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## TEMPERAMENT OF PRINCIPALS: A CATALYST FOR EFFECTIVE LEADERSHIP IN NIGERIA

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### ABSTRACT

This study, titled “Temperament of Principals: A Catalyst for Effective Leadership in Nigeria” delved into the intricate dynamics of educational leadership by exploring the pivotal role of principals’ temperament. Drawing upon the underpinning of Situational Leadership Theory as the theoretical framework, the study navigates through conceptual clarifications that meticulously defined and explored key elements. Effective leadership is dissected to understand its multifaceted nature, while Principals’ Temperament and its influence on leadership qualities are probed to unveil the nuanced aspects of temperament within educational leadership. The exploration extended to scrutinizing specific Temperament Traits and the various Types of Temperamental Dispositions that principals may exhibit. Moreover, the study investigated the relationship between principals’ temperament and leadership qualities, aiming to uncover patterns and correlations that contribute to effective leadership outcomes. The examination of Prospect and Challenges in Principals’ Temperament on Leadership offers a nuanced perspective on the potential benefits and obstacles associated with diverse temperamental dispositions within educational leadership in Nigeria. In conclusion, this paper asserted that understanding principals’ temperament is integral to the broader discourse on effective educational leadership, contributing valuable insights that can guide future initiatives and elevate the standard of leadership within the Nigerian educational system. Amidst other things, the paper suggests that educational institutions and relevant governmental bodies should collaborate to implement targeted professional development programs for principals.

**Keywords:** Principals’ Temperament, Effective Leadership, Educational Leadership, Temperament Traits, Situational Leadership, Leadership Qualities, Leadership Effectiveness.

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## INTRODUCTION

The educational landscape of Nigeria, which is marked by a mix of challenges and opportunities has long been the focus of extensive scholarly exploration. In the context of a burgeoning population and complex socio-cultural dynamics, the role of educational leadership emerges as a cornerstone, shaping the direction of the nation's academic journey. This study dunks its multifaceted dimensions on educational leadership, casting a nuanced lens on the temperament of principals and its catalytic influence on effective leadership within the Nigerian context.

To truly grasp the significance of this study, an exploration of the distinctive challenges confronting the Nigerian educational system is paramount. As the most populous country in Africa, Nigeria education contends with an array of challenges, ranging from overcrowded classrooms and inadequate infrastructure to socio-economic disparities that cast a shadow on the quality of their education. These challenges, compounded by cultural diversity, linguistic variations, and regional disparities, render effective educational leadership a complex and multifaceted endeavor, demanding a comprehensive examination.

In alignment with the assertions of scholars like Ogoni and Ololube (2022), effective educational leadership assumes paramount importance in navigating these challenges and fostering a conducive learning environment. This imperative for transformative leadership gains heightened significance in a country where education holds the key to shaping the destiny of a burgeoning youth population. Adequate educational leadership transcends the mere negotiation of logistical hurdles; it extends to addressing the socio-cultural nuances, calling for leaders with a nuanced and adaptable approach.

The indispensable role of principals in this context cannot be overstated. As cornerstones of school administration, principals bear the weight of decisions that resonate throughout educational institutions, impacting both students and educators. Their temperament, shaped by factors including cultural influences and personal experiences, assumes a critical role in influencing their leadership style. As emphasized by Ololube (2024), the effectiveness of principals in leadership roles is intrinsically linked to their temperament, underscoring the imperative to comprehend and harness this aspect for the betterment of the educational system.

This adaptability gains heightened relevance in the Nigerian context, where the educational landscape exhibits variations across regions and demographic factors. The temperament of principals, as explored in this study, emerges as a central variable in comprehending and predicting leadership adaptability within this dynamic setting. Moreover, the socio-cultural fabric of Nigeria adds layers of complexity to the study of educational leadership. The rich context of cultures, languages, and traditions across different regions necessitates an exploration of how principals' temperament aligns with or diverges from prevailing cultural norms. Ololube (2018) underscored the imperative for culturally responsive leadership that not only recognizes but also respects the diversity inherent in the Nigerian educational context.

In light of these considerations, the study embarks on a comprehensive exploration of the temperament of principals, acknowledging its role as a catalyst for effective leadership in Nigeria. Looking at specific temperamental traits and their influence on decision-making, communication, and overall administrative efficacy, the study endeavors to contribute nuanced insights to the discourse on educational leadership in Nigeria. Going beyond mere observation, the study adopts a proactive stance by proposing actionable strategies for leveraging diverse temperamental attributes, aligning seamlessly with the call for dynamic and forward-looking approaches to leadership development (Adeyemi, 2019).

This paper highlights the critical need for effective educational leadership in Nigeria, given the complex challenges and unique opportunities inherent in the educational landscape. Principals, as central figures in this unfolding narrative, bring their temperament to the forefront, shaping their leadership approaches and influencing outcomes. This study not only seeks to unravel the intricacies of this phenomenon but also aspires to contribute valuable insights to the broader discourse on educational leadership in the African context.

