



Relationship between Emotional Intelligence and Leadership Abilities of Head Teachers of Girls Secondary Schools in District Rahim Yar Khan

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Abstract: *The present study aims to measure emotional intelligence level leadership abilities and find out the relationship between emotional intelligence and leadership abilities of head teachers of girls' secondary school at district Rahim Yar Khan. This descriptive correlational nature study used a survey research design. Headteachers of girls' secondary schools in the district of Rahim Yar Khan constituted the population of the study. The 96 head teachers contributed to data collection. An online questionnaire was used as a research tool for data collection. The collected data was analyzed by SPSS-22 and presented in tables and figures. The study found a significant positive correlation between the emotional intelligence and leadership abilities of secondary school head teachers at district Rahim Yar Khan. The researchers recommended that the head teachers be given proper training in emotional intelligence in order to provide them with sufficient know-how about emotional intelligence and teach them how to use it for handling and motivating the employees under their auspices. The researchers also recommended that the study be replicated in other districts and at different levels of education to pave the way for generalizing the results of studies already conducted in this regard.*

Key Words: Emotional Intelligence, Leadership Abilities, Head Teachers, Girls Secondary Schools

Introduction

Leaders of various educational institutions face a new collection of strategic challenges at the beginning of the 21st century. A number of developments will threaten private higher educational institutions: greater competition for jobs, more competitive career development and oriented jobs, and higher expectations that colleges and universities, along with educational institutes, will continue to build a learning environment and globalize the education industry. Leaders must reassess leadership competencies and become great entrepreneurs in order to remain competitive and retain a sustainable competitive advantage (Bhutto et al., 2023; Mohiman et al., 2024). "The successful leadership within middle and high management teams in many organizations is no longer benchmarked for intelligent quotient and technical skills." One variable that has recently become very widely known as a prospective basis of strong leadership is Emotional Intelligence Implementation (Crawford et al., 2014; Abbas et al., 2024). The rise of the concept of emotional intelligence in recent years has shaken common assumptions about what a good leader needs. The second variable is the determination to do something with feelings in such a way that it achieves growth and maximum output for that educational institute. (Iordanoglou, 2007; Shafqat et al., 2024).

Rational of the Study

The researchers have chosen this study to reveal the importance of the relationship between emotional usage and leadership abilities. Headteachers are responsible for the smooth running and effective teaching

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along with the quality of education in school. Emotional intelligence is essential to success for all leaders, especially in educational institutions, since they are responsible for managing institutional crises and dealing with people and students with different temperaments on different levels, categories, and cultures. Not only do they have to manage their own emotions, they also have to steer others' emotions. The head teachers of girls' schools are responsible for emotionally regulating activities and ensuring the attainment of productive educational objectives. However, the relationship between emotional intelligence and leadership abilities, especially in the education sector, is scarcely examined. This gap is to be filled by researching the relationship between emotions and the leadership skills of the girls' high school teachers at Rahim Yar Khan District. The study aims to elaborate on the significance of connection and the importance of emotional intelligence with leadership qualities.

Problem Statement

The problem statement, according to Ahmad, Farhat, and Abbas (2024), is a “clear and concise summary of the research problem, typically contained within one paragraph. Its function is to identify the concerned issue. Research problem emerges from research gaps, which themselves can emerge from multiple potential resources, including new frontiers, new contexts, or disagreements within the existing literature” (P.300). Emotions are the tools for a leader to deal with students and mold his or her way of proceeding. If emotions are controlled and understood by a teacher, then it becomes easy to convey instructions. If a head teacher is intelligent enough to deal with emotions in a very useful and positive way, students will become motivated and problem-solvers. The optimistic trend of thought and perception would be developed in students. Without emotional intelligence, the qualities to understand the thinking behavior and problems of students can never be solved. Every teacher must possess the qualities of understanding the emotions and learning problems of students in order to become a successful teacher. The teacher must possess such qualities that if a learner is not willing to study and does not grasp the concepts during study, then the teacher can change his or her perception through emotional understanding and motivation. The study attempted to find out the existence of any possible relationship between emotional intelligence and leadership abilities of secondary school female head teachers at district Rahim Yar Khan.

Research Objectives

- Measure the level of emotional intelligence of head teachers of girls' secondary school at District Rahim Yar Khan.
- Measure the leadership abilities of girls' secondary schools' head teachers at district Rahim Yar Khan.
- Find out the relationship between emotional intelligence & leadership abilities of head teachers of girls' secondary school at District Rahim Yar Khan.

