

TEMPERAMENTAL DISPOSITION OF LEADERS: ITS RELEVANCE TO EDUCATIONAL LEADERSHIP AND MANAGEMENT IN NIGERIA

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ABSTRACT

This paper focused on the temperamental disposition of leaders, considering its relevance to educational leadership and management in Nigeria. Temperaments manifest early in life and remains relatively stable throughout development because it explains why we act the way we do. Every leader, especially, in the educational sector behave differently, because before anyone becomes a leader, they are first human beings with full biological features and make up. Similar to the construct of personality which includes one's social skills, beliefs, morals and interpersonal relationships, temperament is referred to biological and neurochemical underpinnings that influence the manifestations of personalities and constitutionally based individual differences in emotional and behavioral responsiveness. This paper therefore, detailed the meanings of temperament, the four basic types of temperament, namely: Sanguine, Melancholic, Choleric, and Phlegmatic. The paper further explained the need to study human behavior in organizations and outlined exhaustively the relevance of temperament to educational leadership and management which includes but not limited to the following: assessing staff for recruitment, methods of rewarding, promoting and punishing staff, providing incentives and motivating staff for a high morale and productivity, providing a conducive organizational climate, promoting interpersonal relationships between individuals and organizations as well as within individual staff, individuals and groups of workers regarding their reactions to external and internal environments, etc. The paper so concluded that educational leaders and managers at all levels, should treat with utmost importance the issues of temperament as it can be used as an antidote for some internal organizational crises that may have endured in time. The paper suggested among other, that educational leaders/managers should make conscious and deliberate efforts to first do a temperamental study on themselves, and the persons they lead to enable them have a better understanding of their strengths and weaknesses for effectiveness and efficiency educational leadership and management.

Keywords: Temperament, Disposition, Leaders, Education, Management.

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INTRODUCTION

The success or failure of any organization is often attributed to the workings of the leader at the helm of affairs. Despite the fact that human beings are complex and at different times display different behaviours based on situations or events, the end result of any activity of a leader is either success or failure. This being the case, there is need to understand the needs, thoughts, actions, emotions, moods, behaviours and of course, every biological, physical and/or psychological element of the leaders at different levels and organizations. This paper focuses on the temperamental disposition of leaders, considering its relevance to educational leadership and management in Nigeria. Even a cursory look at the anatomy of work organizations will reveal that they are made up of machines, tools, buildings, furniture, and most importantly, human beings. It is noteworthy, that humans who constitute the soul of enterprises have been given scant attention as managers zealously and pedantically take care of machines leaving the human side of organizations unattended. Denga (2015) asserted that the most important aspect of an organization is the human side.

Therefore, to understand the workers' complex behavior including their need pattern, dispositions, attitudes, dislikes, motives and personal peculiarities will assist the leader/manager in providing the necessary conditions for organizational growth. Human behavior is complex, which is an aggregate of traits such as emotions, attitudes, interests, dislikes, needs, aspirations, self-concepts, temperaments, interpersonal relationships, reactions to stimuli and weaknesses and so on. Temperament refers to constitutionally based individual differences in emotional and behavioral responsiveness (Drabik & Rabinowitz, 2017). Temperaments manifest early in life and remains relatively stable throughout development. This reveals the relevance of temperament as it explains why we act the way we do. Every leader, especially, in the educational sector behave differently, because before anyone becomes a leader, they are first human beings with full biological features and make up.

Similar to the construct of personality which includes one's social skills, beliefs, morals and interpersonal relationships, temperament refers to biological and neurochemical underpinnings that influence the manifestations of personalities (Drabick & Rabinowitz, 2017). There is nothing more fascinating about people than their inherited temperament. It is temperament that provides each human being with the distinguishing qualities that make each individual unique from others. Furthermore, educational leadership and management on its part deals with developing individuals with indebt knowledge and management strategies towards the leadership and management strategies that can be adopted and implemented in any academic institute and organization. Therefore, every educational leader or manager at either the secondary or tertiary level of education, has a unique temperament that requires under studying and investigation.

CONCEPTUAL CLARIFICATIONS

Temperament

Temperament refers to a set of traits that organize your approval to the world around you. It is an aspect of personality concerned with emotional deposition and reactions (Whitney, 2021). Temperament is used to describe the prevailing or typical word in a person. Some believe temperament is indivisible from who you are and present from birth. Others believe it is

completely learned and can be shaped. Temperament itself influences and shapes how a child lives their lives and grows. Early child learning & knowledge center (ECLKC) (2018) opined that temperament is an important feature of social and emotional health. It describes the way we approach and react to the world. It is our personal “style” that is present from birth.

According to Britannica (n.d), temperament in psychology, is an aspect of personality concerned with emotional dispositions and reactions and their speed and intensity; the term often is used to refer to the prevailing mood or mood with Galen, the Greek physician of the 2nd Century AD, who developed it from an earlier physiological theory of four basic body fluids (humors): blood, phlegm, black bile, and yellow bile. According to their relative predominance in the individual, they were supposed to produce, respectively, temperaments designed sanguine (warm, pleasant) phlegmatic (slow-moving, apathetic), melancholic (depressed, sad), and choleric (quick to react, hot tempered). More recent theories emphasize the influence of the endocrine glands on emotional reactivity. Modern psychology attributes primary importance to the activity of the automatic nervous system, particularly its sympathetic branch, in emotional reactivity: automatic over-responsiveness is intimately linked with neurotic depositions.