## **THEORETICAL FRAMEWORK**

### **Situational Leadership Theory**

This study titled ‘Temperament of Principals: A Catalyst for Effective Leadership in Nigeria’ adopts the Situational Leadership Theory (SLT), which is originally proposed by Paul Hersey and Ken Blanchard in 1982, as cited in Ololube (2019), remains a significant framework in understanding leadership adaptability within varying contexts. This theory posits that effective leadership hinges on the ability of leaders to adjust their style according to the readiness or maturity of their followers or subordinates. It emphasizes that there is no one-size-fits-all approach to leadership, advocating for leaders to adapt their behaviours based on the specific needs and developmental level of their followers. At the core of Situational Leadership Theory lies the concept of task behavior and relationship behavior, involvedly tied to follower maturity levels. Hersey and Blanchard (1982) highlighted four distinct leadership styles: telling, selling, participating, and delegating, each corresponding to varying levels of directive and supportive behaviors. The essence of SLT lies in the leader's capability to flexibly switch between these styles based on the readiness of their followers, which involves assessing followers' abilities, willingness, and motivation in performing tasks.

The theory identified four developmental levels of followers: D1 – Low Competence, High Commitment; D2 – Some Competence, Low Commitment; D3 – Moderate to High Competence, Variable Commitment; and D4 – High Competence, High Commitment. For each developmental level, they recommended a corresponding leadership style. For instance, in D1, where followers have low competence but high commitment, a more directive style (telling) is suggested. As followers progress in competence and commitment, leaders should adapt their style towards a more delegating approach. However, Ananyi and Ololube (2023) contributions expanded upon this theory, introducing the notion of the leader's mind-set and the impact it has on the situational adaptation of leadership style. Hersey and Blanchard (1982) emphasized the importance of the leader's mind-set in embracing a learner orientation, aligning with the principles of SLT. This learner mind-set encourages leaders to continuously adapt their leadership approach based on the evolving readiness and developmental levels of their followers, reinforcing the idea that effective leadership is not merely a set of behaviours but an adaptable and dynamic mind-set.

Also, Ololube (2019) highlighted the significance of fostering autonomy, mastery, and purpose within the framework of Situational Leadership Theory. Leaders who empower followers and encouraging their growth can effectively navigate through different developmental levels, fostering a culture of continuous improvement and adaptability within the organization. In practice, Situational Leadership Theory according to Hersey and Blanchard (1982) offers a practical and flexible approach to leadership. It encourages leaders to be responsive to the needs of their followers, promoting a more tailored and effective leadership style that adapts to varying

situations and developmental stages. This adaptive approach to leadership aligns well with the diverse and ever-evolving challenges faced within educational settings and other organizational environments, emphasizing the need for leaders to be agile, responsive, and constantly evolving in their leadership styles to maximize follower development and organizational success.

## **CONCEPTUAL CLARIFICATIONS**

### **Effective Leadership**

Effective leadership constitutes a cornerstone of organizational success, encompassing a spectrum of qualities and actions that drive positive change and accomplish shared objectives. Within educational institutions, particularly in the Nigerian context, the role of principals as leaders is pivotal in shaping the learning environment, nurturing a conducive school culture, and steering towards desired academic outcomes (Bolaji, 2016). This multifaceted aspect of leadership extends beyond mere administrative tasks, delving into the realms of motivation, inspiration, and strategic vision (Avolio et al., 2019). One critical facet of effective leadership revolves around the notion of transformational leadership (Bass, 2018). Principals who embody transformational leadership traits serve as catalysts for change, inspiring innovation, fostering a sense of purpose among faculty, and instilling a shared vision that transcends individual roles (Owolabi, 2018). In the Nigerian educational landscape, such leaders often yield tangible improvements in academic performance, creating a ripple effect that elevates the entire school community.

Furthermore, the adaptability and agility of leaders are paramount in navigating the complexities inherent in educational settings (Avolio & Hannah, 2018). Principals demonstrating adaptive leadership skills effectively steer their schools through the turbulence of socio-economic challenges, cultural diversity, and educational reforms. Their ability to flexibly respond to diverse circumstances contributes significantly to sustained progress and development within Nigerian schools (Adeyemi, 2019). Effective leadership among principals in Nigeria transcends conventional management. It encapsulates a blend of transformational inspiration, adaptive strategies, and visionary guidance. Principals who embody these qualities not only steer their schools towards academic excellence but also foster an environment conducive to holistic growth and development among students and faculty alike.

### **Principals Temperament**

The temperament of school principals significantly impacts the overall dynamics and effectiveness of educational institutions. Temperament, as defined by Buss and Plomin (2014), refers to individual differences in emotional, motor, and intentional reactivity, reflecting the fundamental aspects of one's personality. In the context of school leadership in Nigeria, understanding the temperament of principals plays a crucial role in comprehending their decision-making processes, interactions with stakeholders, and the overall school climate.

Principals often exhibit a diverse range of temperamental traits that can profoundly influence their leadership style and interpersonal relationships within the school community (Thomas & Chess, 2017). For instance, principals with an extraverted temperament may excel in networking, communication, and engaging with various stakeholders, thereby fostering collaborations that enhance the school's growth and development (Ogona, 2022). Likewise, the

temperament of principals also intersects with leadership theories, such as the trait theory of leadership. This theory posits that certain innate characteristics, including temperament traits, contribute to effective leadership (Northouse, 2021). Principals with a temperament inclined towards conscientiousness might demonstrate organized, detail-oriented approaches to school management, ensuring efficient administrative processes and structured learning environments (Digman, 2020).

