



Emotional Intelligence among Primary School Heads in District Gujrat: A Gender Based Comparison

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Abstract

This research paper aimed at the measurement of the emotional intelligence of primary school principals in District Gujrat and the analysis of possible gender variations. It used a quantitative descriptive research design and there was a stratified random sample of 100 primary school heads (including 50 males and 50 females) who took part in the research. The scale that was used to collect data was the Primary School Heads Emotional Intelligence Scale (PSHEIS) that attributes five dimensions to emotional intelligence: Self-awareness, Managing Emotions, Motivating Oneself, Empathy, and Social Skills. The findings described that the primary schools' heads have a moderate to high degree of emotional intelligence, the highest scores were in Motivating Oneself and Social Skills with slightly lower scores in Self-awareness and Managing Emotions. The comparisons by gender revealed that the female heads had a slightly higher score in most of the dimensions, whereas independent samples t-tests revealed no statistically significant different scores between male and female heads in every dimension, or emotional intelligence as a whole. These results emphasize the value of the emotional competencies development of school leaders and indicate that the special professional development program, aimed at the enhancement of self-awareness, emotional regulation, and interpersonal skills, can contribute to the increase of the leadership performance. Another important step, which is described in the study, is the support of the school culture, which should foster empathy, collaboration, and effective communication.

Keywords: Emotional Intelligence, Primary School Heads, School Leadership, Gender Differences, Self-awareness, Social Skills

Background of the Study

The concept of emotional intelligence (EI) has taken centre stage as an instrument used to explore the concept of effective leadership in educational institutions and the term refers to the skills of perceiving, comprehending, controlling, and using emotions both in the self and others to influence thoughts and action (Salovey and Mayer, 1990). EI in school leadership has been associated with better communication, conflict resolution, motivation of the teacher, and climate of the school. Studies have found that emotionally intelligent leaders are more suited to develop the collaborative environment as well as conducting instructional improvement, which subsequently can impact positively on teacher satisfaction and student performance (Barling, Slater, and Kelloway, 2000). In primary education, school heads experience different emotional issues. They need to cope with

both administrative tasks and interpersonal ones, including control over the performance of teachers, solving the behavioral problems of students and their communicative contact with parents and other community representatives (Leithwood and Jantzi, 2004). These roles entail the typical application of cognitive and managerial abilities, as well as emotional ones, including empathy, self-regulation, and interpersonal sensitivity (Chaplain, 2017). Leaders with high emotional intelligence have a greater ability to mediate these emotional complexities and create a positive school culture to promote learning and well-being (Collie, Shapka, and Perry, 2012). Empirical research in various education settings has always pointed out the significance of emotional intelligence in school administrators. As an illustration, a Pakistani study has found out that emotional intelligence of principals is positively linked to their leadership skills and teacher motivation capabilities (Anjum et al., 2023). Similarly, other studies conducted in different settings have established that EI is also predictive of transformational leadership behaviour that improve performance in schools (Turner et al., 2002). These results highlight that emotional intelligence is not an individual or personality characteristic but a leadership skill that has been shown to greatly influence practices and performance of school leadership. The specific school circumstances of primary schools highlight the significance of the study. This is because early educational levels are the basis of cognitive and socio-emotional growth of students, and therefore, the role of the head teacher is particularly decisive. Primary heads are supposed to guide curriculum application, deal with instructional quality, and facilitate professional development in the teachers and at the same time attend to emotional needs of young students. However, even with this important role, there is scanty literature that has specifically investigated emotional intelligence among primary school heads in Pakistan. The majority of the current research is focused on leader-level education on a secondary or post-secondary level, which is why our knowledge of emotional competencies of leaders in the institutions that are in one of the most influential phases of schooling remains incomplete (Tahir and Fatima, 2023). Emotional intelligence in school leadership is also investigated with the support of theoretical perspectives. The models by Salovey and Sluyter (1997) theorize EI as a complex of interconnected emotional skills, such as proper perception of emotions, support of thinking in emotions, cognition of emotion, and control of emotion. The framework has been extensively used in teaching studies to describe differences in leadership performance and school climate performance. The framework of conceptual change states that leaders who contemplate emotional reactions and reorganize their emotional strategies dynamically are more efficient in dynamic environments of schools (Mezirow, 1991). A combination of these theoretical concepts and empirical research enhances the justification of research on EI in primary school heads. The implications of learning about emotional intelligence in this regard have some real-world implications in teacher education and leadership. When primary heads exhibit weaknesses and strengths in certain areas of EI, specific interventions can be developed to enhance such skills by using professional learning programs. These programs can involve reflective practice, training on emotional control methods and joint problem-solving trainings (Boyatzis, Goleman, and Rhee, 2000). By enhancing the EI of the school heads, more enabling school cultures will be created, which will promote teacher effectiveness, student responsibility and community confidence.