Historical Development of Temperament

The notion of temperament with Galen, the Greek physician of the 2nd century AD, who developed it from an earlier psychological theory of four basic body fluids (humour): blood, phylegm, black bile and yellow bile (<http://www.britanica.com>). Although development scientists have acknowledged the importance of early appearing, relatively stable, biologically rooted individual differences in the behaviour of infants and children for nearly 100 years, advances continuous to be made in the measurement of temperament (Samuel et al., 2020). Beginning in 1956 and untimely publishing their research in temperament and development in 1977, Thomas and Chess collected longitudinal data from over 100 children, following them from infancy through early childhood. Using extensive clinical interviews to gather information about children’s behaviour as well as parents’ values and expectations, they termed the goodness of fit between the individual child and his or her environment. Individual differences in human motivation and emotion that appear early in life, usually though to be biological in origin. Temperament is sometimes considered the biological or physiological component of personality, which refers to the sum total of the physical, emotional, mental, spiritual and social dimension of individuals.

The theory of four bodily humours did not survive the rise of scientific medicine in the seventieth century as an explanation for differences in human temperament, but it has not been replaced by any single universally accepted theory of personality either, during most of the twentieth century, political ideology, discoveries about the learning or conditioning capabilities of infants, and the emergence of psychoanalytic theory, which emphasized the importance of early experience, all combined to discrete biological explanations for human motivation and emotion. Nature and socialization become the favoured explanations of differences in temperament. There was, however, a resurgence of interest in the contribution of temperament to children’s development after the 1950s. Deborah et al. (2017) refers to temperament as constitutionally based individual differences in emotion and behavioural responsiveness. Temperament manifests early in life and remains relatively stable throughout development. Similar to the construct or personality, which includes one’s social skills, beliefs, morals and

interpersonal relationships, temperament refers to biological and neurochemical underpinnings that influence the manifestation of personality.

Temperament is considered a multi-dimensional construct, though there is some debate as to which dimensions best characterize temperament. Temperament involves individual differences in percept-based habits and skills (i.e. procedural memory and learning), whereas character involves differences in concepts about one's self in functional relation to parts of the whole field of experience (propositional memory and learning), the distinction between two major neural systems too adaption to experience has had a variety of labels, such as percept versus concept, emotion versus violation, instinct versus will or habit versus cognition. According to this psychological perspective, character development can be operationalized in terms of destruct symbolic processes that are most highly developed in humans (Robert, 2017).

Temperament is the combination of inborn traits that subconsciously affects all our behavior.

These traits, which are passed on by our genes, are based on hereditary factors and arranged at the time of conception. Six people contribute through the gene pool to the makeup of every baby: two parents and four grandparents. Some authorities suggest that we may get more genes from our grandparents than our parents. That could account for the greater resemblance of some children to their grandparents than to their parents. The alignment of temperament traits, though unseen, is just as predictable as the color of eyes, hair, or size of body. It is a person's temperament that makes that person outgoing and extrovertish or shy and introvertish. Doubtless you know both kinds of people who are siblings born to the same parents. Similarly, it is temperament that makes some people art or music enthusiasts, while others are sports or industry minded (Lahaye, 2014).

Types of Temperaments

There are four basic temperaments, the four temperaments described individuals as Sanguine (optimistic, social and associated with the element of air), Melancholic (Analytic, quiet, earth), Choleric (Short-tempered, irritable, fix) and phlegmatic (relaxed, peaceful, water) (Buckingham, 2002). The theory of the four temperaments is not perfect; no theory of human behavior is. However, it is the oldest on record, going back more than three thousand years: About five hundred years later, the four were given names by Hippocrates, said to be the father of modern medicine. Galen, a Greek doctor, came up with a detailed list of the strengths and weaknesses of the four around A.D. 200. This has remained pretty much intact throughout history and is still the prevailing position in Europe. Unfortunately, Sigmund Freud and his unscientific theories that based human behavior on environment and background rather than on inherited tendencies became the predominant view in America (Lahaye, 2014). These four temperaments are discussed below with their strengths, weaknesses and leadership trainings.

The Choleric Temperament

The choleric person is quick and vehemently excited by any and every influence, immediately the reaction sets and the impression remains a long time. The choleric man is a man of enthusiasm, he is not satisfied with the ordinary, but aspires after great and lofty things. He craves for great success in temporal affairs, he seeks large fortunes, a vast business, an elegant home, a distinguished reputation or a predominant position (Conrad, n.d). The choleric leader is

likened to the autocratic and initiating structure leader who is work centered and task oriented with little or no concern and feelings for the human elements in the organization.

Fundamental Disposition of a Choleric Temperament

The natural virtue of the choleric is ambition, his desire to excel and succeed, described as the noble heroic. In his aspiration for great things, the choleric is supported by:

- A keen intellect
- A strong will
- Strong passion
- An often times subconscious impulse to dominate others and make them subservient.

