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INTERSECTIONS OF SOCIAL INTELLIGENCE AND MANAGERIAL EFFECTIVENESS: A CRITICAL STUDY OF SECONDARY SCHOOL PRINCIPALS IN ABUJA, NIGERIA

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Abstract
The study investigated the relationship between social intelligence and managerial effectiveness of principals of secondary schools in Abuja, Nigeria. The study was guided by the correlational survey research design. The population of the study consisted 4,032 principals and teachers obtained from 60 senior public secondary schools in Abuja. The sample size of the study comprised of 62 principals and 341 teachers. respondents. Simple percentages, mean and standard deviation were used to answer the research questions while the hypotheses were tested using Pearson's product moment correlation at a 0.05 level of significance. The study used two instruments for data collection which made up of "Principals' Social Intelligence Questionnaire" (PSIQ) and "Managerial Effectiveness Questionnaire" (MEQ). The instruments were pilot tested on 10 principals and 40 teachers and they produced the reliability indices of 0.78 and 0.72 respectively. The findings of the study indicated that there is a significant relationship between principals' social awareness and managerial effectiveness of secondary schools in Abuja and there is a significant relationship between principals' communication style and managerial effectiveness of secondary schools in Abuja. The study recommended that the Nigerian Educational Research and Development Council should work on incorporating social intelligence into the curriculum of education for the training of teachers and future prospective principals in universities and colleges of education to build the social awareness of prospective principals.
Keywords: Social Intelligence, Managerial Effectiveness, Principals, Social Awareness and Communication Style

1. Introduction

The principal's managerial effectiveness is key to the success of the secondary school system. Secondary school principals in Nigeria including those in the Federal Capital Territory, Abuja are individuals saddled with the responsibility of directing the activities of staff and students professionally. This they do amidst increasing standards and competition from different secondary schools located in the country. The school proprietors require them to earn the respect of their staff, ensure good school culture and achieve school goals and objectives when performing their managerial duties. Principals of secondary schools are tasked with the management of both cultural

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diversity and personality differences of their staff and students within the school environment (Manafa, 2020).

Human beings are diverse by nature, and Abuja being the "Centre of Unity", as such, the staff and students in the secondary schools being managed by the principals are drawn from different states of the federation, coming with differing cultural orientation and personality formation. Therefore, managing the diversity and personality uniqueness of the school population is key as the principals' inability to understand this cultural and personality diversity may create a situation of chaos, tension, conflict and possibly affect their managerial effectiveness within the school. On the other hand, a proper knowledge of the diversities of staff and students may help principals to build a decent school culture needed to achieve the set school goals and objectives (Nwangwa & Barrah, Ibifaa Memberr, 2021)). Lynnette, Otara and Otengah (2021) maintained that management is the coordination and administration of tasks to achieve a goal. Such administrative activities include setting the organisation's strategy and coordinating the efforts of staff to accomplish the objectives through the application of available human and material resources. In relation to the school setting, managerial effectiveness refers to the ability of school administrators to harness and channel the human and material resources available in the school towards the attainment of the goals of the school (Iyala, 2018).

However, keen observations by the researchers revealed that despite the excellent academic qualifications and many years of experience that are used as prerequisite conditions for the appointment of principals, the managerial effectiveness of secondary school principals in Abuja seems to vary significantly in terms of performing their functions. Such differences in the performance of official responsibilities by the principals may be attributed to the level of their social intelligence. Social Intelligence (SI) is the ability to successfully build relationships and navigate social environments successfully. Social intelligence is the ability to understand and manage men and women, boys and girls to act wisely in human relations. Social intelligence entails getting along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers (Agbudu & Iyala, 2023). Intelligence is not a singular cognitive ability, but rather it incorporates several types of intelligence, which are all dissociable from one another. Society puts a huge emphasis on book smarts and Intelligent Quotient (IQ), social relationships and interactions affect a much bigger part of human live. Therefore, one can argue that social smarts are far more important than book smarts as building strong social relationships is more worthwhile for principals' managerial effectiveness in secondary schools than merely possessing academic qualifications (Edwards, 2022).