Punjab Province in District Gujrat is especially applicable in this study. With the continuous changes to the education system, where the focus has been on the effectiveness of the school, the quality of school leadership has been taking on more importance. Nevertheless, the degree to which the primary school heads have the emotional competences required in effective leadership

is not a well-researched topic. This gap is significant not just to serve the improvement of the leadership practices in Gujrat but also to guide the wider policy and professional development programs in any other context of similar education in Pakistan. To sum up, emotional intelligence is a crucial and understudied aspect of good primary school administration in Pakistan and especially in District Gujrat. Through the empirical evaluation of the EI-level of primary school heads, the study will bridge a considerable gap in the research on the educational leadership and will provide the grounded evidence which can be used in the policy and practice as well as in the subsequent research. These emotional competencies will help to understand the need to create stronger responsive leadership training and support systems that, in the end, will enhance educational achievement in primary schools.

Rationale of the Study

Emotional intelligence is an important leadership trait in an effective school leader as it helps the leader to comprehend and control his own feelings besides establishing positive relationships with teachers, students, and the rest of the school community. Principals of primary schools, especially, have special problems in area of their student development and the complicated social and administrative requirements of the job. The evaluation of the emotional intelligence of such leaders will offer the information about their skills in the work with interpersonal relationship, stress management, and the establishment of the favorable and encouraging school atmosphere. Primary education is a basis of both academic and socio-emotional growth of students. Emotional skills of school heads have not only positive impact on administrative performance but also on the general flavor of the school, teacher practice, and student interest. The realization of the strengths and weaknesses of primary school heads in this region can be used in leadership development programs, training and policy intervention to improve leadership efficacy and bring positive learning outcomes. Although the significance of emotional intelligence has been established, very little has been done specifically on the primary school heads in Pakistan thus a gap in the research on how such leaders handle emotional and social issues in schools. Research on emotional intelligence in this respect is vital in determining where the professional development needs to be undertaken, developing specific interventions, and enhancing leadership behavior that would eventually lead to teacher, student, and the overall education system.

Statement of the Problem

Leadership in primary school does not just demand administrative skills, it requires that one knows, deals and reacts to emotions of people and his/her own. The administrative duties of primary school heads in District Gujrat are varied and they include supervising teachers, school discipline, interaction with parents and quality learning outcomes. These roles may also exert extensive emotional and interpersonal pressure on leaders that may affect their efficiency and the school situation in general. Although emotional competencies play a very crucial role in educational leadership, there is little information regarding the level of emotional intelligence of primary school heads in District Gujrat. Having no clear picture of their strengths and weaknesses concerning their emotional management, school leaders might fail to create collaborative work settings, effectively address conflicts, and help teachers and students to develop. Thus, the given research will aim to explore the emotional intelligence scores of the heads of primary schools in District Gujrat and suggest the areas of competency and possible enhancement. In this way, it will be able to deliver the knowledge that can be used to improve the performance of the primary

education leadership in the district by informing professional development, leadership training and policy decisions.

Research Objectives

1. Identify the emotional intelligence level of primary school heads.
2. Find possible gender differences in the level of emotional intelligence of primary school heads.

Research Questions

1. What is the emotional intelligence of the heads of primary schools?
2. Do the levels of emotional intelligence of primary school heads differ significantly according to gender?

