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**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**

**Role of Emotional Intelligence in Leadership Effectiveness of School  
Principals in Government Primary School in Lideta Sub City**

By: Webit Gossaye

Addis Ababa University

Addis Ababa, Ethiopia

June, 2025



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**Role of Emotional Intelligence in Leadership Effectiveness of School  
Principals in Government Primary School in Lideta Sub City**

A Thesis Submitted to the Department of Educational Leadership and Management  
in Addis Ababa University in Partial Fulfillment of the Requirements for the  
Degree of Master of Arts in Educational Leadership and Management

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Advisor: Demoze Degefa (Ph.D)

Addis Ababa University

Addis Ababa, Ethiopia

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MANAGEMENT**

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**By**

**Webit Gossaye**

Approved by Board of Examiner

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## **DECLARATION**

I declare that this research study titled "The Role of Emotional Intelligence in Leadership Effectiveness of School Principals: The Case of Government Primary Schools in Lideta Sub-City, Addis Ababa is my original work and has not been submitted for a degree at any university. All sources utilized in this thesis are properly cited in both the text and the reference list.

**Researcher: - Webit Gossaye G/wold:** \_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

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# Table of content

Contents	pages
ACKNOWLEDGEMENTS .....	i
Table of content .....	ii
List of Table .....	vi
List of Figure.....	vii
Abbreviations .....	viii
Abstract.....	ix
CHAPTER ONE.....	1
1. INTRODUCTION .....	1
1.1. Background of the study .....	1
1.2. Statement of the problem .....	4
1.3. Research Questions .....	6
1.4. Objectives of the study.....	6
1.4.1. General Objectives.....	6
1.4.2. Specific Objectives .....	6
1.5. Significance of the Study .....	6
1.6. Scope of the Study.....	7
1.7. Limitations of the Study.....	7
1.8. Definition of Terms.....	7
1.9. Organization of the Study .....	8
CHAPTER TWO .....	9
2. REVIEW OF THE RELATED LITERATURE.....	9
2.1 Emotional Intelligence .....	9

2.1.1.	Four Components of Emotional Intelligence .....	10
2.1.2.	Models of Emotional Intelligence.....	12
2.1.3.	The Importance of Emotional Intelligence in Leadership .....	14
2.1.4.	Empirical Reviews .....	16
2.1.5.	Relationship between Emotional Intelligence and Educational Leader .....	17
2.1.6.	Emotional Intelligence in the Workplace .....	18
2.1.7.	Measuring Emotional Intelligence .....	19
2.2.	Theoretical Framework .....	19
2.2.1.	Trait Theory of Leadership .....	19
2.2.2.	Behavioural Theory .....	20
2.2.3.	Transformational Leadership Theory .....	20
2.2.4.	Social Exchange Theory .....	20
2.2.5.	Educational Leadership.....	21
2.2.6.	Leadership Effectiveness .....	21
2.2.7.	Techniques for Managing Emotions.....	22
2.3.	Measurement of Effective Leadership .....	23
2.4.	Conceptual Framework .....	23
CHAPTER THREE .....		28
3.	RESEARCH METHODOLOGY .....	28
3.1.	Introduction .....	28
3.2.	Research Design.....	28
3.3.	Population of the study.....	28
3.4.	Sample Size and Sampling Techniques .....	29
3.5.	Sources of Data .....	30
3.5.1.	Primary source .....	31

3.5.2.	Secondary sources.....	31
3.6.	Instruments of data collection .....	31
3.6.1.	Emotional intelligence Questionnaire(EI-Q) .....	31
3.6.2.	Leadership Practices Inventory (LPI).....	32
3.6.3.	Interview .....	32
3.7.	Validity and Reliability .....	33
3.7.1.	Residual Normality Test .....	33
3.8.	Procedures of Data Collection.....	34
3.9.	Techniques of Data Analysis.....	34
3.9.1.	Descriptive Statistics.....	35
3.9.2.	Correlation Analysis .....	35
3.9.3	Regression Analysis.....	36
3.10.	Ethical Considerations .....	36
CHAPTER FOUR.....		37
RESULTS AND DISCUSSION .....		37
4.1	Response Rate .....	37
4.2	General Information on Respondents.....	37
4.3	Descriptive statistics Data analysis .....	39
4.3.1	Descriptive Statistics of Emotional Intelligence.....	39
4.3.2	Test of Heteroscedasticity.....	46
CHAPTER FIVE .....		52
SUMMARY, CONCLUSION AND RECOMMENDATION .....		52
5.1	Summary of Major Findings .....	52
5.2	Conclusions .....	54
5.3.	Recommendation and Implication .....	55

5.4. Future Research Directions .....	57
References .....	58
APPENDICES .....	62

## **List of Table**

Table 1. Sample Population .....	30
Table 2 Reliability test for emotional intelligence and leadership behavior .....	33
Table 3. Demographic characteristics of the participants .....	38
Table 4. Emotional intelligence of schools principals .....	39
Table 5 Emotional intelligence of teachers perceive their schools principals .....	41
Table 6 Descriptive Statistics of Leadership Effectiveness .....	43
Table 7 Relationship between emotional intelligence and leadership effectiveness .....	44
Table 8 ANOVA .....	48

## List of Figure

Figure 1 Daniel Golman four components of emotional intelligence.....	12
Figure 2 Conceptual Framework .....	25
Figure 3 Test of Normality Histogram.....	45
Figure 4 Checking for Linearity .....	46
Figure 5 Test of Heteroscedasticity .....	47