There are several aspects of social intelligence, which include principal's style of communication, social awareness, social interaction, relationship management, situational response, self-regulation and listening skills. This study assessed how the social intelligence of indices of self-awareness and self-regulation influence the managerial effectiveness of principals in secondary schools in Abuja. Social awareness is the ability to understand other people's perspectives and use the same knowledge to create better communication and understanding. It also entails the capacity to decipher the human feelings and emotions of other people within the same environment. Social awareness is a quality of both emotional intelligence and social intelligence. A person is said to be socially aware if he or she can read others and pay careful attention to how their communication

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impacts the feelings, perceptions and behaviour of other people (Emechebe & Iyala, 2018). This quality defines individual consciousness concerning other people's desires, needs and actions as well as social environment. People with social awareness could notice things that others do not. Such individuals could walk into a room and feel tension or pick up subtle changes on how other people feel as they talk with them. Individuals with social awareness can understand the perspective of other people even when it is very different from their own (Ogbo, Obiekwe & Emere, 2020).

Social awareness would help secondary school principals in Abuja to communicate more effectively with their staff and students, build trusting relationships, and collaborate more fluidly with diverse teams. It helps to build trust and understand why people react the way they do, thereby, influencing decisions. Evaluative listening is good, but it can inhibit empathy since the primary purpose of evaluative listening is to judge what is heard (Ukpong & Uzoigwe, 2020). Principals with high social intelligence would communicate more effectively with their staff and students, build trusting relationships and collaborate more fluidly with diverse teams. Communication is the ability to convey information or ideas which the recipient could easily understand and give feedback to the sender. Communication is said to have been accomplished if the message is interpreted in the same way by the sender and the receiver. It is a transactional process where people construct meaning and develop expectations about what is happening around them through the exchange of symbols. Communication involves the use of symbols, objects or words that stand for ideas, feelings, intentions and other objects to describe their experiences with others (Ndubueze & Oputa, 2021). The communication atmosphere created by principals could influence the nature of interactions in the school system positively or negatively.

Supportive communication climate or promote co-operative working relationship and it is therefore conducive for effective information gathering and its transfer to members of the school who need such information. In an open or supportive communication environment, people are likely to have a sense of worth and speak freely without fear of reprisal. In the school system, when suggestions are welcomed and acted upon and mistakes are used as opportunities to learn while crises being evenly handled, staff members may likely engage in friendly interactions that would promote peaceful working environment. They may feel trusted, secured and confident and be committed in their jobs for the overall growth of an institution. Thus, effective team work, flexibility and a sense of involvement contribute to and benefit from an open and supportive communication climate operated by principals with high social intelligence against their counterparts with low social intelligence that sometimes impose ideas and decisions on the staff and students thereby inducing chaos and disorderliness in the school system (Nwokonko, 2022; Kanu 2024; Kanu et al 2024).

The influence of social intelligence on the performance of managerial functions by principals is an important factor that would facilitate the effective management of secondary schools in Abuja. This is because, if a relationship exists between social intelligence and job performance by principals, it is obvious that social intelligence should serve as a tool through which the principals are hired, trained and retained to enable them undertake their managerial roles effectively. Unfortunately, principals of secondary schools in the Federal Capital Territory, Abuja-Nigeria in are employed as teachers before being promoted to the principalship position through years of experience as well as acquisition of additional academic qualifications. As a result, the social

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intelligence components are not considered as part of the criteria for appointment or promotion of a teacher to the position of a principal (Ukpong & Uzoigwe, 2020). The differences that exist among principals in performing their managerial responsibilities as secondary schools' managers could be linked to the level of their social intelligence. It was against this background that this study investigated the relationship between social intelligence and managerial effectiveness of principals of secondary schools in Abuja, Nigeria

2. Statement of the Problem

Secondary school principals in Abuja are contending with the issues of managing human diversity and individual personalities within the school environments. In some cases, the poor understanding and handling of these issues may create a situation of dissatisfaction and also affect the morale as well as the job performance of staff. The inadequacy of social sensitivity or use of aggression in the process of managing dissatisfaction among staff and students may sometimes further exacerbates anger, hate, chaos and confusion within the school. Staff transfers, sanctions, dismissal or expulsion of students do not solve these problems as several teachers and students have been disciplined by principals deemed by very tough in management, yet, they have not been effective in managing their schools.

