

## Determining Emotional Intelligence of Secondary School Principals

Rakhshan Raheem<sup>\*</sup>, Sidra Rizwan<sup>†</sup>, Naveed Sultana<sup>‡</sup>

### Abstract

*This study examines emotional intelligence (EI) among Rawalpindi and Islamabad secondary school principals, examining potential variations based on demographics and the relationship between EI and leadership effectiveness. The study aimed to assess the conceptualization and perception of emotional intelligence among secondary school administrators using the modified Bar-On Emotional Quotient Inventory, focusing on intrapersonal, interpersonal, adaptability, stress management, and general mood. An adapted survey questionnaire was administered to collect quantitative data from 101 principals of the secondary school of Rawalpindi & Islamabad out of 467 secondary schools' Principals. The study surveyed 101 male female principals of Rawalpindi and Islamabad of urban and rural secondary schools using a contextualized survey questionnaire, focusing on their emotional intelligence, by using a proportionate stratified random selection technique. The study categorized emotional intelligence levels into high, medium, and low using its five constructs. A cross-sectional survey research approach was used to evaluate secondary school principals' emotional intelligence. Results showed poor scores on intrapersonal and flexibility, while interpersonal relationships, stress management, and general mood of emotional intelligence were more effective. The emotional intelligence of the principals may be enhanced by focusing on all its five constructs in pre-service and in-service training programs.*

**Keywords:** emotional intelligence, educational leadership, secondary school principals, Rawalpindi, Islamabad, leadership effectiveness.

### Introduction

A school principal's role extends beyond administrative duties to influencing a school's culture, environment, and educational outcomes. Emotional intelligence (EI) is crucial for effective leadership, as it involves understanding, controlling, and using emotions to affect relationships, judgment, and well-being, especially for secondary school principals. Secondary school principals manage instructional leadership, administrative responsibilities, and promoting a positive learning environment, balancing stakeholder expectations, fostering a healthy atmosphere, and influencing academic performance. This study explores the emotional intelligence of secondary school principals, by examining their roles, experiences, and leadership styles. It

---

\* PhD, Scholar, Secondary Teacher Education Department, Allama Iqbal Open University, Islamabad, Pakistan. [rakhshanraheem89@gmail.com](mailto:rakhshanraheem89@gmail.com)

† Assistant Professor, Secondary Teacher Education Department, Allama Iqbal Open University, Islamabad, Pakistan. [sidra.rizwan@aiou.edu.pk](mailto:sidra.rizwan@aiou.edu.pk)

‡ Associate Professor/Chairperson Secondary Teacher Education Department, Allama Iqbal Open University, Islamabad, Pakistan  
[naveed.sultana@aiou.edu.pk](mailto:naveed.sultana@aiou.edu.pk)

seeks to understand the relationship between emotional intelligence and leadership effectiveness, focusing on its impact on learning environments and the overall wellbeing of the subordinates. It examines emotional intelligence of secondary school principals in Rawalpindi and Islamabad regions, aiming to guide educational policy, leadership development programs, and to develop compassionate leaders, ultimately improving their emotional intelligence and fostering a thriving educational ecosystem. Principals of secondary schools must have a thorough understanding of emotional intelligence in order to effectively lead educational institutions. Effective leadership now heavily relies on emotional intelligence, which includes self-awareness, self-control, social awareness, and relationship management. The school principal's effective administration relies on their intelligence, situational, and transformational skills. Their manner and style set the tone, affecting employees' attitudes. Their role as the head of the educational establishment involves creating an efficient environment with efficient routines, sovereignty, and social interaction. Their leadership skills are essential for effective performance of teachers and the institution. School principals can foster a learning environment where individuals and organizations can simultaneously learn by prioritizing the learning process and encouraging others to seize opportunities. Pakistani school administrators face challenges in organizational procedures and lack specialized job-related training, limiting their ability to improve educational quality. Research by Khan (2015) suggests that they lack a general understanding of their responsibilities due to their extensive teaching experience. One head teacher believes they can handle their responsibilities without any of further training, following their ancestors' lead.

### *Background and Context of Emotional Intelligence*

Darwin highlighted the necessity of expressing one's emotions in order to survive. Researchers started to understand the significance of non-cognitive factors for intelligence in the 20th century. Darwin et, al (1998) Thorndike, (1920) proposed various levels of intelligence and introduced the term "social intelligence" in reference to interpersonal relationships. Wechsler, (1940) emphasized the term as emotional intelligence. Further the term "emotional intelligence" was more emphasized by Leuner, (1964) & Gardner, (1966). The term "EQ" was first used by Beasley, (1966) in his essay "Emotional i." Later on emotional intelligence (EI), a psychology concept introduced in the 1990s, which goes beyond cognitive intelligence, focusing on detecting, understanding, controlling, and utilizing one's own and others' emotions in various contexts. In *Frames of Mind: The Theory of Multiple Intelligences*, published by Gardner, (1983), proposed the concept of multiple, interpersonal, and intrapersonal intelligences. Payne, (1985)

used the phrase in his PhD thesis, *A Study of Emotion: Developing Emotional Intelligence*.

Emotional intelligence, defined by psychologists Mayer & Salovey, (1990) involves monitoring emotions, discriminating between emotions, labeling them appropriately, and using emotional information to guide thinking and behavior. It gained popularity with Goleman's book and Bar-On's 1996 test, which covers five domains. In the most general sense, emotional intelligence (EI) refers to the ability to recognize and regulate emotions in ourselves and in others. (Daniel Goleman 2002)

### **Models of Emotional Intelligence**

#### **1. *Salovey and Mayer's model:***

The Salovey and Mayer Model is one of the earliest and most fundamental theories of emotional intelligence. It was developed by Salovey & Mayer (1990). Perceiving emotions, employing emotions to help with thought, understanding emotions, and controlling emotions are its four branches. These sections cover abilities to comprehend complicated emotions, recognize emotions in oneself and others, integrate emotions into thought processes, and effectively regulate emotions.