## **Abbreviations**

**EQ:** Emotional Quotient

**EI:** Emotional Intelligence

**IQ:** Intelligence Quotient

**EI-Q:** Emotional Intelligence Questionnaire

**LE:** Leadership Effectiveness

**LPI:** Leadership Practice Inventory

**ICVF:** Integrated Competitive Values Framework

**HE:** Higher Education

**SPSS:** Software Package for the Social Science

## Abstract

*This study examined the role of emotional intelligence (EI) in leadership effectiveness of principals in government primary schools within Lideta Sub-City, Addis Ababa, Ethiopia. A mixed-methods research design was adopted, integrating both quantitative and qualitative approaches to provide a comprehensive understanding of the phenomenon. The study population included principals, assistant principals, and teachers, with a total of 150 individuals. To ensure representative participation, a stratified random sampling technique was employed. The target population was divided into three distinct strata based on professional roles—principals, assistant principals, and teachers—and samples were drawn proportionately from each group using Kothari's formula. The final sample size consisted of 108 respondents (3 principals, 9 assistant principals, and 96 teachers). Data collection was conducted using two primary tools standardized questionnaires and semi-structured interviews. The Emotional Intelligence Questionnaire (EI-Q) and the Leadership Practices Inventory (LPI) were administered to assess four EI dimensions self-awareness, self-management, social awareness, and relationship management as well as leadership effectiveness. In addition, qualitative insights were collected through interviews with school leaders to capture their personal experiences and perceptions of emotional intelligence in leadership. The validity and reliability of the instruments were confirmed through pilot testing and Cronbach's alpha, with values ranging from 0.649 to 0.915, indicating acceptable to high internal consistency. Quantitative data were analyzed using SPSS version 2025, employing descriptive statistics, correlation analysis, and linear regression to explore the relationship between EI and leadership effectiveness. Thematic analysis was used to interpret the qualitative data, allowing for the emergence of rich, context-based themes. Findings revealed that emotional intelligence significantly correlates with leadership effectiveness, particularly in the domains of relationship management and self-management. These results underscore the necessity for formal EI training programs and reflective practices in educational leadership development.*

**Key words: Emotional Intelligence, Leadership Effectiveness, Educational Leaders.**

# CHAPTER ONE

## 1. INTRODUCTION

This chapter includes the background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study and definition of key terms.

### 1.1. Background of the study

Many writers have proposed that effective leadership skills require a deep understanding of emotions and the traits associated with emotional intelligence (Goleman, 1998; Palmer, Walls, Burgess, & Stough, 2001). Goleman (1998) characterizes emotional intelligence (EQ) as the ability to recognize our own emotions and those of others, to self-motivate, and to manage emotions effectively in ourselves and others. Bar-On (1997a) defines emotional intelligence as a collection of non-cognitive capabilities, competencies, and skills that affect an individual's ability to handle environmental challenges and pressures. Successfully managing emotions can improve how leaders meet individual needs, inspire others, and foster a sense of belonging in the workplace (Goleman, 1998).

Goleman (1998) discovered that emotional intelligence is a more critical factor for outstanding performance than cognitive ability and technical skills combined, particularly as individuals rise within an organization, where these qualities become increasingly essential for successful leadership. Emotional intelligence assessments developed by prominent psychologists and researchers, such as Salovey, Mayer, Bar-On, and Goleman, have paved the way for exploring its relationship with job performance (Patti & Tobin, 2006).

However, Goleman's (1998) work on emotional intelligence awareness has impacted various organizational areas. Now, both corporate leaders and school systems increasingly acknowledge the significance of emotional competencies in leadership. The push for accountability in education has highlighted the necessity for effective school leadership. Research shows that robust leadership is vital for the successful functioning of elementary, middle, and high schools (Marzano, Waters & McNulty, 2005). As school leadership teams take on greater responsibilities, recognizing the strengths of individual members becomes essential for

establishing effective leadership practices. Rath and Conchie (2008) promote strengths-based leadership, noting that effective leaders surround themselves with the right people and utilize each person's strengths. Unfortunately, individuals are rarely recruited for leadership teams based on how their strengths complement those of existing members (Rath& Conchie, 2008).

Education leadership is crucial for the success of educational institutions and the attainment of student learning outcomes. It encompasses the abilities and actions of individuals, typically principals or other leaders, who influence, motivate, and guide teaching staff and students toward achieving specific educational goals (Sitopu et al., 2024; Guna et al., 2024). This type of leadership involves various management aspects, including planning, decision-making, policy implementation, and the monitoring and evaluation of educational processes and outcomes.

An effective educational leader prioritizes not only administrative duties but also the development of a clear vision and mission, the creation of a supportive learning environment, and the establishment of strong relationships within the educational community (Fawait et al., 2024; Syakhrani&Aslan, 2024). Educational leaders must inspire and motivate both staff and students to reach their full potential, making effective leadership skills essential.

The significance of leadership in education lies in its capacity to enhance the quality of education. Competent leaders foster a positive school culture, encourage ongoing professional development among staff, and boost students' academic and non-academic achievements. Strong leadership can also address challenges and changes that educational institutions face, such as curriculum updates, policy shifts, or technological advancements (Dugué et al., 2015; Dugué et al., 2021). Furthermore, effective educational leaders facilitate collaboration among various stakeholders, including teachers, students, parents, and the community, to achieve shared goals. Thus, effective leadership is a key factor in improving the quality and success of the education system (Shafait et al., 2021).

Ethiopian society traditionally emphasizes respect for authority, both at home and in schools (Yizengaw, 2007). In primary schools, this hierarchy often translates to teacher-centered instruction and discipline-driven classroom environments. Such a structure may limit students' emotional expression and discourage emotionally intelligent interactions, especially where emotions are perceived as distractions from academic rigor (Tekalign, 2020).

Among the essential skills for educational leaders, emotional intelligence stands out as a vital element that enhances their ability to manage teams, resolve conflicts, and boost overall institutional performance. Emotional intelligence involves understanding and managing one's own emotions and those of others, which is critical for building healthy, productive workplace relationships (Uy et al., 2023). Daniel Goleman, a prominent psychologist, posits that emotional intelligence may have a more significant impact than IQ on an individual's success in various life aspects, including leadership (Pozo-Rico & Sandoval, 2020).

Previous research has demonstrated a strong link between emotional intelligence and successful leadership. Yu and Zhao (2006) noted that leaders with high emotional intelligence tend to earn greater respect from their subordinates and show strong motivation to achieve institutional goals. Organizations that prioritize emotional intelligence often include executive coaching as a key component of their transformational leadership development initiatives.