The appointment and promotion of secondary school principals in Abuja usually come with many considerations such as academic qualification, competence in school administration, teaching experience, professional examination, interviews, seminars among others. Despite their academic qualifications, high intelligence quotients, emotional intelligence and many years of both teaching and administrative experiences, it is quite unfortunate to note that some secondary school principals in Abuja, Nigeria do not perform their managerial functions optimally, which raises awareness of the fact that a gap yet to be filled or identified in their managerial processes. While contending that this may be due to the individualities of the principals and human diversity that constitute the school environment, it is also likely that these principals are deficient in the area of social intelligence or quotient in the areas of communication style, social awareness, relationship management as well as self-regulation which constitute the ability to cultivate efficient relationship management with both staff and students to create a conducive social and academic environments.

Consequent upon the academic qualification, high experience and many training sessions received by principals without a corresponding success in their managerial duties, this study investigated the relationship between social intelligence and managerial effectiveness of principals of secondary schools in Abuja, Nigeria.

3. Purpose of the Study

The purpose of the study was to investigate the relationship between social intelligence and managerial effectiveness of principals in secondary schools in Abuja, Nigeria. The specific objectives of the study were:

1. To examine the level of principals' social intelligence in secondary schools in Abuja, Nigeria.
2. To ascertain the relationship between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria.
3. To determine the relationship between principals' communication style and managerial effectiveness in secondary schools in Abuja, Nigeria.

4.Research Questions

The study provided answers to the following questions:

1. What is the level of principals' social intelligence in secondary schools in Abuja, Nigeria?
2. What is the extent of the relationship between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria?
3. What is the extent of the relationship between principals' communication style and managerial effectiveness in secondary schools in Abuja, Nigeria and managerial effectiveness in secondary schools in Abuja, Nigeria?

5. Hypotheses

The hypotheses below were tested at the 0.05 level of significance.

Ho_1 There is no significant relationship between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria.

Ho_2 There is no significant relationship between principals' communication style and managerial effectiveness in secondary schools in Abuja, Nigeria.

6. Methodology

The research design used was the correlational survey research design. The correlational survey design was used in this study because the study investigated the relationship between social intelligence and managerial effectiveness of principals of secondary schools in Abuja, Nigeria. The population of this study consisted of 4, 032 (60 principals and 3,972 teachers) obtained from all the 60 public senior secondary schools in the six Area Councils in Abuja. The total sample size of the study consisted of 403 (52 principals and 351 teachers). Multi-stage sampling technique was used to select the participants for the study. This was done in four stages: In stage 1, the population of the study was defined, which consisted of senior public secondary schools in Abuja. Stage 2 saw the clustering of senior secondary schools according to area councils in Abuja based on urban and rural areas. In stage 3, principals and teachers from senior secondary schools were randomly selected from the six area councils. In Stage 4, randomly sample units from within the selected clusters were obtained for the study. The technique enabled the researchers to select the respondents based on the Area Councils, schools and teachers respectively. However, the sample size from each of the Area Councils was selected using the Krejcie and Morgan Table of specification for determining the sample size.

Finally, the lucky-dip method of simple random sampling was employed to select participants for the study. Serial numbers of the elements in the sampling frame were recorded on pieces of papers; they were folded and mixed thoroughly for all the prospective participants to pick at once without replacement. This technique gave all the respondents equal opportunity of being selected without any form of bias.

The study used two Instruments. The instruments include "Principals' Social Intelligence Questionnaire" (PSIQ) and "Managerial Effectiveness Questionnaire" (MEQ). The first questionnaire consisted of 10 items. It was adapted from the Tromso Social Intelligence Scale (TSIS) designed by Martinussen and Dahl (2001). The test was constructed based on Social Intelligence Competence (communication Style, social awareness, relationship management and

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self-regulation). The instrument was designed based on a 4-point rating scale given as follows: Never (1), Sometimes (2), Often (3), and Always (4). The questionnaire was administered to the principals to determine the level of their social intelligence.