Weaknesses of the Choleric Temperament

a. Pride which shows itself in the following instances:

- The choleric is full of himself
- The choleric is very stubborn and optimistic
- The choleric has a great deal of self confidence
- The choleric despises his fellow men
- The choleric is domineering and inordinately ambitious.
- The choleric feels deeply hurt when he is humiliated or put to shame.
 - a. Anger
 - b. Deceit, disguise and hierocracy;
 - c. Lack of sympathy

Leadership Training Tips for the Choleric Temperament

Every leader exhibit one temperament or the other, the choleric leader in the educational sector in order to achieve goals, should have the following training tips:

- A choleric needs high ideal and great thoughts
- A choleric must learn day by day and reportedly to improve his relationship with other top leaders and colleagues to gain insight.
- The choleric must above all keep one strong resolution in his mind.
- The choleric must combat his pride and anger continually and consciously develop sympathy for followers in order to live happily in life.

The Sanguine Temperament

The Sanguine person is quickly aroused and vehemently excited by whatever influences him. The reaction follows immediately, but the impression lasts but a short time. Consequently, the remembrance of the impression does not easily cause new excitement. The sanguine leader is likened to a democratic and sometimes a laissez-faire leader since he likes working with people, giving room for suggestions from colleagues and followers, hence, he is employee centered and democratic in nature due to his high sense of sociability.

Fundamental Disposition of a Sanguine

- Superficial
- Instability
- Optimism
- Absence of deep passion

Strengths of the Sanguine Temperament

The sanguine person has many qualities which endears him to his colleagues and followers:

- The sanguine is an extrovert. He readily makes acquaintance with other people, is very commutative, loquacious, talkative, and associates easily with strangers.
- He is friendly in speech and behaviour and can pleasantly entertain his fellow men by his interesting narratives and witticisms.
- He is very pleasant and writing to oblige. He dispense his acts of kindness not so coldly as a choleric, not so warmly and touchingly as the melancholic, but at least in such a jovial and pleasant way that they are graciously received.
- He is compassionate whenever a mishap befall his neighbor.
- He has a remarkable faculty or drawing attention of his fellow men to their faults without causing immediate and great displeasure.
- A sanguine is quickly excited by an offence and may show his anger violently.

Weaknesses of the Sanguine Temperament

- Vanity and self-complacency
- Inclination of flirtation, jealousy and envy
- Cheerfulness and inordinate love of pleasure
- Dread of virtues which requires strenuous efforts
- Wrong decisions most times
- Unstable in the pursuit of the good

Leadership Training Tips for the Sanguine Temperament

A sanguine leader must give himself to reflection on critical issues before taking actions to avoid leaping before looking. The following are tips to guide his actions:

- He must daily practice modification of senses, the eye, ears, tongue, the sense of touch.
- He must absolutely see to it that he is influenced by the good and not by the bad, that he accepts counsel and direction.

The Melancholic Temperament

The melancholic person is often regarded as one usually sad and pensive with no obvious cause. They are calm but feeble, excited by whatever acts upon them. The reaction is weak, but this feeble impression remains for a long time and subsequently, similar impressions grow stronger and at last excites the mind so vehemently that is difficult to eradicate it.

Fundamental Disposition of the Melancholic

Inclination to Reflection: The thinking of the melancholic easily turns into reflection. The thoughts of the melancholic are far reaching, he dwells with pleasure upon the past and is preoccupied by occurrences of the long ago, he is penetrating, is not satisfied with the superficial, searches for the cause and correlation of things, seeks the laws which affect human life, the principles according to which man should act. His thoughts are of a wide range, he looks ahead into the future, ascends to the eternal. The melancholic is of an extremely soft-hearted disposition. His very thoughts arouse his own sympathy and are accompanied by a mysterious longing. Often, they stir him up profoundly, particularly religious reflections, yet he hardly permits his fierce excitement to be noticed outwardly. The untrained melancholic is easily given to brooding and to day-dreaming, in other words, they build castles in the air.

Love of retirement: The melancholic does not feel at home among a crowd for any length of time, he loves silence and solitude himself inclined to introspection. He secludes himself from the crowd, forgets his environment, and makes poor use of his senses, eyes, ears, etc. In company, he is often distracted, because he is absorbed by his own thoughts; by reason of his lack of observation and his dreaming the melancholic person has many a mishap in his daily life and at his work.

Serious conception of life: The melancholic looks at life always from the serious side. At the core of his heart there is always a certain sadness, a weeping of the heart.' not because the melancholic is sick or morbid, as many claim, but because he is permeated with a strong longing for an ultimate good, and feels continually hampered by earthly and temporal affairs and impeded in his cravings. This attitude he has always make people consider him a sadist.

Inclination to passivity: The melancholic is a passive temperament. The person possessing such a temperament, therefore, has not the vivacious, quick, progressive, active propensity, of the choleric or sanguine, but is slow, pensive, and reflective. It is difficult to move him to quick action, since he has a marked inclination to passivity and inactivity. This pensive propensity of the melancholic accounts for his fear of suffering and difficulties as well as for his dread of interior exertion and self-denial.