However, it's essential to note that while temperament influences leadership styles, effective leadership involves a blend of various competencies beyond innate traits. Contextual factors, professional development, and situational adaptability also significantly shape a principal's effectiveness in managing schools (Leithwood & Riehl, 2015). Principals' temperament serves as a foundational aspect influencing their leadership behaviours and interactions within educational settings. Understanding how temperament traits manifest in leadership roles can offer insights into fostering more effective leadership practices and promoting positive school climates.

### **Temperament and Leadership**

Temperament, rooted in an individual's innate psychological makeup, serves as a foundational element influencing leadership styles and approaches. Temperamental traits encompass a spectrum of characteristics, such as extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience (Goldberg, 2020). These traits interplay with leadership dynamics, shaping how leaders interact, communicate, and make decisions within their respective domains (Barrick & Mount, 2021). The success or failure of any organization is often attributed to the workings of the leader at the helm of affairs (Ogona, 2022). Leadership theories, including the trait theory, suggest that certain temperamental attributes align with effective leadership practices (Onyekwere et al., 2023). For instance, individuals with high levels of extraversion often display social adeptness, assertiveness, and enthusiasm, qualities that can contribute to charismatic and influential leadership (Bono & Judge, 2014). Conversely, leaders with higher levels of emotional stability tend to maintain composure in challenging situations, inspiring confidence and stability among their team members.

Moreover, the Five-Factor Model of Personality sheds light on how temperament traits intersect with leadership behaviours. Leaders demonstrating conscientiousness often exhibit traits like organization, reliability, and goal-oriented, which are pivotal in effective planning, execution, and monitoring of tasks (Salgado, 2017). Their emphasis on detail and structured approaches contributes to efficient leadership within various organizational contexts. However, while temperament lays the groundwork, effective leadership encompasses more than innate traits. Contextual factors, experiences, and learned behaviours significantly shape leadership effectiveness (Yukl, 2015). The adaptability of leaders to diverse situations and their ability to acquire and implement new skills remain critical in contemporary leadership contexts (Avolio & Yammarino, 2015). While temperament provides a foundational basis for leadership tendencies, effective leadership is a complex interplay of innate traits, learned behaviours, and adaptability. Understanding how temperament traits intersect with leadership behaviours offers insights into enhancing leadership development and cultivating diverse leadership styles.

## **PRINCIPALS' LEADERSHIP QUALITIES**

The leadership qualities exhibited by school principals significantly shape the overall environment and effectiveness of educational institutions. Effective leaders possess the core qualities that lead their teams to success. This includes being visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, keen to experiment, and making a difference (Ananyi & Ololube, 2023). Below are the leadership qualities:

### **Visionary Leadership**

Visionary leadership stands as a cornerstone among effective school principals. It encompasses the capacity to articulate a compelling and inspiring vision for the school's future (Leithwood et al., 2014). Principals embodying visionary leadership possess the skill to conceptualize a clear direction for their institution and effectively communicate this vision to stakeholders, fostering a shared sense of purpose and direction (Fullan, 2017). These visionary leaders are adept at crafting a comprehensive, yet flexible, vision that reflects the aspirations and goals of the school community. They engage in collaborative processes, involving various stakeholders in shaping the vision, which increases commitment and buy-in. Engaging teachers, students, parents, and the broader community in the vision-building process helps principals ensure that the articulated goals resonate with all constituents, fostering a sense of ownership and commitment.

Moreover, visionary principals continuously stimulate innovation and progress. They encourage creative thinking and problem-solving aligned with the school's vision, fostering a culture of continuous improvement and adaptability to changing educational landscapes (Murphy, 2016). This emphasis on innovation allows the school to remain relevant and responsive to evolving educational needs and challenges. Furthermore, these leaders create an environment that supports experimentation and risk-taking. Embracing calculated risks allow for novel approaches and initiatives to be explored, contributing to the evolution and enhancement of the school's programs and practices.

Visionary leadership serves as a catalyst for motivating staff, students, and the broader school community, driving collective efforts towards achieving common goals. Visionary leadership among principals is pivotal in setting the direction, stimulating innovation, and fostering a collaborative and committed school community. Principals who embody this quality are instrumental in steering their institutions toward excellence by inspiring and mobilizing stakeholders to work collectively towards a shared vision (Ololube, 2024).

### **Instructional Leadership**

Instructional leadership is a fundamental quality among effective principals, focusing on improving teaching and learning within the school (Hallinger & Murphy, 2015). Principals who excel in instructional leadership actively engage in shaping and enhancing the instructional practices and outcomes in their institutions. These leaders provide guidance and support to teachers, facilitating professional development opportunities that align with the school's educational objectives (Marks & Printy, 2016).

They collaborate with teachers to establish clear academic goals and curricular standards, ensuring alignment with broader educational objectives and student needs. Moreover, principals demonstrating strong instructional leadership skills frequently observe classroom activities,

providing constructive feedback to teachers to improve instructional practices. They foster a culture of continuous learning and improvement among educators, encouraging experimentation with innovative teaching methodologies and technologies.

These leaders prioritize data-driven decision-making. They analyze academic data to identify areas of improvement, monitor student progress, and inform instructional strategies aimed at enhancing student learning outcomes (Ololube, 2017). This data-informed approach allows principals to tailor interventions and support where needed, ensuring that all students receive quality education. Instructional leadership involves the proactive engagement of principals in fostering a culture of continuous improvement, providing support to teachers, and leveraging data to enhance teaching and learning practices. Principals embodying instructional leadership contribute significantly to the overall academic success and growth of their schools.