#### **2. *Goleman's Mixed Model:***

Goleman's Mixed Model: In his book "Emotional Intelligence," Goleman developed a model that built on the findings of Salovey and Mayer. Self-awareness, self-regulation, motivation, empathy, and social skills are the five elements of Goleman's approach. This paradigm places a strong emphasis on both personal (self-awareness and self-regulation) and social (empathy and social skills) qualities that support emotional and social competence.

#### **3. *Bar-On's Model***

Bar-On's Model The "Emotional Quotient Inventory (EQ-i)" model was created by Bar-On. Intrapersonal, interpersonal, stress management, adaptation, and general mood are the five key domains that it covers. The Bar-On model emphasizes flexibility and stress control as essential elements of emotional intelligence.

#### **4. *Mayer And Salovey's Ability Model:***

Mayer and Salovey's Ability Model is an ability-based framework that emphasizes emotional intelligence, focusing on cognitive abilities for perceiving, using, comprehending, and managing emotions, evaluated through performance-based tests. Each capacity in Mayer and Salovey's approach is assessed using certain activities (Brackett and Mayer 2003). The ability-based IQ assessments serve as

the basis for the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

**5. Petrides and Furnham's Trait Model**

Petrides and Furnham's Trait Model: According to this model developed by Petrides and Furnham, emotional intelligence can be viewed as a collection of personality traits that are emotionally receptive. The model takes into account elements like emotional perception, emotional expression, emotional justification, emotional comprehension, and emotional control.

**6. Genos Emotional Intelligence Model**

The Genos approach focuses on actions that are emotionally intelligent at work. The six fundamental competences it specifies are emotional self-awareness, emotional expression, emotional awareness of others, emotional reasoning, emotional self-management, and emotional management of others.

**7. Multi-Component Model by Grewal And Salovey**

Grewal and Salovey's Multi-Component Model including four elements—perception of emotions, supporting thinking, comprehending emotions, and controlling emotions—this model broadens the conventional notion of emotional intelligence. It incorporates concepts from both cognitive psychology and the role of emotions in judgment.

These theories each provide a distinctive viewpoint on emotional intelligence by highlighting various facets. The particular study or application situation frequently affects the model choice. To better understand emotional intelligence and how it affects all aspects of life, researchers and practitioners are still exploring and improving these models.

*The Extensive Definition of Emotional Social Intelligence in the Bar-On Model*

Emotional intelligence, defined by Bar-On, 2000, is a combination of emotional, personal, and social abilities that determine an individual's ability to cope with daily demands and problems. It is a personal trait that impacts work environment fit and has potential for employee behavior prediction.

The Bar-On model defines emotional-social intelligence as a set of interrelated competencies, skills, and behaviors affecting self-understanding, interpersonal relationships, and daily challenges. It includes 15 factors validated through factor analyses in the Bar-On psychometric measure.

According to the Bar-On model, optimal emotional and social intelligence involves effectively understanding and expressing oneself,

understanding and relating well with social partners, and successfully navigating daily challenges and pressures (Bar-On, 2006).

- (i) The capacity to comprehend emotions and to communicate our sentiments and our true selves;
- (ii) The capacity for empathy and interpersonal communication;
- (iii) The capacity to control and manage our emotions such that they serve us rather than going against us;
- (iv) The capacity to deal with change and find solutions to both intrapersonal and interpersonal issues
- v) The capacity for creating a positive attitude and having self-motivation. Each of these five meta-factorial components, or factorial clusters, of emotional intelligence (EI), according to the Bar-On model, consists of a variety of closely connected talents, skills, and behaviors, totaling 15 elements.

Bar - On, (2000) defined emotional intelligence as “a variety of emotional, personal and social abilities that determine how well an individual can effectively cope with daily demands and problems”. According to Bar-On “Emotional social intelligence refers to a variety of related emotional and social competences, skills and behaviors that have an impact on how well we comprehend and express ourselves, understand others and relate to them, and also how well we manage daily demands, pressures, and obstacles.” Bar-On identified 15 factors, including self-esteem, emotional self-awareness, emotional self-expression, assertiveness, individuality, empathy, social responsibility, interpersonal relationships, stress tolerance, impulse control, reality testing, flexibility, problem-solving, self-actualization, optimism, and happiness. All of these abilities play a crucial and highly successful part in the leadership style used to run the educational institution. All of these abilities are genuinely helpful for school principals in carrying out their duties in the most effective and necessary ways.

Bar-On's basic framework for assessing the emotional quotient of leaders was divided into five categories for this study: intrapersonal, interpersonal, stress management, flexibility, and happiness.

#### *Social Emotional Intelligence*

The literature suggests that emotional-social intelligence, a combination of intrapersonal and interpersonal skills, abilities, and facilitators, is a more accurate term than "emotional intelligence" or "social intelligence," as it combines the emotional and social aspects of effective human behavior. The basic constituents of this construct are as follows

#### A) *Self-Regard*

Self-Regard is a crucial EI component that involves recognizing, understanding, and accepting oneself objectively. Recognizing achievements improves confidence, and training indirectly increases self-regard by setting challenging goals and focusing on strengths for improvement.

(B) *Emotional Self-Awareness*

Emotional Intelligence (EI) is the ability to recognize, categorize, and understand our emotions. It promotes a conducive environment for discussion, sharing ideas, and fostering strong feelings and convictions through positive strategies and worthwhile activities.

C) *Self Expression*

Emotional intelligence involves self-expression of emotions and assertiveness, which is crucial for maintaining motivation, coping, and achieving goals through effective communication and a positive outlook.

(D) *Individuality*

One's capacity for emotional independence from other people is described as this EI component. This is the capacity for independent thought and behavior.

(E) *Empathy*

Emotional intelligence (EI) is the ability to recognize and understand others' feelings, a crucial skill for empathy, requiring the ability to "emotionally read" or detect emotional signs.

(F) *Social Responsibility*

This component involves positive interaction, identification with social groups, and creating goals to enhance group performance in various settings.

2) *Interpersonal Relationship*

The EI component pertains to our ability to establish and sustain mutually beneficial relationships and successfully interact with others.

A) *Stress Tolerance*

This core characteristic of emotional intelligence (EI) is our capacity to regulate our emotions in a healthy and beneficial manner. It is a little low.

