

IMPACT OF EMOTIONAL INTELLIGENCE OF PRINCIPALS ON SCHOOL CULTURE AT SECONDARY LEVEL

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ABSTRACT: *The main purpose of study was to investigate the impact of emotional intelligence of principals on school culture at secondary level. The study showed the impact of emotional intelligence of principal (independent variable) on school culture (dependable variable). The population of the research study was all the government secondary schools from district Rawalpindi. The sample of the study was 80 government schools from district Rawalpindi. Likert type instruments were utilized for data collection. Using SPSS software for data analysis Descriptive and inferential statistics was used. The results indicate that there is no deviation between the mean and standard deviation according to the first and second objective. The positive and negative correlation exists between variables with significant or insignificant level. The stepwise regression analysis show large effect size of principal emotional intelligence on school culture. A large effect size indicates a stronger effect of the independent variable on dependent variable and p value also shows a highly significant impact of EQ on school culture.*

Keywords: Non cognitive, Democratic culture, Leadership, Decision making, Emotional quotient inventory, School culture survey

INTRODUCTION

Decision-making and leadership comes in similar meaning. A person's capacity to handle their own emotions and feelings and manage their relationships with others is emotional intelligence [1].

According to Goleman's theory, emotional intelligence includes four competencies. Firstly, self awareness is the ability to aware and understands one's own emotions and feelings. Secondly, self management is the ability in individuals to manage their own emotions and feelings and utilize them according to the situation. Thirdly, social awareness is the ability to recognize other people's emotions and understand their feelings. Fourthly, relationship management is the ability to know about others and manage communication efficiently. It provides a vision to manage communication and all conflicts successfully [2]. It relates with communication and management with others. So, emotional intelligence can also be known as non cognitive ability. Emotional intelligence for practical people when they express "competencies that consist of self awareness, self management, social awareness and social skills at appropriate time and ways are sufficient to be effective in situation" [3]. At present emotional intelligence becomes more critical because organizations feel now that emotional intelligence is a heart of organizational management, team building and change agent. When a leader wants to lead organization successfully, he should use emotions effectively. Effective leaders have high emotional intelligence [3].

School culture relates to administrator values, their beliefs, action and interactions among teachers, students, parents and the school community. These beliefs express the school goals, priorities, school objectives and the effect how and what happen? [4]. The high emotional intelligence of principal can develop the democratic culture in the school. Through emotional management principal can manage the school culture. If a principal develops the positive culture in the school then he can handle difficult situations without emotional problem by using their sympathy, democratic style, problem solving, trust and respect [5, 6]. In a positive school culture the vision and values are clear and everyone engages their commitments and achieving goals [7].

Previously Barent investigated the impact of emotional intelligence of principals on school culture. Statistical data showed mixed results that some components show a significant positive relationship and one had a significant negative relationship on school culture [8] concluded a significant negative relationship between emotional intelligence of principal and teachers perceived about school culture [9].

Statement of Problem

The problem of the statement was "Impact of emotional intelligence of principals on school culture at secondary level".

Objectives of the Study

1. To measure the emotional intelligence of principal
2. To measure the school culture
3. To investigate the relationship between emotional intelligence of principals on teacher perceived culture from school.
4. To measures the impact of emotional intelligence of principal on the teacher perceived culture from school.

Hypotheses of the Study

Null Hypothesis

H_{01} =There is no relationship between emotional intelligence of principals on teacher perceived culture from school.

H_{02} =There is no impact between emotional intelligence of principals on teacher perceived culture from school.

Alternate Hypothesis

H_1 =There is a relationship between emotional intelligence of principal on teacher perceived culture from school.

H_2 =There is an impact of emotional intelligence of principal on teacher perceived culture from school.

MATERIALS AND METHODS

Population

The population of the research study was all the government secondary school principals and teachers.

Delimitations

The study delimited the

1. Government secondary level
2. Principal and teachers
3. Four tehsils included out of seven

4. Year 2014-2015

Sample

The sample of the study was 80 government secondary schools from district Rawalpindi. District Rawalpindi has seven Tehsils but research delimited on four Tehsils due to limited time. Out of 80 schools 20 schools were randomly selected from each Tehsil. The subdivision of 20 schools, 10 girls' schools and 10 boys schools were mentioned. The questionnaires were administered to each school principal and four of their staff teachers. The teachers were randomly selected.

Instrument

Researcher used two questionnaires in the research. First questionnaire (EQ-I) Bar-on emotional quotient inventory has a five point Likert type scale consisting of 30 statements. EQ-I have information about person self awareness, self management, social awareness and relationship management. The second questionnaire for the school culture survey for teachers was used having 28 statements. The school culture survey for teachers have information about school values, beliefs, patterns of behavior and relationship in the school.

Data Collection

For the purpose of the data collection permission was taken from the Rawalpindi directorate of education. The schools were randomly selected. The questionnaire was administered by one of the school principal (EQ-I) and four of their staff teachers (school culture survey for teachers).

Data Analysis

Data was analyzed by using descriptive as well as inferential statistics. Firstly, the scoring of 'Emotional quotient inventory scale' was done, which was administered to all school principals and then their mean was calculated (average value). Secondly, the scoring of all "school culture survey for teachers" was done, which was administered to school teachers. Mean was taken after the scoring of all responses. Pearson correlation was used to measure the correlation between the emotional intelligence of principal and teacher perceived culture from school. Regression analysis was also utilized to measure the impact of emotional intelligence of principal on school culture.

