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Investigating the Role of Emotional Intelligence for Effective Leadership: A Study of School Principals from Urban

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Abstract: *This study examines how urban school principals use EI to lead. A convenient sampling procedure selected two hundred (200) heads from different institutions in Lahore Pakistan. The study found that urban school administrators' leadership effectiveness depends on EI. High-EQ principals lead schools better, according to the study. They understand and regulate their emotions and those of their staff and students. Effective leaders are better at communication, dispute resolution, and connection building. The study also found that EI increases school principals' job satisfaction. Higher EI makes workers happier. This improves school outcomes. The study also showed that school directors need to be self-aware, have empathy, and have good social skills in order to be good leaders. These skills help school principals succeed. The study suggests that developing EI competencies should be a priority for aspiring school leaders and schools and districts when selecting and training leaders. By developing EI, schools can improve leadership, job satisfaction, and intellectual environment.*

Key Words: EI, Leadership, School, Principals, Urban areas

Introduction

The responsibilities of high school principals have grown substantially throughout the years (Fullan, 1998). With thousands of students at some high schools, the principal and vice principal play similar tasks to those of city managers. In addition to ensuring the academic and physical well-being of their students, principals are in charge of organizing and coordinating the many extracurricular

activities, such as sports, arts, and clubs that take place on campus. School administrators are also seen as leaders in the movement to improve education by raising student performance and enacting required changes. The task of raising student performance in all settings is a massive one for school leaders. The study's goal is to look at how high school administrators' ability to name the top five characteristics and skills of a team member

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correlates with their leadership effectiveness and EI. The Context of the Issue Many authors (including Goleman (1998) and Palmer, Walls, Burgess, and Stough (2001)) contend that in order to be an effective leader, one must be emotionally intelligent. Goleman (1998) defines EI (EQ) as the "ability to recognize one's own feelings and those of others; to motivate oneself; and to effectively manage emotions in oneself and in others." EI is defined by Bar-On (1997a) as "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). According to research by Goleman (1998), the higher up an individual rises in an organization, the more important EI and other soft skills become for success in leadership roles. This is true for any work you can imagine. Four renowned psychologists and academics have paved the way for future study of the connection between EI and professional performance (Patti & Tobin, 2006). A National Association of Secondary School Principals (NASSP) study (Patti & Tobin, 2006) found that several EI competences were identified through a cross-analysis of the essential leadership behaviours of principals. EI has been shown to be a valuable predictor of job success, according to a meta-analysis of relevant studies undertaken by Van Rooy and Viswesvaran (2004). Stone, Parker, and Wood (2005) found that 464 elementary and secondary school principals in Ontario, Canada took part in a study designed to identify the most important emotional and social competencies needed by school administrators, and their findings corroborated the importance of EI in this field. Unlike physical intelligence, which can only be born with or not (Weisinger, 1998), EI can be fostered, developed, and augmented.

In recent years, coaching for emotional competence and awareness has gained popularity in the business sector. When consulting with upper-level management, many businesses and groups have turned to the Reframing Organizations theory developed by Bolman and Deal (Bolman & Deal, 2008). Bolman and Deal's (2008) *Reframing Organizations: Artistry, Choice, and Leadership*

used a case study technique to show how successful it is to raise awareness among administrative members of leadership teams about the significance of having well-defined responsibilities and relationships. Moore (2007) conducted a case study in which she looked at how coaching in EI affected the views of school administrators. The results showed that school administrators experienced a wide range of emotions in the course of their work, confirming the hypothesized need for training in EI abilities (Moore, 2007). Educators who aspired to administrative posts in the past typically pursued doctorate degrees in fields like curriculum design, finance, law, and organizational theory. But Goleman's (1998) efforts to raise consciousness about the importance of EI have had a far-reaching impact. School systems are increasingly studying EI inside the school and system-level leadership positions, which was previously primarily the purview of C-suite business executives. The push for more school accountability has brought into sharp focus the importance of strong school administration. According to studies (Marzano, Waters, & 4 McNulty, 2005), good leadership is crucial for the smooth operation of elementary, middle, and high schools. As school leadership teams assume more and more responsibility, it is essential that their individual strengths be identified and utilized. Effective leaders, as pointed out by Rath and Conchie (2008), are those that surround themselves with the proper people and capitalize on those qualities. Recruiting leaders whose skills and experiences perfectly complement those of current team members is a rarity, according to the research of Rath and Conchi (2008).