(B) *Impulse Control*

Emotional intelligence is crucial for maintaining control over emotions, ensuring decisions and actions are made with the right thought, preventing overreaction or impatience in others.

*(C) Reality-Testing*

The EI component assesses our ability to objectively validate our thoughts and feelings, demonstrating a realistic, grounded, and "tuned in" attitude towards the external environment.

*(D) Flexibility*

This quality involves adapting our thoughts, feelings, and actions to new situations, requiring dependability and consistency. It emphasizes the importance of effective change processes, group brainstorming, and recognizing change as an opportunity for growth. Proper training and application of prior knowledge are crucial for successful implementation.

*(E) Problem Solving*

EI traits influence interpersonal and personal concerns management. Effective problem-solving involves dialogue, observation, brainstorming, and decision-making. Positive criticism and analysis of alternatives enhances problem-solving methods.

*(F) Self-Actualization*

This section emphasizes the importance of setting personal goals to reach maximum potential, ideally measurable, and tailored to individual needs. It also suggests developing intermediate goals for long-term goals and regularly assessing goals and aspirations for improvement.

*(G) Optimism*

EI trait involves minimizing negative thoughts, maintaining a positive attitude, modifying goals, creating solutions, encouraging constructive criticism, and developing strategies to reduce pessimism and change the status quo.

*(H) Happiness*

Happiness is about being content with oneself and others, recognizing accomplishments, balancing work and life obligations, planning enjoyable activities, and adjusting goals based on current circumstances.

**Age and Gender's Effects on the Bar-On Model**

The Bar-On model, a foundation for the EQ-i, evaluates various aspects of the construct. Results show that older groups outperform younger ones on most EQ-i scales, with respondents scoring highest in their late 40s. Age-related increases in children's emotional-social intelligence are also observed. The Bar-On model, a foundation

for the EQ-i, indicates that older individuals outperform younger ones, with late 40s being the highest scoring age group. The Bar-On model reveals that males have superior intrapersonal capacity, emotional management, and interpersonal skills, while women are more socially responsible, empathetic, and emotionally conscious, while males are more self-esteemed, adaptable, and optimistic. Gender trends in EQ-i studies show men more frequently diagnosed with psychopathic illnesses due to interpersonal issues, while women are more likely to experience anxiety-related disorders due to lower stress tolerance.

The model demonstrates that men are better at controlling their emotions than women, who are more aware of their own sentiments, and that older people are more emotionally sophisticated than younger people when compared. After summarizing the entire discussion and the results of the studies, this conclusion is drawn.

### **A Variety of Elements of Human Performance are Predicted by the Bar-On Model of Social Emotional Intelligence**

Various studies in the Journal of Personality and Social Psychology found that the Bar-On model, with an average predictive validity coefficient of .59, accurately predicts various aspects of human performance.

### **The Bar-On Model's Relationship with Physical Health**

The study by Krivoy et al. (2000) found significant differences in emotional social intelligence (ESI) between adolescent cancer survivors and adolescents from the normative population. Optimism was the most powerful EQ-i subscale, facilitating emotional and socially intelligent behavior. Bar's study found a positive correlation between EQ-i and physical health.

A study comparing EQ-i scores of 418 psychiatric patients in Argentina, Israel, South Africa, and the US found significant differences in overall ESI and clinical samples compared to control groups. A study on 2,514 Israeli Defense Forces male recruits found a low-moderate but significant relationship between ESI and physical health.

Studies show that ESI competencies, such as controlling emotions, achieving personal goals, and verifying feelings, significantly impact psychological health. Self-awareness, emotion regulation, stress management, problem-solving, and optimism are also related to physical health. These findings suggest that social emotional intelligence has a strong correlation with physical health. All this literature supports the notion that EI creates such environment around the person or within organization that it helps to maintain his/her physical health up to the mark.



### **The Connection between Psychological Wellness and the Bar-On Model**

A study involving 2,514 males who completed the EQ-I before joining the Israeli Defense Forces found a moderate yet significant relationship between ESI and psychological health. Deficits in these competencies can lead to anxiety, depression, and difficulties with reality testing. Due to the most positive aspect of optimism happiness and communication its impact on the working environment and related to all workers within that environment is always pleasant and positive which indirectly relate with psychological wellness.

### **The Bar-On Model's Relationship with Social Interaction**

The Bar-On model highlights the significant impact of Emotional Social Intelligence (ESI) on social interaction, predicting interpersonal relationships, as demonstrated in a study conducted in North America. Emotional intelligence, according to Bar-On and Parker (2000), is a diverse set of interconnected emotional, social, and personal skills that has an impact on our ability to effectively and actively manage demands and stresses. Additionally, the ability to understand the feelings, intentions, and behaviors of others is linked to interpersonal intelligence. The ability to effectively communicate with staff members and teachers will help the principal promote teamwork, which is ultimately the result of effective communication. This interpersonal skill results in the development of solid and excellent social relationships. Additionally, it helps the institution's head in developing empathy for the staff members and colleagues who work under his leadership there. Bar - On, emotional and social intelligence is consisted of emotional and social skills, talents and facilitators.

### **The Bar-On Model's Relationship with Performance at School**

Four studies in South Africa, the United States, and Canada found a strong association between Emotional Social Intelligence (ESI) and academic performance. James Parker's (2004) study on 667 Canadian high school students found a strong correlation between EI and academic performance. Ali, Garner, and Magadley (2015) found a strong relationship between EI and police performance, suggesting that applying EI management guidelines can improve performance and employee well-being. Fernandez Aaroz's (2001) study in Latin America found that successful CEOs had high levels of EI, followed by relevant experience and IQ. Improves the working environment, regulate the working relations by improving the connections and communications within the persons of the organization through them performance is directly improved.