Research Questions

1. What is the level of emotional intelligence of head teachers of girls' secondary schools of District Rahim Yar Khan?
2. What is the level of leadership abilities of head teachers of girls' secondary schools at District Rahim Yar Khan?
3. Is there any relationship between the emotional intelligence & Leadership Abilities of head teachers of girls' secondary schools at District Rahim Yar Khan?

Research Significance

If emotional intelligence is used by teachers, then the problems of students will be solved to a great extent. Students can perform better if they remain harmonious with the teachers and communicate their problems in an effective way. Understanding problems through the words and actions of students is necessary because sometimes students cannot elaborate on the problem properly. Emotional understanding is the basic quality of a good leader, and for an educational leader, it is necessary as far as the future is concerned. The findings of the study will determine the leadership abilities and level of emotional intelligence as well as the importance of emotional intelligence for head teachers. It would be beneficial to understand the

emotional intelligence of the learner and how to grab it from the student. The selection committee may use the results of the study to identify the candidate best for the post of head teacher/principal. Moreover, it will elaborate on the importance of emotional intelligence for teachers and would ultimately benefit the students. The drop-out ratio may also be mitigated if the results of the study were implemented by the Head Teachers. The results of the study will allow teachers from schools to be aware of their emotions and help learners learn to think and make decisions every day so that they can achieve positive results in schools.

Research Limitations

Though the researcher has tried their best to protect the results of the study against any type of bias, some factors were beyond the researcher's control and may have affected the validity of the study. Some of these factors are discussed as under:

- Since data regarding the emotional intelligence and leadership abilities of head teachers is based on their self-reports, the way they responded to the statements in the inventory may affect the internal as well as the external validity of the study.
- The smaller size of the population may not be sufficient for generalizing the results of a study on a provincial or country level; therefore, further research is needed in this regard.

Literature Review

“Review of the literature summarizes and evaluates the text of writing of the definite theme and provides a framework to think about the possible consequence of innovative study. It also divulges what has previously been done by giving advanced concepts for new research. Moreover, it helps researchers replace their work in larger contexts to show better results from their research” (Ahmad et al., 2023, p.3944). Moreover, “A review of literature may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to the current topic” (Ahmad et al., 2024, p.3). Following is the literature review for the present research.

Emotional Intelligence

Emotional intelligence is the ability to identify and appreciate feelings and the ability you have to make use of them to control your conduct and relationships (Benson et al., 2014). Its meaning is the ability to understand our own feelings, to inspire us, and to control our emotions in our relationships and with others (Wen, Huang, & Hou, 2019; Zafar et al., 2022). Moreover, being able to track and manage the feelings of oneself and others and to use emotions to direct thinking and action (Farhat, 2019; Yousaf et al., 2021). Emotional intelligence refers to the ability to provide an exact rationale about emotions and the ability to use emotions and emotional awareness to improve thinking. (Lin et al., 2016; Atta et al., 2024). The concept of emotional intelligence has something unique to do with the intelligent intersection of emotions and feelings. EI is the ability to perceive thoughts and emotions to enhance thinking (Mumtaz et al., 2024; Zafar & Akhtar, 2023). It comprises the capacity to interpret emotion accurately, access and produce emotions and control emotions to promote emotional and intellectual development. (Štiglic et al., 2018).

Role of EI in Education: Emotional intelligence promotes awareness and personal development. The EI's learning and preparation ability is one of the main requirements for education and human capital. In his 1995 book, Daniel Goleman said that EI is the most significant contributing variable to professional and personal success (Zafar & Ullah, 2020; Rasheed et al., 2024). His comment was based on the fact that IQ describes just 20% of life's progress, while 80% can be passed on to EI. This viewpoint and its dissemination in mass media opened Pandora's 28 Box to the suggestion of educational programmers, which offer the commitment to improve success and academic success for schools and organizations (Shakir et al., 2012; Mérida-López & Extremera, 2017; Ullah et al., 2020; Khan et al., 2022). It is now clear from the work of many academics that EI may play a key role in jobs and education. Bar-On considers that emotional intelligence should be better served (Zafar et al., 2021; Maitlo et al., 2024). It describes EI or ESI as a cross-section between emotional and social abilities. Because of this, we can decide how effectively we understand, express, and promote our work. (Dolev & Leshem, 2016).