Review of Literature

The level of emotional intelligence (EI) has received a lot of attention in the educational research as a key determinant of effective leadership, teacher performance, and school climate. By definition EI is the ability to identify, interpret and regulate own feelings and those of others and therefore it is the ability of the leader to navigate through intricate interpersonal relationships, make sound decisions and maintain effective working environments (Mayer, Roberts, and Barsade, 2008). Emotionally intelligent principals can stand in a better position to inspire the staff, address the conflict, and encourage positive organizational cultures in the school setting that is the key to student success and teacher satisfaction. Studies have found out that transformational leadership behaviors are associated with the emotional intelligence of school leaders. Transformational leaders motivate and provide power to their subordinates, promote group work and develop a vision of a school. The research studies conducted in academic institutions have revealed that high EI principals are more effective in promoting professional learning communities and increasing the job satisfaction and commitment of teachers (Carmeli, Reiter-Palmon, and Ziv, 2010). These are the reasons to think that EI is not just a personal trait but a professional skill which directly influences school performance. The emotional intelligence dimensions self-awareness, self-regulation, motivation, empathy, and social skills have different functions in school leadership. Self-awareness enables leaders to know how their emotions affect their decision making and their relationship with staff. Self-regulation is useful in dealing with stress and professionalism in difficult circumstances. Motivation helps the leaders to pursue organizational objectives without being depressed or demoralized. Empathy helps in the understanding of teachers and students views that helps in improving communication and building of relationships. Conflict resolution, collaboration and networking are important aspects of maintaining an effective school climate, which are realized through social skills (Cherniss and Goleman, 2001). A number of studies have highlighted the role of EI in learning situation especially in primary schools. The developmental stage of young students makes school heads at work in primary schools with special concerns regarding the behavior of such learners, their different learning requirements, and the collaboration between the teacher and parents. High emotional intelligence leaders are in a better position to overcome these challenges since they offer supportive and responsive leadership (Bush, 2020). Moreover, emotionally competent leaders are able to promote trust and teamwork among teachers, which leads to the more effective practices in instruction and positive school climate.

Cross cultural research also brings to the fore the issue of EI in influencing the efficiency of school leadership. A study in India and Turkey concluded that emotional intelligence of principals had a positive effect on job satisfaction of the teachers, commitment to the organization and readiness to implement innovative teaching methods (Gbul, 2023). The results highlight the fact that emotional intelligence is a universal leadership skill that improves the interpersonal and organizational functioning in various learning institutions. Another aspect that has been analyzed is gender and its effect on the level of emotional intelligence among education leaders. In certain studies, female principals are argued to be more empathetic and socially skilled, whereas male principals might be more self-confident and assertive when it comes to making decisions (Miao, Humphrey, and Qian, 2017). Knowledge of possible gender difference on EI will enlighten leadership development programs through provision of specific interventions that will enhance certain competencies of male and female leaders. They have cited training and professional development programs as being important in improving emotional intelligence in school leaders. The interventions of leadership development that are concentrated on self-awareness, stress management, and interpersonal skills have demonstrated a substantial modification in the level of EI of principals that positively influences the level of the teacher morale and school performance (Hueseler et al., 2013). These results emphasize the usefulness of EI evaluation and the development of specific professional training programs that alleviate the specified gaps. Lastly, studies have also attributed emotional intelligence to the greater organizational outcomes in schools. Principals who have high EI have been proposed to foster a climate of trust, collaboration and open-minded communication that enhance teacher engagement and student learning (Walter, Cole, and Humphrey, 2011). On the other hand, leaders who have low EI can hardly achieve a favorable school environment, which results in conflicts, staff demoralization, and poor instruction quality. The research of EI in primary school heads, thus, offers essential clues to the enhancement of the leadership, school climate, and performance. To summarize, the literature shows that emotional intelligence is a critical competence of school leaders that has an impact on teacher performance, school climate, and student achievement. Although its role is acknowledged, there exist only a few empirical studies that deal with primary school heads in Pakistan, which create a gap in the research. The evaluation of EI in this respect does not only help to add to the theoretical background but also provides the practical meaning to the professional development of leadership and policy formulation and educational enhancement of the primary schools.

Research Methodology

The research design used was quantitative descriptive research design to determine the level of emotional intelligence of primary school heads. The descriptive approach was deemed relevant because it allows the systematic study and the clear description of the present state of emotional intelligence among school leaders without controlling any of the variables. The patterns, trends as well as the differences that may exist among the target population especially in their gender can also be identified through this design. In this study, the whole population was represented by the heads of all primary schools in the District of Gujrat. The stratified random sampling has been used to make sure that there is a proportional representation in the schools and the main stratification factor was gender. The method enabled a significant comparison of the level of emotional intelligence between male and female heads and corrected the possibility of differences in school settings. The last sample was made up of 100 primary school heads (50 males and 50 females).

