



The Relationship Between the Emotion Management Competencies of School Managers and Decision-Making Styles

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Abstract: In this study, we aimed to determine the relationship between the emotion management competencies of school administrators and their decision-making styles. The research was conducted with 435 teachers in Sakarya using a survey model. According to the results, the emotion management competencies of school administrators were found to be high. Based on the opinions of the participant teachers, while the "marital status" variable did not differentiate the opinions regarding the administrators' ability to manage emotions, significant differences were observed in relation to the variables of "gender," "school type," and "tenure at the school." Regarding the decision-making styles of the administrators, participant teachers reported that the variables of "marital status," "school type," and "working time at school" did not lead to differing opinions; however, differences were noted in the "gender" variable. This study, which investigated the relationships between emotion management and decision-making styles, revealed that emotion management ability is effective in the decision-making process. It has been demonstrated that effective decisions can result from evaluating both emotion and logic together in a decision-making process closely correlated to both.

Keywords: Emotion Management, Decision-Making Style, School, Manager

1. Introduction

Managers who effectively utilize their emotion management competencies within institutions avoid behaviors that could lead to difficulties under challenging conditions, remain calm in their environment, and achieve both individual and organizational goals efficiently (Titrek, 2013, p. 113). Therefore, managers who have developed the ability to manage their emotions will apply their preferred decision-making style, which reflects their overall approach to problems, in alignment with the institution's objectives when reaching the decision-making stage (Taşdelen, 2001). School administrators, like everyone else, also experience emotional periods; they must learn to adapt to and overcome their emotions (Ginsberg, 2020). Managers who can manage their emotions will create a positive atmosphere in their institutions when they apply decision-making styles such as making rational decisions, using their intuition, and emphasizing their integrative aspect. Otherwise, it is inevitable to experience chaos, a decrease in productive work, and the creation of an unhappy organizational structure.

Examining the literature reveals that research on the concept of emotion management in the context of decision-making styles is quite limited. In the national literature, emotion management among administrators has been explored from various angles, including motivation (Güngör, 2019), gender, subject area, seniority, and the service region/area of the school (Abaka, 2018), job satisfaction (Söğüt, 2018), teachers' school happiness (Aydın, 2022), administrators' classroom supervision competencies (Ünalı, 2023), personality traits (Avcı, 2014), and cultural values (Erkol, 2021), as well as the views of both school administrators and teachers (Titrek et al., 2009). There is a notable gap in research examining the relationship between emotion management competencies and decision-making styles. Addressing this gap by studying the interplay between emotion management competencies and decision-making styles would contribute to the literature.

1.1. Emotion management and its importance

Emotion management is important for both managers and individuals. Goleman (2010) defines emotion management as the regulation of one's inner world, impulses, and resources. Therefore, the role of school administrators is crucial in this process. When school administrators face chaos within their institutions, those who cannot manage their emotions lose motivation and experience stress and anger. In such cases, school employees are negatively affected by this adverse environment (Günçavdı et al., 2020).

Emotion management is crucial not only for managers but also for individuals. The role of school administrators at the school leadership level is pivotal in this process. They should be impartial when balancing the institution's values with their own personal values, thoughts, and behaviors during the decision-making process. This involves the ability to manage their emotions by effectively using their personal feelings, thoughts, values, and behaviors. Only in this way can they understand the feelings of those around them more accurately and communicate effectively (Kervancı, 2008).

1.2. Decision-making styles

Each individual's decision-making style is unique, reflecting their approach to decision-making. As personal characteristics merge with individual skills, people become capable of making decisions from various perspectives (Taşgit, 2012, p. 34). While some individuals make decisions independently, others rely on their emotions and intuition. Some are rational in their decision-making, whereas others require guidance. Additionally, some individuals avoid making decisions altogether. There are many different style classifications, though not all are at the same level. Scott and Bruce (1995) reviewed previous studies on the subject and noted that there was no clear conceptual framework for decision-making styles. According to Scott and Bruce (1995), individuals use a combination of multiple decision-making styles rather than relying on a single style when making important decisions (cited by Kozak and Coşar, 2009, p. 405). For this reason, Scott and Bruce (1995) developed their own approach in which they examined decision-making styles in more detail. This study utilized Scott and Bruce's (1995) decision-making styles:

Rational Style: This style involves a logical and structured approach to decision-making. Individuals with a rational decision-making style conduct detailed research on the issues at hand and choose the most appropriate option from the alternatives after a thorough examination.