### **The Relationship between the Bar-On Model and Self-Actualization**

Actualization is the realization of one's potential talents, capacities, and abilities. It requires a deep sense of self-awareness, motivation, problem-solving, and optimism. ESI influences learning more than cognitive intelligence, allowing individuals to achieve goals and reach their full potential. A high EQ does not guarantee reaching one's full potential, but a high IQ does. A similar model emerged in all studies on ESI's ability to predict self-actualization. Self-actualization is a continuous journey of self-discovery, personal development, and pursuing one's unique potential. Emotional intelligence, which involves understanding and managing emotions, enhances interpersonal skills and well-being, while self-actualization focuses on fulfilling basic needs.

### **The Relationship Between the Bar-On Model and Subjective Well-Being**

A study by Bar-On (2005) found that emotional intelligence (ESI) influences subjective well-being, focusing on satisfaction with physical health, self-identity, interpersonal relationships, and occupation. The study found that ESI is highly correlated with wellbeing, with competencies such as understanding and accepting emotions, striving for personal goals, and validating feelings contributing most to well-being. Lopes et al. (2006) identified the concept of emotional fight-or-flight and its role in communication and behavior. By improving emotional control, resiliency, interpersonal interactions, communication, self-awareness, and general life satisfaction, emotional intelligence favorably impacts wellbeing. One's mental, emotional, and physical health can benefit from developing and honing emotional intelligence skills.

### **Emotional Intelligence in Different Domains & in Education**

Emotional intelligence in education impacts learning outcomes, classroom dynamics, and well-being. Research by Goleman et al. (2008) and Brackett et al. (2012) highlights its benefits, including enhanced social-emotional skills and improved academic performance. The idea became popular practically due to its benefits in a variety of domains, including leadership; the workplace, and interpersonal relationships, emotional intelligence has gained relevance recently (Sosik & Megerian, 1999).

As a result, researchers and psychologists have begun to focus on non-intellectual qualities such as intrapersonal and interpersonal intelligence. The term "emotional intelligence" was first used in by Mayer & Salovey, (1990). "The subset of social intelligence that involves the ability to monitor one's own and other people's feelings and

emotions, to discriminate among them, and to use this information to guide one's own thinking and actions," is the way they described the idea of emotional intelligence.(p,189) Mayer and Salovey (1997) continued by pointing out the direct and strong correlation between emotional intelligence and social skills, which are important for cooperation and enhanced collaboration among organization personnel.

In recent years, the phrase "emotional intelligence" has gradually gained popularity, especially in the fields of business, education, and other aspects of daily life (Pellitteri, 2002). The book "Why it can matter more than IQ" by Daniel Goleman on emotional intelligence helped the theory gain favor over time. Emotions' significance in a person's personal and professional life is more significant than other actual indicators of brain intelligence.

Goleman (1998) asserts that emotionally intelligent people are more likely to express their thoughts, intentions, and goals in persuasive and assertive ways, which helps others, feel more at ease at work and simplifies the situation for everyone. Researchers (Derek, 2009; Robinson, Lloyd & Rowe, 2008) have found that school leaders are crucial to the effective adoption of educational innovations. According to Jorfi et al. (2012), emotional intelligence is the foundation and driving force of a successful life. The ability to perceive the subtleties of dynamic situations and produce positive results under pressure may be enhanced in leaders with high emotional intelligence (Dearborn, 2002). Emotionally intelligent individuals express thoughts and intentions persuasively, simplifying situations. School leaders with high emotional intelligence are crucial for successful life, as they can perceive dynamic situations and produce positive results under pressure.

Later, Shutte (2013) expanded on the idea of emotional intelligence as a construct with related abilities and adaptive functioning. Getting trained might aid in emotional IQ development. It has advantageous psychological and physiological advantages in addition to quick and efficient communication that results in favorable interpersonal relationships.

Furthermore in case of educational context the emotional intelligence of the principals guides them to care for the welfare of their teachers, who in turn lead to better physical health, efficient functioning in the classroom, and a safe atmosphere. As a result, the organization meets its goals for the institution and students on a high level.

So training can enhance emotional intelligence, leading to psychological and physiological benefits, efficient communication, and positive interpersonal relationships. Principals' emotional intelligence in education ensures teacher welfare, improved physical health, and a safe environment.

Emotional intelligence has a considerable impact on employees' behavior at work, according to a study by Rashma et al. (2017). It

is a crucial component of human resource management to include strategies that have an impact on staff collaboration, which has the fundamental goal of teamwork, as well as in resolving conflicts. The need for developing and instilling emotional intelligence in head teachers, according to Riaz (2017), is a result of the world's rapid change. Educational institutions in Pakistan have a critical need for academic leadership. In this study, it is also advised that there be a robust network of schools where head teachers cooperate with one another. They may quickly exchange ideas and best practices, learn how to transform the institution for the better, and benefit from one another's experiences. Focus on teaching and learning as well as staff professional development are areas that the current educational system lacks.

According to Arora, (2017), emotional intelligence improves a leader's self-awareness, self-control, motivation, empathetic abilities, and social skills. It helps the institute's leader develop as an effective leader. The study also found that those with high levels of emotional intelligence function more intelligently. One can develop emotional intelligence, which will enable them to properly regulate their own emotions as well as those of others. So emotional intelligence significantly impacts employees' behavior at work and is crucial for human resource management. It is essential for head teachers in educational institutions like Pakistan, where academic leadership is needed. A robust network of schools can facilitate idea exchange and transform institutions. Emotional intelligence also improves leaders' self-awareness, self-control, motivation, empathy, and social skills, enabling them to function more intelligently. Developing emotional intelligence helps regulate one's own and others' emotions, enhancing overall performance.

Tariq (2018) emphasizes the importance of emotional intelligence in various occupational settings, recommending further research to identify additional constructs essential for job performance and appropriate measures to gauge their efficacy.

Mei et al.'s 2018 study underscored the importance of emotional intelligence in leadership, highlighting its role in promoting change in schools, leading to reshaped behavioral and environmental changes. So the both studies emphasize and highlight the significance of emotional intelligence in occupational settings and leadership, recommending further research for its efficacy.

Nasreen's (2018) research suggests that high emotional intelligence can handle work-related stress effectively, while Siddiqui (2018) emphasizes its importance for workers' performance. Tauri (2018) recommends incorporating socio-emotional intelligence methods into teaching to achieve organizational goals.