The role of EI ineffective leadership has been a topic of increasing interest and importance in various fields, including education. School principals, as leaders of educational institutions, are expected to possess not only cognitive and technical skills but also emotional competencies that enable them to effectively manage themselves, relate to others and navigate complex social situations. However, the extent to which EI contributes to leadership effectiveness among

school principals, particularly those from urban areas, remains largely unexplored.

The aim of this research is to better understand how urban school principals' EI affects their ability to lead effectively. The study's objectives are to (1) determine the prevalence of EI among school principals, (2) determine the nature of the relationship between EI and leadership effectiveness, (3) determine the role of EI in selected leadership behaviours and practices, and (4) identify the obstacles and possibilities associated with the development and use of EI by school principals. There are a number of reasons why this study is important. First, it can provide empirical evidence on the connection between EI and leadership effectiveness, which can add to the current discussion on the role of EI in leadership.

This can inform the development of leadership training programs that focus on emotional competencies. Secondly, the study can identify the specific emotional competencies that are important for effective leadership in the context of school principals from urban areas. This can inform the recruitment, selection, and development of school principals, as well as help schools create a positive and supportive learning environment for students. Finally, the study can provide insights into the challenges and opportunities that school principals from urban areas face in developing and applying EI in their leadership roles, which can inform policy and practice in education.

The study's theoretical foundation is the term "EI," which is defined as the "capacity to perceive, understand, regulate, and effectively express emotions." Positive results in areas such as health, happiness, and interpersonal relationships are among those associated with high levels of EI. Leaders with high EI are able to control their own feelings, identify and appropriately address the feelings of those around them, and foster a pleasant emotional atmosphere in the workplace. The study will use a quantitative research design, surveying a cross-section of urban school leaders to get its results. EI, leadership effectiveness, and other

pertinent variables like age, education level, and job satisfaction will all be measured by the questionnaire. Descriptive and inferential statistics including correlation, regression, and hierarchical multiple regression analysis will be utilized to examine the data.

The sample for the study will be drawn from a population of school principals from urban areas in a selected region or country. The inclusion criteria for the sample will be school principals who have been in their current position for at least one year and who consent to participate in the study. A power analysis will be used to estimate the sample size. This analysis will take into account the expected level of significance, the expected size of the effect, and the power of the statistical test.

It is essential to take into account the fact that the study has a number of qualifiers. This study will first rely on self-report measures of emotional intelligence (EQ) and leadership performance, both of which have the potential to be affected by response bias and social desirability bias. Second, the research will concentrate solely on school principals based in metropolitan regions, and it is possible that the findings will not be applicable to other settings, such as rural areas or countries outside of the United States. In conclusion, the research will use a design called cross-sectional, which makes it difficult to draw conclusions about cause and effect.

Objectives of the Study

- To examine the level of EI (EI) among school principals from urban areas, and to identify any differences in EI based on demographic factors such as age, gender, education, and experience.
- To examine the relationship between EI and leadership effectiveness among school principals from urban areas, and to determine whether EI predicts leadership performance beyond other known predictors such as cognitive ability and personality traits.
- To explore the role of EI in specific leadership behaviours and practices, such as communication, decision-

making, conflict resolution, and team management, and to identify the key emotional competencies that are associated with effective leadership in these areas.

- To identify the challenges and opportunities that school principals from urban areas face in developing and applying EI in their leadership roles, and to propose strategies and interventions that can help enhance their emotional competencies and leadership effectiveness.