Leadership Abilities

Leadership is described as the mechanism that influences a structured group's actions towards achieving its objectives. Leadership is an individual's power, is exercised in a situation and through the communication process, and is directed toward achieving a certain objective or aim (Rasheed et al., 2024). It is the art of mobilizing others to fight for common aspirations. These and other concepts give rise to common themes of power, transition, and leadership-following collaboration. (Balint, 2003; Mughal et al., 2023).

Leadership is a mechanism of social interaction. It includes the leader's strong impact on the actions of their followers. Leadership is an inherent emotional mechanism in which leaders understand the emotional state of their supporters (Abel & Karnes, 1993; Rasheed et al., 2021; Fatima et al., 2024). A researcher suggests that leaders increase the unity and morality of their communities by generating mutual emotions. Leaders' ability to manipulate emotional factors can have a direct impact on success. (Grenwelge & Zhang, 2013; Hina et al., 2023) Leadership is characterized as a process of individual control over a group of persons whose purpose is to achieve the group or the organization's individual or shared goals. Strong organizational leadership determines the characteristics of an outstanding leader, the difference between a manager and a leader, emotional intelligence, leadership goals, and good leadership benefits (Farhat, 2019). The management priorities align the decisions and actions of leadership with the values, ambitions, and strategies of the company to ensure its long-term survival. (Stanek & Sabat, 2019; Akram et al., 2022).

Methodology and Design

"The research methodology is the procedure which is used by the researchers to gather data for resolving problems of investigation" (Ahmad et al., 2022). The following research methodology is used in the present study. The study was quantitative in nature because only numerical data was used. The results and findings of the study may be used to solve practical problems in our educational institutions; therefore, we can say that it was applied.

Research design contains the entire process used by the researcher while conducting research (Cheema et al., 2023; Sadaf et al., 2024). In the present study, the researcher attempted to investigate any possible relationship between two variables over which he had no control. Hence, we can say that the design of the study was descriptive correlational. The survey research method was used in this study.

Population and Sampling

"The population is defined as a set of individuals, data, or items from which a statistical sample is taken" (Younus et al., 2023, p.3523). All the head teachers of secondary schools for girls in the district of Rahim Yar Khan constituted the population of the study. There were 96 female head teachers who were working in the girls' secondary school of district Rahim Yar Khan at the time of data collection. Since data were collected from all the 96 head teachers of girls' secondary schools in district Rahim Yar Khan, therefore the sample size was identical to the population size. So, there was no need for sampling.

Research Instruments

Instruments are tools in the form of questionnaires, interviews, case studies, surveys, and observations, which are used to accumulate accurate statistics from research contributors to find reliable answers to the questions that have arisen (Jalbai et al., 2023; Rao et al., 2023). Two separate questionnaires were used by the researcher in the study. The first questionnaire was used to collect data regarding the leadership abilities of female head teachers of secondary schools, whereas the second questionnaire was used to collect data regarding the head teachers' emotional intelligence. Permission to use the questionnaires in the study was already obtained from its authors. Since both the questionnaires were already validated and made reliable by their authors, there was no need for further modification or refinement of the tools.

Data Collection and Analysis

As most educational institutions were closed due to the summer vacations, therefore data were collected via online Google forms from all the concerned head teachers. The head teachers were provided with the

necessary guidance and support by the researchers in connection with the use of the forms. The questionnaires were shared with the research contributors via social media, particularly through email and WhatsApp.

The collected data were processed and analyzed through SPSS-24. Mean and standard deviation were used as descriptive statistics, whereas Pearson correlation and linear regression were used as inferential statistics of the study. Various tables and figures were used to classify and present the data.

Results

This chapter contains the results of the analysis and the researcher's interpretations. The Following weights and ranges (Epçaçan et al., 2016) were used for the mean score.

Table 1

Scale Options	Weight	Ranges
Never	1	1.00 – 1.80
Seldom	2	1.81 – 2.60
Sometimes	3	2.61 – 3.40
Often	4	3.41 – 4.20
Always	5	4.21 – 5.00

Mean and standard deviation, Pearson's correlation coefficient, and simple linear regression were used for data analysis.