### **Effective Communication Skills**

Among the essential qualities of successful principals is the mastery of effective communication. These leaders possess the ability to convey information clearly, listen attentively, and engage in open and transparent dialogue with various stakeholders within and outside the school community. Effective communication skills enable principals to articulate their vision, goals, and expectations clearly to teachers, students, parents, and other stakeholders (Gurr, 2019). Principals who ensure clarity in communication minimize misunderstandings, align everyone towards shared objectives, and create a cohesive school culture centered on common values and goals. Moreover, these leaders actively listen to the concerns, feedback, and ideas of others, fostering an environment of trust and inclusivity. Principals who are skilled communicators encourage open dialogue, welcoming diverse perspectives and promoting collaboration among staff, students, and parents (Gurr, 2019).

Furthermore, effective communication skills are essential in handling conflicts and addressing issues within the school community. Principals' adept at communication can navigate challenging situations diplomatically, mediating conflicts, and ensuring that resolutions align with the school's values and goals. Additionally, through effective communication, principals engage and involve parents and the broader community in the educational process, fostering a strong partnership between the school and its stakeholders.

According to Ololube (2017), clear and consistent communication helps in building trust, increasing parental involvement, and ultimately positively impacting student outcomes. Effective communication skills are fundamental for principals to articulate vision, foster collaboration, handle conflicts, engage stakeholders, and create a cohesive and supportive school community. Principals who excel in communication significantly contribute to a positive school climate and the overall success of the educational institution.

### **Ethical and Moral Leadership**

An essential quality exhibited by effective principals is ethical and moral leadership. This leadership style emphasizes integrity, fairness, and ethical decision-making, setting the tone for ethical behaviour within the school community. Principals who embody ethical and moral leadership act as role models, demonstrating consistent adherence to ethical standards and principles (Sergiovanni, 2022). They prioritize honesty, transparency, and fairness in their

interactions with staff, students, and parents, fostering a culture of trust and accountability within the school (Starratt, 2020)

Moreover, these leaders prioritize the well-being and development of their students above all else (Begley & Johansson, 2016). Ethical principals make decisions guided by what is best for the students and the broader school community, even when faced with challenging situations or conflicting interests. Furthermore, ethical leadership extends to decision-making processes. Principals exercise moral judgment and consider the ethical implications of their decisions. They involve stakeholders in ethical discussions when appropriate, promoting a shared understanding of ethical considerations in various scenarios.

Additionally, these leaders create systems and structures that reinforce ethical behaviour among students and staff. They implement policies that support fairness, respect, and inclusivity, creating an environment where everyone feels valued and respected. Ethical and moral leadership among principals is vital for fostering a culture of integrity, trust, and ethical conduct within the school community. Principals who prioritize ethical considerations in their leadership significantly contribute to a positive and ethical school climate, influencing the moral development of students and creating an environment conducive to learning and growth.

## **TEMPERAMENT TRAITS**

Temperament traits encompass a range of enduring individual characteristics that influence an individual's behavioural tendencies and reactions across various situations. Some common temperament traits include:

### ***Extraversion***

Extraversion represents a personality trait characterized by outgoing, sociable, and energetic tendencies. Individuals high in extraversion exhibit a preference for social interactions, are generally assertive, and often seek stimulation from the external environment. Those scoring high on extraversion tend to be talkative, assertive, and enthusiastic in social situations (Ogona, 2022). They feel comfortable in group settings, enjoy meeting new people, and are often perceived as outgoing and friendly. Extraverts often thrive in environments that offer social engagement and opportunities for interaction.

Furthermore, extraversion is associated with positive emotions and a propensity for experiencing and expressing enthusiasm, joy, and optimism (Lucas & Baird, 2014). Individuals high in extraversion tend to be more responsive to rewards, seeking experiences that provide excitement and novelty. However, it's essential to note that extraversion exists on a continuum, and not all individuals exhibit the same level of extraverted traits. Introverted individuals, for instance, may display reserved behaviour and a preference for solitude or smaller social gatherings.

Extraversion is one of the Big Five personality traits and is often studied in relation to various aspects of life, including social interactions, career choices, and psychological well-being.



## ***Agreeableness***

Agreeableness is a personality trait characterized by a person's tendency to be cooperative, compassionate, and considerate in their interactions with others. Individuals high in agreeableness are typically empathetic, trusting, and altruistic. People with high levels of agreeableness prioritize maintaining social harmony and are generally sympathetic towards others' feelings. They tend to be cooperative in group settings, preferring collaboration over competition, and are often willing to compromise to avoid conflicts. Moreover, individuals scoring high on agreeableness are usually trustworthy and dependable (Borkenau & Ostendorf, 2020). They value honesty and integrity in their relationships and are often perceived as kind, warm, and nurturing.

However, excessively high agreeableness may sometimes lead to a tendency to avoid confrontation or express dissenting opinions, which could hinder assertiveness or standing up for one's interests. Balancing agreeableness with assertiveness is important for effective communication and decision-making. Agreeableness is one of the Big Five personality traits and plays a significant role in interpersonal relationships, teamwork, and social dynamics.