The researcher also developed a second questionnaire for data collection on the Managerial effectiveness of the secondary school by principals in Abuja. The instrument was titled 'Managerial Effectiveness Questionnaire' (MEQ). The instrument contained 10 items constructed based on a modified 4-point rating scale given as follows: VE= Very Effectiveness (4), QE= Quite Effective (3), FE= Fairly Effective (2) and LE= Lowly Effective (1). The questionnaire was administered to the teachers to enable them rate the managerial effectiveness of the principals. The respondents rendered 19 questionnaires invalid, as such, the remaining valid 322 were used for data analysis of this study.

The two instruments (Principals' Social Intelligence Questionnaire" (PSIQ) and "Managerial Effectiveness Questionnaire" (MEQ) were pilot tested on a small portion of the population that was not part of the sample respondents. The Principals' Social Intelligence Questionnaire" (PSIQ) was pilot tested on 10 principals in 10 secondary schools in Bwari Area Council while the "Managerial Effectiveness Questionnaire" (MEQ) was pilot tested on 40 teachers in GSS Kubwa. The purpose of conducting the pilot testing was to determine the reliability indices of the instruments. Cronbach Coefficient Alpha was employed to compute the internal consistency of the two instruments, which yielded the reliability indices of 0.78 and 0.72 for Principals' Social Intelligence Questionnaire" (PSIQ and Managerial Effectiveness Questionnaire" (MEQ) respectively.

Descriptive statistics of simple percentages, mean and standard deviation were used to answer the research questions. **The scale mean (bench mark) for classifying any of the items into high or low was 2.50. However, the** hypotheses were tested using Pearson's product moment correlation coefficient at 0.05 level of significance. Pearson's Product Moment Correlation was used in this study because the study was designed to investigate the relationship between social intelligence and the managerial effectiveness of principals of secondary schools in Abuja, Nigeria.

7. Results

Descriptive Analysis of Research Questions

Simple percentage, mean and standard deviation were used to answer the research questions and the answers are presented in tables 1-3 below:

Research Question 1: What is the level of principals' social intelligence in secondary schools in Abuja, Nigeria?

Table 1:

Mean and percentages showing the level of Principals' Social Intelligence in Secondary Schools in Abuja

Principals' Level of Social Intelligence	N	$\bar{X}$	(%)
High	30	3.50	65.2%
Low	16	2.25	34.8%

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Scale Mean= 2.50

Rating for High Intelligence Level: 60% and above
Rating for Low Intelligence Level: 59% and below

Table 1 revealed the level of social intelligence in secondary schools in Abuja, Nigeria. From the table, the numbers of principals with high social intelligence were 30 while those with low social intelligence were 16. The table further indicated that the mean value of high social intelligence principals is 3.50 while that of low social intelligence is 2.25. The high social intelligence principals had 65.2% from the social intelligent test while those with low social intelligence had 34.8%. This therefore implies that principals with higher social intelligence had higher mean value and higher scores in the test than their counterparts with low social intelligence.

Research Question 2: What is the extent of the relationship between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria?

Table 2:
Mean and Standard Deviation showing the Principals' Social Awareness and their Managerial Effectiveness in Secondary Schools in Abuja

S/N	Variable	Principal Level of Social Intelligence	Staff Responses		Remarks
			Mean	SD	
1.	Principal encourages informal structure in the school system.	High	3.10	0.35	Above
	Principal helps the staff to achieve their personal needs along with the school goals.	Low	2.35	0.24	Below
2.	Principal discourages social activities in the school.	High	3.20	0.45	Above
	Decisions in the school are made to reflect the feelings of staff and students.	Low	2.43	0.15	Below
3.	Teachers' weaknesses are communicated to them politely by the principal.	High	3.44	0.51	Above
	Principal is sensitive to the social needs of the staff and students.	Low	2.32	0.18	Below
4.	Principal encourages informal structure in the school system.	High	3.36	0.42	Above
	Principal helps the staff to achieve their personal needs along with the school goals.	Low	2.25	0.19	Below
5.	Principal discourages social activities in the school.	High	3.55	0.30	Above
		Low	2.24	0.15	Below

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	Cluster Mean	**High**	**3.33**	**0.49**	**Above**
		Low	**2.31**	**0.18**	**Below**

Scale Mean 2.50

Table 2 indicated that the cluster mean score of 3.33 for principals with high social intelligence is above the scale mean of 2.50 while the cluster mean score of 2.31 for principals with low social intelligence is less than the scale mean of 2.50, the results, therefore, showed that the respondents agreed that high social intelligence principals possessed better social awareness which enhances their effective management of secondary schools in Abuja, Nigeria than those with low social intelligence.