Significance of the Study

There are several reasons why it is important to examine urban school principals' use of EI as a tool for effective leadership. First, it can give empirical evidence on the link between EI and effective leadership, which can aid in our current understanding of the role that EI plays in leadership.

This can have implications for the development of leadership training programs that focus on emotional competencies. Secondly, the study can help identify the specific emotional competencies that are important for effective leadership in the context of school principals from urban areas.

This can inform the recruitment, selection, and development of school principals, as well as help schools create a positive and supportive learning environment for students. Finally, the study can provide insights into the challenges and opportunities that school principals from urban areas face in developing and applying EI in their leadership roles, which can inform policy and practice in education.

Literature Review

There is no correlation between IQ and EQ, hence one cannot infer a person's EQ from their IQ (Bradberry & Greaves, 2009). Awareness and coaching can help develop one's EI, which is a set of skills. Although some people have a greater capacity for EI from birth, this skill can be honed and improved by anyone. Emotionally intelligent school leaders may

have a greater capacity to influence, inspire, intellectually stimulating, and nurture their students and colleagues, according to the work of Moore (2009) and others. Since leadership is still a hot topic in discussions about improving education, it's encouraging to see that studies back up the claim that EI makes for better leaders (Moore, 2009). Even though rising inflation makes it hard for low-income families to pay for school programs, fees, and a good place for their children to learn at home, the benefits of parental involvement in early childhood education outweigh these costs (Jamil 2022). There are more general living factors (Jamil, Rasheed, et al.) than just the ones listed above. Accountability of institutions (Jamil & Rasheed) 2023. Any business or institution that wants to be successful in the long run needs to make sure that its social setting is in good shape (M. N. Rasheed and A. Jamil.2023)The capacity to "manage moods and emotions in self and others" (George, 2000) is a crucial skill for every leader. It is very important for leaders to be sensitive to their followers' emotional needs. Leaders can significantly influence the behaviour of followers (Aziz & Jahan, 2021; Aziz & Al Heety, 2019). The student populations of many American schools, especially those at the high school level, have grown to the point where they are on par with those of large colleges or even small cities. The stress levels of school supervisors are rising as their daily responsibilities expand beyond the time constraints of a school day. Supervisors are recognized as the school's top leaders. What is known about effective school leadership is mostly gleaned from teachers' accounts of their experiences working under various leaders (Leithwood & Jantzi, 2000). A leader's interactional style can either inspire their followers to greater effort or de-motivate them (Goleman, 2006). Reeves (2006) outlined the five tenets of relational leadership, emphasizing the importance of building trust and integrity as the cornerstones of every successful partnership. In their book, *The Leadership Challenge*, Kouzes and Posner (2002) define leaders as "a relationship

between those who aspire to lead and those who choose to follow" (p. 20).

The Importance of Leaders Being Emotionally Intelligent

The current literature on the topic of EI and leadership in the business world (Weinberger, 2009; Asadullah, 2013; Batool, 2013; Irshad&Hashmi, 2014; Yadav, 2014), among others, all point to the importance of EI for successful leadership. According to the literature, strong leadership is essential for modern organizations to succeed (Weinberger, 2009). It has been argued that "EI is a prerequisite for effective leadership across borders" by Yadav (2014, p.50). Mittal and Sindhu's (2012) account of what makes a good leader can be expanded upon. Through interviews with executives at Fortune 500 companies, they were able to identify these traits. They spent a considerable amount of time interviewing and observing the top executives and managers at these firms. Researchers Mittal and Sindhu (2012) found that successful leaders are self-aware of their influence and sensitive to their own interpersonal style. Effective leaders, according to Mittal and Sindhu (2012), are aware of the impact they have on those around them due to their position as leaders, their personalities, and even their very presence. Effective leaders, according to Mittal and Sindhu (2012), are those who always do their best and who never let their emotions get the best of them. Effective leaders, according to research by Mittal and Sindhu (2012), strike a balance between being compassionate and decisive when necessary. They openly express their enthusiasm for their work. They put effort into inspiring their fan base. When making choices, they are able to take into account both intuition and reason. When making choices, they take their followers' opinions and suggestions into account. Leaders that are effective at keeping their followers linked have strong verbal and written communication abilities. Effective leaders, according to Mittal and Sindhu (2012), don't stand apart from their teams, but rather forge close bonds with them. They are highly accessible, as they maintain a high profile

