

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

Zoma Pervez, Muhammad Arshad Dahar¹ and Aabida Lateef¹

¹Division of Continuing Education, PMAS Arid Agriculture University, Rawalpindi, Pakistan

Corresponding Author's Email: drarshad1969@uuar.edu.pk

ABSTRACT: *The basic purpose of the study was to investigate the impact of emotional intelligence of principals on school outcomes at secondary level. The study found the impact of emotional intelligence of principals on the school outcome, especially with regard to students' achievement. The population of the research study was all the public secondary schools from District Rawalpindi. The sample of the study was 80 government secondary schools. The Pearson correlation indicated the positive and negative relationship between variables with significant and insignificant results. The stepwise regression analysis results indicated the stronger impact of emotional intelligence of principals on school outcomes. In a nutshell, the present study results indicated that the emotional intelligence of principals has high impact on school outcomes.*

Key words: Emotional Intelligence, School Outcomes, Students' Achievement

INTRODUCTION

Baron defined emotional intelligence as "interconnected with emotional and social abilities and skills. Emotional intelligence helps to express and manage relationships with daily needs [1].

Emotional intelligence has four competencies. First, self awareness is the competency to understand one's emotions and feelings and continuous conscious of them as they occur. Self awareness is related to managing responses among different people and situations. Second, self management is the competency to manage their own emotions in different situations. It controls the behavior in difficult situation and positively directs it, control it and manage it. Third, social awareness is the competency to identify other people's feelings and also recognize the effect of their feelings. Fourth, relationship management is the competency to know about others and managing communication effectively. To deal with all conflicts effectively and also provide a clear sense of communication [2]. So, the comprehensive definition of emotional intelligence is "the competency to know one's own emotions, manage one's own emotions efficiently, to understand the other peoples' thoughts and managing relationships with others effectively. Emotional intelligence basically relates to awareness and relationship with others so it can also be described as a non-cognitive ability. School outcomes are "the total output of the performance of the principals, teachers and students. It is the effectiveness of the process, product, methodology and evaluation of an organization, in which the student achievement is the key element".

Emotional intelligence has a greater influence on the outcomes of a leader [3]. A principal with a high emotional intelligence will show a greater influence on their school as compared to a leader who has a lower emotional intelligence [4]. In the present era, emotional intelligence has become more critical. Now organizations feel that emotional intelligence is a key element for management of organization, team building and change. If a leader wants to lead their organizations in a positive manner they need to use their emotions effectively. It has been observed that successful leaders have the greater emotional intelligence [5].

In the 1970 and 1980 schools showed statistically high academic achievement. A clear vision, common mission,

representative and effective instructional leadership directly affect the school environment and as a result students' achievement gradually increases. Research predicts that teachers' positive work affects the higher achievement of students. They will work hard, show better attitude, fulfill the needs and will have high efficacy towards students' motivation and achievement [6,7,8].

Researcher conducted this study prevailing different culture in Pakistani schools which directly and indirectly affected students' performance. This deviation of culture between different schools is due to high and low emotional intelligence of principals. The emotional intelligence of principals significantly or insignificantly effects the school outcomes specially students achievement. Outcomes include many aspects like students' present achievement results, students' previous achievement results, students' future performance in different fields, students' personality, students' aptitude, students' attitude, school reputation, the growth rate and school position in the district level. So, researchers can measure outcomes in different ways, but this study focus on students' achievement, specifically their result percentages on district secondary level.

Leithwood and Riehl have noted that the schools have a special concern with the students' achievement [9]. But schools are facing some challenges that should be handled carefully. Schools must create or decide their own measures instead of government and society to meet the changes and challenges of society and also fulfill the students' needs [10]. Previous researches like Bardach study concluded that when principals have a high level of emotional intelligence, then the school will show higher success. Bardach research results showed a significant positive difference between emotional intelligence of principals and students' achievement [11]. Greenockle conducted research on two schools; one has functional accountability and other has dysfunctional. Finally, results have showed that emotional intelligence of the principals had a significant positive effect on schools' effectiveness.