Weaknesses of the Melancholic Temperament

- The melancholic by making mistakes falls into the most terrible distress of mind, because in the depth of his heart he is, more than those of other temperaments, filled with a longing desire for perfection, with a keen perception of the malice and consequences of the mistakes made. Due to his believe in self perfection, whenever he makes a mistake,

he loses the courage to rise up again, he loses hope and becomes ultimately frustrated. In most cases he considers suicide because that fatal condition can easily assume the proportion of despair.

- The melancholic who gives way to sad moods, falls into many faults against charity and becomes a real burden to his fellow men.
- He easily loses confidence in his fellow men, (especially Superiors, Confessors), because of slight defects which he discovers in them, or on account of corrections in small matters.
- He is vehemently exasperated and provoked by disorder or injustice. The cause of his exasperation is often justifiable, but rarely to the degree felt

Strengths of the Melancholic Temperament

Despite the weaknesses of the melancholics, they are rich with strengths and merits. They are good counselors in difficulties, and prudent, trustworthy, and well-meaning superiors. They have great sympathy with their fellow men and a keen desire to help them. They are willing to make great sacrifices for their neighbours, colleagues and friends, and are strong and unshakable in the battle of ideals. It has been the prevailing mental disposition of the most sublime poet, artists, of the most profound thinkers, the greatest inventors, legislators and especially of those spiritual giants who at their time made known to their nations the entrance to a higher and blissful world of the Divine, to which they themselves were carried by an insatiable longing. They are great inventors as they appear highly idealistic with their deep-rooted thoughts.

Leadership Training Tips for the Melancholic Temperament

The Melancholic leaders must deliberately and strategically work on themselves to achieve goals devoid of personal bias.

- They must learn to associate and improve on their social life at the work place in order to effectively communicate for the sake of collective goal achievement.
- They must also learn to set realistic and achievable goals given the available time and resources to avoid regrets peradventure it fails.
- Emotional intelligence training is seriously needed for melancholic leaders to assist them in managing their pensive and sad moods which could easily scare colleagues and subordinates from approaching them with ideas that could improve the school system.
- They should maximize their enormous strengths and use it for the growth and development of the organizations they lead.

The Phlegmatic Temperament

The soul or mind of the phlegmatic person is only weakly or not at all touched by impressions. The reaction is feeble or entirely missing. Eventual impressions fade away very soon.

Fundamental Disposition of the Phlegmatic

He has little inclination in whatever goes on about him, he has little inclination to work, but

prefers response and leisure. With him everything proceeds and develops slowly.

Strengths of the Phlegmatic Temperament

- The phlegmatic works slowly, but perseveringly, if his work does not require much thinking.
- He is not easily exasperated either by offences, or by failures or sufferings. He remains composed, thoughtful, deliberate, and has a cold, sober, and practical judgment.
- He has no intense passions and does not demand much of life.

Weaknesses of the Melancholic Temperament

- He is very much inclined to ease, to eating and drinking, he's lazy and neglects his duties.
- He has no ambition, and does not aspire to lofty things, not even in his piety.

Leadership Training Tips for the Phlegmatic Temperament

The training of phlegmatic leaders is very difficult, because external influences have little effect upon them and internal personal motives are lacking. It is necessary to explain everything most minutely to them, and repeat it again and again, so that at least some impression may be made to last, and to accustom them by patience and charity to follow strictly a well-planned rule of life. For instance, the application of corporal punishment is less dangerous in the education of phlegmatic children; it is much more beneficial to them to other children, especially to those of choleric or melancholic temperament.

Educational Leadership and Management

Every organization that operates within a nation has leaders at different levels that coordinate both human and material resources to achieve predetermined goals. These leaders are expected to possess the abilities to motivate, inspire, direct and organize everyone within the organization for the main aim of achieving set objectives (Ogona, 2020). Leadership places a responsibility on an individual to consciously make efforts to inspire people towards attainment of their highest potentials, which is achievable through motivation. The educational sector is a very unique sector where effective leadership is required for successful achievement of goals and to avoid collapse of educational standards and values. Hence, effective leadership is of utmost concern to educational stakeholders.

Educational leadership can also be referred to as school leadership. The application of leadership processes to the actualization of school goals. Agi, Kalagbor and Harrison (2016) asserted that management and leadership are essential in effective and efficient direction and utilization of the resources for the achievement of results, successes, improvement of the education goals and in turn national development goals. The resources in educational institutions are of paramount concern to educational leaders, hence, the need for an understanding of their roles, attitudes, ideals and dispositions to effectively navigate all resources especially the human resources for goal attainment. For the purposes of setting goals of education, the Federal Republic of Nigeria (2014) cited in Ololube (2018) put forward the policies, philosophies and goals of Nigerian education, which includes the development of an individual into a morally

sound, patriotic and effective citizen; total integration of the individual into the immediate community, the Nigerian society and the world. Therefore, the onus lies on educational leaders who can be referred also as school leaders to navigate their different roles, skills and abilities to bring to reality the goals of the Nigerian educational system.

