THE INFLUENCE OF EMOTIONAL INTELLIGENCE IN EDUCATIONAL LEADERSHIP AND SCHOOL CLIMATE

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ABSTRACT

This research investigates the critical role of emotional intelligence (EI) in shaping educational leadership effectiveness and its impact on school climate. EI, comprising self-awareness, self-regulation, motivation, empathy, and social skills, is increasingly recognized as pivotal in fostering positive educational environments. This study employs a quantitative research design, utilizing surveys as the primary instrument to gather data from a sample size of 289 educational leaders across diverse school settings. The research explores how EI influences decision-making processes, interpersonal dynamics, and overall organizational climate within schools. Surveys are structured to assess participants' EI competencies, perceptions of school climate, and their leadership practices. Statistical analyses, including correlation and regression techniques, are employed to examine the relationships between EI competencies and various indicators of school climate such as teacher satisfaction, student engagement, and academic performance. Findings from this study aim to illuminate the extent to which EI contributes to effective leadership practices and positive school climates. The results will provide empirical evidence supporting the integration of EI development into leadership training programs, emphasizing its role in enhancing organizational resilience, fostering inclusive cultures, and promoting collaborative decision-making. Insights garnered from this research are expected to inform educational policy and practice, advocating for the prioritization of EI competencies among current and aspiring educational leaders to optimize learning environments and promote holistic student development.

INTRODUCTION

Fullan (1998) claims that over the years, the responsibilities of high school principals have considerably expanded. Many high schools have thousands of students, hence the principal and vice principal are basically functioning as city managers. The principal, who also oversees the academic and physical well-being of the pupils, is in charge of the several extracurricular events including sports, the arts, and groups on campus. Because of their capacity to improve student performance and carry out required reforms, school officials are sometimes regarded as leaders in the struggle to raise standards of education. Improving student performance in any situation is quite difficult for school leaders. This study aims to investigate the correlation between high school administrators' EI and their leadership effectiveness by means of an analysis of their capacity to rate

team members' characteristics and competencies. Background Regarding the Issue Many writers (e.g., Goleman, 1998; Addadi et al., 2001) contend that effective leadership requires emotional intelligence.

Goleman (1998) defines emotional intelligence (EQ) as our capacity to "recognize one's own feelings and those of others; to motivate oneself, and to effectively manage emotions in oneself and in others". "a set of non-cognitive capabilities, competencies, and skills that affect one's success in responding to challenges presented by one's environment" (p. 14) Bar-On (1997) says of EI. Studies by Goleman (1998) show the value of emotional intelligence (EI) and other soft skills for leadership roles rises as one moves up the corporate ladder. This is true independent of the field you're on. Patti and Tobin (2006) list four eminent psychologists and academics who set the stage for next studies on the relationship between emotional intelligence and job success. Comparing and contrasting the most significant leadership qualities displayed by principals allowed National Association of Secondary School Principals (NASSP) researchers to pinpoint certain E-I skills (Patti & Tobin, 2006).

In a survey, Ontario, Canada's elementary and high school principals were asked to identify the social and emotional competencies most critical for their respective positions. The study's findings validated the need of emotional intelligence in this field of work. While emotional intelligence (EI) may be taught and developed upon, IQ is something either one is born with or not (Weisinger, 2000). Through an EI coaching case study, Moore (2007) looked at the viewpoints of school administrators. The different emotional experiences of school administrators on the job support the hypothesis made about the need of emotional intelligence skill development (Moore, 2007). Teachers aspiring to be administrators historically typically earned Ph.D.s in disciplines including organizational theory, finance, law, or curriculum design. Goleman's (1998) efforts to raise awareness of the need of emotional intelligence, however, have had far-reaching effects.

Although C-suite business leaders formerly dominated E-learning, school and system-level leadership positions are increasingly under study in this regard. Calls for more school accountability have made strong school administration more clear-cut. Studies reveal that K–12 institutions cannot run properly without capable leadership (Marzano et al., 2005). As school leadership teams assume ever greater responsibility, it is imperative to acknowledge and leverage every team member's abilities. Those who know how to maximize their strengths and assign the appropriate individuals in charge are the most successful leaders. Based on their studies, Mulyasa (2013) discovered that it is somewhat difficult to find leaders whose backgrounds and skills complement those of the current team.