## ***Conscientiousness***

Conscientiousness is a personality trait characterized by being organized, responsible, and goal-oriented (Digman, 2020). Individuals high in conscientiousness tend to be diligent, detail-oriented, and reliable in their approach to tasks and responsibilities. Those scoring high on conscientiousness exhibit a strong sense of duty and self-discipline. They are often methodical in their work, pay attention to details, and strive for accuracy and excellence in their endeavors. This trait is associated with being organized, planning ahead, and demonstrating persistence in achieving goals. Furthermore, conscientious individuals are typically reliable and dependable in both personal and professional settings. They are committed to meeting deadlines, fulfilling obligations, and maintaining high standards of performance.

However, extremely high conscientiousness may lead to perfectionism or excessive focus on details, potentially hindering flexibility or adaptability in certain situations (Rothbart & Bates, 2016). Balancing conscientiousness with openness to new experiences and a willingness to delegate tasks when necessary is essential for optimal functioning. Conscientiousness is one of the Big Five personality traits and plays a significant role in various aspects of life, including academic achievement, job performance, and overall success in personal and professional domains.

## ***Emotional Stability (Neuroticism)***

Emotional Stability, also known as Neuroticism in some personality trait models, refers to an individual's emotional resilience, stability, and ability to remain calm and composed in the face of stress or adversity. Conversely, high levels of neuroticism indicate a tendency towards experiencing negative emotions such as anxiety, depression, or mood swings. Individuals low in neuroticism exhibit emotional resilience, remaining composed in challenging situations and handling stress effectively (Ogona, 2022). They are generally calm, even-tempered, and less prone to experiencing negative emotional reactions to stressors.

On the other hand, individuals high in neuroticism tend to experience heightened emotional reactivity, often feeling anxious, irritable, or easily distressed by life's challenges (Lahey, 2019). They may perceive situations as more threatening or distressing than they actually are and might have difficulty managing emotional responses. Moreover, high neuroticism is associated with a higher likelihood of experiencing mood disorders, anxiety, and other psychological issues. This trait can affect various life domains, impacting personal relationships, job performance, and overall well-being. However, it's important to note that neuroticism exists on a continuum, and moderate levels of this trait can sometimes serve as a motivator for self-improvement or conscientiousness (Judge et al., 2008). Neuroticism is one of the Big Five personality traits and plays a significant role in understanding emotional responses, coping mechanisms, and overall psychological health.

### ***Openness to Experience***

Openness to Experience is a personality trait characterized by a person's inclination towards intellectual curiosity, creativity, and receptiveness to new ideas and experiences. Individuals high in openness are often imaginative, open-minded, and seek out novelty in various aspects of life.

People scoring high in openness tend to have a broad range of interests and are eager to explore new possibilities. They exhibit a preference for variety, enjoy exploring unconventional ideas, and are often drawn to artistic or intellectual pursuits. Moreover, individuals high in openness display a greater appreciation for aesthetics and tend to be more receptive to unconventional or abstract thinking (DeYoung, 2014). They are often more adaptable to change, comfortable with ambiguity, and willing to challenge traditional norms or beliefs.

Furthermore, openness to experience is associated with flexibility in problem-solving and an inclination towards innovation. Those high in openness are often capable of thinking outside the box, generating novel solutions to complex problems, and embracing change more readily. However, extremely high openness may sometimes lead to a propensity for risk-taking or a lack of focus due to diverse interests. Balancing openness with other traits, such as conscientiousness, is essential for optimal functioning in different contexts. Openness to Experience is one of the Big Five personality traits and plays a significant role in creativity, adaptability, and the pursuit of new experiences and ideas.

## **TYPES OF TEMPERAMENT DISPOSITION**

The temperament of a school principal profoundly influences their decision-making processes, impacting risk assessment, decision-making pace, and emotional influences on choices. Understanding these temperament-based nuances aids in comprehending and predicting decision-making patterns within educational leadership, contributing to effective and adaptive leadership approaches within schools.

### ***Easy or Flexible Temperament***

A principal with an "Easy" temperament might exhibit several beneficial traits. They could maintain a positive and approachable demeanor, fostering a welcoming atmosphere within the school. Their adaptability might allow them to navigate changes in educational policies, curricula, or staff dynamics more smoothly, promoting a sense of stability and ease among the

faculty and students. Moreover, their sociable nature could facilitate effective communication and collaboration with teachers, staff, students, and parents. They might excel in building relationships, being open to various perspectives, and creating an inclusive environment that encourages participation and engagement from all stakeholders (Carey, 2020).

Their mild reactivity might enable them to handle challenges or conflicts in a composed and diplomatic manner, contributing to a harmonious school climate. Additionally, their ability to maintain regular habits and routines could help establish consistent procedures within the school, contributing to organizational effectiveness. However, while an “Easy” temperament might offer numerous advantages, it’s essential for a principal to balance adaptability with decisiveness and assertiveness. Sometimes, making tough decisions or handling conflicts may require a firm stance, even for someone with an easy-going temperament. Understanding a principal’s temperament, whether it aligns more with an “Easy” disposition or other types, can aid in comprehending their leadership approach and guide efforts in creating a school environment that maximizes their strengths while addressing potential challenges.

## **INFLUENCE OF TEMPERAMENT ON DECISION-MAKING PROCESSES**

The temperament of a school principal significantly influences their decision-making processes within the educational setting. Understanding how their inherent behavioral tendencies impact decision-making is crucial in comprehending their leadership style and its effects on the school community (Ogona, 2022).