Ololube (2018, p. 9) elaborates on the character of institutional leaders, “effective leaders cultivate vital attitudes, characteristics and qualities that are pertinent to educational leadership and management. Character development is a priority to leadership and core qualities makes leadership successful. Character combines your temperament, training, moral values, beliefs, and habit patterns. It is indeed the net result of all the influences and religious commitment on your life. It is what you really are when there is no one else around. What you do when you have the freedom to do what you want to do is an expression of yourself (Lahaye, 2014). Bearing that in mind, educational leaders should practice equity and fairness in the discharge of their leadership duties, taking cognizance of the fact that human resources (teaching and non-teaching staff and students) within the school are diverse and complex both in ethnicity, tribe, language and behavior, it is pertinent to note, that the national policy on education has also stated that, the provision of equal access to qualitative educational opportunities for all citizens at all levels of education should be encouraged within and outside the formal school system (FRN, 2014) cited in (Ololube, 2018). Educational management requires some task development procedures that must be undertaken by pragmatic managers who have solid emotional intelligence and behavioural competence (Nwanekezie & Ogoni, 2021).

The Need to Study Human Behaviour and Temperament in Organizations

In Nigeria today, we have observed the anticipated return to democratic politics and the consequent emancipation of labour union activities. There has also been a greater determination by workers to be involved more in the decision-making processes affecting organizations in which they are employed. There has been an increase in the frequency of worker-rebellion, worker-attitude to work, worker-retrenchment, job insecurity and job dissatisfaction. Industries, schools, universities, hospitals and other work settings have witnessed some turbulence that is rooted in the psychological structure of organizations. A manager who is skilled in human behavior management or managerial psychology is better able to calm down these behavioural eruptions that tend to devastate an organization and stultify its growth. Temperamental studies and managerial psychology does not lay claims to be the panacea for all organizational ailments. It however, aims at lubricating the "human machines" in work organizations to run smoothly.

Money wages are essential to workers. But psychological wages such as praise, affection, recognition, a feeling of belonging and status may be all that some workers need in order to maximize their productivity. The disparity between organizational goals and individual workers goals means that there could be a never-ending struggle for values that are dear to each party. But this struggle need not necessarily have deleterious consequences. Some of these conflicts could be stimulating spurs that can be harnessed for productivity. Effective application of managerial psychology can remove organizational inertia. Perhaps, the final point on the significance of managerial psychology is that machines are useful tools to keep organizations alive. But they are not more important than human beings. Any scheme of improvement in work organizations which leaves out the welfare of workers is bound to be fraudulent, at best mere icing on the cake (Denga, 2015). Denga further added that human behaviour is complex and difficult to explain. Some psychological principles which undergird human behaviour must be

used as indices for a better understanding of people's behaviour in and outside organizations. These basic principles are identified as follows:

- Human behaviour is influenced by biological and environmental factors. A person's behaviour at both largely the product of his or her biological make-up and to some extent heredity. As this person comes into contact with the environment in which he is reared, his behaviour is almost irretrievably decided by certain forces within the surroundings. These forces include, friends, relatives, parents, societal values and norms, religion the significant others", the economic factors, personal value or goals, a person's Social characteristics like sex, status, age and so on.
- Behaviour is goal-directed. There must be a reason or purpose for a person's behaviour. A person who prepares food to eat does so in order to eliminate hunger. A staff who works hard is definitely seeking a promotion, pay-rise, and Some other forms of financial or psychological compensation. In order to satisfy their wants, human beings must direct their behaviour towards the achievements of these wants.
- Human behaviour is motivated, or pushed, or driven towards a goal by the physical and psychological needs. Leavitt (2012) states that the above principles generally form a closed circuit, "Arrival at a goal eliminates a motive, which eliminates the behaviour" (P.4)
- Human beings are individuals. Each person is an entity and assesses his idiosyncratic personality. The realization of his psychological principle may help managers to view people differently and not make deleteriously sweeping generalizations when an individual or group of individuals exhibit some negative behaviour.
- Human beings generally express a need for affiliation. There is a basic tendency among human beings to herd together, to congregate and to depend on one another. Thus human beings are gregarious. This psychological principle heralds the tendency for workers to develop informal social contacts and to try to avoid extreme isolation typical of hermits or prisoners. Opportunities to foster corporate existence are psychologically healthy and may go a long way in minimizing mental derangement that is a result of painful and extreme isolation.
- Individuals seek and want to maintain status, self-respect and self-esteem. They want approval, respect, recognition, attention, appreciation all which constitute ego-enhancement and personal worth. Organizations which fail to provide for these needs cannot fully motivate individuals
- Human beings have a need to exercise power and control others. This territorial tendency can be seen even among the most junior staff who still want to dominate others or exercise some superiority over them. This behaviour calls for a process of delegation of power to give as many staff as possible this mark of status or importance they want.
- Human beings are security conscious. They must be assured of continued satisfaction, protection from present and future occupational hazards. They look ahead of the time and want to be assured that there are few risks such as accidents, retrenchment, retirement without benefits and so on.

The list of psychological principles underlying human behaviour in work organizations is almost endless. The important point to note however, is the fact that individuals whose goals and aspirations are thwarted by the organization become frustrated, develop feelings of low self-

worth, become apathetic, disinterested and tend to withdraw self-commitment in their work. Personal business outside the organization becomes more important. The frustrated worker may be physically present at the place of work, but his mind and thoughts are off the job. The informal activities especially financial ones have been intensified in many work organizations today. The Structural Adjustment Programme (SAP) has unleashed many economic hardships which seem to have induced the engagement of workers in off-work commercial activities. Their lack of commitment to work seems to have precipitated the tightening of rules. Directive and strict management has resulted in many organizations today with the "circular and query" process becoming very frequent in more organizations. The understanding of psychological principles that undergird human behaviour in organizations is thus essential.