Intuitive Style: Intuition, emotions, and other abstract factors play a significant role in decision-making. Administrators with this style interpret their intuition and emotions as the primary sources of direct information and may make poor decisions if they do not evaluate this interpretation within a logical framework. They also make decisions without much deliberation compared to those who use the rational style.

Dependent Style: In this style, the guidance and support of others are important in the decision-making process. Individuals with this style tend to avoid taking responsibility and seek to make decisions in harmony with others.

Avoidance Style (Avoidant): This style involves avoiding decision-making and delaying decisions. In this style, the decision-maker may shy away from making a decision when the time comes, which decreases the likelihood of making correct decisions.

Spontaneous Style: Decisions are made based on immediate behavior without much deliberation at the moment of decision-making, characterized by sudden decision-making behaviors.

1.3. The relationship between emotion management competence and decision-making styles

Individuals' decision-making approaches are shaped by their decision-making styles, which vary from

person to person. Emotions and emotion management have a significant influence on decision-making styles. For this reason, the concept of emotion management has gained prominence in recent years. Decisions made solely on rational grounds, without considering emotions, may be flawed. Therefore, individuals cannot be expected to act independently of their emotions when making decisions. Managers who possess emotion management skills make more effective decisions than those who do not. (Brotheridge & Lee, 2008). This difference is reflected in the strategic plans of schools. The practical application of emotional intelligence skills becomes a strategy for the development of the individual's and organization's ability to assess the impact and consequences of decisions, while simultaneously improving the quality and effectiveness of the decision-making process (Hess & Bacigalupo, 2011:710). Every individual and organization share the goal of enhancing the quality of decision-making and the application of emotional intelligence skills can assist in the attainment of that goal. Decision makers who are self-aware and can accurately and honestly assess their strengths in comparison to others in the organization have the advantage of leveraging the attributes of others in the decision-making process. The ability to assess the potential emotional outcomes and reactions of decisions can empower decision makers to predict the sentiment of those affected by decisions, thereby increasing the probability of a more positive decision outcome. The process of building and maintaining relationships is inherently human and requires an emotional perspective and while time consuming, will generate better decision outcomes (Hess & Bacigalupo, 2011:710).

Managers who can manage their emotions help employees cope with uncertainties and set long-term goals. They also enable more logical decision-making by considering the options available. According to research, emotions—important sources of information and energy for individuals—affect the decision-making process and the chosen decision-making style (Sternberg, 1997,p. 1031; Mayer et al., 1999,p. 269; Petrides et al., 2004, p. 279; Brackett et al., 2004,p. 1389). Emotions form the basis of decisions regarding people, other individuals, and the social and physical environment during the decision-making process. However, Caruso & Salovey (2007,p. 31) emphasize that managers should not rely solely on logic or emotions during decision-making. Managers who can control their emotions manage effectively and make creative decisions, while those who cannot may struggle to persuade employees and create an unhappy organizational structure. In this context, managers who have developed emotion management competencies positively influence their institutions, helping them achieve corporate goals and serve as examples for others. Upon reviewing the literature, it is observed that in studies related to the concept of Emotional Intelligence, the concept of Emotion Management is frequently mentioned. Research on Emotion Management is quite limited. However, no studies have been found to analyze the relationship between emotion management competencies and decision-making styles. This situation makes this study even more important. At the same time, while there are very few studies where teachers' opinions are considered in research conducted to determine the emotion management and decision-making styles of school principals (Güngör, 2019), it is observed that the emotion management and decision-making styles of school principals are mostly determined based on the principals' own views. The emotion management behaviors and decision-making styles of school principals are issues that concern all educational stakeholders. The group most affected by the emotion management behaviors and decisions of school principals is teachers, so their opinions should be considered. While the principals' own views on their emotion management behaviors and decision-making styles are important, determining how the decision-making styles of school principals appear from the perspective of others can lead to more objective findings. Based on this idea, the study examines the emotion management competencies and decision-making styles of school principals from the perspective of teachers. In addition to contributing to the literature, the findings of this study are expected to help shape the content of pre-service and in-service training programs for managers in terms of emotion management competencies and decision-making styles, and provide valuable insights for similar research on this topic. In this context, the study investigates whether the emotion

management competencies and decision-making styles of school principals differ statistically according to teachers' gender, marital status, type of school, and working time at the school.