Mio et al.'s 2017 meta-analysis highlights emotional intelligence as a key factor in determining work attitude within an organization, fostering positive psychology and dedication to delivering the best work, and ensuring strong personality qualities and teamwork.

Walter et al. (2011), emphasized that to achieve the desired satisfactory output or performance and productive human resource for an organization by integrating emotional intelligence into the workplace through the strategy of employee education, necessary practices, training, as well as updating activities in this area. Resultantly the organization will move towards standardized performance. As a result of this since it will promote emotional awareness, workplace emotional balance, and mindful measures to prevent emotional fatigue. Jimenez et al.'s findings from 2021 claim that emotional intelligence is a crucial component of successful functioning and leadership conduct. Emotional intelligence is a key organizational dimension from the perspectives of both leaders and employees, according to Dirgas et al. (2019). This affects how well each worker performs and promotes a supportive workplace environment that fosters collaboration and strong interpersonal bonds. It makes the leader sound vehement. The value of emotional intelligence in the workplace is further discussed by Bali (2019), who claims that it promotes more coordination and teamwork as well as enables the educational management to accurately assess the performance of his employees. A similar-year study by Bibi et al. (2019) discovered a strong connection between emotional intelligence and the three components of burnout.

Sfectcu (2020) and Turi, et al. (2020) highlight the importance of emotions in human life and the workplace, recommending proper contextualization and integrating emotional intelligence into curricular practices, daily activities, and cultural practices for academic success. Cole's 2021 study highlights the importance of emotional intelligence in Nigerian business structures, suggesting that staff members should utilize job-related improvements to enhance their EQ capabilities and manage workplace stress effectively. A study by Bonazza et al. (2021) found that healthcare leadership programs should emphasize emotional intelligence (EI) and teamwork to improve leadership proficiency. Apar et al. (2022) found a strong correlation between EI and stress management, with components like self-awareness, motivation, and empathy. Lima et al. (2022) suggest that effective communication within an organization enhances emotional intelligence and performance quality, as it influences individuals' interactions with managers and coworkers.

Principals with more experience are needed in Pakistan's educational institutions to manage their jobs. However, seniority-based selection criteria undervalue intellectual endeavors and teacher collaboration. Performance concerns emerge from this lack of attention on

content-rich activities, student-friendly environments, and professional learning. Memon (2013) claims that "the majority of school heads in Pakistan are developed through an apprenticeship model and seemed to be more task-oriented than leadership-oriented" (p. 29). He continued by explaining that they want to be involved in managerial tasks despite their limited ability to make wise choices in demanding circumstances while learning and managing. Since emotional intelligence is essential for effective leadership, school principals must have outstanding intelligence to govern and oversee educational institutions. Pakistan's administration and management are undervalued, leading to low-quality education. Poor governance is a major contributor. Emotional intelligence is crucial for effective management. School administrators face challenges due to organizational techniques. Professional training and revised job descriptions are recommended for principals.

### **Rationale of the Study**

Educational leadership significantly impacts classroom performance, with principals playing a crucial role. Emotional intelligence is essential for effective leadership, as it influences classroom atmosphere, teacher motivation, and student performance. Assessing school principals' emotional intelligence can guide professional development programs, identifying strengths and areas for improvement, benefiting the entire educational system. Emotional intelligence significantly impacts interpersonal relationships, communication, and conflict resolution, enabling principals to foster positive school climates, enhancing teacher job satisfaction and student engagement. The study identifies emotional intelligence levels of secondary school principals in Pakistan, thereby aiding in succession planning and leadership development within the education sector, contributing to global knowledge and providing region-specific insights. This study highlights the crucial role of secondary school principals in Pakistan's education system and their potential influence on emotional intelligence, aiming to improve leadership practices and educational outcomes.

Leadership development is prioritized in educational reforms, with school administrators now focusing on academic duties. However, in developing nations like Pakistan, direct induction based on academic qualifications or seniority order lacks job-related training. Emotional intelligence is essential for effective management, and assessment of this is crucial for new teaching faculty. This study will help future leaders and educational policymakers develop effective hiring strategies.

### **Objectives & Research Questions**

The main objective of the study was to

1. To identify the levels of emotional intelligence of secondary school principals.
2. To assess the first construct of Intrapersonal, level of recognition, understanding and expression of emotions and feelings of secondary school principals were to be checked.
3. To assess the interpersonal skill of the principals, the level of understanding feelings of others and relating with them of secondary school principals were to be examined.
4. To assess the third construct adaptability, it was assessed that how principals of the secondary schools adapt, manage change and solve problems of personal and interpersonal nature.
5. To assess the fourth construct the stress management, it was to be assessing that how secondary schools Principals manage and control emotions.
6. To assess the fifth construct general mood the level of ability to generate positive effect and be self- motivated by secondary school principals was to be checked.

### **Methodology**

The study used a cross sectional survey research approach and was quantitative in nature. Bar On's emotional quotient inventory (EQ i), which measures emotional intelligence in connection to a wide range of contexts, including those in education, medicine, and numerous research settings, was used to collect data on the emotional intelligence of school principals in 1997. Additionally, it calculates EI for a range of age groups. The emotional social intelligence (ESI) Bar-On paradigm is operationalized through the EQ-i. The researcher modified the EQ-i, which uses a 5-point self-rating scale with 133 items that are brief sentences.

### *Population*

All secondary school principals of Rawalpindi & Islamabad including (male and female) from the public sector schools will constitute the population of this study. There are total of 97 (45 male & 55 female) Principals of Secondary schools of Islamabad and 370(195 male & 175 female) secondary school principals from Rawalpindi. Total no of Principals selected in sample was 101, 21 from Islamabad out of which there were ( 10 male & 11 female) These male and female are further divided area wise on the basis of rural and urban . Whereas from Rawalpindi total no of principals are 80 (42 male & 38 female) are included in the sample. Principals were selected according to proportionate sampling technique and total of 101 Principals 52 male and 49 female were selected from rural and urban areas of Rawalpindi & Islamabad. From 52 Male there were 30 male principals from rural

area whereas 13 males were from Urban. From 49 female Principals there were 31 from rural and 18 from urban area.