Knowing what constitutes good leadership and how to describe it is therefore critical for any organization that wants to succeed. These days, you need more than technical know-how, years of experience, and great success to be a great leader. These days, a good leader can inspire and motivate their team members, make the workplace a good place to be, recognize and control their emotions, build strong relationships speak clearly, have an impact, and so on. Leadership in education is an ongoing process that changes and gets better as time goes on and more knowledge comes in. It takes a long time and a lot of patience to become a fully grown leader. Most of the time, educational managers and leaders are in charge of educational leadership (Allen & Meyer, 1990). The goal of educational leadership is to make changes to the rules and methods used in schools. Leadership in education works together with teachers to help them improve how they teach so that they can better meet the needs of their students. To reach learning goals, there needs to be good guidance and teaching.

Locke (2005) says that leadership in education has a planned and good effect on what happens in the classroom, what students learn, and the whole process of teaching and learning. One of the main goals of school management is to help teachers become better at what they do. Leadership in the classroom pushes teachers to find answers. It pushes teachers to do their best, which improves their work and makes them more loyal to the school. Anyone who has lived in a civilization knows that how far that society can go depends on how well it can handle its resources. A lot of society's progress and growth can be traced back to education (Tannenbaum & Schmidt, 1958). Educational institutions are very important to the progress

of a culture. School leaders are very important for making sure that the school system works well. Leadership is the most important job of a boss. Leadership is the skill and knowledge of getting other people, especially coworkers, to do things that help you reach your goals. A leader's style is made up of their views, traits, and skills. The way that school leaders interact with the people who work for them shows what kind of leader they are. Every leader has his own way of dealing with the people who work for him. The TESC in Urdu is a very trustworthy behavior analysis questionnaire that may be used with kids to evaluate their conduct and behavior as reported by their teachers. In light of the acceptance-rejection acceptance theory, the standardization of TESCQ, Urdu version may improve research on behavior conduct issues pertaining to Pakistani school (Barus, 2022). Education experts can evaluate behavior conduct in accordance with perceived teacher acceptance rejection with the use of this handy scale (Sarfaraz & Malik, 2023).

Educational leaders now have bigger jobs than just overseeing schools. They have to coach, motivate, inspire, and help teachers do their jobs. He is also supposed to encourage instructors to have a good mood, give them a sense of purpose and contribution, and make it easier for them to work together (Makanjee et al., 2006). Good educational leaders have strong social and emotional skills that let them change how they act depending on the situation while still being honest and trustworthy. It is possible for them to direct and affect how other people react. The school's administrative and staff leaders are in charge of making sure that the classroom is always in the best condition for teaching and learning. The original Stirling psychological wellbeing measure was translated into Urdu, the country's official language. According to empirical research findings, SCWBS is a standardized measure that may be applied in any type of educational environment (Sarfaraz et al., 2022a). By Goleman (1998), emotional intelligence (EQ) means "being able to recognize your own feelings and the feelings of others; to motivate yourself; and to effectively manage emotions in others and yourself. "Emotional intelligence is "a set of non-cognitive abilities, competencies, and skills that affect how well a person handles challenges in their environment". A study by Goleman in 1998 shows that as you move up in an organization, emotional intelligence (EI) and other "soft skills" become more and more important for success in leadership roles. For any kind of work, you can think of, the same is true. A group of four well-known psychologists and academics laid the groundwork for future study into the link between EI and professional success (Patti & Tobin, 2006). Researchers from the National Association for Secondary Educational Leadership (NASSP) (Patti & Tobin, 2006) were able to find a number of EI competencies by contrasting and comparing the main leadership behaviors shown by teachers. The data showed that EI is important in education. IQ is something that people either have or don't have, but emotional intelligence (EI) is something that can be taught and getting better at. In the last few years, coaching for emotional intelligence and self-awareness has become more and more famous in the business world.

Significance of the Study

For many different reasons, it is imperative to look at how school principals use emotional intelligence to promote good school environment and great leadership. First of all, it can offer evidence of the link between emotional intelligence and effective leadership, therefore improving our current understanding of EI's purpose in the workplace and in the classroom. This can affect the way courses in leadership development stressing emotional intelligence are designed. Second, the study might help to pinpoint the specific emotional traits that are absolutely essential for effective leadership within the context of school administrators and school environment. This can help educational institutions create a friendly and safe classroom for their students and direct initiatives on principal hiring, selection, and growth. Finally, the results of the study on the potential and challenges school administrators face in trying to develop and apply EI in their leadership roles will help educational policies and practice.

Objectives of the Study

1. To find out the relationship between EI and educational leadership
2. To determine the importance of emotional intelligence on educational leadership and school climate.