Firstly, the risk tolerance inherent in different temperaments plays a pivotal role in decision-making for principals. A principal with an “Easy” temperament might approach decisions with a more relaxed attitude toward risk (Thomas et al., 2017). This could result in a more flexible and adaptive approach to handling challenges or implementing new initiatives within the school. Conversely, a principal with a “Difficult” temperament might exhibit a more risk-averse nature, potentially leading to a cautious approach in decision-making (Bates & Bayles, 2020). This distinction in risk perception significantly impacts how principals navigate uncertainties and challenges within the educational environment.

Additionally, the pace of decision-making could be influenced by the temperament of a principal. A “Slow to Warm Up” temperament might lead to a more deliberate and gradual decision-making approach (Kagan et al., 2018). Such principals might take more time to analyse options, preferring a steady and cautious decision-making process. Conversely, those with an “Easy” temperament might exhibit a quicker decision-making pace due to their adaptable and flexible nature (Rothbart & Bates, 2016). Furthermore, emotional reactivity inherent in certain temperaments significantly influences decision-making processes. Principals with a “Difficult” temperament might display more intense emotional reactions when faced with decisions, potentially impacting the rationality of their choices. On the contrary, those with an “Easy” temperament might approach decision-making with a more positive and open-minded perspective (Putnam & Rothbart, 2016).

# CHALLENGES AND PROSPECT IN PRINCIPALS TEMPERAMENT ON LEADERSHIP

## CHALLENGES

In the realm of educational leadership, principals' grapple with an array of challenges intertwined with their temperament traits (Ogona, 2022). These challenges often manifest as hurdles inhibiting effective leadership practices within educational institutions. Principals characterized by stringent or rigid temperament traits encounter difficulties aligning their inherent nature with the dynamic demands of effective leadership within educational settings. The clash between the inflexibility of certain temperaments and the need for adaptability in the face of evolving educational paradigms can hinder these leaders' abilities to foster environments conducive to growth and innovation. Such challenges pose a significant barrier, impeding the fluidity required for principals to lead transformative changes within their institutions.

Besides, the challenges entrenched in temperament traits reflect in the potential limitations faced by principals. Rigidity within certain temperament dispositions may lead to resistance against change or innovation, inhibiting these leaders from embracing novel approaches or swiftly adapting to evolving educational needs. This limitation in adaptability could create stagnant educational environments, limiting opportunities for growth, hindering progress, and diminishing the ability to effectively meet the diverse needs of students and educators (Ololube, 2024). The struggle to bridge the gap between temperamental inclinations and the dynamic landscape of educational leadership stands as a pervasive challenge, posing obstacles that principals must navigate to ensure effective and progressive management within their institutions. The challenges include:

**Risk-Aversion and Decision-Making:** The "Difficult" temperament often manifests as a more risk-averse approach to decision-making within educational leadership. Principals characterized by this temperament exhibit a cautious stance, preferring stability and predictability over embracing radical changes or innovative initiatives. This inherent predisposition towards caution and prudence can sometimes hinder swift adaptation to evolving educational landscapes. Principals embodying this temperament may face challenges in fully embracing and implementing new ideas due to their inherent preference for security and stability within the educational environment.

The reluctance to take risks ingrained in certain temperament traits might manifest as resistance to untested methodologies or innovative strategies. Principals with a "Difficult" temperament tend to meticulously assess and analyze situations before making decisions, prioritizing a thorough evaluation of potential risks and outcomes. While this approach offers a sense of stability and ensures a careful consideration of all factors, it might inadvertently delay responses to emerging challenges or opportunities within the educational domain. The preference for familiarity and reluctance towards uncharted territories might pose challenges in swiftly adapting to the dynamic educational landscape, hindering the implementation of transformative changes.

However, while a risk-averse approach offers a sense of stability and security, it may also limit the potential for innovation and growth within educational institutions. Principals characterized by this temperament disposition might need to carefully balance their cautiousness with the necessity to adapt to changing educational paradigms. Striking a balance between

stability and innovation becomes essential to navigate the challenges posed by a rapidly evolving educational landscape, ensuring that caution does not impede the institution's ability to embrace progressive educational strategies and advancements. Achieving this balance requires a thoughtful consideration of risks while fostering an environment conducive to measured experimentation and adaptive leadership.

**Communication Challenges:** Variations in temperaments among principals can often result in communication disparities within the school community. Principals with different temperament traits may encounter challenges in effectively conveying messages to diverse stakeholders, impacting the transparency, clarity, and overall effectiveness of communication. The diverse temperaments exhibited by principals might influence their communication styles, leading to disparities in the tone, approach, or level of detail conveyed in messages. Such variations in communication styles have the potential to create misunderstandings or confusion among stakeholders within the school community.

Principals with contrasting temperament traits may grapple with aligning their communication styles with the expectations and needs of various stakeholders. For instance, principals characterized by a more reserved or structured temperament might adopt a formal communication approach, emphasizing detailed information and adherence to established protocols. Conversely, those with a more open or visionary temperament might prefer a more informal or innovative communication style, focusing on broad concepts and forward-thinking ideas. These disparities in communication approaches can inadvertently create communication barriers, impeding the effective transmission of messages across the diverse spectrum of stakeholders, including teachers, students, parents, and administrative staff.