Moreover, numerous scholars have linked emotional intelligence to effective organizational management. Van Rooy and Viswesvaran (2004), through a meta-analysis of 69 studies, provided strong empirical evidence that emotional intelligence is a reliable predictor of job performance and professional development within organizations."

Leadership itself is a complex and dynamic process, influenced by various factors that can significantly affect a leader's effectiveness and, consequently, an organization's overall performance (Bycio et al., 1995). Given the need to work with individuals holding diverse views, interests, and reactions to change, effective leadership requires a high level of emotional intelligence.

In Ethiopia Leadership and management challenges stem from the necessity for expertise in planning, supervising, and evaluating the education system. This demands competence in collecting, processing, analyzing, and managing educational data at all levels. However, weaknesses in strategic planning, policy development, implementation, and evaluation hinder the system's effectiveness. Leadership capacity remains insufficient, with educational authorities at regional, woreda, and school levels lacking strong managerial skills. Similarly, the higher education system also struggles with leadership issues.

## **1.2. Statement of the problem**

Goleman (1995) argues that emotional intelligence (EI) is crucial for both personal and professional success. However, its specific impact on school principals' leadership effectiveness remains underexplored. Existing studies indicate that principals with higher emotional intelligence are more capable of managing relationships, handling stress, and fostering a positive school environment (Mayer, Salovey, & Caruso, 2004). Understanding how EI influences effective leadership in schools is essential for developing strategies that enhance principal performance and, in turn, improve student outcomes.

Furthermore, teachers' and staff members' perceptions of their principals' emotional intelligence can play a crucial role in shaping the school's organizational culture and staff engagement. Research by Brackett et al. (2011) suggests that a principal's emotional intelligence may influence teachers' job satisfaction and their commitment to the school. However, there is limited research on how these perceptions affect collaboration and teamwork within schools. Examining these perceptions could provide valuable insights into school leadership dynamics and their impact on staff morale and performance.

Assessing the emotional intelligence levels of school principals is vital for identifying areas where they can grow professionally. However, there is a lack of comprehensive data on the emotional intelligence levels of school principals across different contexts. Understanding these levels can help design professional development programs that address the emotional competencies essential for effective school leadership.

Although studies by Goleman and Boyatzis (2017), Ashkanasy and Daus (2017), and Mind Qian (2017) have examined emotional intelligence in various organizational settings, there is still a gap in exploring how emotional intelligence can be developed within different industries, schools, organizational sizes, and cultural contexts. Organizations across sectors may face unique challenges in fostering emotional intelligence, influenced by factors such as industry standards, regulations, and market conditions. Comparative studies across various settings could help identify strategies for enhancing emotional intelligence and tailoring interventions to the specific needs of different industries and cultural environments.

While extensive research has explored emotional intelligence and its impact on leadership effectiveness, fewer studies have examined the relationship between emotional intelligence,

leadership effectiveness, and the specific responsibilities of school administrators within an administrative team.

The Ethiopian education system tends to prioritize cognitive and technical skills over essential soft skills such as communication, empathy, and emotional regulation. These key aspects are either insufficiently integrated or entirely missing, while the curriculum remains heavily packed with academic subjects and content. Civics and ethical education have had minimal impact on shaping students' behavior and do not effectively promote unity in diversity within primary schools (Ethiopian Education Development Roadmap, 2018–2030).

Studies reveal that numerous school leaders in Ethiopia lack essential leadership skills, primarily due to insufficient training or because the training they received were predominantly theoretical rather than practical. While there are programs designed to improve these leaders' knowledge and skills through short-term training, these initiatives often have a limited scope and do not stem from a comprehensive evaluation of the specific training needs of school leaders (“Learning Poverty in Ethiopia: Status, Key Factors, and Priority Reduction Strategies,” June 2022, World Bank Group).

Currently, school principals are often selected based on criteria other than their leadership skills, training, and prior experience. Although the government has pledged to appoint qualified school leaders and has introduced recruitment and selection guidelines for principals in the education system, current recruitment practices often prioritize inexperienced teachers and recent graduates with inflated grades. Furthermore, reliance on political affiliation and party membership as recruitment criteria presents an additional challenge. Therefore, it is crucial to improve the appointment system for school principals by emphasizing leadership qualities, training, and experience. This process should be transparent and competency-based to ensure that the most suitable candidates for leadership positions are chosen (“Learning Poverty in Ethiopia: Status, Key Factors, and Priority Reduction Strategies,” June 2022, World Bank Group).

Kassahun and Raman (2021) state that Ethiopian higher education institutions (HEIs) face challenges related to low staff engagement, which stem from poor leadership, unfavorable working conditions, and a lack of professional growth opportunities. Effective leadership is crucial in empowering employees to exceed expectations and fostering greater engagement.

Leaders' attitudes and behaviors play a vital role, highlighting the need to understand the traits and skills necessary for successful leadership.

This research aims to explore how emotional intelligence influences school leadership and contributes to filling existing gaps by enhancing leadership effectiveness, stakeholder perceptions, and the emotional intelligence levels of government primary school principals.

### **1.3. Research Questions**

This study addresses the following research questions

1. How does emotional intelligence influence the leadership effectiveness of government primary school principals?
2. What are the perceptions of teachers and staff regarding the emotional intelligence of their principals?
3. What is the level of emotional intelligence among government primary school principals?

### **1.4. Objectives of the study**

#### **1.4.1. General Objectives**

The aim of this study was to explore the emotional intelligence and leadership effectiveness of school principals in Lideta sub-city selected government primary schools.

#### **1.4.2. Specific Objectives**

- To identify the relationship between emotional intelligence and the leadership effectiveness of school principals.
- To gather perceptions of teachers and staff regarding the emotional intelligence of their principals.
- To assess the level of emotional intelligence among school principals.

### **1.5. Significance of the Study**

This study on the emotional intelligence and leadership effectiveness of school principals holds significant value for the following reasons.