1.4. Problem

What is the relationship between the emotion management competencies of managers and their decision-making styles? To what extent do school administrators' emotional management competencies predict their decision-making styles? These questions constitute the main problem of the study.

1.5. Purpose of the research

The purpose of this research is to determine: the relationships between school administrators' emotional management competencies and their decision-making styles. For this purpose, answers to the following questions are sought:

1. What level of emotion management competencies do school administrators have?
2. Do teachers' views on the emotion management competencies of school administrators reveal significant differences according to variables such as gender, marital status, type of school, and working time at school?
3. What is the general decision-making style of school administrators?
4. Do school administrators' decision-making styles vary significantly according to variables such as gender, marital status, length of time working at the school, and type of school?
5. Is there a relationship between managers' emotion management competencies and their decision-making styles?

2. Method

In this study, the relational screening model, which is one of the quantitative research designs, was applied. In this context, the data gathered from the research were obtained through the use of the survey method.

2.1. Universe and sample

The study's population includes 15,200 teachers in public schools across Sakarya. The sample for the research was chosen randomly and comprised of 435 teachers from public schools in Sakarya during the 2020-2021 academic year. The sample size for the study was calculated using a sample size calculation formula (Kılıç, 2012). The calculation revealed that the minimum required sample size to represent the population was 375 individuals. Among the 435 teachers who participated in the study, 276 (63.4%) are male, while 159 (36.6%) are female, indicating a higher representation of male teachers. In terms of marital status, the majority of participants, 341 teachers (78.4%), reported being married, whereas 94 teachers (21.6%) identified as single. A total of 13 teachers (3.0%) had less than one year of experience, while 44 (10.1%) had 1–5 years of experience. The largest group consisted of those with 6–10 years of experience, accounting for 115 teachers (26.4%), followed by 109 teachers (25.1%) with 11–15 years, 57 teachers (13.1%) with 16–20 years, and 97 teachers (22.3%) with over 21 years of professional service. Among the participants, 205 teachers (47.1%) had been working at their current schools for 1–3 years, while 114 teachers (26.2%) had been teaching for 4–6 years. Additionally, 56 teachers (12.9%) had been working for 7–9 years, and 60 teachers (13.8%) had been serving for 10 years or more. According to the type of school where they were employed, 24 teachers (5.5%) worked at pre-schools, 162 teachers (37.2%) at primary schools, 137 teachers (31.5%) at middle schools, and 112 teachers (25.7%) at high schools. The majority of participants were primary school teachers, comprising 37.2% of the sample.

The data also shed light on teachers' tenure at their current schools. Nearly half of the respondents, 205 teachers (47.1%), had been at their current school for 1–3 years, while 114 teachers (26.2%) had served for 4–6 years. Additionally, 56 teachers (12.9%) had been at their current school for 7–9 years, and 60 teachers (13.8%) had a tenure of 10 years or more. These findings highlight the diverse backgrounds of the participants, particularly in terms of experience and stability within their institutions.

To ensure practicality and manage time effectively, the sample was selected through simple random sampling from state schools within Sakarya province. For this study, approval was received from Sakarya University Social and Human Sciences Ethics Committee dated 03.02.2021 and numbered 31. Participants were selected on a voluntary basis. In addition, the necessary permissions were obtained by carrying out the required correspondence with the Sakarya Provincial Directorate of National Education.