*Instrument*

To measure Emotional intelligence of secondary school Principals Bar-On Emotional Quotient Inventory (1996) was adapted and contextualized. This inventory was developed by the Bar On to identify emotional intelligence in different settings, which includes education, medicine; forces etc. Basic five measuring parameters of this tool are Intrapersonal, Interpersonal, Adaptability, Stress Management, and General Mood. These five parameters are further divided into 15 subscales like intrapersonal has Self- regard, emotional self-awareness, assertiveness, independence, and self-actualization, and self-expression. The second construct interpersonal has the traits of empathy, social responsibility, and interpersonal relationships have the traits of empathy, social responsibility and interpersonal relationships. The third construct which is adaptability consists of reality testing, flexibility, and problem-solving. Stress management has stress tolerance and impulse control. Whereas the general mood contains optimism and happiness or well-being. This is a valid & reliable tool based on Cronbach's alpha coefficient ranges from (.69 to.86).

Its items are responded by the respondents by rating on a five-point Likert type scale. This instrument was contextualized and its validity and reliability were then counter checked and verified which was .984 it was also checked construct wise and for intrapersonal with 16 items it was .607, Interpersonal with 17 items .824, Adaptability with 14 items it was .889 Stress management with 10 items .884 and General mood with 6 items its coefficient value is .575 It was consisted of 64 items. Pilot testing was also made to validate the adapted and contextualized Questionnaire. 30 school Principals from public sector other than sample were taken for the pilot testing.

*Secondary School Principals (SSPS)*

101 SSPs were selected to collect data about their emotional intelligence level. Description of other characteristics of SSPs is:-

*Demographics*

Following is the table which displays the overall demographics of secondary school principals (SSPs) by geography and gender.

**Table 1**  
*Frequencies and Percentages for the General Demographic Profile of the Respondents (SSPS, N=101)*

Location	Gender		G. Total
	Male	Female	



Islamabad	f	L (%)	G (%)	f	L (%)	G (%)	f	%
Urban	13	42	25	18	58	37	31	31
Rural	39	56	75	31	44	63	70	69
G. Total	F	52		49			101	
Gender	%	51	100	49		100		100

*n*: Sample size; *f*: frequency; *G*: Gender; *L*: Location; *G. Total* = Grand Total

Table 1 shows that the sample of SSPs (n=101) consists of 51% males and 49% females. Location-wise analysis of sample indicates that 69% SSPs were selected from rural areas including 56% male and 44% female principals whereas 31% were from urban areas comprising 42% male and 58% female principals.

### Results and Findings

The total EQ score or the five scale scores typically are used in the analysis. Average to above average scores indicate an emotionally intelligent, emotionally healthy individual. The higher the score, the more positive is the prediction for overall emotional intelligence.

#### Level Wise Five Traits of Emotional Intelligence of SSPs

The quantification of emotional intelligence of the SSPs was done on the basis of respondent's scores in all the five traits on a 5-point Likert scale. The questionnaires consisted of 64 items distributed between five traits of emotional intelligence. Quantification was done on the basis of minimum and maximum score obtained regarding each trait. The level-wise detail of the scores obtained in each trait of emotional intelligence is presented in table 2

**Table 2**

*Level Wise Five Traits of Emotional Intelligence of SSPs*

Traits	Intrapersonal		Interpersonal		Adaptability		Stress Management		General Mood		Total 64 (199-313)			
Items	(1-16)		(17-33)		(34-47)		(48-57)		(58-64)					
Range	(51-77)		(52-85)		(39-70)		(20-50)		(20-35)					
Groups	F	%	F	%	f	%	f	%	F	%	f	%		
Low	51-63	35 34.7	52-71	37 36.5	39-56	37	36.6	20-36	34	33.6	20-30	35 33.9	199-255	34 33.7
Moderate	64-68	32 32.0	72-79	37 36.8	57-63	31	30.9	37-44	39	38.7	31-33	38 37.9	256-286	33 32.7
High	69-77	34 33.3	80-85	27 26.7	64-70	33	32.5	45-50	28	27.7	34-35	28 28.2	287-313	34 33.6

Total	10 1	101	101	101	101	101
-------	---------	-----	-----	-----	-----	-----

Table 2 specifies group wise obtained score on the five traits of emotional intelligence of SSPs.

Emotional intelligence was assessed on the basis of obtained score category wise high moderate and low. Each construct of emotional intelligence was assessed individually. First construct intrapersonal showed 34.7%, the highest one in low group while 32.0% is for moderate and 33.3% are for high group. While looking into the second construct the 36.5% is for low group 36.8% is for moderate and the lowest percentage 26.7% is for high group. The third construct adaptability the low group has highest percentage of 36.6% for the low group, 30.9 % for moderate and 32.5% for the high group. Stress management the fourth construct has the percentage of 33.6% for low, 38.7% for moderate and the lowest percentage 27.7% for high group. The last construct general mood has 33.9% for low, 32.7% for moderate and 33.6% is for high group. Other than constructs when we look into the overall obtained score of emotional intelligence there is 33.7% for low group, 32.7% for moderate and 33.6% for the high group.

### Data Analysis

The data analysis was done in accordance with the study's goals. To assess the level of emotional intelligence of secondary school principals (SSPs) BAR ON EQ-i (1996) was adapted. Data collected was sorted and arranged. Data was also retrieved from the MS-Excel and also shifted to SPSS 22 from the MS excel and questionnaire. This data was shaped as in the form of frequency distribution and percentage distribution to assess the existing levels of the secondary school principal's emotional intelligence. The degree of SSPs' emotional intelligence was examined using trait-wise frequency distribution and percentage.

### Conclusion & Discussion

The study reveals low emotional intelligence levels among secondary school principals, contributing to low education standards in Pakistan. It also highlights the lack of proper supervision, monitoring, and evaluation in educational institutions. The study recommends proper job descriptions and training for head teachers to understand their roles and contribute to learning and professional development as it is also recommended by Khan, (2015) which recommended for proper job description for heads of the school so that they can understand their due constructive role for learning and academic activities as well as the professional learning of the teachers of the institution rather than being engaged whole time other routine work related to the administrative matters of the school. Emotional intelligence is crucial

for workplace success, aligning with Goleman and Cherniss's 1998 model, which predicts personal effectiveness at work and leadership.