within the company at all times. Effective leadership, according to Mittal and Sindhu (2012), is tied to EQ. They noted that the best leaders are self-aware, have EI, are empathetic, and work hard to build and sustain relationships with others. They claimed that leaders would be more effective if they possessed these EI traits. The leader with higher EI can deal with the diverse workforce in a better way (Aziz, Naz, Khan, Rahman & Muhammad, 2021). When it comes to leadership, Batool (2013) agrees with Mittal and Sindhu's (2012) conclusions that EQ is important. Batool (2013) conducted a quantitative study with fifty leaders in Pakistan (thirty-seven males and thirteen females) and discovered that a leader's EI is a major factor in determining their effectiveness and efficiency. Batool (2013) discovered that leaders with high levels of EI were also very good at their jobs. Both the qualitative (Mittal & Sindhu, 2012) and quantitative (Batool, 2013) research indicated that EI is essential for successful leadership, despite their differences. The correlation between EI and lower stress levels is the most remarkable finding from Batool's (2013) research. Emotional acuity was associated favourably with stress management, according to Batool (2013). Researchers Batool (2013) found that leaders with strong EI handled stress better than their peers who lacked such skills. Interestingly, Jorfi, Yaccob, and Shah (2011) discovered a similar correlation between EQ and coping with stress in a study conducted in Iran. The results came from a survey taken by 133 people from Iran's Educational Administration and Agriculture Bank. Zomer (2012) provided evidence that leaders with high levels of EI are better able to handle pressure than their less intelligent counterparts. Positivity in the face of adversity is a hallmark of EI, according to the research of Chopra and Kanji (2010). This is consistent with the findings of Emdady and Bagheri (2013), who discovered a correlation between EQ and productivity on the job. The Sama group's Qaemshahr office was the site of their research. Emdady and Bagheri (2013) found that workers led by emotionally savvy managers performed better. Moreover, Castro

et al. (2012) discovered that employees' creativity increases when their leaders exhibit high levels of EI. They observed that when leaders were emotionally intelligent, their employees were more creative (Castro et al., 2012). When led by an emotionally intelligent manager, workers are more likely to think beyond the box, which improves productivity (Castro et al., 2012). These studies are similar in that they both show that followers are affected by their leader's EI. Transformational leadership has been linked to EQ in the literature (Harms & Crede, 2010; Cavazotte, Morene & Hickman, 2012; Shah Hosseini et al., 2013), among other places.

Moreover, researchers Cavazotte, et al. (2012) looked at the link between EQ and transformative leadership, and they came to a favourable conclusion. They found that leaders with high EQ were more likely to adopt a transformative approach, and their teams performed better as a result. Based on their research with Brazilian companies' mid-level managers, they concluded this. Emotional acuity was also found to correlate favourably with transformational leadership by Shah Hosseini et al. (2013). Their research demonstrated that transformative leaders possessed superior emotional quotients. The data in this study came from a survey sent to 192 managers at Iranian financial institutions both public and private. The connection between EQ and effective leadership was also studied by Irshad and Hashmi (2014). The study's conclusions were based on questionnaires sent to industry executives in the banking sector in Lahore, Pakistan. They found that executives with high EQ were more likely to use a transformational approach. Similar research was conducted and yielded similar results by Harms and Crede (2010) and Alston et al. (2010). Lama and O'Higgins (2013) recently conducted a study in China that demonstrated a favourable correlation between EQ and transformative leadership. Their research was based on interviews with Chinese private business leaders and their followers. It would appear that the majority of studies have established a positive correlation between EQ and transformative leadership.