However, while variations in communication styles due to temperament differences pose challenges, they also present opportunities for fostering inclusive communication strategies. Recognizing and understanding the diverse communication styles stemming from different temperaments enable principals to tailor their communication approaches to suit various stakeholders' preferences. Principals adept at bridging these communication disparities can employ versatile communication strategies that strike a balance between formal and innovative approaches, ensuring clarity, transparency, and inclusivity in their communication practices. By embracing diversity in communication styles, principals can create an environment conducive to effective dialogue, mutual understanding, and cohesive interaction within the school community (Ololube & Egbezor, 2012).

**Conflict Resolution:** Principals' temperament tendencies significantly influence their approaches to handling conflicts within the school environment, presenting unique challenges in conflict resolution strategies. Principals characterized by a "Difficult" temperament typically approach conflicts with a meticulous and systematic demeanor, aiming for comprehensive analyses and evaluations before reaching resolutions. Their inclination towards thorough examination ensures a detailed understanding of the root causes and implications of conflicts. However, this methodical approach might lead to prolonged conflict resolution processes, potentially delaying timely interventions and solutions within the school community.

In contrast, principals exhibiting an "Easy" temperament tend to pursue swift conflict resolutions, driven by a desire to quickly address issues and restore harmony within the educational setting. While their approach is geared towards immediate resolution, it might overlook certain complexities or underlying issues contributing to the conflict. This inclination

towards expeditious resolutions might inadvertently neglect the nuances or intricacies embedded in conflicts, potentially resulting in temporary solutions rather than addressing underlying systemic issues.

The variation in conflict resolution approaches stemming from different temperament tendencies underscores the complexity of effectively addressing conflicts within educational institutions. Principals' diverse temperaments influence their preferred methods of conflict resolution, impacting the effectiveness and timeliness of resolving issues. Balancing the meticulousness of analysis with the urgency for resolution becomes pivotal for principals aiming to address conflicts effectively. A nuanced approach that integrates thorough understanding with timely interventions is essential to navigate conflicts, fostering a harmonious and conducive school environment conducive to learning and growth. Achieving this balance necessitates principals' adeptness in leveraging their temperament traits to employ versatile conflict resolution strategies tailored to the specific needs and complexities of conflicts within the school community.

## PROSPECTS

Exploring the prospects within the temperament of principals unveils a realm of opportunities to revolutionize educational leadership. Principals characterized by visionary, adaptable, or empathetic temperament traits emerge as catalysts for transformative change within educational institutions. Their visionary outlook transcends the conventional, paving the way for innovative approaches that adeptly address the ever-evolving needs of students, educators, and local communities. A principal's adaptability becomes a cornerstone for navigating through complexities, embracing change, and fostering resilience in the face of dynamic educational landscapes, ultimately driving institutions towards growth and advancement (Ololube, 2017).

According to Ogoni (2022) and Ololube (2024), the inherent temperament traits of empathy and inclusivity wield significant power in creating a platform for cultivating collaborative environments within schools. Principals exhibiting these traits foster spaces where diverse voices are not only heard but embraced and valued. The prospect of inclusivity intertwined with empathetic leadership traits stands as a beacon of hope, guiding educational leaders toward a future marked by equitable representation, appreciation for diverse perspectives, and a nurturing environment where every stakeholder feels a sense of belonging and contribution. These prospects serve as pillars for shaping a robust educational ecosystem, one that thrives on innovation, inclusion, and holistic growth. Principals harnessing these temperament traits stand poised to lead educational institutions toward a future defined by adaptability, empathy-driven leadership, and the capacity to navigate the complexities of education with resilience and a forward-thinking approach. The prospect includes:

**Diversity in Leadership Approaches:** Principals' diverse temperaments offer a broad spectrum of leadership styles that enrich the educational landscape. An "Easy" temperament, for instance, may bring visionary leadership qualities, fostering an environment where innovation and new ideas flourish. These principals often possess an adaptable nature, envisioning compelling paths for the school's growth and facilitating a culture that encourages experimentation and creativity. Conversely, a "Difficult" temperament might prioritize structure and stability, ensuring a reliable and consistent educational environment. Principals characterized by this temperament tend to focus on maintaining established systems, thereby fostering a sense of security and order within

the institution. This diversity allows for a range of leadership approaches, catering to the varied needs of the school community by offering stability and fostering an environment open to change and growth.

However, while diversity in leadership approaches stemming from principals' temperaments offers advantages, it also presents challenges. Principals with an "Easy" temperament may face difficulties when met with resistance to change or when the pace of innovation exceeds the capacity for implementation. Their visionary outlook might clash with the practical aspects of executing new initiatives, potentially leading to unfulfilled aspirations or disruptions in the educational environment. On the other hand, principals characterized by a "Difficult" temperament might encounter challenges in adapting swiftly to emerging trends or innovations, potentially hindering the institution's responsiveness to evolving educational needs. This divergence between temperamental inclinations and the demands of a rapidly changing educational landscape poses challenges that principals must adeptly navigate.

Navigating this diversity of leadership approaches based on temperament traits necessitates a balanced understanding of the strengths and limitations inherent in each disposition. It calls for principals to leverage their temperament traits to optimize leadership styles that foster growth, innovation, and stability within educational institutions. Recognizing the potential of diverse temperamental inclinations to enrich leadership styles while addressing their associated challenges is pivotal in cultivating a cohesive and effective educational environment.