Table 2

Mean and standard deviation of various facets of emotional intelligence (n=96)

Facets of Emotional Intelligence	Mean	Std. Deviation
Awareness of Own Emotions	4.34	.56
Management of Own Emotions	4.35	.41
Awareness of Others' Emotions	4.27	.49
Management of Others' Emotions	4.27	.59

Table 2 illustrates the mean scores and standard deviations of various facets of head teachers' emotional intelligence. In the table, the mean score of "Awareness of Own Emotions" is 4.34 with SD=.56. Since the mean score of "Awareness of Own Emotions" falls in the range of 4.21 – 5.00, it means that the head teachers are always aware of their own emotions. In the table, the mean score of "Management of Own Emotions" is 4.35 with SD=.41. Since the mean score of "Management of Own Emotions" falls in the range of 4.21 – 5.00, it means that the head teachers always manage their own emotions. In the table, the mean score of "Awareness of Others' Emotions" is 4.27 with SD=.49. Since the mean score of "Awareness of Others' Emotions" falls in the range of 4.21 – 5.00, it means that the head teachers are always aware of others' emotions. In the table, the mean score of "Management of Others' Emotions" is 4.27 with SD=.59. Since the mean score of "Management of Others' Emotions" falls in the range of 4.21 – 5.00, it means that the head teachers always manage others' emotions.

Table 3

Mean and standard deviation of leadership abilities (n=96)

Leadership Abilities	Mean	Std. Deviation
Establishing Educational objectives	4.22	.49
Developing Learning Environment	4.15	.46
Protecting Instructional Time	4.23	.47
Supervising and Monitoring the Progress	4.22	.44
Promoting Professional Development	4.19	.37



Table 3 illustrates the mean scores and standard deviations of head teachers’ leadership abilities. In the table, the mean score of “Establishing Educational Objectives” is 4.22 with SD=.49. Since the mean score of “Establishing Educational Objectives” falls in the range of 4.21 – 5.00, it means that the head teachers always establish educational objectives for the institutions under their control. In the table, the mean score of “Developing Learning Environment” is 4.15 with SD=.46. Since the mean score of “Developing Learning Environment” falls in the range of 3.41 – 4.20, it means that the head teachers often develop learning environment in the institutions under their control. In the table, the mean score of “Protecting Instructional Time” is 4.23 with SD=.47. Since the mean score of “Protecting Instructional Time” falls in the range of 4.21 – 5.00, it means that the head teachers always protect instructional time in the institutions under their control. In the table, the mean score of “Supervising and Monitoring the Progress” is 4.22 with SD=.44. Since the mean score of “Supervising and Monitoring the Progress” falls in the range of 4.21 – 5.00, it means that the head teachers always supervise and monitor the progress of the institutions under their control. In the table, the mean score of “Promoting Professional Development” is 4.19 with SD=.37. Since the mean score of “Promoting Professional Development” falls in the range of 3.41 – 4.20, it means that the head teachers often promote professional development in the institutions under their control.

Table 4

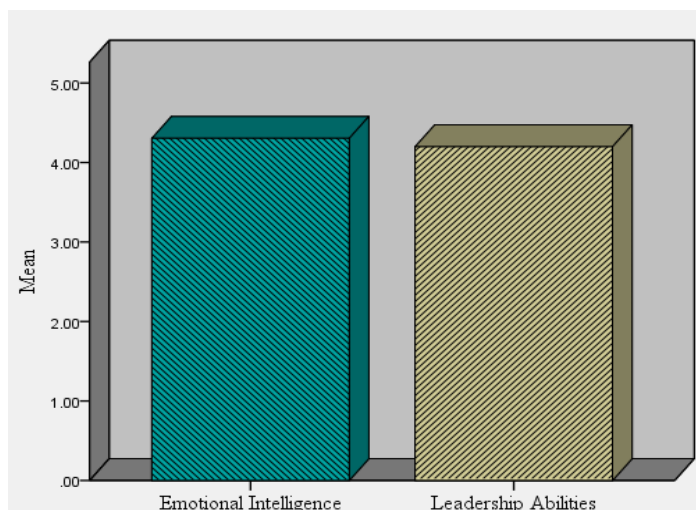
Mean and standard deviation of head teachers’ emotional intelligence and leadership abilities (n=96)

Emotional Intelligence and Leadership Abilities	Mean	Std. Deviation
Emotional Intelligence	4.30	.29
Leadership Abilities	4.20	.34

Table 4 shows the mean scores and standard deviation of head teachers’ emotional intelligence and leadership abilities. In the table, the mean score of emotional intelligence is 4.30 with SD=.29. Since the mean score falls in the range of 4.21 – 5.00, it means that the head teachers have a high level of emotional intelligence. In the table, the mean score of leadership abilities of head teachers is 4.20 with SD=.34. Since the mean score falls in the range of 3.41 – 4.20, it means that the head teachers have a high level of leadership abilities. The same can be observed from the bar given below.