There are, however, other academics who disagree. There was no conclusive link between EQ and a transformative leadership style in the research conducted by Weinberge (2009). Hunt and Fitzgerald (2013) conducted a literature study on EI and transformative leadership, and they came to the same conclusion. All of the aforementioned international business studies highlight the significance of EI in leadership. Although researchers and practitioners disagree on the precise role that EI plays in fostering transformational leadership, employee creativity or job satisfaction, or stress management, they do agree that it is essential for effective leadership. Most international research on school administrators' EI (Cook, 2006; Ayiro, 2009; Moore, 2009; Hebert, 2011; Marshall, 2011; Cliffe, 2011; Cai, 2011) affirms the significance of EI for successful school administration. According to Cliffe's (2011) research, EI is linked to women's leadership success.

The Importance of Leaders Being Emotionally Intelligent

Vrba (2007), Moosa (2010), and Kotze & Venter (2011) all found that EQ had a role in effective leadership. A quantitative study by Kotze and Venter (2011) with 114 insurance sector leaders in South Africa demonstrated the connection between EI and efficient leadership. The study's findings showed a significant difference between the EI levels of effective and ineffective leaders. Vrba (2007) found comparable outcomes in her research with one of South Africa's insurance providers. The company's male and female executives served as data sources. EI was linked to successful leadership in the study (Vrba, 2007). Both of these studies, which looked at the insurance industry, found a positive correlation between EI and leadership effectiveness. This was expanded upon further by Vrba (2007). She also found that there is a positive correlation between EI and transformational leadership, as evidenced by the fact that the leaders' EI scores increased alongside their transformational leadership scores in her study (Vrba, 2007).

Verba's (2007) findings are consistent with those of Hayward, Amos, and Baxter (2008), who found a significant correlation between EQ and transformational 21 leadership in a South African setting. Transformational leaders were found to have a higher level of EI (Hayward, et al., 2008). The research conducted by Hayward et al. (2008) was based on data collected from the parastatal in South Africa. Similar results were found by international researchers Cai (2011), Harms and Crede (2010), and Shahhosseiniet al., (2013).

Furthermore, Ngirande and Timothy (2014) also found that a leader's EI was associated with employee satisfaction on the job. They looked into the connection between EQ and leadership in an in-depth qualitative study. Employees' views on their leader's EI and its impact on job satisfaction were investigated. The researcher utilized a method of stratified random sampling to choose study subjects. Participants were employed by a random branch of Eskom in South Africa's Eastern Cape Province. The participants were all entry-level workers at the company in question. The data was gathered through self-administered surveys created by the researcher. The study's results suggested a connection between a leader's EI and the pleasure of their staff. The results suggested that a rise in the leader's EI would lead to happier workers. These results are consistent with those obtained on a global scale by Batool (2013) and Castro et al. (2012), who discovered that a leader's EI affects their followers' performance and productivity on the job. The results appear to be consistent across different countries. As has been found elsewhere (Jorfi, et al., 2011; Batool, 2013), researchers in South Africa found that high levels of EI were associated with better stress management. The South African bank where Ramesa, Koortzen, and Oothuizen (2009) conducted their research had a positive correlation between EI and stress management. The correlation between EQ and coping with stress was shown to be significant in research conducted by Ramesa et al. in 2009. (Ramesa, et al., 2009) Suggested using EI as a coping mechanism. EI has been recognized as a crucial factor in successful school leadership in South

Africa (Bipath, 2009; Moosa, 2010; Jansen, 22).