RESULTS

The results of data and their interpretation are given below:

Mean and standard deviation of emotional intelligence of principals:

The first objective of the study was "to measure the emotional intelligence of principals". The mean value of all variables was taken for measuring the emotional intelligence of principal. Table 1 represents the first variable, self awareness has Mean value = 14.48014 and S.D value = 0.4461. Second variable, Self management has mean value = 14.49261 and S.D = 0.4287. Third variable, Social awareness has a mean value = 14.45241 and S.D = 0.411. Fourth variable, Relationship management has mean value = 14.46848 and S.D = 0.4537. This result shows all variables have lower standard deviation which is equal to zero because all responses were exactly the mean value.

Mean and Standard deviation of school culture

Cumulative mean was taken of all variables for measuring the school culture. The school culture of mean value = 14.50346 and S.D = 0.3992.

Table 2 also represents the mean value = 14.50346 and S.D = 0.3992 which shows that there is no deviation at all variables from the mean.

The Relationship between Emotional Intelligence of Principals' and Teacher Perceived Culture from School

The third objective was "to investigate the relationship between emotional intelligence of principal on teacher perceived culture from school". The correlation was used to investigate the relationship between emotional intelligence of principal and teacher perceived culture from school.

Pearson correlation range is -1.0 to $+1.0$. (-1.0) shows a strong inverse relationship. 1.0 value shows a stronger positive relationship and 0 value shows that there is no relationship between variables.

Table 3 shows Self awareness $r=.194$, $p < .05$ represent a positive (r) value and a significant relationship. Self management $r= .475$. $p < .000$, r value shows a positive and highly significant relationship. This means that as one variable increases in value, the second variable also increases in value. The positive relationship shows if one variable increases, then another also increases. Social awareness $r= -.336$, $p < .005$. Self awareness is negative, but the p value shows that the relationship is significant. This means that as one variable increases in value, the second variable decreases in value. Relationship management $r=.069$, $p > .05$ value shows a positive relationship between relationship management and school culture, but the p value shows insignificant in this respect.

Effect of Emotional Intelligence of Principals on School Culture

The fourth objective of the study was to measure the impact of emotional intelligence of principal on teacher perceived culture from school". Stepwise regression analysis was utilized to measure the impact of emotional intelligence of principals on school culture. Table 4 is shows effect size of principal emotional intelligence on school culture. $R=.636$ which shows a large effect size. Absolutely a large effect size shows a stronger effect between the independent and dependent variable (according to Cohen .50 a large effect size). The R^2 is .404 that means 40.4% variance in dependent variable school culture due to the effect of emotional intelligence of principals. $F = 17.181$ and sig = .000 which is $p < .000$. So, p value shows a significant effect of EQ on school culture. Table 5 represents the effect of emotional intelligence of principals on school culture as measured by the stepwise regression analysis coefficient. The t value of the Self management ($t=5.293$, $p < .05$), Social awareness ($t= -4.608$, $p < .05$), Self awareness ($t= 2.105$, $p < .05$), Relationship management ($t= -1.597$, $p > .05$).

All variables emotional intelligence of principals are highly significant, which comes under included variables. However, the positive t value shows its positive effect that means if emotional intelligence increases the effect on school culture also increases.

However, the excluded variable by stepwise regression analysis represents the negative t value ($t= -1.597$), which also shows the emotional intelligence increases the effect on school culture decreases. So, p value found to insignificant.

Table 1: Mean and Standard Deviation of EQ-I

EQ-I	Mean	Standard Deviation
Self awareness	14.48014	0.4461
Self management	14.49261	0.4287
Social awareness	14.45241	0.411
Relationship management	14.46848	0.4537

Table 2: Mean and Standard Deviation of school culture

	Mean	S.D
School culture	14.50346	0.3992

Table 3: Relationship between Emotional Intelligence of Principals on school cultures

Principals' Emotional Intelligence	School culture	
	Pearson Correlation	Sig (1- tailed)
Self awareness	.194	.042
Self management	.475	.000
Social awareness	-.336	.001
Relationship management	.069	.272

Table 4: Effect of Emotional Intelligence of Principal on School Culture

Model	R	R square	F	Sig
Effect of EQ on school culture	.636	.404	17.181	.000

Table 5: Coefficients of Effect of Emotional Intelligence of Principal on School Culture

Model	T	Sig
Included Variables		
Self management	5.293	.000
Social awareness	-4.608	.000
Self awareness	2.105	.039
Excluded Variable		
Relationship management	- 1.599	.115

DISCUSSION

According to the first objective results show that all variables have a low standard deviation. It means that there is no difference between the mean and standard deviation. The second objective results also show that there is no deviation from the mean value. The third objective investigated is the relationship between variables. The results show self awareness and self management are highly significant. It means if one variable increase parallel to it, other variable also increases. Social awareness has a negative (*r*) value, but the *p* value shows significant relationship. It indicates that when one variable increases then other decreases. Relationship management shows a positive relationship with insignificant *p* value. Positive and negative relationship exists between the variables. As according to Goleman's study mixed results with some components show significant positive relationship and one show significant negative relationship with school culture[1]. Regarding fourth objective regression analysis show a large effect size between the independent and dependent variable (Cohen criteria .50 a large effect size), *p* value shows a significant impact of emotional intelligence of principal on school culture. The present study shows that both Alternate hypotheses, H₁ & H₂ are accepted

CONCLUSION

From the present study it becomes clear that principals have a very direct impact on school culture, teacher's collaboration, collegial support, quality teaching, and unity of purpose.

RECOMMENDATIONS

1. Principal should be socially aware to bring change in their organization according to the needs and demands of society.
2. Principal should introduce in-service teacher's professional qualification and development courses for the effective school culture.
3. The school principal training is also important side by side for how to deal with change? That includes change in culture without resistance, conflicts and emotions, moving teacher's collaboration from isolation and changing the focus from student to teaching learning.
4. Emotional intelligence coaching should provide for school principals. Through, coaching guidance should be provided to principals, how to control their emotions and how to use their emotional intelligence in different situations.

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