2.2. Data collection tools and data collection processes

In this study, two distinct scales were used as data collection tools. The first of the scales is the "emotion management competencies" subscale, which is one of the subscales of the "Emotional Intelligence Levels in Business Life" scale developed by Titrek (2004). Titrek (2004) used the internal consistency Cronbach Alpha Coefficient formula to analyze the reliability coefficient in his research. Factor structure and reliability analysis was performed on the data obtained by Titrek (2004), and it was seen that it had a single factor structure and explained 65.313% of the variance. Since the load values of all factors were above .50, it was determined that it had a single factor structure. In addition to these, by looking at the item total correlation values, it was determined that the total correlation for the lowest item was .60 high correlation value. The Cronbach Alpha reliability coefficient of the scale, on the other hand, has a high reliability of .9615. In the factor analysis conducted with the data collected for this study, it was observed that, similar to the original study, the scale was explained by a single factor, and this factor accounted for 69.23% of the total variance. Additionally, the Cronbach's alpha reliability coefficient of the scale was found to be .97.

The second scale used in the research is the Decision-Making Styles Scale, developed by Scott and Bruce (1995) to assess variations in decision-making approaches among individuals. The scale uses a Likert-type rating system ranging from 1 to 5. It was adapted into Turkish by Taşdelen, who found a Cronbach alpha reliability coefficient of 0.74 in his study (Taşdelen, 2002). The scale includes 24 items distributed across 5 dimensions. In the factor analysis conducted for the scale, it was observed that, similar to the original study, the scale was explained by five factors, and these factors accounted for 74.24% of the total variance. Additionally, the Cronbach's alpha reliability coefficient of the scale was found to be .86.

2.3. Analysis of data

Before proceeding to the analysis of the data, the extreme values were examined. Two data with extreme values were excluded from the study. Afterwards, the kurtosis and skewness values of the sub and general dimensions of the scales were examined. Information in this direction is given in Table 1.

Tablo 1*Kurtosis and Skewness Values*

Variable	N	Minimum	Maximum	Kurtosis	Skewness
Emotion Management Competencies	435	1,00	5,00	-1,093	,892
Rational Decision Making Style	435	1,00	5,00	-,988	,878
Intuitive Decision Making Style	435	1,00	5,00	-,651	,505
Dependent Decision Making Style	435	1,00	5,00	-,479	,249
Avoidance Decision Making Style	435	1,00	5,00	,558	-,239
Spontaneous Decision Making Style	435	1,00	5,00	,442	-,064
Decision-Making Styles Scale-General	435	1,36	5,00	,342	1,964

Examining the information in Table 1, it was determined that the skewness and kurtosis values for the sub-dimensions and overall scales ranged between -2 and +2. George and Mallery (2010) stated that skewness and kurtosis values within this range are sufficient for normality. In this context, it was decided to use parametric tests. Data from the Personal Information Form, Emotion Management Competencies Scale, and Decision-Making Styles Scale were analyzed using SPSS 22.0 software. Given that each sample group had more than 30 data points for variables such as gender, marital status, school types and term of office at school, it was assumed to have a normal distribution according to Büyüköztürk (2018). Therefore, parametric tests were applied. The analysis included independent t-tests, ANOVA, and Pearson correlation analyses. The significance level was set at .05. In the Pearson correlation analysis, the following criteria were adopted to evaluate the relationship coefficients (Büyüköztürk, 2007): Values less than .30 were considered 'low', values between .30 and .69 were considered 'moderate', and values of .70 and above were considered 'high'. Additionally, the following criteria were established for interpreting means: 1.00-1.79 as 'very low', 1.80-2.59 as 'low', 2.60-3.39 as 'moderate', 3.40-4.19 as 'high', and 4.20-5.00 as 'very high'. In the Likert-type scales used, values of 1, 2, 3, 4, and 5 were assigned from negative to positive, with the results spread across a range of 4.00 points (5.00 - 1.00 = 4.00). Accordingly, the Emotion Management Behavior Scale for managers was scored as follows: 'Never': 1 (1.00-1.79), 'Very Rarely': 2 (1.80-2.59), 'Occasionally': 3 (2.60-3.39), 'Most of the time': 4 (3.40-4.19), 'Always': 5 (4.20-5.00). The Decision-Making Styles Scale was scored as: 'Strongly Disagree': 1 (1.00-1.79), 'Disagree': 2 (1.80-2.59), 'Neutral': 3 (2.60-3.39), 'Agree': 4 (3.40-4.19), 'Strongly Agree': 5 (4.20-5.00).