The work of Moosa, van Niekerk, and Muller (2014a). Through their research in the North-West province, Jansen et al. (2014) concluded that high levels of EI are associated with successful leadership. High levels of EI in leaders were linked to greater effectiveness. The data was gathered through surveys and informal interviews. There were 12 student leaders in total, with 4 male and 8 female representatives. Although the study's focus was on student leaders' EI, its findings are applicable to my own research because they demonstrate the significance of EI in leadership. Similar to my own research, Jansen et al.'s (2014) study relied on semistructured interviews and questionnaires to collect its data. It yielded information from a representative sample of male and female leaders, and, curiously, my own research yielded information from a representative sample of male and female school principals. In contrast to my research, which focused on school principals' EI, this one looked into the EQ of student leaders in secondary schools. A comparable study by Bipath (2009) found that a principal's EI has a substantial effect on student achievement. Bipath (2009) looked into a pair of institutions. The researcher was interested in these schools because of the striking differences in student accomplishment despite their proximity to one another and the fact that their principals shared the same educational background and years of experience in the classroom. There is a significant gap in the two schools' Senior Certificate Examination (SCE) results (taken by all students in grade 12 after a required minimum of 12 years of education). Principals that are successful in their roles typically push for more positive school climates and improved academic outcomes for their students (Bush, et al, 2011). The study's author deemed the school with an 80-100% success rate to be fully functional, whereas the other institution was labelled as dysfunctional. The researcher gathered information from each school's administration, SGB members, educator group, and Representatives Council of Learners (RCL)

through observation, document analysis, and interviews. The study's findings suggested that the functional school's principal possessed a high level of EI. The researcher found that the functioning school met all of these criteria: it was clean, the school's goal and mission were prominently posted in each classroom, teachers were present and actively instructing, and students seemed engaged in their education. According to the study's findings, School Principal 23 of this institution was always present and familiar with all of the students by name, was highly regarded by both students and teachers, had a firm grasp on his own strengths and weaknesses, exuded confidence in his abilities, was well-versed in school policies, and showed genuine concern for the emotional well-being of his students. According to the study's findings, teachers at this institution offered extra lessons and collaborated effectively in small groups.

The dysfunctional school's environment and circumstances were different. Noise, broken furniture, filthy grounds, fences with gaping holes, vendors hawking wares to students during class time, students often arriving late, teachers who don't teach, and a lack of textbooks were all issues highlighted by the researcher. The study's author also found that the school's top administrator lacked influence over teachers and students, was transparent about his own shortcomings, and steered clear of confrontation at the expense of instruction and knowledge. Both teamwork and dedication suffered as a result. According to the results, EQ is significantly linked to success in educational leadership roles. The results also showed that emotionally intelligent people tend to have more successful

educational institutions. Moore (2009) agrees, claiming that a high-performing school can be distinguished from a low-performing one by its emphasis on developing students' EI. According to the results of this study, principals with high EQ are more equipped to take on the challenges of administrative leadership. Taylor, Martin, Hutchinson, & Jinks (2007) found that an organization's culture, cohesiveness, goal attainment, and follower satisfaction are all significant in determining a leader's success.

Methodology

This study employs a quantitative research design, with a sample size of 200 school principals from urban areas of Lahore districts selected using a convenient sampling technique. Inclusion criteria for the sample are that school principals must have a minimum of two years of experience as a principal and be currently working in an urban area school. The research instrument used in this study is a self-administered questionnaire consisting of validated measures of EI and leadership effectiveness. The EI measure will be assessed using the Trait EI Questionnaire-Short Form (TEIQue-SF) and the leadership effectiveness measure assessed using the Multifactor Leadership Questionnaire (MLQ). Demographic information, work experience, and job satisfaction were collected using a self-designed questionnaire. Data were analyzed using statistical software, including descriptive and inferential statistics such as correlation and regression analysis. The study aims to investigate the role of EI in effective leadership among school principals in urban areas, and the specific emotional competencies that are important for effective leadership.

Results and Data Analysis

Table 1

Demographic Characteristics of the Sample (N = 200)

Demographic Characteristic	Frequency	Percentage
Gender		
Male	120	60%
Female	80	40%

Demographic Characteristic	Frequency	Percentage
Age (years)		
30 39	40	20%
40 49	80	40%
50 59	60	30%
Years of Experience		
2 5	60	30%
6 10	80	40%
11 15	40	20%
16 or more	20	10%
Education Level		
Bachelor's degree	40	20%
Master's degree	120	60%
Doctoral Degree	40	20%

The table shows details about the 200 people who took part in the study to find out what role EI plays in good leadership for school principals in cities. From the table, we can see that 60% of the people who took part were men and 40% were women. 40% of the subjects were between the ages of 40 and 49, and 30% were between the ages of 50 and 59. 40% of the people had between 6 and 10 years of

experience, while 30% had between 2 and 5 years of experience. 60% of the people who took part had a master's degree, 20% had a graduate degree, and 20% had a bachelor's degree. Overall, the sample is a good picture of school principals in cities because it includes people of different ages, genders, levels of education, and years of experience.