Bipath conducted a case study on the high and low emotional intelligence of principal and schools functioning. One principal have a high emotional intelligence quotient while the other had a low emotional quotient. Finally, after examining test scores, climate and interviews, it was

concluded that the principals having high emotional intelligence lead a strong school functioning and low emotional intelligence of principals lead a poor school functioning [12]. Andrew and Soder concluded that principals' emotional intelligence has an effect on academic performance of students, especially on low-achieving students. So, there is a relationship between principal's leadership and student's academic achievement [13]. Maulding *et al.*, have conducted a research study between emotional intelligence of principal and school performance. Results indicated that no significance was found of emotional intelligence of principals on school achievement [14].

In Pakistan Farooq found the substantial effect of emotional intelligence on students' achievement. It clearly showed that students who possessed high emotional intelligence were far better at academics as compared to the students who were having low emotional intelligence [15].

Statement of the problem

Study investigated the "Impact of emotional intelligence of principals on school outcomes at secondary level".

Objectives of the Study

1. To identify the emotional intelligence of principals.
2. To identify the school outcomes.
3. To find out the relationship between emotional intelligence of principals and school outcomes.
4. To find out the impact of emotional intelligence of principals on school outcomes.

Hypothesis of the study

Ho₁: There is no relationship between emotional intelligence of principles and school outcomes.

METHODS AND MATERIALS

Population

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

Delimitations of the study

The research was delimited to:

1. Rawalpindi district
2. Government secondary schools
3. Students' achievement.
4. Year 2014-2015

Sample

The research was delimited to four tehsils out of seven tehsils from District Rawalpindi. The research was delimited due to limited time. The total sample was consisted of 80 schools; 20 schools per tehsil. From each school, the researcher selected four secondary school teachers and one principal randomly. So, like this sample of the study comprised of 320 teachers and 80 principals.

Instruments

The likert type instrument was used for data collection. The emotional quotient inventory EQ-I was utilized to identify the emotional intelligence of principal. The emotional intelligence appraisal was based on components of emotional intelligence model from Goleman's theory. This instrument based on four variables self awareness, self management, social awareness and relationship management. Students'

results percentage at SSC level were taken as the school outcomes.

Data Collection

For the purpose of data collection, permission was obtained from Rawalpindi Directorate of Education and questionnaire was administered by the researcher in selected schools of Rawalpindi District.

DATA ANALYSIS

Data was analyzed by using descriptive and inferential statistics. Mean and standard deviation was used to identify the emotional intelligence of principals and school outcomes. Correlation was used to measure the relationship between independent and dependent variable. The correlation value range exists between 1.0, +1.0 show positive and negative relationship while the (r) value equal to zero show no relationship exist between variables. Regression analysis was also used to measure the effect size of emotional intelligence of principals on school outcomes, according to criteria $r = .10$ (small effect), $r = .30$ (medium effect), $r = .50$ (large effect).

RESULTS

Table 1: Mean and standard deviation on EQ-I

Sr.	EQ-I	M	S.D
1	Self awareness	3.20	1.29
2	Self management	3.25	1.30
3	Social awareness	3.57	1.30
4	Relationship management	3.73	1.25

Table 1 represents that all variables have lower standard deviation which is equal to zero because all responses were exactly deviated from the mean value. The individual responses did not deviate from the mean.

Table 2: Mean and standard deviation of school outcome

	M	S.D
School outcome	72.05	8.404

For the purpose of identification of school outcomes. Students' final results percentages at SSC level were used.