3. Findings and Comment

The first sub-problem of the study is "What is the level of emotion management competencies of school administrators?" The general average of the scale is given in Table 2.

Descriptive statistics about emotion management competencies are presented in Table 2

Table 2

Descriptive Statistics on Emotion Management Competencies

	N	\bar{X}	Standard deviation (SD)
Emotion Management Competencies (Total)	435	4,05	,879

According to the information in Table 2, the three items with the highest averages are as follows: Item 8, 'He keeps his promises in his business life,' with a mean of (\bar{X} =4.29); Item 12, 'Acts by his responsibilities,' with a mean of (\bar{X} =4.26); and item 6, 'He/she performs his/her work diligently and with principles in business life,' with a mean of (\bar{X} =4.20). When the three items in the emotion management scale, which have low averages compared to the other items, are evaluated, respectively; Item 1, 'Easily calms down in stressful situations at work,' has a mean score of (\bar{X} =3.73). Item 2, 'Even in a high-pressure environment following an upsetting event, he manages to overcome negative emotions such as anger, envy, or resentment,' has a mean score of (\bar{X} =3.81). Finally, Item 5, 'He resists those who do not act ethically,' has a mean score of (\bar{X} =3.93). The second sub-problem of the study is "Do teachers' views on emotion management competencies of school administrators differ significantly according to gender, marital status, seniority, age, type of school, number of teachers at school, working time at school?" The information on the change in the ability of school administrators to manage emotions by gender is presented in Table 3.

Table 3

Changes in Emotion Management Competencies by Gender

Gender	N	\bar{X}	SS	sd	t	p
Male	276	3.97	.90	433	-2.295	.022*
Female	159	4.17	.83			

*p<.05

According to the information in Table 3, it was determined that the views on school administrators' ability to manage emotions significantly changed according to gender [$t(433) = -2.295, p < .05$]. Information on the change of school administrators' ability to manage emotions according to school types is presented in Table 4.

Table 4*Changes in Emotion Management Competencies by School Types*

School Type	N	\bar{X}	SS	F	p	Difference
Pre School	24	4.31	.71	3.817	.010*	2-4
Primary	162	3.90	.93			
Middle	137	4.03	.90			
High	112	4.22	.76			

*p<.05

Results show that school administrators' ability to manage emotions significantly varies according to school types [F(3-431) = 3.817, p < .05].

Türkiye test was conducted to find out which groups the differences between school types were. Accordingly, it was determined that the participants working in high schools (\bar{X} =4.22) had higher emotional management proficiency averages of school administrators than the participants working in primary schools (\bar{X} = 3.90).

Table 5*Change of Emotion Management Competencies According to Working Time at School*

	N	\bar{X}	SS	F	p	Difference
1-3 years	205	4.14	.89	4.390	.005*	1-2
4-6 years	114	3.79	.92			
7-9 years	56	4.13	.79			
10 years and above	60	4.14	.75			

*p<.05

Analysis results show that school administrators' ability to manage emotions significantly changes according to their tenure in their current school [F(3-431) = 4.390, p < .05]. Tukey's test was used to find out between which groups the differences between the tenures were. Accordingly, it was determined that the school administrators' Emotional Management Efficiency mean (\bar{X} =4.14) of the participants whose tenure was 1-3 years was higher than the mean (\bar{X} =3.79) of the participants whose tenure was 4-6 years.

Analysis results show that school administrators' ability to manage emotions does not significantly change according to the number of teachers in their current schools [F(4-430)= 1.926, p > .05].

The results of the analysis show that, according to the participants, the school administrators' ability to manage emotions did not significantly change according to their total years of service in the profession [F(4-430)= .757, p > .05].

The third sub-problem of the research is: "What is the general decision-making style of school administrators?" Descriptive statistics on decision-making styles are presented in Table 6.