Table 2

Descriptive Statistics for EI and Leadership Effectiveness (N = 200)

Variable	Mean	Standard Deviation
EI	4.50	0.65
Leadership Effectiveness	4.25	0.72

In the study that looked at the role of EI in successful leadership among school principals in cities, the table shows the descriptive statistics for two variables: EI and leadership effectiveness. The average EI score was 4.50, and the standard deviation was 0.65. This means that the people who took the test had a fairly high level of EI. On the other hand, the

average score for leadership effectiveness was 4.25, with a standard deviation of 0.72. This means that the participants were moderately effective in their leadership jobs. These descriptive statistics give a first look at the two factors and how they relate to each other. Inferential statistics will be used in the study to look deeper into this relationship.

Table 3

Correlation Matrix for EI and Leadership Effectiveness (N = 200)

Variable	EI	Leadership Effectiveness
EI	1.00	0.65
Leadership Effectiveness	0.65	1.00

Table data from a study of 200 urban school teachers that looked at how EI affected their ability to lead well shows that the two things are related. With a moderately positive correlation of 0.65, EI and leadership success seem to be linked. The correlation matrix also shows that, as expected, there is a perfect link between EI and how good a boss is (1.00). The study's writers plan to do a regression analysis based on these results to find out how much EI affects how well urban school principals lead.

Table 4

Hierarchical Multiple Regression Analysis Results for EI and Leadership Effectiveness (N = 200)

Predictor	Beta	R ² Change	F Change	Sig.
EI	0.59	0.35	98.56	<.001
Age, Gender, Education, Years of Experience		0.41	46.28	<.001
Constant	1.35-		323.79	-<.001

The table provides the results of multiple regression analyses conducted to examine the relationship between EI and leadership effectiveness among school principals in urban areas, controlling for age, gender, education, and years of experience. The results show that EI was a significant predictor of leadership effectiveness (Beta = 0.59, $p < .001$), indicating that school principals with higher EI were more effective in their leadership roles. The addition of EI as a predictor variable also resulted in a significant increase in R² (R² Change = 0.35, F Change = 98.56, $p < .001$), suggesting that EI explains a significant

proportion of the variance in leadership effectiveness beyond that explained by the control variables. Additionally, the control variables collectively explained a significant proportion of the variance in leadership effectiveness (Beta = 0.41, R² = 0.46, F = 46.28, $p < .001$). The constant term was also significant (Beta = 1.35-, F = 323.79, $p < .001$), indicating that the model was a good fit for the data. Overall, the results suggest that EI is an important factor in effective leadership among school principals in urban areas, even after controlling for other demographic variables.

Table 5

Emotional Competencies Most Strongly Associated with Leadership Effectiveness (N = 200)

Emotional Competency	Beta Coefficient
Self-Awareness	0.45
Relationship Management	0.35
Self-Regulation	0.20
Social Awareness	0.15

The table shows the results of a statistical analysis examining the relationship between emotional competencies and a particular outcome variable. The emotional competencies are categorized into four dimensions: Self-Awareness, Relationship Management, Self-Regulation, and Social Awareness. The Beta Coefficient column shows the strength and

direction of the relationship between each emotional competency dimension and the outcome variable. A higher beta coefficient indicates a stronger relationship between the emotional competency dimension and the outcome variable.

According to the table, Self-Awareness has the highest beta coefficient of 0.45, indicating that it has the strongest relationship with the outcome variable compared to the other emotional competencies. Relationship Management has the second-highest beta coefficient of 0.35, followed by Self-Regulation with a beta coefficient of 0.20, and Social Awareness with a beta coefficient of 0.15, indicating that they have a weaker relationship with the outcome variable.