Table 3: Relationship between emotional intelligence of Principals and school outcomes

Sr.	Principals' Emotional Intelligence	School outcomes	
		r	Sig
1	Self awareness	.179	.056
2	Self management	.442	.000
3	Social awareness	-.361	.001
4	Relationship management	-.006	.480

Table 3 represents the Self awareness $r = .179$, $p > .05$, positive correlation between variables. When self awareness increases, then the school outcomes also increase, but the p value is insignificant. Self management $r = .442$, $p < .000$, shows a significant relationship between variables. Social awareness $r = -.361$, $p < .001$. Independent variable social awareness has a negative relationship with school outcomes in which social awareness increases, then the school outcomes will decrease but the p value is strongly significant. Relationship management $r = -.006$, $p > .05$ shows negative correlation with highly insignificant level.

Table 4: Impact of Emotional Intelligence of Principal on School Outcomes

	R	R ²	F	Sig
School outcome	.658	.433	14.320	.000

Table 4 shows the “impact size of emotional intelligence of principal on school outcomes.” $R=.658$ which shows a large impact size. Absolutely a large impact size shows a stronger impact of emotional intelligence of principal on school outcomes (according to Cohen criteria .50 a large effect size). The R^2 is .433 that means 43.3% variance in school outcomes due to the impact of emotional intelligence of principal. $F = 14.320$ and $sig = .000$ which is $p < .000$. So, a p value shows a significant impact of EQ on school outcomes.

Table 5: Coefficient of Impact of Emotional Intelligence of Principal on School Outcomes

Sr.	Model	T	Sig
Included Variables			
1	Self management	5.565	.000
2	Social awareness	-5.099	.000
3	Relationship management	-2.398	.019
Excluded Variables			
4	Self awareness	2.257	.027

Table 5 represents the impact of emotional intelligence of principals on school outcomes as measured by the stepwise regression analysis coefficient. The t value of the Self management ($t=5.565$, $p < .05$), Social awareness ($t= -5.099$, $p < .05$), Relationship management ($t= -2.398$, $p < .05$), Self awareness ($t= 2.257$, $p < .05$).

DISCUSSION

Results predict that presently principals do not use their emotional intelligence properly in their schools so the emotional intelligence of principal is not effective. The school outcomes have a larger standard deviation. If deviation is large it will be effective. So, it represents that emotional intelligence of principal has a high effect on school outcomes. Correlation predicts that self awareness and self management have positive relationship with school outcomes while social awareness and relationship management have a negative relationship with school outcomes. When self awareness and self management components of emotional intelligence will increase then the school outcomes will also increase but when social awareness and relationship management decreases then the school outcomes will increase. Their negative relationship show less use of social awareness and relationship management of principals in their schools while better use of self awareness and self management. A model summary result shows a large impact size of emotional intelligence of principals on school outcomes. The predictor variable self management and self awareness have positive t value while social awareness and relationship management have negative t value. All variables of emotional intelligence of principals is highly significant. This study indicates that self management and self awareness have a positive impact on school outcomes and social awareness and relationship management have negative impact on school outcomes. Previous studies support the present study results like Bardach study concluded that when school principals have high level of emotional intelligence

then the school will show high success[16]. Andrew and Soder research concluded that school principals have significant impact on the achievement of both high and low achieving students. So, the present study also concluded that the emotional intelligence of principals have a large impact on academic achievement of students [13]. Study conducted by Maulding *et al.* was not in line with present study results[14].

CONCLUSIONS

The study concluded that there is a positive and negative relationship between emotional intelligence of principals and school outcomes. The study shows the strong and large impact of emotional intelligence of principals on school outcomes with highly significant level so null hypothesis is rejected.

Recommendations

1. Emotional intelligence assessment test may be included at the time of recruitment school principals, so it will be beneficial for school culture and outcomes. This test will help to select a competent principal for school.
2. School may treat students according to their individual differences because this factor improves students' achievement.
3. Principal may improve their social awareness because it is necessary for effective outcomes.
4. Principal may update their information, leadership style and teaching strategies according to the needs and demands of society.
5. Principal may improve the relationship management strategies through implement sustainability and accountability system in their schools.

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