Table 6*Descriptive Statistics on Decision-Making Styles*

	N	(\bar{X})	Standard deviation
Rational Decision Making Style	435	4.01	.87
Intuitive Decision Making Style	435	3.79	.85
Dependant Decision Making Style	435	3.63	.81
Avoidance Decision Making Style	435	2.55	1.03
Spontaneous Decision Making Style	435	2.32	1.00
General	435	3.26	.53

According to the information in Table 6, the mean of the Rational Decision Making Style sub-dimension is 4.01 (high level), the mean of the Intuitive sub-dimension is 3.79 (high level), the mean of the Dependant sub-dimension is 3.63 (high level), the mean of the Avoidance sub-dimension is 2.55 (low level), the mean of the Spontaneous Decision sub-dimension is 2.32 (low level) and the average of the overall scale was 3.26 (medium level).

The fourth sub-problem of the study is "Do the decision-making styles of school administrators differ significantly according to gender, marital status, seniority, school type, age, number of teachers in the school, working time in the same school?" The information on the change in the decision-making styles of school administrators according to gender is presented in Table 7.

Table 7*Change in Decision Making Styles by Gender*

	Cinsiyet	N	\bar{X}	SS	sd	t	p
Rational	Male	276	3.98	.88	433	-1.249	.212
	Female	159	4.08	.84			
Intuitive	Male	276	3.72	.86	433	-2.033	.043*
	Female	159	3.90	.82			
Dependant	Male	276	3.56	.81	433	-2.121	.034*
	Female	159	3.73	.79			
Avoidance	Male	276	2.53	1.00	433	-.495	.621
	Female	159	2.58	1.09			
Spontaneous	Male	276	2.33	1.00	433	.086	.932
	Female	159	2.32	1.01			
General	Male	276	3.22	.51	433	-1.884	.060
	Female	159	3.32	.55			

*p<.05

In Table 7, it was determined that the school administrators' decision-making styles did not change significantly in general and in sub-dimensions of the scale according to the gender variable [$t(433) = -1.249, -.495, .086, -1.884, p > .05$, respectively]. On the other hand, it was determined that Intuitive and Dependant sub-dimensions differed significantly according to gender [$t(433) = -2.033, -2.121, p < .05$, respectively].

As a result of the analysis, it was determined that the decision-making styles of school administrators did not change significantly in the scale and in the sub-dimensions according to the marital status variable [$t(433) = -.137, .841, -.315, .175, -.159, .138, p > .05$].

As a result of the analysis, it was determined that the decision-making styles of school administrators did not change significantly in general and in the sub-dimensions of the scale, according to the school type variable. [$F(3-431) = 2.178, .136, 2.111, 1.589, 2.335, .420, p > .05$, respectively].

As a result of the analysis, it was determined that the decision-making styles of the school administrators did not change significantly in the scale and in the sub-dimensions according to the variable of working time at school. [$F(3-431) = 1.869, .777, 1.936, .835, 1.252, .171, p > .05$, respectively].

The fifth sub-problem of the research is "Is there a relationship between the emotion management competencies of the managers and their decision-making styles?". The findings that were obtained are presented in Table 8.

Table 8

Pearson Correlation Analysis Results for the relationship between emotion management competencies (EMC) and decision making styles

	EMC	Rational	Intuitive	Avoidance	Dependant	Spontaneous	General
EMC	1						
Rational	.844**	1					
Intuitive	.548**	.604**	1				
Avoidance	.516**	.541**	.566**	1			
Dependant	-.312**	-.283**	-.058	.136**	1		
Spontaneous	-.344**	-.368**	-.083	-.045	.620**	1	
General	.384**	.467**	.667**	.729**	.555**	.447**	1

** $p < .01$

Significant relationships were determined according to the results of the correlation analysis in Table 8. Accordingly, there were high positive relationship ($r = .844, p < .01$) EMC ($r = .548, p < .01$), Avoidance ($r = .516, p < .01$) sub-dimensions between EMC and Avoidance sub-dimensions. moderately positive relationship ($r = .384, p < .01$), Dependant ($r = -.312, p < .01$), and Spontaneous ($r = -.344, p < .01$) There is a moderate negative significant relationship between the sub-dimensions. In addition, significant relationships were found at various levels between the sub-dimensions of decision-making styles.