Figure 1

Mean score of head teachers’ emotional intelligence and leadership abilities



In Figure 1, we see that the mean score of both emotional intelligence and leadership falls in the range of 4.00 – 5.00. It means that the head teachers have a high level of emotional intelligence and leadership abilities.

For analyzing any possible relationship between the head teachers’ emotional intelligence and leadership abilities, the following ranges (Cohen,1988) were used for the correlation coefficient.

Table 5

Ranges	Correlation
0 < r < ±0.10	Weak/Low
±0.10 < r < ±0.3	Modest
±0.3 < r < ±0.5	Moderate
±0.5 < r < ±0.8	Strong
r > ± 0.8	Very Strong

Table 6

Relationship between head teachers' awareness of own emotions and leadership abilities (n=96)

Leadership Abilities	Awareness of Own Emotions	
	Pearson Correlation(r)	P
Establishing Educational objectives	.807	.000
Developing Learning Environment	.096	.351
Protecting Instructional Time	.121	.242
Supervising and Monitoring the Progress	.533	.000
Promoting Professional Development	.394	.000

p ≤ .05

Table 6 reveals the correlation coefficients and P values for the relationship between the head teachers' "Awareness of Own Emotions" and "Leadership Abilities." In the table, the correlation coefficient of "Awareness of Own Emotions" and "Establishing Educational objectives" is r=.807 with p=.000. It means that there is a very strong positive correlation between the head teachers' awareness of their own emotions and their ability to establish educational objectives for the institutions under their control. In the table, the correlation coefficient of "Awareness of Own Emotions" and "Developing Learning Environment" is r=.096 with p=.351. This means that there is no significant correlation between head teachers' awareness of their own emotions and their ability to develop a learning environment in the institutions under their control. In the table, the correlation coefficient of "Awareness of Own Emotions" and "Protecting Instructional Time" is r=.121 with p=.242. This means that there is no significant correlation between head teachers' awareness of their own emotions and their ability to protect instructional time in institutions under their control. In the table, the correlation coefficient of "Awareness of Own Emotions" and "Supervising and Monitoring the Progress" is r=.533 with p=.000. It means that there is a significant strong positive correlation between the head teachers' awareness of their own emotions and their ability to supervise and monitor the progress of the institutions under their control. In the table, the correlation coefficient of "Awareness of Own Emotions" and "Promoting Professional Development" is r=.394 with p=.000. It means that there is a significant moderate positive correlation between the head teachers' awareness of their own emotions and their ability to promote professional development in the institutions under their control.

Table 7

Relationship between head teachers' management of own emotions and leadership abilities (n=96)

Leadership Abilities	Management of Own Emotions	
	Pearson Correlation(r)	P
Establishing Educational objectives	0.714	.000
Developing Learning Environment	0.464	.000
Protecting Instructional Time	0.194	.060
Supervising and Monitoring the Progress	0.678	.000
Promoting Professional Development	0.620	.000

p ≤ .05



Table 7 depicts the correlation coefficients and P values for the relationship between the head teachers' "Management of Own Emotions" and "Leadership Abilities." In the table, the correlation coefficient of "Management of Own Emotions" and "Establishing Educational objectives" is $r=.714$ with $p=.000$. It means that there is a significant strong positive correlation between head teacher's management of own emotions and their ability to establish educational objectives for the institutions under their control. In the table, the correlation coefficient of "Management of Own Emotions" and "Developing Learning Environment" is $r=.464$ with $p=.000$. It means that there is a significant moderate positive correlation between head teacher's management of own emotions and the ability to develop a learning environment in the institutions under their control.

In the table, the correlation coefficient of "Management of Own Emotions" and "Protecting Instructional Time" is $r=.194$ with $p=.060$. It means that there is no significant correlation between the head teachers' management of their own emotions and their ability to protect instructional time in the institutions under their control. In the table, the correlation coefficient of "Management of Own Emotions" and "Supervising and Monitoring the Progress" is $r=.678$ with $p=.000$. It means that there is significant strong positive correlation between the head teachers' management of own emotions and their ability to supervise and monitor the progress of the institutions under their control. In the table, the correlation coefficient of "Management of Own Emotions" and "Promoting Professional Development" is $r=.620$ with $p=.000$. It means that there is significant strong positive correlation between the head teachers' management of own emotions and their ability to promote professional development in the institutions under their control.