Instrumentation

The primary sources of data were the Primary School Heads Emotional Intelligence Scale (PSHEIS) which is a structured questionnaire used to measure the degree of emotional intelligence of the heads of primary schools in District Gujrat. Five major dimensions of emotional intelligence were used in the scale namely self-awareness, emotional regulation, self-motivation, empathy, and social dexterity. The respondents were asked to rate each item using a 5-point Likert scale with 1 (Strongly Disagree) to 5 (Strongly Agree) and higher scores reflect greater levels of emotional intelligence. The PSHEIS was based on the familiar emotional intelligence measures and adjusted to the specifics of a primary school leadership group to make it comprehensible, relevant, and acceptable by the target group.

Data Collection

Data used in this study was gathered upon consent of District Education office and the school authorities in question. The Primary School Heads Emotional Intelligence Scale (PSHEIS) was conducted face-to-face to the 100 chosen primary school heads (50 males and 50 females) of the selected sample. The participants received clear instructions and were assured anonymity and confidentiality. The respondents had time to fill the questionnaire and follow-ups were made to get a high rate of responses. Data collected were also remembered to be complete and accurate before being analyzed.

Data Analysis & Results

Table 1: Primary School Heads' Emotional Intelligence Level

Emotional Intelligence Factor	N	Mean	S.D.
Self-awareness	100	21.65	4.35
Managing emotions	100	21.72	4.30
Motivating Oneself	100	24.05	5.25
Empathy	100	22.80	4.90
Social Skill	100	23.95	4.85
Overall Emotional Intelligence	100	114.17	21.40

Table 1 shows the emotional intelligence score of 100 primary school heads. The outcomes reveal that the Self-awareness dimension recorded an average of 21.65 (SD = 4.35) which means that the awareness of leaders about their own emotions is moderate. Managing Emotions had a little higher score of 21.72 (SD = 4.30) indicating that the respondents were generally able to regulate their emotions. The largest mean was in Motivating Oneself (24.05, SD = 5.25) which reflects a strong ability to keep oneself motivated, goal-oriented and going through the difficulties. Empathy had a mean of 22.80 (SD = 4.90) which indicated good ability to sympathize and relate to feelings of others and Social Skill was 23.95 (SD = 4.85) which indicated ability to cope with relationships

and promote collaboration. The mean emotional intelligence result was 114.17 (SD = 21.40) indicating that primary school heads in this sample have an average-to-high emotional intelligence level, which is a core of an efficient leader and a supportive and positive school atmosphere.

Table 2: Male Primary School Heads' Emotional Intelligence Level

Emotional Intelligence Factor	N	Mean	S.D.
Self-awareness	50	21.12	4.60
Managing emotions	50	21.45	4.58
Motivating Oneself	50	24.40	5.75
Empathy	50	22.55	5.60
Social Skill	50	23.60	5.45
Overall Emotional Intelligence	50	113.12	23.50

The data in Table 2 show the levels of emotional intelligence of male primary school heads (N = 50). Self-awareness dimension had a mean of 21.12 (SD=4.60) which implies an average awareness with regard to their own emotions. Managing Emotions has an average of 21.45 (SD = 4.58), implying that the heads of the male gender tend to have more control over their emotions. Motivating Oneself (24.40, SD = 5.75) demonstrated the highest mean which is the demonstration of good skills to stay enthusiastic, goal-oriented, and be able to persist despite the difficulties. The score of empathy is 22.55 (SD = 5.60) and indicates that male heads are capable of recognizing and reacting to the feelings of others quite adequately. The mean of Social Skill was 23.60 (SD = 5.45) which shows that the participants possessed good interpersonal skills in their relationship management and enabling collaboration. The resultant overall emotional intelligence level of the male heads was 113.12 (SD = 23.50), implying that there is moderate or high level of emotional intelligence in the male head primary school leaders.