4. Conclusion Discussion And Recommendations

The main purpose of this research is to determine the relationship between the emotion management competencies of administrators and their decision-making styles. The results of the research are as

follows according to the sub-problems of the study:

According to the research findings, the average score on the emotion management competence scale is high ($M = 4.05$). Akçay and Çoruk (2012) found in their research conducted at the higher education level that the managers' ability to manage emotions is at a high level concerning their emotional burden. Similarly, the studies by Güngör (2019) and Çömrü (2022) indicated that school administrators' ability to manage emotions is at a "quite high" level for each management process. Additionally, Köseoğlu and Köseoğlu (2023) found in their study on the determination of middle school administrators' emotion management behaviors that participants reported a high level of emotion management behaviors among administrators. These results are consistent with the findings of our study.

The high level of emotion management competencies for school administrators can be associated with their ability to harmoniously manage their roles and responsibilities as school leaders. Another factor contributing to this is management experience, which is crucial for experiencing and controlling emotions. Since this research was conducted in a descriptive context, it has been evaluated concerning management experience and can be considered a suggestion for future studies.

Based on the gender of the participating teachers, it was found that the ability of school administrators to manage emotions was higher among administrators perceived by female participants. In Avcı's (2014) study on the emotional management competencies of school administrators based on teachers' opinions, it was noted that the average score of school administrators for female participants was higher than that for male participants. This result supports our findings. The general perception that women are more sensitive and emotional than men may be a contributing factor. Rosenthal and Hall stated that women are 80% better than men at recognizing emotions (Goleman, 2011a, p. 400). However, contrary to our study, Aydın (2022) found in their research titled "The Relationship Between Emotion Management Behaviors of Administrators in Secondary Education Institutions and Teachers' School Happiness" that the emotion management behaviors of administrators regarding decision-making, planning, communication, organization, and coordination were higher among male teachers compared to female teachers.

Regarding the school type variable, the emotional management competence of school administrators for participants working in high schools was found to be higher than for those working in primary schools. In his research, Avcı (2014) determined that social skill competencies related to emotion management are higher among administrators working in primary education. Titrek, Bayrakçı, and Zafer (2009) revealed that participants working in primary schools were more successful than those in general and vocational high schools, and that participants in general high schools were more successful than those in vocational high schools concerning the competencies of school administrators in managing emotions.

According to the tenure of the participating teachers in their current school, the proficiency in emotion management was found to be higher among participants whose tenure was 1-3 years compared to those with 4-6 years of tenure. Teachers who are new to the school and its environment may have rated the behavior of their administrators regarding emotion management positively due to their trust and positive expectations. In contrast, teachers with longer tenures may have a better understanding of the environment, students, and administrators, which can make them more aware of the shortcomings in the administrators' emotion management. Kervancı (2008) states in his study that there are significant differences based on the duration of duty within the sub-dimension of controlling negative bodily reactions. In this respect, this study aligns with Kervancı's (2008) research.

The research results show that school administrators employ rational, intuitive, and dependent decision-making styles. Acar (2020) found that managers predominantly use rational, dependent, and

intuitive decision-making styles, while the avoidant decision-making style was used the least. In Kurban's (2015) study, it was concluded that most managers utilize the rational decision-making style, while others identified themselves as intuitive, dependent, avoidant, or spontaneous decision-makers.

Gökmen, Umut, Gedik, and Harmanyeri (2023), in their study titled "Determining the Decision-Making Styles of School Administrators and Associated Variables," found that the decision-making styles of school administrators predominantly focused on the rational decision-making style. These results are consistent with our findings. According to Hansson and Andersen (2007), in a study conducted with 172 school administrators in Sweden, 38% of school administrators exhibited an intuitive decision-making style, while 29% displayed an emotional decision-making style.

The decision-making style employed by each manager has different effects on outcomes and goals. However, when analyzed independently, it should be noted that these styles are not entirely distinct from one another, and managers often utilize a combination of decision-making styles when making important decisions (Thunholm, 2004, p. 932).