**Adaptability and Innovation:** Certain temperaments, such as the "Easy" temperament, exhibit adaptability and openness to change, serving as catalysts for transformative leadership within educational institutions. Principals characterized by this temperament tend to readily embrace new ideas and strategies, fostering an environment that adapts swiftly to changing educational paradigms. Their inclination towards flexibility enables them to navigate through uncertainties and challenges, paving the way for a culture that readily accepts and integrates innovative practices. These principals are often catalysts for change, advocating for novel approaches and fostering an educational environment that encourages experimentation and embraces unconventional yet effective methods in education.

Moreover, the adaptability inherent in certain temperamental traits translates into a proactive response to emerging trends and evolving educational needs. Principals embodying the "Easy" temperament display a willingness to venture beyond traditional boundaries, exploring cutting-edge methodologies and technology-driven solutions to enhance the learning experience. Their openness to change serves as a conduit for fostering a culture of innovation, stimulating creativity among educators and students alike. By embracing adaptability, these principals inspire a dynamic and forward-thinking educational ecosystem, positioning their institutions at the forefront of educational advancements.

However, while adaptability and innovation stemming from certain temperamental traits offer advantages, they may also pose challenges. Principals exhibiting an excess of adaptability might encounter difficulties in maintaining a balance between embracing new ideas and ensuring stability within the educational framework. The rapid pace of change might sometimes disrupt established systems, necessitating a delicate equilibrium between innovation and stability. Additionally, the challenge lies in effectively translating innovative ideas into actionable strategies that align with the institution's goals and resources. Thus, while adaptability and

innovation offer avenues for growth, navigating these elements within the educational context requires strategic planning and a nuanced approach

**Relationship-Centric Leadership:** Principals characterized by a “Slow to Warm Up” temperament underscore relationship-building as a fundamental pillar of their leadership approach within educational institutions. This temperament disposition centers on the deliberate cultivation of strong interpersonal bonds within the school community, fostering a culture of collaboration, trust, and inclusivity. These principals prioritize establishing and nurturing meaningful relationships, recognizing their pivotal role in creating a supportive and conducive environment for both students and staff.

The emphasis on relationships within the “Slow to Warm Up” temperament framework transcends traditional leadership paradigms. Principals exhibiting this disposition invest time and effort in building rapport, fostering an environment where individuals feel valued, heard, and respected. This proactive approach to relationship-building facilitates open channels of communication, paving the way for transparent dialogue between students, educators, and administrative staff. Such open lines of communication lay the foundation for a harmonious educational community, fostering an atmosphere conducive to constructive collaboration and mutual understanding.

However, while relationship-centric leadership holds numerous advantages, it also presents challenges. Principals characterized by a “Slow to Warm Up” temperament may encounter initial difficulties in swiftly establishing connections or adapting to new environments. Their cautious approach to building relationships might sometimes be misconstrued as aloofness, necessitating a delicate balance between cautiousness and proactive engagement. Additionally, the time invested in relationship-building might pose constraints on immediate decision-making processes, requiring these principals to strike a balance between fostering relationships and ensuring timely administrative actions. Thus, while relationship-centric leadership greatly contributes to a positive school culture, navigating its intricacies calls for a nuanced understanding and strategic approach

## CONCLUSIONS

The exploration of the relationship between principals’ temperament and their leadership qualities unveils a complex interplay that significantly influences educational leadership within school environments. Temperament traits, as outlined by various scholars and theories, manifest distinct impacts on leadership styles, decision-making processes, communication approaches, and conflict resolution strategies adopted by principals. Examining the traits through the lens of theories such as the Trait Theory elucidates how inherent characteristics influence leadership behaviors. Principals characterized by an “Easy” temperament often exhibit visionary leadership qualities, fostering innovation and adaptability, while those with a “Difficult” temperament might prioritize stability and structure. Moreover, the “Slow to Warm Up” temperament emphasizes relationship-centric approaches, fostering inclusive and collaborative school cultures.

Furthermore, Situational Leadership Theory underscore the importance of adaptive approach with the diverse needs within educational settings, encouraging principals to flexibly adjust their strategies based on situational demands and follower maturity levels. Challenges also emerge from these temperament traits, including potential risk aversion in decision-making, communication disparities, and varying conflict resolution approaches based on temperament



tendencies. Embracing the diversity in temperaments provides a spectrum of leadership approaches, fostering innovation, stability, inclusivity, and adaptability within school environments. Recognizing the impacts and challenges associated with these temperamental traits allows for a more tailored and informed approach to leadership development, empowering principals to navigate complexities, inspire growth, and cultivate supportive and thriving educational communities.

## Suggestions

The under listed are some of the suggestions:

- Principals should continuously engage in self-reflection to understand their temperament traits and their influence on leadership styles. This awareness allows them to capitalize on strengths and address potential limitations.
- Principals with the scope of this should prioritize the development of emotional intelligence skills related to empathy, and effective communication, enabling them to navigate diverse temperaments within the school community more adeptly.
- Principals should be encouraged for the exchange of experiences, strategies, and insights on effectively managing diverse temperamental dispositions within educational leadership roles.
- Ministry of education and other relevant authorities should strengthen feedback mechanisms and evaluation of principal's leadership styles, leveraging strengths, and addressing areas for improvement in managing temperamental influences on leadership.

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