Relevance of Temperament in Educational Leadership and Management

At any level of educational leadership and management, the involvement of human elements (beings) cannot be neglected or ignored. They are involved in the day-to-day running of the schools' affairs, both as teaching and non-teaching staff. Hence, it is pertinent that everyone working with the school environment understands the temperamental makeup of their leader, for better working realities, effective communication and course maximum productivity in the school. It can be relevant to educational leaders through methods of assessing staff for recruitment, methods of rewarding, promoting and punishing staff, methods of providing incentives and motivating staff for a high morale and productivity, providing a conducive organizational climate, promoting interpersonal relationships between individuals and organizations as well as within individual staff, method of assessing staff performance and personality in organizations, the study of individuals and groups of workers regarding their reactions to external and internal environments, providing for the psychological needs of workers in order to get the best out of them while they remain enthused, managing unusual behaviour and helping to resolve conflicts, helping staff to cope with work generated psychological problems, establishing conditions for job satisfaction, engaging in an unwritten psychological contract with workers, establishing an effective network of communication and public relations etc.

The relevance of temperament to leaders in the educational sector are summarized under the following sub-headings:

Helps in conflict resolution: The understanding of the temperamental disposition of leaders is an antidote to internal organization conflicts and crises. It was Bishop Timothy Adiele in his teachings who asserted that, when an understanding of leaders' behaviour (temperament) is available, undertaking of any task in organizations are inevitable. This assertion becomes true to the extent that when employees or subordinates understand the temperamental disposition of their leader, it helps them to know how to conduct and comport themselves in a manner that will be devoid of conflict, chaos or confusion in the workplace.

Conflict in school is seen as a state of disagreement that affects performance in the school and hampers teaching and learning process. Interpersonal conflict is used to express disagreement that people often face as a result of personality clash. The clash may assume the form of antagonistic remarks that involves or has to do with personal characteristics of group member or whereby Organizational goals are disregarded to unleash attack to a particular group member. Conflicts can happen between persons or groups who know or do not know each other.

It can be in the form of trivial or shallow disagreements, open confrontations, verbal denigrations and violent physical or emotional attacks levelled out on humans, processes and properties. Sometimes, conflict could be present and expressed or present but repressed, and for so many reasons. Conflict is perceived as an undesirable social event that will always arise due to human interactions: competition for resources and jobs, squabbles and scramble for power, need/desire for praise and recognition, etc. It can be draining as it depletes energy, time, resources, etc (Ramani & Zhimin, 2010).

When a leader lacks conflict management skills or lacks the ability of handling and understanding temperament, problems can escalate to irreparable status. Organizational effectiveness, troubles with staff management and a drastic reduction in worker's job satisfaction are a few of the resultant effects. Collins (2021) noted that inability to resolve conflict or instigation in the institution can lead to waste of time and resources, high employee turnover, grievances, complaints & lawsuits; absenteeism, increased stress and health problems, workplace violence, poor decision-making, a tensed/toxic/dysfunctional work environment, eroded and broken relationships, decreased motivation, lowered morale, decreased commitment and loyalty, reduced performance and productivity, strained and ineffective communication, impaired team work, distrust, increased resistance to initiated or needed organizational change, etc. These effects will place a huge strain on the leadership and management of schools.

The managerialism view of employees influences the strategy which he employs in dealing with employees and certainly influences his Leadership style whether democratic, autocratic, or laissez-faire. A Freudian-oriented manager regards employees as basically crafty, elusive, emotional, rational and non-rational beings whose behaviour was largely determined at birth. Such a manager holds a negative and rigid view of his subordinates and becomes suspicious of their activities. He assumes that staff are lazy, mechanical, and mainly reward-oriented. He also assumes that people need to be directed at all times. The subordinates are thus subjected to close surveillance because he thinks they are prone to making mistakes if left on their own. A Rogerian-oriented manager regards people as basically good, rational, constructive, resourceful and with great potential to self-actualize. He views his personnel as creatures of hope who have great capacity for innovates and change. He is positive, acceptant, and permissive in his interaction with staff who are assumed to be capable of making mistakes, but if the managerial climate is conducive, they have an enormous potential for self-improvement. These revelations about the behavioral make up of leaders and subordinates gives room for huge improvements in the working environments and relationships in the school. Therefore, it becomes imperative that educational leaders and managers considers the temperamental dispositions of their staff and colleagues in order to achieve goals in a chaos free environment.

Improves communication in the Organization: Communication is an indispensable organizational developmental tool. It permeates within every facet of the organization for goal attainment. It is a crucial instrument of social interactions and a medium through which all relationships are established and maintained. The school exist for the purpose of achieving predetermined goals and objectives. Actualization of these objectives ultimately requires the manager working with and through teachers and other staff. In this context, effective communication plays a vital role in the attainment of educational goals. Inability to understand the temperament of leaders and followers could be as a result of poor application of communication strategy which is risky for organizations to achieve goals. Incidentally, some

educational managers do not often realize that communication is the vehicle that drives all the managerial functions.