Emotional intelligence is crucial for principals to recognize their brilliance and handle team and organizational issues. Improving intrapersonal skills through workshops and training can enhance their emotional intelligence, improving the effectiveness of instructors in the classroom and overall institution operation. The principal's emphatic and open communication boosts personnel morale, leading to teachers working tirelessly to improve the institution and pupils. To enhance efficiency, educational leaders should practice interconnected skills, targeting management strategies to increase emotional intelligence and interpersonal skills. Rashma's (2017) study confirms that leaders with good emotional intelligence effectively manage interpersonal relations, work smartly as team members, and exhibit adaptability, leading to skillful change management and reducing negative emotions.

Focused training practices can enhance Principals' performance by improving interpersonal and adaptability skills. Mastery of stress management allows principals to resolve staff conflicts and issues positively. Adaptability is crucial for organizational functioning, leading staff and institutions towards change. Kin et al. (2018) emphasize the importance of adaptability in management.

### **Recommendations**

Suggestions are offered in light of the findings:

1. Emotional intelligence (EI) traits, including interpersonal, stress management, and general mood, need more attention. Secondary school principals should be trained in EI metrics to improve their leadership skills and perform their duties more constructively.
2. Training institutes should integrate EI traits (Intrapersonal, Interpersonal, Adaptability, Stress Management, General Mood) into their curriculum to enhance principals' capacity for professional duties.
3. Emotional intelligence traits should be emphasized in leadership development training curriculum, focusing on interpersonal and stress management, as these are the lowest-level traits.
4. The quality of staff performance in Pakistan's public sector educational institutions is a significant issue, which can be addressed by training administrators, principals, and heads in emotional intelligence parameters.
5. Pakistan's in-service training for head teachers is inadequate, necessitating further research on educational and administrative contexts to enhance supervision and monitoring standards at primary and college levels.

### **References**

- Arora, B. (2017). Importance of emotional intelligence in the workplace. *International Journal of Engineering and Applied Sciences*, 4(4), 257492.
- Apar, N., & Rodzalan, S. A. (2022). The Relationship between Emotional Intelligence and Stress Management among Teachers in Secondary School. *Research in Management of Technology and Business*, 3(2), 98-112.
- Ashkanasy, N. M., & Daus, C. S. (2002). Emotion in the workplace: The new challenge for managers. *Academy of Management Executive*, 16, 76-86.
- Ashkanasy, N. M., Härtel, C. E. J., & Daus, C. S. (2002). Advances in organizational behavior: Diversity and emotions. *Journal of Management*, 28, 307-338.
- Bali, Y., & Raj, S. (2019). A review on the role of emotional intelligence in different management environments. *Journal of Strategic Human Resource Management*, 8(3).
- Bar-On, R. (1997). *The Emotional Quotient Inventory (EQ-i): Technical manual*. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (1997). Development of the Bar On EQ-i: A measure of emotional and social intelligence. EQ-I: Paper presented at the 105<sup>th</sup> Annual Convention of the American Psychological Association, Chicago, IL II.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence* (pp. 363-388). San Francisco: Jossey-Bass.
- Bar-On, R. (2005). Emotional intelligence and subjective wellbeing. Manuscript submitted for publication.
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI) 1. *Psicothema*, 13-25.
- Bar-On, R. E., & Parker, J. D. (2000). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*. Jossey-Bass.
- Beasley, K. 1987. "The Emotional Quotient." <http://www.keithbeasley.co.uk/EQ/Original%20EQ%20article.pdf>
- Bonazza, N. A., Cabell, G. H., Cheah, J. W., & Taylor, D. C. (2021, September). Effect of a novel healthcare leadership program on leadership and emotional intelligence. In *Healthcare Management Forum* (Vol. 34, No. 5, pp. 272-277). Sage CA: Los Angeles, CA: SAGE Publications.
- Brown T, Etherington J, Williams B. (2017). Emotional intelligence and personality traits as predictors of undergraduate

- occupational therapy students' teamwork skills: A cross-sectional study. *British Journal of Occupational Therapy* ;80(7):432-439.
- Brackett, M.A.; Rivers, S.E.; Reyes, M.R.; Salovey, P. Using emotional literacy to improve classroom social-emotional processes. In Proceedings of the William T. Grant Foundation/Spencer Foundation Grantees Meeting, Washington, DC, USA, 2010
- Cohen, A., & Abedallah, M. (2015). The mediating role of burnout on the relationship of emotional intelligence and self-efficacy with OCB and performance. *Management Research Review*, 38(1), 2-28.
- Cherniss, Cary, Mitchel Adler, and Daniel Goleman. 2000. Promoting Emotional Intelligence in Organizations. Alexandria, VA: Association for Talent Development.
- Darwin, C. (1872/1965). The expression of the emotions in man and animals. Chicago: University of Chicago Press.
- Derek, S. (2009). Need based training that achieved high performance. *Derek Stockley Pty Ltd*.
- Drigas, A., & Papoutsi, C. (2019). Emotional Intelligence as an Important Asset for HR in Organizations: Leaders and Employees. *International Journal of Advanced Corporate Learning*, 12(1).
- Dearborn, K. (2002). Studies in emotional intelligence redefine our approach to leadership development. *Public Personnel Management*, 31(4), 523-530.
- De Krivoy, R. (2000, June). Reforming bank supervision in developing countries. In *CONFERENCE SERIES-FEDERAL RESERVE BANK OF BOSTON* (Vol. 44, pp. 113-133). Federal Reserve Bank of Boston; 1998.
- Fei, J., Hu, Y., Liang, L., Meng, C., & Mei, S. (2023). Exploring the Impact of Emotional and Cognitive Factors on Anxiety Symptoms of Chinese Adolescents: a Serial Mediation Study. *International Journal of Mental Health and Addiction*, 1-15.
- Gardner, H. (1983). *Frames of Mind*. New York: Basic Books.
- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human relations*, 53(8), 1027-1055.
- Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ*. Bloomsbury Publishing.
- Goleman, D. (2001). An EI-based theory of performance. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace. How to select for, measure, and improve*