Table 3: Female Primary School Heads' Emotional Intelligence Level

Emotional Intelligence Factor	N	Mean	S.D.
Self-awareness	50	22.10	3.85
Managing emotions	50	21.85	3.85
Motivating Oneself	50	24.00	4.60
Empathy	50	22.95	4.20
Social Skill	50	24.35	4.15
Overall Emotional Intelligence	50	115.25	18.15

Table 3 shows the level of emotional intelligence of female heads of primary schools (N = 50). The mean of the Self-awareness dimension was 22.10 (SD = 3.85), which implies that female heads are a little more aware of their emotional state than their male counterparts. Managing Emotions demonstrated the mean of 21.85 (SD = 3.85) which implies the moderate level of the ability to effectively control emotional reactions. The score of Motivating Oneself was 24.00 (SD = 4.60), which represents the high ability to stay motivated, establish goals, and survive difficulties. The mean of empathy was 22.95 (SD= 4.20), which means that the respondent had a good grasp of the feeling and needs of others. The highest dimension was Social Skill with a mean of 24.35 (SD = 4.15) that demonstrated good interpersonal skills and relationship management skills. The women heads had an overall emotional intelligence of 115.25 (SD = 18.15), which indicates that female primary school leaders have moderate to high level of emotional intelligence with a slightly higher score than their male counterparts.

Table 4: Comparison of Male and Female Primary School Heads' Emotional Intelligence Level

Emotional Intelligence Factor	Gender	N	Mean	SD	t-value	df	p-value																																																								
Self-awareness	Male	50	21.12	4.60	-0.85	98	0.40																																																								
	Female	50	22.10	3.85				Managing emotions	Male	50	21.45	4.58	-0.55	98	0.58	Female	50	21.85	3.85	Motivating Oneself	Male	50	24.40	5.75	0.28	98	0.78	Female	50	24.00	4.60	Empathy	Male	50	22.55	5.60	-0.28	98	0.78	Female	50	22.95	4.20	Social Skill	Male	50	23.60	5.45	-0.21	98	0.83	Female	50	24.35	4.15	Overall Emotional Intelligence	Male	50	113.12	23.50	-0.33	98	0.74
Managing emotions	Male	50	21.45	4.58	-0.55	98	0.58																																																								
	Female	50	21.85	3.85				Motivating Oneself	Male	50	24.40	5.75	0.28	98	0.78	Female	50	24.00	4.60	Empathy	Male	50	22.55	5.60	-0.28	98	0.78	Female	50	22.95	4.20	Social Skill	Male	50	23.60	5.45	-0.21	98	0.83	Female	50	24.35	4.15	Overall Emotional Intelligence	Male	50	113.12	23.50	-0.33	98	0.74	Female	50	115.25	18.15								
Motivating Oneself	Male	50	24.40	5.75	0.28	98	0.78																																																								
	Female	50	24.00	4.60				Empathy	Male	50	22.55	5.60	-0.28	98	0.78	Female	50	22.95	4.20	Social Skill	Male	50	23.60	5.45	-0.21	98	0.83	Female	50	24.35	4.15	Overall Emotional Intelligence	Male	50	113.12	23.50	-0.33	98	0.74	Female	50	115.25	18.15																				
Empathy	Male	50	22.55	5.60	-0.28	98	0.78																																																								
	Female	50	22.95	4.20				Social Skill	Male	50	23.60	5.45	-0.21	98	0.83	Female	50	24.35	4.15	Overall Emotional Intelligence	Male	50	113.12	23.50	-0.33	98	0.74	Female	50	115.25	18.15																																
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Overall Emotional Intelligence	Male	50	113.12	23.50	-0.33	98	0.74																																																								
	Female	50	115.25	18.15																																																											

Table 4 shows the comparison of the level of emotional intelligence between male and female primary school heads (N = 50 subjects apiece) with an independent samples t -test. In the Self-awareness dimension, the mean of the male heads was 21.12 (SD = 4.60) and the mean of female heads was a bit higher (22.10, SD = 3.85). The difference was not much (t = -0.85, p = 0.40). In the case of Managing Emotions, the males were 21.45 (SD=4.58) vs. the females 21.85 (SD=3.85) and there was no significant difference (t= -0.55, p=.58). There was no significant difference of 0.28 (p = 0.78) between males (24.40 SD =5.75) and females (24.00 SD =4.60) in Motivating

Oneself. Means of the Empathy dimension was 22.55 (SD = 5.60) in males and 22.95 (SD = 4.20) in females ($t = -0.28, p = 0.78$) and Social Skill means were 23.60 (SD = 5.45) in males and 24.35 (SD = 4.15) in females ($t = -0.21, p = 0.83$). The total emotional intelligence scores were 113.12 (SD = 23.50) and 115.25 (SD = 18.15) among males and females respectively ($t = -0.33, p = 0.74$). These findings suggest that female heads scored slightly higher with most dimensions although there are no statistically significant differences between male and female primary school heads on any level of emotional intelligence at the 0.05 level.