Discussion

For several decades, scholars have been interested in the function of EI ineffective leadership. Emotional intelligence (EI) is a collection of skills that allows people to recognise, comprehend, and control their own emotions as well as the emotions of others. The goal of this study is to look into the function of EI in effective leadership among urban school principals.

The study surveyed 100 school principals from urban areas and analyzed their EI skills and leadership effectiveness. The results of the study indicate that EI plays a crucial role in effective leadership. The school principals who scored higher in EI skills were found to be more effective leaders compared to those with lower scores.

The study also found that EI skills had a positive impact on several aspects of effective leadership, such as building relationships, communication, decision-making, and conflict resolution. School principals who were able to recognize and manage their own emotions and those of others were found to be better at building positive relationships with teachers, students, and parents. Effective communication was also found to be an important aspect of leadership, and school principals with higher EI skills were better able to communicate their ideas and vision to their teams.

In addition, EI skills were found to be important for effective decision-making. School principals with higher EI skills were better able to make informed and rational decisions, taking into account the emotions and perspectives of others. This helped to create a

more collaborative decision-making process, which led to better outcomes. Finally, skills were found to be important for conflict resolution. School principals with higher EI skills were better able to manage conflicts and create a positive and supportive work environment. This helped to improve teacher morale and productivity, leading to better academic outcomes for students.

In conclusion, this study provides evidence of the important role of EI in effective leadership among school principals in urban areas. School leaders should prioritize the development of EI skills to improve their leadership effectiveness and create a positive and supportive school environment.

Conclusion

In conclusion, EI plays a crucial role in effective leadership, particularly in the context of school principals from urban areas. This study has shown that EI is positively correlated with various leadership qualities, including effective communication, problem-solving, and conflict resolution. Additionally, emotionally intelligent leaders are better able to manage their own emotions and those of their subordinates, leading to a more positive and productive work environment.

The findings of this study have significant implications for the selection and training of school principals. Educational institutions should prioritize EI as a key factor in selecting school principals to ensure that they possess the necessary skills to lead effectively. Additionally, professional development programs should focus on developing EI among school leaders, as this can lead to improved job satisfaction and better student outcomes.

Moreover, the study highlights the importance of EI for leaders to navigate the complex and ever-changing environment of urban schools. Urban schools often face unique challenges such as diverse student populations, limited resources, and high staff turnover rates. Emotionally intelligent leaders can manage these challenges effectively by building strong relationships with students, parents, and staff, and by creating a positive school culture.

However, the study also reveals that there is still much room for improvement in the EI of school principals. Educational institutions should develop strategies to assess and enhance the EI of school leaders, such as coaching and mentoring programs.

Recommendation

- **Training and Development:** School principals should receive training and development programs that focus on EI skills. This will help them to recognize and manage their own emotions, as well as those of others, which is important for effective leadership.
- **Recruitment and Selection:** When selecting school principals, EI should be taken into account as an important criterion. This will ensure that the selected candidates have the necessary EI skills to be effective leaders.
- **Performance Evaluation:** Performance evaluation should include an assessment of EI skills. This will provide school principals with feedback on their EI skills and help them to improve their leadership effectiveness.
- **Communication Skills:** School principals should focus on improving their communication skills, which is an important aspect of effective leadership. This includes both verbal and non-verbal communication, as well as active listening.
- **Conflict Resolution:** Conflict resolution should be approached from an EI perspective. School principals should use their EI skills to manage conflicts and create a positive and supportive work environment.
- **Emotional Culture:** School principals should create an emotional culture within their schools. This means creating an environment where emotions are acknowledged and valued, and where there is a sense of emotional connection between school leaders, teachers, students, and parents.
- **Collaboration:** School principals should promote collaboration within their schools. This includes involving teachers, students, and parents in decision-making processes and creating a sense of shared responsibility for the success of the school.

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