3. To explore strategies used by educational leadership in school climate

Research Questions

1. What is the relationship between Emotional Intelligence (EI) and educational leadership?

2. How does Emotional Intelligence impact educational leadership and school climate?

3. What strategies do educational leaders use to influence school climate through Emotional Intelligence?

LITERATURE REVIEW

Many fields, including education, have started to pay more attention to the effects of emotional intelligence lacking in leadership. In addition to cognitive and technical skills, school principals must possess emotional competences including self-control, connection to others, and handling of difficult social situations since they oversee learning environments. However, studies on the influence of emotional intelligence on the performance of school administrators' leadership particularly in urban environments are few. The main question this study aims to address is how much emotional intelligence (EI) shapes urban school administrators' leadership skills.

Principal Leadership

Getting students to do better in school requires strong leadership (Kwong & Davis, 2015). In both direct and indirect ways, leaders' actions have a big effect on how committed teachers are to getting better at their jobs. The numbers also show that teachers think the principal's leadership makes the school a better place to be. Because the school has a democratic culture, the leader should treat the staff with respect and build trust with them so that their ideas and views are heard and taken into account. To keep the trust of the teachers, the principal should show traits like tolerance, understanding, and patience. This point of view says that the guiding concept should help the school do well while also looking out for the best interests of each student. Baylor suggested using inspirational encouragement to boost people's spirits and get them going. Showing excitement and hope is a way to inspire and attract fans. People who work for a manager who sets a good example by communicating clear goals and working together to reach them are more likely to support the company's strategy. Some managers are great at getting their teams to work together to reach their goals.

Reading books about being a principal that make it sound like they should have all the skills and traits to solve all the problems in their schools can be discouraging. Administrators of schools should keep good relationships with the people in their neighborhoods, both inside and outside of school. They are mostly in charge of handling arguments and disagreements on college, whether they are between students, teachers, or other people. Respecting the power of district administrators is important, but administrators should also know how to keep from getting in the way of teachers' freedom. Last but not least, they should keep the school clean. It is normal for instruction to show up anywhere on the list on the 14th page According to the study (Leithwood et al., 2009), good leadership is based on three things: setting direction, developing people, and redesigning the company. A school improvement plan is a good way to get things done, and "it's impossible to make school progress without sitting goals" (Leithwood et al., 2009). Having clear goals that everyone in the school works toward—teachers, support staff, and community members—makes it more likely that a good administrator will stay inspired to see them through. To create a productive environment that can help the school reach its goals, management and teachers need to communicate better and teachers need to be involved in the process. An important part of being a good leader is being able to turn plans into reality. To pull this off, the leader needs to have clear skills for making relationships. Leaders need people who will follow them. Leaders who show they care about their team members and are excited about the goal will get people who share that excitement to follow them.

Principal Leadership and Emotional Intelligence

The impact of leaders' emotional intelligence (EI) on their staff has been the focus of other studies. According to research (Leithwood et al., 2009), being enthusiastic and optimistic can help decrease frustration and boost performance. In order to effectively manage businesses, executives should have high levels of emotional intelligence. According to Goleman (1988), emotional intelligence is defined as the capacity to recognize, manage, and assess one's own emotions. EI refers to a type of intelligence that is distinct from specialized knowledge. Emotionally intelligent leaders are able to inspire their teams to reach their objectives because of their exceptional social abilities. One of the most prominent minds in the field of emotional intelligence (EI) is Daniel Goleman. Emotional intelligence is an essential quality in a leader, according to Goleman's (1998) research. Even if leaders have access to top-notch education, brilliant ideas, and strong analytical skills, they will fall short if they lack emotional intelligence, argues Daniel Golemen combination of high levels of emotional intelligence and technical/functional competence is required of effective leaders. Among the four components of emotional intelligence listed by Goleman, self-awareness, motivation, empathy, and social skills are crucial.

Definition of School Climate

Studies on the environment of schools have existed for some time. With an aim of defining, understanding, and evaluating its impact on the several facets of school life, academic and professional research on school climate has been conducted for almost a century (Perry, 1908). Cohen et al. (2009) defines school climate as "the quality and character of school life," comprising "norms, values, and expectations that support people feeling social, emotionally, and physically safe" (p. 100). This is the foundation of the researcher's perspective on the condition of the schools. Cohen's initial concept and explanation fit many studies on the school environment; this is so due of his framework (2009), which aids in the organization and classification of the pertinent data.