This study contributes to a deeper understanding of how emotional intelligence affects leadership effectiveness within the context of government primary schools. By providing insights into how school principals can better manage interpersonal relationships, handle stress, and make informed decisions, the research ultimately aims to enhance both the learning environment for students and the professional atmosphere for teachers and staff. Additionally, the findings can serve as a valuable resource for policymakers, educational administrators, and training institutions, offering essential feedback on how teachers and staff perceive their principals' emotional intelligence and leadership style. Moreover, the outcomes of this research can guide future studies on emotional intelligence in educational leadership, particularly in public primary schools, paving the way for improved practices and policy.

### **1.6. Scope of the Study**

The scope of the study focuses on exploring the emotional intelligence and leadership effectiveness of school principals in selected government primary schools in Lideta Sub city, Addis Ababa, Ethiopia. The study population included school principals (e.g., Directors, unit leaders), teachers, and other relevant stakeholders. The study assesses how emotional intelligence influences the leadership effectiveness of school principals, understands the perceptions of teachers and staff regarding the emotional intelligence of their principals, and evaluates the level of emotional intelligence among school principals.

### **1.7. Limitations of the Study**

Access to scholarly works is often hindered by barriers such as cookies and payment requirements, which restrict the availability of critical research. Additionally, there is a notable lack of empirical studies in this area. The findings of this research were confined to selected government primary schools in Lideta Sub City, limiting their generalizability without further investigation. Furthermore, some participants may exhibit reluctance to share their personal opinions regarding their leadership qualities or emotional intelligence. The study may also face challenges related to the small number of respondents; some individuals might not take the questionnaire seriously or may be too busy to provide timely responses.

### **1.8. Definition of Terms**

For this study, the following terms are defined:-

**Emotional intelligence** (EQ) is defined by Goleman (1998) as the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions effectively in self and others.

**Leadership:-** is the ability and actions taken by an individual, usually a principal or other leader of an educational institution, to influence, motivate, and direct teaching staff and students in achieving predetermined educational goals.

**An effective leader: -** a leader in education focuses not only on administrative tasks, but also on developing a clear vision and mission, creating a conducive learning environment, and building good relationships with the educational community as a whole. (Fawait et al., 2024); (Syakhrani&Aslan, 2024).

### **1.9. Organization of the Study**

The arrangement of this study was organized into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research question, significance of the study, the scope of the study, limitations, and definition of key terms.

The Second Chapter presents a literature review of the history and current work regarding, emotional intelligence and leadership effectiveness of schools. The third chapter was discuss the research design, research methods, sources of data, sample size and sampling techniques, instruments for data gathering, procedures of data collection, and methods of data analysis. The fourth chapter presents the results of this study and related research findings. The Fifth chapter was Finally, Chapter Five included the conclusions and recommendations, offering a summary of key findings and actionable suggestions for addressing the identified issues.

## CHAPTER TWO

### 2. REVIEW OF THE RELATED LITERATURE

This chapter focuses on the literature reviewed and the presentation of theoretical frameworks underpinning this study.

#### 2.1 Emotional Intelligence

The concept of Emotional Intelligence (EI) traces back to the work of Binet and Charles Darwin, who identified a second form of intelligence, often called ‘Social Intelligence’ or ‘Practical Intelligence’ (Sternberg, 1985). However, it was Edward Thorndike who formally defined social intelligence in 1920 (McCleskey, 2014). In 1983, Gardner introduced the idea of multiple intelligences, which included intrapersonal and interpersonal intelligence.

The term ‘Emotional Intelligence’ (EI) was first introduced by Salovey and Mayer in 1990. They defined EI as the ability to reason about emotions and recognize how emotions can enhance cognitive functions (Sadri, 2012). For them, EI is a cognitive ability that involves understanding, recognizing, and evaluating emotions to solve problems and make decisions (Mayer, Caruso, & Salovey, 1999). The concept of EI emphasizes that thinking and feeling are interconnected and work in tandem (Kerr, Garvin, Heaton, & Boyle, 2006). Salovey and Mayer’s model, widely recognized in academia, is referred to as the ability model and includes four components: (1) perceiving emotions, (2) using emotions to aid thought, (3) understanding emotions, and (4) managing emotions.

EI gained significant popularity when Daniel Goleman published *Emotional Intelligence: Why It Can Matter More Than IQ* in 1995. Goleman (1998) described emotional competence as a learned ability rooted in emotional intelligence, which leads to better performance at work. His performance-based model includes five key skills: self-awareness, self-regulation, motivation, empathy, and social skills. The first three are personal competencies, while the last two pertain to social competencies.

Bar-On’s emotional-social intelligence model, which is similar to Goleman’s, identifies five major competency areas: (1) intrapersonal skills, (2) interpersonal skills, (3) stress management, (4) adaptability, and (5) general mood (Bar-On, 1997). Both Goleman’s and Bar-On’s models are

classified as mixed models because they combine cognitive abilities with personality traits and character skills.

Another significant model is Petrides' trait-based approach, which focuses on self-efficacy and self-perception, viewing EI as an emotional disposition and self-knowledge framework (Petrides, Furnham&Mavroveli, 2007). These various approaches to understanding EI are often referred to as its "three streams": the first stream defines EI as a set of abilities measured through ability-based tests (Mayer &Salovey, 1997); the second suggests assessing EI through self-reports and behavioral assessments (Mayer &Salovey, 1997); and the third defines EI as a set of competencies and dispositions related to emotional management, measured using tools like the Emotional Competence Inventory and the Emotional Quotient Inventory (Ashkanasy&Daus, 2005).

Although emotional intelligence has received some criticism from scholars, it is generally agreed that EI is about managing emotions effectively and appropriately (Goleman, 1998). In the workplace, EI plays a crucial role in helping people work together toward shared objectives. Emotions influence every decision and action we take (Sparrows & Knight, 2000). While scholars examine EI from different angles, the primary focus here is on Goleman's recent contributions to the field.