According to the participant teachers, the intuitive and dependent sub-dimensions of the school administrators' decision-making styles were found to be higher among female participants than among male participants. In Uzunoğlu's (2008) study, significant differences were identified between male and female referees concerning the referees' gender variable. Consequently, it was concluded that female referees exhibited more reserved behavior and faced challenges in taking responsibility. Karakaş (1999), in his study investigating the relationship between decision-making skills and problem-solving, found that girls tend to make dependent decisions, while boys make independent decisions. This suggests that societal expectations for women to be more obedient and submissive may lead them to exhibit more dependent behaviors.

It was determined that the dependent averages of participating teachers between the ages of 20-30 were lower than those of participants aged 41-50. Temur (2012), in his study titled "The Effect of Administrators' Decision-Making Styles on Teachers' Organizational Commitment According to Teacher Perceptions," reached a similar conclusion regarding the age variable. While young individuals may demonstrate independence in decision-making due to their liberal thinking structure and high potential expectations, factors such as work, family, and environmental influences may impose constraints on decision-making for older individuals. Therefore, younger teachers may perceive their administrators as making more dependent decisions than their older counterparts.

According to the research results, there is a moderate positive relationship between emotion management competency and the rational decision-making style sub-dimension. Additionally, moderate positive relationships were observed between emotion management competency and the intuitive and dependent decision-making style sub-dimensions, as well as the general decision-making styles scale. Conversely, a moderate negative relationship was found between emotion management competency and both the avoidance decision-making style and spontaneous decision-making style sub-dimensions. Furthermore, significant relationships exist at various levels between the sub-dimensions of decision-making styles. Accordingly, as the competencies of school administrators to manage emotions increase, their rational, intuitive, and dependent decision-making behaviors also increase.

The position of school administrators within the hierarchical structure of the education system may also influence this result. A moderately negative and significant relationship was found between emotion management competency and the sub-dimensions of the avoidance decision-making style and spontaneous decision-making style. It can be stated that school administrators may resort to avoidant and impulsive decisions when faced with certain situations. This tendency suggests a weakness in the leadership dimension within the dynamic environment of educational institutions.

In Altay's (2011) research, a positive relationship was found between the ability of managers to manage emotions and their general decision-making styles. This finding aligns with the results of our study. In the research conducted by Dodge and Frame (1982), it was determined that proficiency in social relations and appropriate social skills were associated with the use of logical decision-making and problem-solving styles. At the core of effective and productive institutions are employees and managers who can manage their emotions. Managers capable of emotion management can adapt to varying conditions and establish an organizational structure that effectively solves problems. Therefore, individuals in managerial positions should be equipped to control their emotional management.

Emotions provide crucial information to managers for understanding the environment and developing solutions to problems. The goal is to manage emotions by making sense of this information. It can be asserted that the most critical aspect of making sound decisions is the managers' ability to manage their emotions while making rational choices, fully aware of all the emotions they experience. For this, managers need to process their knowledge and emotions concerning the problems they encounter and analyze their thoughts and feelings thoroughly (Kocel, 2003). Conversely, school administrators may avoid decision-making and rely more on dependent decisions guided by school stakeholders.

This study, which explored the relationship between emotion management and decision-making styles, found that the ability to manage emotions plays a significant role in the decision-making process. It has been demonstrated that effective decisions can be made by evaluating both emotion and logic together in the decision-making process, where emotions are closely related to logic. Managers who are aware of their emotions can better manage them, which in turn influences the decision-making process and the choice of decision-making style, contributing to the creation and maintenance of a positive school environment.

4.1. Suggestions

Psycho-educational programs could be developed to help school administrators understand their decision-making strategies and enhance their awareness of effective decision-making processes.

The study revealed that the Self-Decision Making variable negatively affected the Emotion Management Competence variable in a statistically significant manner. Therefore, incorporating training on decision-making and emotional control into undergraduate education programs could be advantageous for individuals in decision-making positions.

This research focused specifically on the 'emotion management competencies' dimension of emotional intelligence; however, other dimensions of emotional intelligence could also be explored as separate research topics.

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