justice practices;
- realisation of links between emotions and social justice and what school leaders think, do and say;
- how school leaders emotions affects their judgment in line with promoting social justice in schools in terms of equity, access, and inclusive participation; and
- guiding awareness of social justice values and principles.

1.2 Accurate self-assessment: What would you say are your strengths and limitations as a leader in promoting equity, access and inclusive participation in your school?

- awareness of your strengths and weaknesses;
- reflect and learn from your experience;
- openness to candid feedback, new perspective, continuous learning, and self-development;
- showing a sense of humour and perspective about self.

1.2 Self-confidence: How do you see yourself in terms of self-worth and capabilities safe guiding social justice practices in your school?

- self- assurance and presence;
- ability to voice views that are unpopular and go out of limb for what is right; and
- being decisive, able to make sound decisions despite uncertain ties and pressure.

2. SELF-MANAGEMENT

2.1 Self- control: How able are you in managing your own disruptive emotions and impulse when handling delicate social justice issues like equity, access, and inclusive participation in your school as a leader?

- managing impulse feelings and distressing emotions;
- staying composed, positive, and unflappable even in trying moments; and
- thinking clearly and staying focused under pressure

2.2 Trustworthiness: How do you maintain standard of honesty and integrity in ensuring equity, access and inclusive participation in your school?

- being ethical and above reproach;
- building trust through reliability and authenticity;
- admitting own mistakes and confronting unethical actions in other; and
- taking tough, principled stands even if unpopular.

2.3 Conscientiousness: How able are you in taking responsibility for your personal actions in lieu with social justice practices in your school?

- meeting commitments and keeping promises;
- own accountability for meeting own objectives; and
- being organized and careful in own work.

2.4 Adaptability: How flexible are you in handling social justice complains with regard to equity, access and inclusive participation?

- handling complex social issues in school, shifting priorities, and rapid social change;
- adapting responses and tactics to fit fluid circumstances; and
- flexibility in view of event.

2.5 Innovativeness: How comfortable and open are you to novel ideas and new information in relation to national protocols addressing social justice issues?

- seeking out fresh ideas from a wide range of sources;
- entertaining original solution to problem;
- generating new ideas; and
- taking fresh perspectives and risks in own thinking.

3. SELF-MOTIVATION

3.1 Achievement drive : To what extent to you strive. maintain social justice practices in relation to equity, access, and inclusivity?

- Having the urge;
- Desire for success
- Working for higher performance

3.2 commitment : How committed are you in ensuring social justice practices in relation to equity, access, and inclusivity in your school?

- Being committed;
- Safeguarding values;and
- Being reliable.

3.3 Initiative : How able are in taking initiative actions on social justice in relation to equity, access, and inclusivity?

- Taking initiative;
- Leading by example; and
- Being role a model.

3.4 Optimism : How optimistic are you in safeguarding social justice practices in relation to equity, access, and inclusivity?

- Positive outlook;
- Positive insight;
- Affirmative person;and
- Challenges are positives.

B: EMOTIONAL INTELLIGENCE INTER PERSONAL DOMAIN

1. SOCIAL AWARENESS

1.1 Empathy: how able are you in becoming aware of others feelings, concerns with regard to social justice?

- Caring for others;
- Calming influence;
- Gives individual attention;and
- Determine others' needs and being sensitive.

1.2 Developing others: How do you go about sensing others' social needs in order to develop, and bolstering their abilities?

- acknowledging and rewarding people's strengths, accomplishments, and development;
- offering useful feedback and identifying people's needs for development; and
- monitoring, giving timely coaching, and offering assignments that challenge and grow a person's intrapersonal emotional intelligent competencies.

1.3 Service orientation: how able are you in anticipating, alerting yourself, recognizing, and meeting others' social needs as a school leader?

- Understanding other school stakeholders' social needs and addressing them;
- Seeking ways to increase others' satisfaction and loyalty;
- Gladly offering appropriate assistance and
- Grasping others' perspective, acting as a trusted advisor.

1.4 Leveraging diversity: How do you nurture opportunities through socially diverse people in promoting equity, access, and inclusive participation?

- respecting and relating well to people from varied backgrounds;
- understanding diverse worldviews and being sensitive to cultural and racial differences;
- seeing diversity as opportunity, creating an environment where diverse people can thrive; and
- challenging bias and intolerance.

1.5 Political awareness: How able are you in reading a group's emotional currents and power relationships?

- Accurate reading of key power relationships;
- Detecting crucial social networks;
- Understanding forces that shape views and actions of others and competitors; and
- Reading situations and organizational and external realities.

2. RELATIONSHIP MANAGEMENT

2.1 Influence: How is your ability in wielding effective tactics in persuading others to accept social justice transformation as a school leader?

- skills in persuasion;
- fine-tuning presentations to appeal to the listener;
- using complex strategies like indirect influence to build consensus and support; and
- orchestrating dramatic events to effectively make a point.

2.2 Communication: How clear and convincing are your stance on social justice principles to others as a school leader?

- being effective in give- and- take, registering emotional cues in attuning messages;
- dealing with difficult issues straightforwardly ;

- listening well, seeking mutual understanding, and welcoming sharing of information fully; and
- fostering open communication and staying receptive to both good and bad news.

2.3 Leadership: How do you inspire and guide groups and people in embracing social justice practices as a school principal or deputy?

- articulating and arousing enthusiasm for shared vision and mission;
- stepping forward to lead as needed, regardless of position;
- guiding the performance of others while holding them accountable; and
- leading by example.

2.4 Change catalyst: How do you initiate or manage change towards social justice practices such as equity, access, and inclusive participation as a leader?

- recognizing the need for social change and remove barriers;
- challenging the status quo to acknowledge the need for change;
- championing the change and enlisting others in its pursuit; and
- modeling the change expected of others.

2.5 Conflict management: How do you negotiate and resolve disagreements as a leader when school stakeholders stand for their social rights?

- handling difficult people and tense situations with diplomacy and tact;
- spotting potential conflict, bringing disagreements into open;
- encouraging debate and open discussion, and
- orchestrating win-win solutions.

2.6 Building bonds: How do you cultivate working relationships with other school stakeholders as a school leader in view of enhancing equity, access and inclusive participation?

- nurturing and maintaining extensive informal networks;
- seeking out relationships that are mutually beneficial;

- building rapport and keeping others in loop; and
- making and maintaining personal friendships among work associates.

2.7 Collaboration and cooperation: How do you work with others towards shared goals in promoting inclusivity?

- balancing focus on task with attention to relationships;
- collaborating, sharing plans, information, and resources;
- promoting a friendly, cooperation climate; and spotting and nurturing opportunities for collaboration.

2.8 Team capabilities: How do you create synergy in pursuit of collective goals as a school leader in line with social justice equity?

- Modeling team qualities like respect, helpfulness, and cooperation;
- Drawing all members into active and enthusiastic participation;
- Building team identity, esprit de corps ,and commitment; and
- Protecting the group and its reputation, shared credit.