Research Question 3: What is the relationship between principals' communication style and managerial effectiveness in secondary schools in Abuja, Nigeria?

Table 3:
Principals' Communication Style and their Managerial Effectiveness in Secondary Schools in Abuja

S/N	**Variable**	**Principal Level of Social Intelligence**	**Staff Responses**		**Remarks**
			Mean	**SD**	
6.	Teachers prepare adequately for their jobs as their responsibilities are always given to them in advance by the principal. Principal lack the basic interactive skills that are necessary to enhance teachers' job performance.	High Low	3.20 2.31	0.38 0.14	Above Below
7.	Upward communication is discouraged by principal and this would reduce teachers' morale towards their job performance. Instructions on job performance are timely and correctly given to teachers by principal.	High Low	3.22 2.33	0.30 0.15	Above Below
8.	Teachers' jobs are well-scheduled based on timetable to enhance efficient job performance. Teachers prepare adequately for their jobs as their responsibilities are always given to them in advance by the principal.	High Low	3.64 2.25	0.51 0.13	Above Below
9.		High	3.46	0.42	Above

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	Principal lack the basic interactive skills that are necessary to enhance teachers' job performance. Upward communication is discouraged by principal and this would reduce teachers' morale towards their job performance.	Low	2.27	0.12	Below
10.	Instructions on job performance are timely and correctly given to teachers by principal.	High Low	3.58 2.21	0.50 0.11	Above Below
	Cluster Mean	**High** **Low**	**3.87** **2.27**	**0.51** **0.13**	Above **Below**

Scale Mean 2.50

Table 3 indicated that the cluster mean score of 3.87 for principals with high social intelligence is above the scale mean of 2.50 while the cluster mean score of 2.27 for principals with low social intelligence is below the scale mean of 2.50, the results therefore demonstrated that high social intelligence principals are possessed better communication skills than those with low social intelligence in secondary schools in Abuja.

8. Test of Hypotheses

The hypotheses were tested at 0.05 level of significance using Pearson's product moment correlation and the results are presented on Tables 4 and 5 below:

Hypothesis 1: There is no significant relationship between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria.

Table 4:

Correlation Coefficient Analysis Showing the Relationship between Principals' Social Awareness and their Managerial Effectiveness in Secondary Schools in Abuja

Variables	N	r	P-value	Sig. Level	Decision	Conclusion
Principals' Social awareness Managerial Effectiveness	332	0.033	0.002	0.05	Reject Ho_2	Significant

Table 4 showing the correlation coefficient of significant relationship between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria. The results revealed that the calculated value of Pearson's product moment statistics was obtained as 0.033 while the p-value (probability value) is 0.002. Hence, $P = 0.002 < \propto = 0.05$. Since the p-value of Pearson's product moment correlation of 0.002 is less than 0.05, the null hypothesis was rejected. Therefore, there is a significant relationship between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria.

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Hypothesis 2: There is no significant relationship between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria.

Table 5:
Principals' Communication Style and their Managerial Effectiveness in Secondary Schools in Abuja

Variables	N	r	P-value	Sig. Level	Decision	Conclusion
Principals' Communication Style	332	0.040	0.001	0.05	Reject Ho_1	Significant
Managerial Effectiveness						

Table 5 showing the correlation coefficient of significant relationship between principals' communication style and managerial effectiveness in secondary schools in Abuja, Nigeria. The results revealed that the calculated value of Pearson's product moment statistics is given as 0.040 while the p-value (probability value) is given as 0.001. Hence, $P = 0.001 < \propto = 0.05$. Since the p-value of Pearson's product moment correlation (0.001) is less than 0.05, the null hypothesis was rejected. Therefore, it implies there is a significant relationship between principals' communication style and managerial effectiveness in secondary schools in Abuja, Nigeria.

9. Summary of Major Findings

The follow The following are the findings of the study:

1. The findings of the study in table 4 (hypothesis 1) revealed that there is a significant relationship between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria.
2. The findings of the study in table 5 (hypothesis 2) revealed that there is a significant relationship between principals' communication style and managerial effectiveness in secondary schools in Abuja, Nigeria.