Effective managerial communication is strategic for organizational goal achievement. Managers who are striving to become better communicators must accomplish two separate tasks first, they must improve their message; the information they wish to transmit. Secondly, they must improve their own understanding of what people are trying to communicate to them; they must strive not only to be understood but also to understand others. While an organization has its physical setting, purpose and objectives, organization members have their individual objectives also. All these interplay in organizational setting, creating what we refer to as organizational climates. However, ineffective communication in an organization may result in uncertainty, apprehension and dissatisfaction, these results to, poor productivity. It is therefore necessary that managers communicate with employees effectively. The extent to which a manager accomplishes corporate goals depends on his ability to communicate effectively (Herich, 2008). The fact remains that many executives still do not understand what communication is and its role in the success of an enterprise (Nnamseh, 2009).

Effective communication enhances organizational relationship and minimizes strikes and lockouts. Organizational purposes and goals are sometimes defeated when communication is not effective. Wastes and costly mistakes have been made due to gaps in communication. From the above scenario, the need arises for a critical assessment of the role of communication in strategic management of organizations. Communication is an indispensable function in organizational performance. Getting the message across effectively and having it understood is a prerequisite to progress. There is no point in moving forward if the basic message is lost, or there are barriers in the process. This quickly reminds us of the biblical story of the construction of the Tower of Babel, the execution of which was a total failure because the builders could not communicate among themselves. This affirms the need for educational managers to the behavior of their staff, students and team members in order to effectively communicate for organizational benefit.

Help in enhancement of school goal attainment: Raize (2002) noted that the term goal takes on different meaning in different context. Goals can be referred to the object or aim. They include biological and social needs that are met through routine decision making as well as more abstract values and ambitions that drives an individual's personal projects (Little, 2014). The provision of both human, financial, infrastructural, and instructional resources is very important to the attainment of educational goals and objectives. Goal attainment is all about school effectiveness and efficiency, it lies on organization and management of inputs and the participation of critical actors such as parents, principals, teachers and so on. These principal actors are first human beings with distinct physical and biological characteristics, therefore proper understanding is required for goal attainment. Goal attainment includes improvement in the capacities of the learners, the supportiveness of the learning environment, appropriateness of the content, the effectiveness of learning process and the achievement of outcomes. Goal attainment is an approach used to enhance teaching and learning activities in the classroom.

Goal attainment is hinged on quality as outputs or outcomes which Involves the consequences of education and output refers to the short-term consequences of schooling like students' cognitive achievement, completion rates, certification, individual skills, attitudes and behaviors. Outcomes refer to long term like socially significant consequences of education like employment, earnings, health as well as social attitudes and behaviors. Goal attainment includes improvement in the capacities of the learners, the supportiveness of the learning environment,

appropriateness of the content, the effectiveness of learning process and the achievement of outcomes, the difficulty of measuring outputs or outcomes validly and reliably on a large scale means that no education system knows empirically whether their schools are achieving their goals and objectives.

Helps improve emotional intelligence of leaders: Emotional intelligence deals with the ability of an individual to understand, be aware of and differentiate the feelings of his own and others surrounding him, and guide his/her activity in order to solve problems and meet challenges in day-to-day life. Emotional intelligence not only plays an influential role in developing positive educational outcome from principal, teacher, or an individual/group but also inherently influences negative societal outcome (Nikolaou, 2002). Emotional intelligence helps an individual to contribute to the organization by achieving its goals effectively and efficiently at higher speed and quality. Emotional intelligence is considered to be an intangible asset in determining the difference between individual performance and his performance as a team player (Ajay, 2007). Earlier, organizations used cognitive intelligence - as a measure to analyze memory and problem-solving ability of an employee thereby correlating it with task performance in the organization. How well an individual is capable of managing his emotions determine the extent to which he can perform conflict management both within organization and outside organization. As conflict management has a significant impact on an individual's performance and job output, critical analysis of emotional intelligence of individuals become necessary (Carmeli, 2009).

Enhance Workplace Ethic and Discipline: Good work ethic is a personality trait that employers look for in candidates. Showing values related to it can improve your employability and make you eligible for more opportunities. Work ethic is the principle that hard work and dedication lead to success. Good work ethic is an important trait that implies an individual will uphold high moral standards at work. Typically, work ethic encompasses a set of behavioural principles or attributes such as excellent punctuality and organization, a dedication to producing quality work and being respectful towards your colleagues. A good work ethic suggests the job candidate takes their tasks seriously and behaves responsibly in a professional setting. Understanding the temperamental dispositions of leaders could enhance good work ethics and people who have a good work ethic manage their time wisely. Staying organized in the workplace shows employers you are disciplined and dedicated to producing quality work. Keeping your desk tidy suggests to others that you respect your work environment. Those who are organized can meet deadlines and achieve company objectives more effectively.