### **2.1.1. Four Components of Emotional Intelligence**

#### ***2.1.1.1. Self-Awareness***

Self-awareness refers to the ability to recognize and understand one's surroundings, identify problems, and develop solutions. It extends beyond merely acknowledging one's strengths and weaknesses (Goleman, 2011). In a workplace setting, self-awareness means understanding the context of incidents, including their occurrence, scale, urgency, consequences, and the parties involved. It also involves assessing how to address these situations, determining who should be included, how long the resolution process was take, and when the issue was be fully resolved. Self-aware individuals are often marked by their confidence (Goleman, 2011). Additionally, self-awareness encompasses an understanding of personal values and goals. For managers, this often means acting fairly and striving for win-win outcomes. To address the relevant questions above, managers need a wide perspective and a problem-solving approach.

#### **2.1.1.2. *Self-Management***

Self-management is the ability to control one's emotions, especially in stressful situations, such as anxiety, anger, or impulsivity. This concept revolves around emotional regulation, particularly in challenging circumstances like conflicts with customers or partners. An employee's ability to manage their emotions in these moments can greatly impact the company's success. By maintaining composure, employees create a positive atmosphere and approach challenges step-by-step to find solutions.

#### **2.1.1.3. *Social Awareness***

Social awareness is the ability to understand and navigate the relationships between individuals and their broader communities. A key element of social awareness is empathy, which involves recognizing, understanding, and addressing the needs, desires, and viewpoints of others. According to Goleman (2011), empathy means thoughtfully considering others' emotions when making decisions. Social awareness also includes organizational awareness and a service-oriented mindset, focusing on how our actions and words impact others while achieving organizational goals. Empathy and relationship management are vital for effective teamwork, collaboration, and managing the complexities of globalization and talent retention (Goleman, 2011). Socially skilled individuals excel in managing teams and fostering cooperation.

#### **2.1.1.4. *Social Management***

Social management, the fourth component of emotional intelligence according to Goleman (2011), is concerned with the regulation of social interactions and relationships. While social awareness focuses on understanding and connecting with others, social management is about influencing, inspiring, and motivating others, managing conflicts, and promoting collaboration. Inspirational leadership—guiding and motivating with a clear vision—is a critical aspect of social management (Goleman, Boyatzis, & McKee, 2004). Social skills allow leaders to get work done through the efforts of others and to contribute to the development of others by offering feedback and direction for leading change (Goleman et al., 2004).

Social management also involves conflict resolution, a common aspect of leadership. The challenge lies in how conflicts are handled. Effective social management requires the ability to address both others' and one's own emotions (Goleman, 2011). Successful teamwork and

collaboration are essential for organizational achievement, and these relationships should be purposeful rather than based on mere friendship (Goleman et al., 2004). Socially skilled individuals are adaptable in managing teams, and their empathy makes them influential leaders. Social management integrates self-awareness, self-regulation, and social awareness to create a harmonious and productive environment.

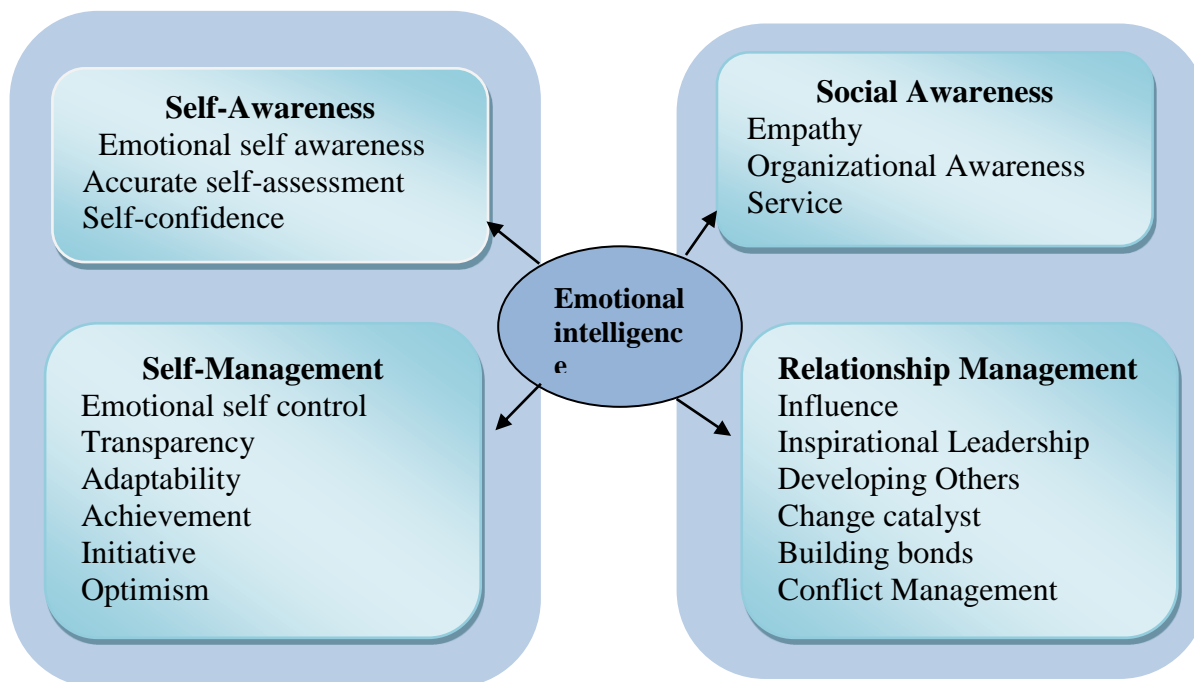


Figure 1 Daniel Goleman four components of emotional intelligence (2006)

### 2.1.2. Models of Emotional Intelligence

Various theories seek to explore and explain the skills, traits, and abilities associated with emotional intelligence (EI). While some believe that research should aim to identify a single, "correct" theoretical framework for EI, others argue that having multiple theories can provide a clearer understanding of this complex psychological concept. The theories of EI are generally categorized into three main approaches: trait, ability, and mixed approaches. These models have been developed by Mayer and Salovey, Bar-On, and Goleman. Each theory views EI from one of two perspectives: either as a form of pure intelligence based purely on cognitive ability or as a mixed intelligence that integrates cognitive abilities with personality traits like optimism, adaptability, and well-being.