10. Discussion of the Findings

The findings of the study revealed that there is a significant relationship between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria. The findings of the study agreed with that of Iremeka et al. (2022) who conducted a study on principals' social awareness skills and work attitude management for effective secondary school administration in Enugu State. Iremeka's (2022) study revealed that proper management of principals' social awareness skills, emotions and work attitude have a positive and significant relationship with secondary school administration. However, the study disagreed with Lynnette et al. (2021) whose study established that behaviour reinforcement was lowly effective as the variable had a negative and statistically insignificant correlation with management of students' discipline. The implication of this findings is that social awareness would help secondary school principals in Abuja to relate more effectively with their staff and students, build trusting relationships, and collaborate more fluidly with diverse teams. Social awareness may come more naturally for some principals than others; however, everyone can develop it by applying empathy, fluent body language and interpersonal presence. Consequently, the findings established a correlation between principals' social awareness and managerial effectiveness in secondary schools in Abuja, Nigeria.

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The findings of the study in Table 7 (hypothesis 1) revealed that there is a significant relationship between principals' communication style and managerial effectiveness in secondary schools in Abuja, Nigeria. The findings of the study agreed with that of Nwogbo et al. (2019) who conducted a study on principals' communication strategies for managerial effectiveness in secondary schools in Anambra State, whose findings revealed a positive and significant relationship between principals' communication strategies and managerial effectiveness. The findings also agreed with that of Ndubueze and Oputa (2021) as well as Udoh (2019) whose studies produced a significant relationship between the independent and dependent variables. On the other hand, the findings of the study disagreed with that of Nwokonko (2022), who revealed that passive communication style has a negative relationship and can inhibit the effective management of secondary schools in Abia State. The findings implied that communication between secondary school principals and members of their school community is not limited to sound or verbal interactions. Thus, in the absence of verbal communication, the body language of the staff and students in a school may speak volumes to the principal about the decisions and actions, which may have either a positive or negative influence on the school community. The quality of communicating at both verbal and non-verbal levels would help the principals to know whether or not their managerial functions are motivating the staff and students or not, and to what extent they are being motivated to teach and learn in the school system.

11. Conclusion

This study highlights the significance of social intelligence in managerial effectiveness among secondary school principals in Abuja. By implementing these recommendations, educational leaders can enhance their social intelligence, improve relationships, and foster a positive school culture, ultimately leading to better educational outcomes.

Based on the findings of this research, the study concludes that the principals' active communication style helps them in their managerial effectiveness in secondary schools in Abuja, Nigeria, and that the principals' social awareness is capable of helping them to understand other people's feelings and perspectives when making decisions in secondary schools in Abuja, Nigeria. This research, therefore, has great implications for educational leadership as it will help principals in secondary schools in Abuja to recognize social intelligence as a critical component of managerial effectiveness, prioritize building strong relationships, foster a positive school culture, develop emotional intelligence, and encourage collaborative leadership.

12. Recommendations

The following recommendations were made base on the findings of the study:

1. The Nigerian Educational Research and Development Council should work on incorporating social intelligence into the curriculum of education for the training of teachers and future prospective principals in universities and colleges of education to build the social awareness component of the social intelligence of the prospective principals.
2. The FCT Secondary School Education Board in conjunction with Education Resource Centre (ERC) should organise frequent workshops and seminars on communication styles for principals to help them acquire the appropriate communication skills needed for effective management of the secondary school system.
3. In relation to policy recommendations, there is need to incorporate social intelligence training into principal preparation programs, develop and implement policies promoting

emotional intelligence, empathy, and conflict resolution, establish mentorship programs for new principals, encourage collaborative leadership and shared decision-making, and provide resources for professional development in social intelligence.

4. As a practical recommendations for principals, there is need for them to develop self-awareness and emotional regulation skills, foster positive relationships with teachers, students, and parents, practice active listening and empathy, develop conflict resolution strategies, and prioritize building trust and credibility.
5. There is need for training and development workshops on social intelligence, emotional intelligence, and conflict resolution for principals, to provide coaching and mentoring for principals, develop leadership development programs, encourage 360-degree feedback and to foster a culture of continuous learning.

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