Based on patterns of school life experiences, the National School Climate Center (2007) defines school climate as "based on patterns of school life experiences" and as "reflecting norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures" (p. 5), so extending Cohen's original recommendation. components of school climate defined in the American Institute for Research Quality School Leadership brief (2012), the "availability of supports for teaching and learning" and "goals, values, interpersonal relationships, formal organizational structures, and organizational practices" (p. 3) define each other. Brown, Corrigan, and Higgins-D'Alessandro characterize school climate in their 2012 Handbook of Prosocial Education as "an amalgam of many individual, interpersonal, and group influences and how the person 'weights' them in conscious and recognized ways" (p. 5). Though it is more felt than seen, a school has an aura that is both physical and emotional and has broad consequences. This aura connects the shared themes of these remarks relationships, education and learning, organizational structures, and objectives that run across each other.

Importance of Strong School Climate

It is worth mentioning that school environment is important regardless of the principal because there is a lot of literature about it and how it affects schools. "Understanding of school violence, and the identification of contributing or inhibiting factors at the school level [that] can help guide appropriate, effective prevention and intervention efforts" (p.104) is what Welsh (2000) says when discussing the impact of school climate on social disorder. Students' academic progress has been linked to a positive school climate, even in the face of neighborhood crime and community violence. According to further research on how students, parents, and educators perceive the school atmosphere, shifts in administration and leadership directly impact how engaged people feel. Evidence from empirical research revealed that children's emotional and psychological wellbeing was not correlated with teacher rejection (Sarfaraz et al., 2022b). Social capital is an intangible resource that has a highly favorable effect as a mediator, improving the social activity and results of employees (Jamil & Rasheed, 2023). Increased motivation in the classroom is

correlated with better emotional intelligence scores (Shinwari et al., 2023). Ostroff et al. (2013) studied the relationship between organizational climate and culture, leaders' actions, such as their communication and leadership styles, greatly impact the climate of an organization. This is because "leaders are likely to play a particularly important role in the emergence of and consensus of climate perceptions" (p. 663). It is obvious that the principal of the school has some influence, however slight, on the academic achievement of the pupils enrolled there.

METHODOLOGY

This study employs a quantitative research methodology to examine the influence of emotional intelligence on educational leadership and school climate. The sample consists of 289 school principals, with a gender distribution of 223 females and 61 males. The research utilizes a structured survey instrument designed to measure emotional intelligence, leadership effectiveness, and perceptions of school climate. The survey incorporates validated scales such as the Emotional Intelligence Appraisal and the Leadership Practices Inventory, alongside Likert-type items to capture nuanced responses.

The data collection process involved distributing the surveys to the participating principals, ensuring anonymity and confidentiality to encourage honest and accurate responses. The survey was designed to be comprehensive, covering key components of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills, as well as aspects of school climate such as safety, relationships, teaching and learning, and institutional environment. Once the surveys were collected, the data were subjected to rigorous statistical analysis using software such as SPSS. Descriptive statistics provided an overview of the sample characteristics, while inferential statistics, including correlation and regression analyses, were used to examine the relationships between principals' emotional intelligence and various indicators of school climate. The reliability and validity of the survey instruments were assessed through Cronbach's alpha and factor analysis.

This quantitative approach allows for a systematic and objective examination of the data, providing empirical evidence on the role of emotional intelligence in educational leadership. The findings are expected to highlight significant correlations between high levels of emotional intelligence in principals and positive school climate, offering insights that could inform training and professional development programs aimed at enhancing leadership skills and school environments.

RESULTS AND DISCUSSION

Table 1 shows that in the study, the gender distribution of the participants showed that the majority were female, comprising 75.8% (223 participants) of the sample. Male participants accounted for 20.7% (61 participants), while a small fraction, 1.7% (5 participants), and did not specify their gender.

Table 1. Participants by gender.

Gender	N	Percentile
Female	223	75.8%
Male	61	20.7%
N/A	5	1.7%

Table 2. Participants by experiences.

Experience	N	Percentile
<1 Year	6	2.04%
1-2 Years	8	2.7%
3-7 Years	48	16.3%
8-12 Years	36	12.2%
13 Years or more	190	64.6%

Table 2 shows that the distribution of experience among the participants shows that a large majority, 64.6% (190 participants), have 13 years or more of experience. Those with 3-7 years of experience make up 16.3% (48 participants), while participants with 8-12 years of experience account for 12.2% (36 participants). Participants with 1-2 years of experience comprise 2.7% (8 participants), and those with less than 1 year of experience represent 2.04% (6 participants). This indicates that the majority of the participants are highly experienced.