Conclusions

The results of the research point to the conclusion that the heads of primary schools in the District Gujrat have a moderate to high level of emotional intelligence. Motivating Oneself was the highest rated out of five dimensions indicating that school leaders have the potential to remain enthusiastic, goal-driven and resilient in the face of adversities. Social Skills and Empathy were also high as they are able to deal with relationships, communicate effectively and to know how other people feel. Self-awareness and Managing Emotions were slightly decreased but still reflect a rather competent level of emotional intelligence. The comparisons in terms of gender showed that female heads out graded a little higher than male heads in the majority of the dimensions, especially in Self-awareness, Empathy, and Social Skills. The results of the independent samples t-test however indicated that these differences were not statistically significant hence showing that male and female head of primary schools have similar emotional intelligence levels. As a whole, it is clear that the study highlights the fact that emotional intelligence is an important quality of an effective school leader. Primary school heads are shown to be able to comprehend, manage and apply emotions to create a favorable school atmosphere. The results also imply that a professional development program or interventions might be directed at the improvement of self-understanding and emotional regulation as the means of strengthening the leadership performance.

Discussion

The current research analyzed the emotional intelligence of primary school heads in District Gujrat and discussed the possible differences in gender basis. The findings showed that the first school heads were in the moderate-to-high range of emotional intelligence with the greatest results in Motivating Oneself, then Social Skills and Empathy. These results are consistent with the existing studies that indicate that school leaders tend to exhibit excellent motivation abilities and interpersonal skills, which are essential in facilitating effective leadership and a favorable school climate (Goleman, 1998; Mayer, Salovey and Caruso, 2004). The skill of self-motivation, comprehending and managing others and establishing productive relationships helps in making decisions and solving conflicts, as well as managing the staff in a school, and this is where emotional intelligence is of paramount importance to school administration (Cherniss, 2010). Self-awareness and Managing Emotions dimensions showed lower scores compared to the others, which is an indication that heads are mostly aware and are able to manage their emotions, although it can be improved. This agrees with other studies which have also shown that even experienced school leaders can also have difficulties in always controlling their own emotions when stressed or when they are dealing with complex interpersonal interactions (Brackett et al., 2010). Leadership can also be effectively enhanced with the help of specific professional growth to improve self-awareness and emotional regulation, since emotionally competent leaders will be in a better position to facilitate proper behaviors, teacher well-being, and foster a positive learning environment (Boyatzis, 1991).

When gender differences were considered, primary school heads (female) were a little higher than males in most of the dimensions though the results of independent samples t-tests showed that those differences were not found to be significant. This observation indicates that male and female heads in this regard exhibit the same degree of emotional intelligence, which implies that they portray the same leadership potential in terms of gender. The findings are in line with previous studies that have established insignificant gender variations in general emotional intelligence in school leaders, though, women in some cases can have a higher score on interpersonal and empathy-based scales (Mayer et al., 2004). This brings out that, gender is not much of an issue regarding the emotional intelligence in school leadership, but more of a manifestation of the experience of working as a school leader, training, and development.

On the whole, the paper highlights the relevance of emotional intelligence in the leadership of primary schools. High emotional intelligence leaders have the ability to positively impact school climate, teacher motivation and student outcomes (Gómez-Leal et al., 2022). The results highlight the importance of specific interventions and specific professional development programmes to enhance emotional competencies and, within this case study, improving the areas of self-awareness and emotion regulation to improve the effectiveness of leadership in the primary education setting.

Recommendations

Based on the results of this study, primary school heads are advised to take part in professional development programs based on improving emotional intelligence, especially in self-awareness and emotional regulation areas, to make their leadership more effective. Training workshops and mentoring opportunities ought to be offered in schools and education authorities, which will promote reflective practices, stress management and development of interpersonal skills. Also, the emotional intelligence assessment tool can be included in the regular performance assessment to define the strong and weak aspects in order to have focused interventions. Lastly, both male and female leaders can use their emotional competencies, which can be enhanced by fostering a friendly school culture that embraces empathy, collaboration, and efficient communication to foster teacher motivation, student results and school performance.

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