Good organization means you are likely staying on top of your assignments and have a good handle on your workload. Organized employees are typically early or on time with everything that they do. Fellow employees can depend on them for maintaining good communication and for responding to emails promptly. Organized individuals also know how to schedule their day for optimal productivity and can stay on top of new information that comes in from their supervisors. Employers appreciate candidates who possess a strong work ethic because they can be a positive influence on their coworkers. Having a team of people with a good work ethic is also desirable because an employer is more likely to achieve their company goals, and they don't have to spend time micromanaging their employees. An honest employee admits their faults and acknowledges any mistakes without blaming others. They also apologize if they are in the wrong and avoid holding grudges. Someone who is honest doesn't get defensive

when they are given constructive criticism and makes genuine efforts to fix their shortcomings. Telling the truth is important to maintain a productive and friendly work environment. Your employees are more likely to act with integrity and value honesty in others if their actions are held in high esteem. A good way of promoting the value of following your company's Code of Practice or Ethics Code is to reward those who do it well.

Improves Relationship in Workplace: Interpersonal relationship refers to a strong association among individuals working together in the same organization. Employees working together ought to share a special bond for them to deliver their level best. It is essential for individuals to be honest with each other for a healthy interpersonal relationship and eventually positive ambience at the workplace. An association between individuals working together in the same organization is called interpersonal relationship of which temperament is key. A secondary school teacher spends around six to seven hours at his time in the school and it is practically not possible for them to work all alone. One needs people to talk to and discuss various issues at the workplace. Research says productivity increases manifold when individuals work in groups as compared to an individual working alone. We are social animals and we need friends around. An individual working in isolation is more prone to stress and anxiety. They hardly enjoy their work and attend office just for the sake of it. Individuals working alone find their job monotonous.

It is essential to have trustworthy fellow workers around with whom one can share all his secrets without the fear of them getting leaked. We must have friends at the workplace who can give us honest feedback. A single brain alone can't take all decisions alone. We need people to discuss various issues, evaluate pros and cons and reach to solutions benefiting not only the employees but also the organization on the whole. Employees can brainstorm together and reach to better ideas and strategies. Strategies must be discussed on an open platform where every individual has the liberty to express his/her views. Employees must be called for meetings at least once in a week to promote open communication. Interaction on a regular basis is important for healthy relationship. Interpersonal relationship has a direct effect on the organization culture. Misunderstandings and confusions lead to negativity at the workplace. Conflicts lead you nowhere and in turn spoil the work environment. We need people around who can appreciate our hard work and motivate us from time to time. All this is made possible if leaders and managers understand the temperamental disposition of their staff. It is essential to have some trustworthy coworkers at the workplace who not only appreciate us when we do some good work but also tell us our mistakes. A pat on the back goes a long way in extracting the best out of individuals. One needs to have people at the workplace who are more like mentors than mere colleagues.

Sustains Fairness and Justice: The purpose of education is to equip the citizenry with values, skills and knowledge to reshape their society and eliminate inequality (Kimani, Kara & Njagi, 2013). Therefore, educational leaders should strive to eliminate from the school leadership and management every form of gender, economic, socio-cultural, language or religious inequality. Equality in education is a complex and controversial issue that transcends the field of education and is subject to unique political, economic and cultural factors. Educational leaders are saddled with potent responsibilities in ensuring the school or institution is effectively managed with resources distributed and utilized equitably to all groups within the school system without any form of discrimination. Hence, equality should be a core character possessed by school leaders (Ogona, 2020). Temperamental studies will help the leader to display high level of fairness since he already understands how his employees act.

CONCLUSION

The study concluded that the relevance of temperament to educational management and of course every organization as seen from the forgoing is captivating and expository. It reveals the human side of leaders, managers and employees alike in a typical work environment. These behaviours are exhibited on a daily basis by human resources in organizations, and as such an attempt to neglect or ignore them may result in avoidable pandemonium and chaos. As invaluable as this concept seem, it has not gained so much prominence in organizational fields, as much has not been done on it by educational researchers and scholars. The need for the understanding of human beings in the work place cannot be over emphasized, hence, the need for educational leaders and managers at all levels of education, administrative staff, and of course all stakeholders to treat with utmost importance the issues of temperament as it can be used as an antidote for some internal organizational crises that may have endured in time. Human behavior is totally unpredictable and as such the leader must always be a step ahead of his followers. This presupposes that, for educational leaders, managers and administrators to be more productive, achieve greater results in human utilization, effectiveness and efficiency, they must make conscious efforts to understand the unique features, strengths and weaknesses of all human elements working with them, hence, the meticulous study of temperamental disposition of all human elements within an organization.

Suggestions

The following suggestions were made to improve the temperamental disposition of leaders/managers who have identified themselves and ready to create positive changes:

- Educational leaders/managers should make conscious and deliberate efforts to first do a temperamental study on themselves and the persons they lead to enable them have a better understanding of their strengths and weaknesses for effectiveness and efficiency.
- Choleric leaders/managers must combat their pride and anger continually and consciously develop sympathy for followers in order to live happily in life.
- Sanguine leaders/managers must give themselves to reflection on critical issues before taking actions to avoid leaping before looking, they must absolutely see to it that they are influenced by the good and not by the bad, that they accept counsel and direction.
- Melancholic leaders/managers must learn to associate and improve on their social life at the work place in order to effectively communicate for the sake of collective goal achievement.
- Phlegmatic leaders/managers should maximize their diplomacy in solving critical organizational problems and proffer useful ideas for growth and development.

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