Table 8

Relationship between head teachers' awareness of others' emotions and leadership abilities (n=96)

Leadership Abilities	Awareness of Others' Emotions	
	Pearson Correlation(r)	P
Establishing Educational objectives	0.164	.110
Developing Learning Environment	0.391	.000
Protecting Instructional Time	0.126	.220
Supervising and Monitoring the Progress	0.310	.002
Promoting Professional Development	0.190	.063

$p \leq .05$

Table 8 presents the correlation coefficients and P values for the relationship between the head teachers' "Awareness of Others' Emotions" and "Leadership Abilities." In the table, the correlation coefficient of "Awareness of Others' Emotions" and "Establishing Educational Objectives" is $r=.164$ with $p=.110$. This means that there is no notable correlation between head teachers' awareness of others' emotions and their ability to establish educational objectives for the institutions under their control.

In the table, the correlation coefficient of "Awareness of Others' Emotions" and "Developing Learning Environment" is $r=.391$ with $p=.000$. It means that there is a significant moderate positive correlation between head teacher's awareness of others' emotions and their ability to develop a learning environment in the institutions under their control.

In the table, the correlation coefficient of "Awareness of Others' Emotions" and "Protecting Instructional Time" is $r=.126$ with $p=.220$. It means that there is no significant correlation between head teacher's awareness of others' emotions and their ability to protect instructional time in the institutions under their control.

In the table, the correlation coefficient of "Awareness of Others' Emotions" and "Supervising and Monitoring the Progress" is $r=.310$ with $p=.002$. It means that there is a significant moderate positive correlation between head teacher's awareness of others' emotions and their ability to supervise and monitor the progress of the institutions under their control.

In the table, the correlation coefficient of “Awareness of Others’ Emotions” and “Promoting Professional Development” is $r=.190$ with $p=.063$. It means that there is no significant correlation between head teacher’s awareness of others’ emotions and their ability to promote professional development in the institutions under their control.

Table 9

Relationship between head teachers’ management of others’ emotions and leadership abilities (n=96)

Leadership Abilities	Management of Others’ Emotions	
	Pearson Correlation(r)	P
Establishing Educational objectives	0.009	.929
Developing Learning Environment	0.260	.011
Protecting Instructional Time	0.780	.000
Supervising and Monitoring the Progress	0.218	.033
Promoting Professional Development	0.274	.007

$p \leq .05$

Table 9 presents the correlation coefficients and P values for the relationship between the head teachers’ “Management of Others’ Emotions” and “Leadership Abilities.” In the table, the correlation coefficient of “Management of Others’ Emotions” and “Establishing Educational Objectives” is $r=.009$ with $p=.929$. It means that there is no significant correlation between the head teachers’ management of others’ emotions and their ability to establish educational objectives for the institutions under their control.

In the table, the correlation coefficient of “Management of Others’ Emotions” and “Developing Learning Environment” is $r=.260$ with $p=.011$. This means that there is a significant, modest positive correlation between the head teachers’ management of others’ emotions and their ability to develop learning environments in the institutions under their control.

In the table, the correlation coefficient of “Management of Others’ Emotions” and “Protecting Instructional Time” is $r=.780$ with $p=.000$. It means that there is a significant strong positive correlation between the head teachers’ management of others’ emotions and their ability to protect instructional time in the institutions under their control.

In the table, the correlation coefficient of “Management of Others’ Emotions” and “Supervising and Monitoring the Progress” is $r=.218$ with $p=.033$. This means that there is a significant, modest positive correlation between the head teachers’ management of others’ emotions and their ability to supervise and monitor the progress of the institutions under their control.

In the table, the correlation coefficient of “Management of Others’ Emotions” and “Promoting Professional Development” is $r=.274$ with $p=.007$. It means that there is a significant modest positive correlation between head teacher’s management of others’ emotions and their ability to promote professional development in the institutions under their control.