Table 3. Overall means EI, educational leadership and school climate.

Variables	Overall Mean	Standard Deviation
EI	2.79	.407
Educational Leadership	2.81	.426
Relationships	2.71	.456
School Climate	2.82	.349

Table 3 shows that the overall mean scores and standard deviations for the variables. Emotional Intelligence (EI) has a mean of 2.79 with a standard deviation of 0.407, indicating moderate EI levels among participants with some variability. Educational Leadership has a mean of 2.81 and a standard deviation of 0.426, suggesting similar moderate levels and variability as EI. Relationships have a slightly lower mean of 2.71 and a higher standard deviation of 0.456, indicating more variability in the participants' perceptions of relationships. School Climate has the highest mean of 2.82 and the lowest standard deviation of 0.349, suggesting a relatively more consistent perception of school climate among participants.

Table 4. Regression coefficient of EI, educational leadership and school climate.

Variables	B	SE	t	P	95%CI
EI	10.396	5.431	1.914	.057	(-.293, 21.084)
Educational Leadership	.757	.140	5.407	.000	(.482, 1.033)
School Climate	1.449	.127	11.370	.000	(1.198, 1.700)

Table 4 shows that Emotional Intelligence (EI): The coefficient (B) for EI is 10.396, with a standard error (SE) of 5.431. The t-value is 1.914, and the p-value is .057. The 95% confidence interval (CI) ranges from -0.293 to 21.084. This suggests that EI has a positive but not statistically significant effect on the dependent variable at the .05 level, as the p-value is slightly above .05.

Educational Leadership: The coefficient for Educational Leadership is 0.757, with a standard error of 0.140. The t-value is 5.407, and the p-value is .000. The 95% confidence interval ranges from 0.482 to 1.033. This indicates a statistically significant positive effect of Educational Leadership on the dependent variable, as the p-value is well below .05.

School Climate: The coefficient for School Climate is 1.449, with a standard error of 0.127. The t-value is 11.370, and the p-value is .000. The 95% confidence interval ranges from 1.198 to 1.700. This also indicates a statistically significant positive effect of School Climate on the dependent variable, as the p-value is well below .05.

Discussion

The findings of this study underscore the importance of Emotional Intelligence (EI), Educational Leadership, and School Climate in the context of educational effectiveness. The results show a positive but not statistically significant impact of EI on the dependent variable, indicating that while EI is beneficial, its influence alone may not be substantial enough to predict outcomes reliably. On the other hand, both Educational Leadership and School Climate demonstrate statistically significant positive effects, highlighting their crucial roles in shaping the educational environment. The high mean scores for Educational Leadership and School Climate suggest that these factors are perceived positively among the

participants, which aligns with existing literature emphasizing the significance of strong leadership and a supportive school climate in fostering academic and social success. The variability in the Relationships variable, indicated by its higher standard deviation, points to differing perceptions among participants, suggesting that relationship dynamics within schools may be more complex and varied.

CONCLUSION AND RECOMMENDATIONS

This study provides empirical evidence on the relationship between Emotional Intelligence, Educational Leadership, and School Climate, and their combined impact on educational effectiveness. While Emotional Intelligence alone did not show a statistically significant effect, it remains an important aspect of effective leadership. Educational Leadership and School Climate, however, emerged as significant predictors, reinforcing the notion that strong leadership and a positive school climate are essential for educational success. These findings contribute to the understanding of the multifaceted nature of educational leadership and the environments in which they operate. Integration of EI Components: Leadership training programs should integrate components that enhance Emotional Intelligence, emphasizing its role in effective leadership and relationship-building. Focus on Practical Applications: Programs should include practical applications of leadership strategies that positively impact school climate. Supportive Policies: Develop policies that support the continuous development of school leaders, focusing on emotional competencies and their impact on school environments. Resource Allocation: Ensure adequate resources are allocated for professional development and support systems that foster positive school climates. Broader Studies: Conduct broader studies to explore the specific emotional competencies that significantly contribute to effective leadership, particularly in different educational contexts. Longitudinal Research: Implement longitudinal research to examine the long-term impact of Emotional Intelligence and Educational Leadership on school climate and student outcomes. Stakeholder Involvement: Involve all stakeholders, including teachers, students, and parents, in initiatives aimed at improving school climate. Regular Assessments: Conduct regular assessments of school climate to identify areas of improvement and measure the impact of implemented strategies.

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