As of now, Mayer and Salovey's model remains the only ability-based theory of EI, defining it

solely as cognitive ability. The two mixed models differ in how they define emotional intelligence. Reuven Bar-On's model focuses on the interaction between emotional abilities and personality traits, especially their role in promoting well-being. On the other hand, Daniel Goleman's model highlights the connection between emotional abilities and personality traits, particularly within the context of the workplace.

#### **2.1.2.1. Mayer-Salovey-Caruso Ability Model**

In 1990, Peter Salovey and John Mayer coined the term "emotional intelligence" and later developed the Ability-Based Emotional Intelligence Model. This model is based on Howard Gardner's concept of personal intelligence. It identifies five key areas: self-awareness, managing one's emotions, and self-motivation, recognizing others' emotions, and managing relationships. Salovey and Mayer defined EI through four branches:

- **Emotional perception:** The ability to recognize and express emotions accurately, both in oneself and others.
- **Emotional assimilation:** The ability to identify emotions that influence thoughts and behaviors, and use them to focus attention on relevant information.
- **Emotional understanding:** The ability to understand complex emotions and transitions, such as shifting from anger to satisfaction.
- **Emotion management:** The ability to regulate one's emotions and assist others in managing theirs. The four branches are organized hierarchically, with emotional perception as the foundation and emotional management as the most advanced.

#### **2.1.2.2. Goleman's Competency Model**

Daniel Goleman popularized the concept of emotional intelligence with his 1995 book *Emotional Intelligence*. He defines EI as the capacity to manage oneself in the face of frustration, control impulses, regulate moods, empathize with others, and maintain hope. Goleman's model identifies four core EI constructs:

- **Self-awareness:** The ability to recognize one's emotions and understand their impact, using intuition to guide decisions.

- **Self-management:** The ability to control emotions and impulses, adjusting to changing circumstances.
- **Social awareness:** The ability to perceive and comprehend others' emotions and navigate social dynamics.
- **Relationship management:** The ability to inspire and influence others, while managing conflicts. Goleman emphasizes that emotional competencies are not innate but learned skills that need to be developed for optimal performance.

### **2.1.2.3. Bar-On's Mixed Model**

Reuven Bar-On introduced the concept of "Emotional Quotient" (EQ) as a counterpart to IQ. His mixed model incorporates both cognitive abilities and aspects of personality, health, and well-being. Bar-On defines emotional intelligence as a collection of non-cognitive skills and competencies that impact an individual's capacity to handle environmental challenges and pressures. His model encompasses areas such as emotional self-awareness, assertiveness, self-regard, independence, empathy, interpersonal skills, stress tolerance, impulse control, and optimism. Bar-On argues that both emotional and cognitive intelligence contribute equally to a person's overall intelligence and their potential for success in life.

### **2.1.3. The Importance of Emotional Intelligence in Leadership**

As Bennis (2009) shared with his students; the technical skills that earned you your first promotion are not enough to secure your next one. Emotional intelligence plays a vital role in becoming an effective leader (Gaubatz&Ensminger, 2017). Without it, you can't successfully guide a team, manage stress, offer constructive feedback, or collaborate with others. Emotional intelligence is what sets apart high achievers from their peers who possess similar technical skills and knowledge. Ely (2014) notes that secondary school principals are responsible for creating a learning-friendly culture.

Foltin and Keller (2012) point out that a lack of emotional intelligence can lead to significant consequences, such as lower employee engagement and higher turnover rates. Although emotional intelligence might seem less important, it is actually crucial to leadership and interpersonal effectiveness (Srivastava, 2013). Being able to see things from others' perspectives is key. Individuals with high EQ are able to empathize and manage their emotional reactions,

which helps them remain less stressed and communicate more effectively than those with lower EQ (Salovey& Mayer, 2014)

As emotions in leadership gain more recognition, an important question arises: Can emotional intelligence, understood as a set of abilities, explain the difference between exceptional and underperforming leadership? (Herbst&Maree, 2008). Mayer, Salovey, and Caruso (2000) define emotional intelligence as the ability to accurately and adaptively recognize, assess, and express emotions; understand emotional knowledge; use emotions to aid cognitive functions and adaptive behavior; and regulate emotions in one and others. Goleman (1998) views emotional intelligence as the ability to recognize your own emotions and those of others, self-motivate, and manage both personal emotions and relationships effectively. By identifying emotions, leaders become more attuned to their own feelings, as well as those of their team members and individual followers. This skill also enables leaders to differentiate between genuine and fake emotional expressions (Riggio et al., 2002). George (2000) underscores that emotional intelligence is essential for leadership effectiveness, improving success across all organizational levels. This brings us to the first hypothesis: Leadership effectiveness arises from a broad concept with various definitions over time. According to Hogan, Curphy, and Hogan (1994), leadership involves guiding others to temporarily put aside personal concerns and work toward a shared goal that benefits the group's welfare. Leadership is a communicative process—both verbal and non-verbal—encompassing coaching, motivating, inspiring, directing, guiding, and offering support or counseling (Howard, 2005). Heifetz and Linsky (2004) describe leadership as the ability to influence and mobilize individuals with specific skills to engage in dialogue and complete tasks to achieve desired outcomes, emphasizing the human aspect of leadership. Dorbrzanska (2005) also highlights the importance of human elements, noting that leadership is about expressing and directing human autonomy.

According to Barnard (1968, cited in Hollander, 1978), leadership effectiveness is measured by the successful achievement of cooperative goals, which depends on influence, but also on how those goals are achieved. Leadership effectiveness is situational, as different contexts call for different leadership approaches. A key distinction in understanding leadership effectiveness is the criteria used to measure its outcomes (Yukl, 1981). Despite the desire for effective leadership, there has been limited scholarly attention on studying leadership processes and addressing obstacles to improving leadership practices in fields such as policing (Schafer, 2008).