- emotional intelligence in individuals, groups, and organizations (27–44). San Francisco: Jossey-Bass.
- Goleman, Daniel, Richard Boyatzis, and Annie McKee. 2002. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA, US: Harvard Business School Press.
- Goleman G. (1998). *Working with emotional intelligence*. Bantam Books, USA
- Jiménez-Picón, N., Romero-Martín, M., Ponce-Blandón, J. A., Ramirez-Baena, L., Palomo-Lara, J. C., & Gómez-Salgado, J. (2021). The relationship between mindfulness and emotional intelligence as a protective factor for healthcare professionals: systematic review. *International Journal of Environmental Research and Public Health*, 18(10), 5491.
- Jorfi, H., Yacco, F. B., & Md-Shah, I. (2012). Role of gender in emotional intelligence: Relationship among emotional intelligence, communication effectiveness and job satisfaction. *International Journal of Management*, 29(4), 590-597. J
- Khan, A. (2015). Head Teachers' Beliefs and Practices about Teaching and Learning in Pakistani Public Schools. *Creative Education*, 6, 2299-2312.
- Leuner, B. 1966. "Emotional intelligence and emancipation. A psychodynamic study on women." *Praxis Der Kinderpsychologie Und Kinderpsychiatrie* 15 (6): 196–203
- Levine, M. E. (1989). The conservation principles of nursing: twenty years later. *Conceptual models for nursing practice*, 3, 325-337.
- Levine M.E. (1989) The conservation model: Twenty years later. In *Conceptual Models for Nursing Practice* (Riehl-Sisca J.P., ed.), Appleton & Lange, Norwalk, CT, pp. 325–337.
- Lima, D., Spahi, J., & Shala, V. The Management of Emotional Intelligence In the Workplace Impact on Improving Employee Performance.
- Lopes, Paulo N., Daisy Grewal, Jessica Kadis, Michelle Gall, and Peter Salovey. 2006. "Evidence That Emotional Intelligence Is Related to Job Performance and Affect and Attitudes at Work." *Psico thema* 18 Suppl: 132–38.
- Lynn, A. B. (2000). *50 activities for developing emotional intelligence*. Human Resource Development. Amacom.
- Mayer, J. D., & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and preventive psychology*, 4(3), 197-208.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27(4), 267-298.

- Memon, M. (2013). Reforming school Leadership in Pakistan. In J.A. Khaki & Q. Safdar (Eds.), *Educational Leadership in Pakistan: Ideals and Realities* (280 - 294). Karachi, Pakistan
- Mckenna, J., & Mellson, J.A (2013) Emotional Intelligence & Occupational Therapist. *British Journal of Occupational Therapy*, 76(9) 427-430
- Miao, C., Humphrey, R. H., & Qian, S. (2017). A meta-analysis of emotional intelligence and work attitudes. *Journal of Occupational and Organizational Psychology*, 90(2), 177-202.
- Naseem, K. (2018). Job stress, happiness and life satisfaction: The moderating role of emotional intelligence empirical study in telecommunication sector Pakistan. *Journal of Social Sciences and Humanity Studies*, 4(1), 7-14.
- Parker, J. D., Creque Sr, R. E., Barnhart, D. L., Harris, J. I., Majeski, S. A., Wood, L. M., ... & Hogan, M. J. (2004). Academic achievement in high school: Does emotional intelligence matter?. *Personality and individual differences*, 37(7)
- Pellitteri, J. (2002). The relationship between emotional intelligence and ego defense mechanisms. *The Journal of psychology*, 136(2), 182-194.
- Riaz, N., & Sultan, S. (2017). What is Under the Layer: Leadership Practices of Public School Headteachers in Pakistan. *FWU Journal of Social Sciences*, 11(2).
- Reshma, V. A Study on The Relationship Between Emotional Intelligence and Intrinsic Motivation with Organizational Commitment and Job Satisfaction Among Nurses on the Background of Covid-19 With Special Reference to Palakkad.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211.
- Schutte, N. S., Malouff, J. M., & Thorsteinsson, E. B. (2013). Increasing emotional intelligence through training: Current status and future directions.
- Sfetcu, N. (2020). Emotional Intelligence. *Set Things, DOI, 10*.
- Siddiqui, S., Sajjad, S., & Hussain, I. (2019). Effects of Leadership on School Performance: Comparison between Perceptions of Teachers and Head Teachers of Special and Regular Schools. *Global Social Sciences Review (GSSR)*, 4, 308-316.
- Sosik, J. J., & Megerian, L. E. (1999). Understanding leader emotional intelligence and performance: The role of self-other agreement on transformational leadership perceptions. *Group & Organization Management*, 24(3), 367-390
- Tahira, T., & Huma, A. (2019). The antecedents of burnout in heads of secondary schools of Khyber Pakhtunkhwa: A study of relationships among burnout, organizational commitment and

- emotional intelligence. *Global Regional Review*, 4(4), 168-177.
- Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227-235.
- Turi, J. A., Rani, A. A., Abidin, I., Mahmud, F., & Al Adresi, A. (2020). Correlating Spiritual and Emotional Intelligence with Academic Performance among Pakistani Students. *International Journal of Evaluation and Research in Education*, 9(2), 278-284.
- UNESCO (2006). Situation analysis of teacher education: Towards a strategic framework for teacher education and professional development. Pakistan: UNESCO.
- Walter, F., Cole, M. S., & Humphrey, R. H. (2011). Emotional intelligence: Sine qua non of leadership or folderol?" *Academy of Management Perspectives*, 25(1), 45-59
- Wechsler, D. (1940). Nonintellective factors in general intelligence. *Psychological Bulletin*, 37,444-445.
- Wijekoon CN, Amaratunge H, de Silva Y, Senanayake S, Jayewardene P. Emotional intelligence and academic performance of medical undergraduates: a cross-sectional study in a selected university in Sri Lanka. *BMC Med Educ* 2017; 17: 176.