Table 10

Relationship between head teachers’ emotional intelligence and leadership abilities (n=96)

Leadership Abilities	Emotional Intelligence	
	Pearson Correlation(r)	P
Leadership Abilities	.799	.000

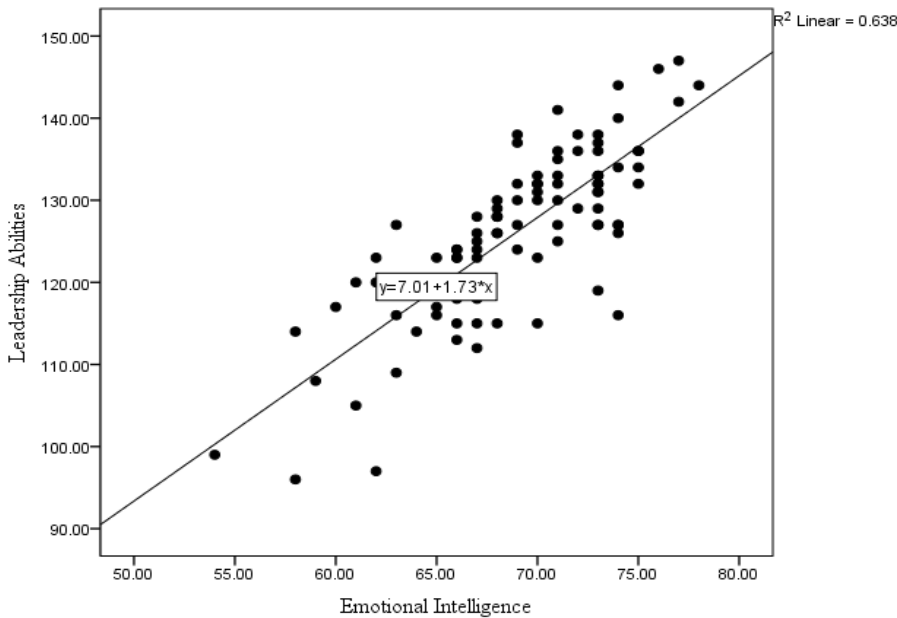
$p \leq .05$

Table 10 presents the correlation coefficients and P values for the relationship between the head teachers’ “Emotional Intelligence” and “Leadership Abilities.” In the table, the correlation coefficient of “Emotional Intelligence” and “Leadership Abilities” is $r=.799$ with $p=.000$. It means that there is a significant strong positive correlation between the head teachers’ emotional intelligence and their leadership abilities. The s



Figure 2

Relationship between header teachers’ emotional intelligence and leadership abilities



In Fig 2, we see that the level of the leaders’ leadership abilities increases with the increase in their emotional intelligence. It means that there is a positive correlation between head teachers’ emotional intelligence and leadership abilities, which can be observed in the following scatter plot.

Table 11

Regression of head teachers’ emotional intelligence and leadership abilities (n= 96)

Model Summary of Regression				
Model	R ²	S. E	F	Sig.
1	.473	7.43684	84.473	.000
2	.654	6.05914	48.607	.000
3	.681	5.85156	7.715	.007
Coefficients of Regression				
Model		Standardized Coefficients		
		β	t	Sig
1	(Constant)		6.329	.000
	Awareness of Own Emotions	.688	9.191	.000
2	(Constant)		2.101	.038
	Awareness of Own Emotions	.712	11.652	.000
	Management of Own Emotions	.426	6.972	.000
3	(Constant)		1.589	.115
	Awareness of Own Emotions	.558	6.893	.000
	Management of Own Emotions	.464	7.664	.000
	Management of Others’ Emotions	.229	2.778	.007

p < .05

Table 11 presents three different regression models, each predicting head teachers’ leadership abilities with varying degrees. The above tables reveal that in all of the models, model three efficiently predicts students’ academic achievement. In model three, R² = .681, which explains about 8% change in the dependent variable. This change is caused by three predictors (independent variables, i.e., Awareness of Own Emotions, Management of Own Emotions, and Management of Others’ Emotions. We see that a unit change in Awareness of Own Emotions, Management of Own Emotions, and Management of Others’ Emotions predict .558, .464, and .229 units change, respectively, independent variable, i.e., head teachers’ abilities.

Discussion of the Findings

The results showed that the head teachers were not merely always aware and always managed their own emotions, but also always aware and managed other's emotions. Moreover, the results revealed that the head teachers always establish educational objectives for the institutions and develop a learning environment in the institutions under their control. The results indicated that the head teachers always protect instructional time in the institutions and supervise and monitor the progress of the institutions under their control. The results showed that the head teachers often promote professional development in the institutions under their control. The results showed that the head teachers have a high level of emotional intelligence and high level of leadership abilities.