Effective leadership involves more than just calculations, planning, or following procedures. While rational thinking is valuable, good leadership also involves connecting emotionally with others, as emotions play a vital role in leading effectively (Hughes, Ginnett&Curphy, 2006). Leadership is fundamentally an emotional process where leaders recognize and influence the emotional states of followers, using this influence to achieve desired outcomes (Humphrey, 2002). Transformational leaders, for instance, inspire and motivate their followers to pursue organizational goals (Bass &Avolio, 1995). They also help followers visualize positive future outcomes related to the organization. Research has shown that transformational leadership has a positive effect on organizational outcomes such as citizenship behavior, commitment, job satisfaction, effort, and performance (Nguni, Slegers, &Denessen, 2006).

#### **2.1.4. Empirical Reviews**

Numerous studies have established a strong association between high emotional intelligence (EI) and improved organizational performance. Similarly, research across various institutions has demonstrated a clear link between emotional intelligence and effective leadership. For example, Badri-Harun, Zainol, and Amar (2016) examined how the emotional intelligence of both managers and employees influences job satisfaction and workplace success. Their findings suggested that employees with higher levels of emotional intelligence tend to be more satisfied with their jobs and perform better. They also discovered that emotionally intelligent managers positively affect employee outcomes. In fact, their empirical data indicated that emotional intelligence contributes to over 80% of leadership effectiveness and accounts for nearly 90% of overall leadership performance.

Furthermore, more recent research by Rogelberg et al. (2013) highlights those leaders with stronger self-regulation skills are more responsive to their followers' needs compared to those with weaker emotional control. Similarly, Chen, Bian, and Hou (2015) found that leaders have a significant influence on the emotional states of their subordinates. Balamohan and colleagues (2015) also emphasized that leaders who excel in emotional intelligence are among the most effective and high-performing individuals within their organizations. Supporting this, Chen (2018) concluded that emotional intelligence ratings are strong predictors of leadership effectiveness.

### **2.1.5. Relationship between Emotional Intelligence and Educational Leader**

Emotional Intelligence (EI) refers to the ability to recognize, understand, and regulate both one's own emotions and the emotions of others. In the context of educational leadership, EI plays a critical role in fostering a positive and effective learning environment. Leaders with high EI are able to maintain emotional balance, manage stress, and provide the necessary support to teachers, staff, and students (San-Juan-Ferrer&Hípola, 2020). This, in turn, promotes a sense of value and encouragement within the school community, which enhances motivation and commitment to the learning process (Fteiha&Awwad, 2020).

Leaders with strong EI are typically more empathetic and able to understand different perspectives. They excel at listening attentively to the needs and concerns of their team members. These leaders not only address issues quickly but also take a more thoughtful approach, considering the emotional impact on the whole school community. Their empathy helps them build solid, trusting relationships, which are essential for nurturing a collaborative and harmonious work environment (Lubbadeh, 2020).

Additionally, EI improves communication skills in educational leaders, allowing them to clearly articulate the school's vision and objectives in ways that are motivating and easily understood. These communication skills are vital not only for giving clear directions but also for resolving conflicts between staff or students. Leaders with high EI are adept at negotiating fair solutions that prevent resentment and division, as well as offering constructive feedback and accepting criticism with grace (Doan et al., 2020).

Leadership strategies that emphasize EI contribute to creating a positive and inclusive school culture. These leaders prioritize not only academic achievement but also the emotional and mental well-being of everyone in the school community. They support initiatives like wellness programs for teachers and extracurricular activities for students, ensuring that the relationship between EI and educational leadership not only boosts academic success but also nurtures the holistic development of all involved (Hourani et al., 2021).

Beyond impacting the school environment, EI also affects how educational leaders manage change and overcome challenges. Leaders with high EI are better equipped to adapt to changes in curriculum, policy, or shifting student and staff needs. They can handle emotional reactions to

these changes, leading with confidence and calm, which helps reduce anxiety and resistance among staff and students and fosters a positive outlook during transitions (Miao et al., 2021).

Moreover, EI helps leaders make informed, long-term decisions that consider the well-being of the entire school community. Emotionally intelligent leaders balance both the academic and emotional needs of students and staff when making decisions, ensuring that these choices reflect a mix of data-driven insights

and the human aspects essential to education (Wood, 2020). Studies show that leaders with high EI excel at building trust and boosting morale. Through their authenticity and integrity, they inspire and motivate their teams, setting a positive example that encourages others to follow, thereby contributing to a more productive and collaborative school atmosphere (Wamsler&Restoy, 2020).

In summary, emotional intelligence is key to creating a successful and supportive learning environment. Leaders, who manage emotions effectively, build strong relationships, communicate clearly, adapt to change, and make thoughtful decisions ensure the long-term well-being of all involved. As a result, developing emotional intelligence in educational leaders should be a priority to promote sustainable educational progress.

### **2.1.6. Emotional Intelligence in the Workplace**

Businesses must constantly adapt to the global business landscape, often undergoing restructuring, where speed is essential. This has led to a growing need for a new type of intelligence that can improve managerial effectiveness and help leaders steer organizations in new, successful directions. A key indicator of high emotional intelligence at work is an individual's ability to remain calm and focused under stress, along with their inclination to act with empathy rather than selfishness. Furthermore, those with a generally positive outlook on life tend to demonstrate higher emotional intelligence (Brinia, 2008). Emotional intelligence also encompasses the ability to identify, understand, and respond to the emotions of others, which requires developing self-awareness and the ability to understand one's own emotions. According to Tarricone and Luca (2002), emotional intelligence, when combined with technical expertise, is crucial for creating a progressive and supportive work environment. They specifically highlight those individuals who show passion, perseverance, initiative, dedication, and commitment to

team goals, while also making decisions and genuinely caring about the success of the team, align their motivation with the organization's objectives.