The findings exposed a very strong positive correlation between head teachers' awareness of their own emotions and their ability to establish educational objectives for the institutions under their control. The findings likewise revealed no major correlation between head teacher's awareness of their own emotions and their ability to develop a learning environment in the institutions under their control. Findings revealed a strong positive correlation between head teacher's awareness of their own emotions and their ability to supervise and monitor the progress of the institutions under their control. Research findings indicated a moderate positive correlation between head teacher's awareness of their own emotions and their ability to promote professional development in the institutions under their control. Results find a notable strong positive correlation between head teachers' management of their own emotions and their ability to establish educational objectives for the institutions under their control. Findings also showed a moderate positive correlation between head teacher's management of their own emotions and their ability to develop a learning environment in the institutions.

The findings presented no correlation between head teachers' management of their own emotions and their ability to protect instructional time in the institution under their control. The outcomes displayed a strong positive correlation between the head teachers' management of their own emotions and their ability to supervise and monitor the progress of the institutions under their control. The consequences presented a momentous, strong positive link between head teachers' management of their own emotions and their ability to promote professional development in the institutions under their control. The outcomes displayed no major relationship between the head teacher's awareness of other's emotions and their ability to establish educational objectives for the institutions under their control. The findings demonstrated a significant moderate positive correlation between the head teacher's awareness of other's emotions and their ability to develop a learning environment in the institutions under their control. The findings demonstrated no significant correlation between the head teacher's awareness of other's emotions and their ability to protect instructional time in the institutions under their control.

The findings of the present research displayed that there is a notable moderate positive association between the head teacher's awareness of other's emotions and their ability to supervise and monitor the progress of the institutions under their control. The findings demonstrated no major correlation between the head teacher's awareness of other's emotions and their ability to promote professional development in the institutions under their control. Moreover, results revealed no correlation between head teachers' management of others' emotions and their ability to establish educational objectives for the institutions under their control. Findings disclosed a modest positive correlation between the head teacher's management of other's emotions and their ability to develop a learning environment in the institutions under their control. The findings demonstrated a strong positive relationship between these head teachers' management of others' emotions and their ability to protect instructional time in the institutions under their control. Likewise, results revealed a noteworthy modest positive connection between these head teachers' management of other's emotions and their ability to supervise and monitor the progress of the institutions under their control. Research findings displayed a notable modest positive association between the head teacher's management of other's emotions and their ability to promote professional development in the institutions under their control. Research findings also disclosed a strong positive relationship between these head teacher's emotional intelligence and their leadership abilities.



Conclusion

Keeping in view the results of the study, the researchers have drawn the following conclusions.

1. Emotional intelligence is positively correlated with the leadership abilities of the head teachers.
2. Emotional intelligence has a great effect on the leadership abilities of the head teachers.
3. The level of emotional intelligence affects the performance of educational leadership.
4. The leadership abilities of the head teachers can be improved by improving the level of their emotional intelligence.
5. The performance of secondary schools in district Rahim Yar Khan can be improved by increasing the level of emotional intelligence of its head teachers, besides the level of their leadership abilities.

Recommendations

Keeping in view the immense importance of emotional intelligence, as evident from previous research and the current study, proper arrangements may be made to create awareness among the head teachers of educational institutions through various seminars, workshops, and conferences.

- Proper and continuous guidance and support may be provided to the school leaders in connection with the use of emotional intelligence.
- The head teachers may make use of emotional intelligence along with their leadership abilities and skills for the successful and smooth functioning of institutions under their control.
- Prospective candidates for the jobs of educational leadership, such as schools' principals, headmasters, and head teachers, may be tested by the concerned selection committees/board for their emotional intelligence competencies along with their leadership abilities while recruiting them for the said jobs.
- Enough content about emotional intelligence may be included in pre-service and in-service training programs for educational leaders to equip them for effectively performing their duties. Teachers should also be provided proper training on the use of emotional intelligence as their behavior has a great effect on the performance and emotional health of their students.
- The study may be replicated in different contexts and at different levels of education in order to pave the way for generalizing the results of previous research conducted in this regard. Moreover, areas for further research on emotional intelligence may be investigating the effect of head teachers' emotional intelligence on the performance of staff and other subordinates working under their auspices.

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