### **2.1.7. Measuring Emotional Intelligence**

Like other types of intelligence, emotional intelligence (EI) is difficult to measure (Boyatzis, 2018). One of the most frequently used methods for evaluating EI is self-report testing, but these assessments can be influenced by socially desirable responses, which may impact the accuracy and clarity of the results. Despite these limitations, several models have been developed over time to gauge EI. Some of the most commonly utilized frameworks include the Multifactor Emotional Intelligence Scale (MEIS; Mayer et al., 1999 in Kerr et al., 2006), the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT; Mayer et al., 2000 in Mueller & Curhan, 2006), the Emotional Competency Inventory (ECI; Goleman, 1998 in Kerr et al., 2006), the Emotion-Quotient Inventory (EQ-i; Bar-On, 1997), the Emotional Intelligence Quotient (EIQ; Dulewicz & Higgs, 1999 in Kerr et al., 2006), the Emotional Quotient Map (EQ-MAP; Cooper & Sawaf, 1997 in Kerr et al., 2006), the Self-Report Emotional Intelligence Test (SREIT; Schutte et al., 1998 in Kerr et al., 2006), the Swinburne Emotional Intelligence Test (SUEIT/Genos EI Assessment; Palmer & Stough, 2001 in Mukhty, 2013), the Trait Meta-Mood Scale (TMMS; Salovey et al., 1995 in Palmer et al., 2001), the Workgroup Emotional Intelligence Profile (WEIP; Jordan et al., 2002 in Kerr et al., 2006), and the Wong and Law Emotional Intelligence Scale (WLEIS; Law et al., 2004; Wong & Law, 2002)

## **2.2. Theoretical Framework**

### **2.2.1. Trait Theory of Leadership**

The Trait Theory suggests that effective leaders are distinguished by certain innate traits or qualities, such as intelligence, sociability, assertiveness, and emotional intelligence. In this context, emotional intelligence is emphasized as a vital component, highlighting the importance of recognizing and managing one's own emotions, as well as understanding the emotions of others, to lead successfully. The origins of Trait Theory can be traced back to early leadership research, particularly the work of Ralph Stogdill in the mid-20th century. This theory is relevant to the current discussion as it positions emotional intelligence as an essential trait for effective

leadership. Investigating the role of emotional intelligence in leadership effectiveness can provide valuable insights into its influence on organizational performance (Northouse, 2021).

### **2.2.2. Behavioural Theory**

Behavioral theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on intellectual qualities or internal states. According to behavioral theory, people can learn to become leaders through training and observation. Naylor (1999) notes that interest in the behavior of leaders has been stimulated by a systematic comparison of autocratic and democratic leadership styles.

### **2.2.3. Transformational Leadership Theory**

Transformational leadership theory asserts that effective leaders inspire and motivate their followers to reach higher levels of performance by fostering a shared vision, empowering individuals, and demonstrating qualities such as charisma, intellectual stimulation, personalized attention, and idealized influence. Emotional intelligence is crucial in this theory because it enables leaders to emotionally connect with and inspire their followers. Bernard M. Bass and Bruce J. Avolio are recognized for developing this theory in the 1980s. This framework underscores the role of emotional intelligence in a transformational leader's ability to engage and direct followers towards organizational objectives, thereby influencing overall organizational success (Avolio & Gardner, 2005)

### **2.2.4. Social Exchange Theory**

Social Exchange Theory suggests that interpersonal relationships are driven by reciprocity, with individuals engaging in interactions expecting mutual benefits. Emotional intelligence plays a significant role in this theory by encouraging positive exchanges and building trust, cooperation, and commitment among members of an organization. The theory originates from the work of George C. Homans and was later expanded by Peter M. Blau. It is relevant to the topic as it illustrates how emotional intelligence affects leader-member interactions and organizational relationships, influencing outcomes like employee satisfaction, engagement, and retention (Cropanzano & Mitchell, 2005).

### **2.2.5. Educational Leadership**

Emotional intelligence (EI) has been evaluated for its influence on the effectiveness of educational leaders, especially principals. Brinia et al. (2014) researched to investigate the role of EI in primary education leadership, suggesting that developing EI provides leaders with the critical skills needed to enhance organizational performance and reach its objectives. The authors found that principals with high EI cultivate a culture of trust, understanding, and achievement by effectively blending values, emotions, beliefs, and vision. Their study highlighted the significant role EI plays in leadership effectiveness, motivating teachers to set meaningful goals. Additionally, emotionally intelligent principals exhibited qualities such as patience, empathy, perseverance, hope, optimism, respect, and resilience, which enabled them to build strong teams, manage stress, address challenges, and achieve success, reinforcing the importance of EI in education. Furthermore, Kurniawan and Syakur (2017) explored the relationship between emotional and spiritual intelligence and leadership effectiveness in principals. They argued that strong leadership arises from the integration of both emotional and spiritual intelligence, with principals who possess these qualities fostering an environment that supports teachers' ability to perform their duties effectively.

### **2.2.6. Leadership Effectiveness**

Leadership effectiveness is not a static attribute but an ongoing journey of growth and refinement. Effective leaders continuously assess and enhance their leadership competencies to align with the evolving requirements of their teams or organizations. According to Brinia et al. (2022), leadership effectiveness hinges on a leader's ability to not only attain their objectives but also exert a positive influence on their team, organization, or community. Soeari et al. (2023) assert that self-awareness serves as the foundation of leadership effectiveness, enabling leaders to comprehend their strengths and weaknesses and lead with authenticity. Simon Sinek's philosophy, as elucidated by Kimani and Scott (2023), underscores the importance of a clear sense of purpose or "why" in effective leadership. Sinek contends that leaders who can articulate their "why" can inspire and motivate others more effectively, thereby catalyzing action and achieving meaningful results.

Leadership effectiveness, as defined by the Integrated Competitive Values Framework (ICVF), encompasses five fundamental roles that empower leaders to effectively guide, influence, and inspire others (Cameron et al., 2022). The innovator role revolves around the capacity to introduce novel ideas or approaches that result in positive and meaningful advancements within the realm of education and society. Innovators are characterized by their creativity, visionary outlook, and readiness to challenge existing norms to address problems or create opportunities for enhancement. The broker role pertains to individuals who act as intermediaries, bridging gaps between various parties to facilitate transactions, negotiations, or the exchange of information. This role assumes a pivotal function in fostering collaboration among a diverse array of individuals. The deliverer role pertains to the responsibilities and actions of educational leaders in ensuring the effective delivery of educational services, programs, and initiatives to students, teachers, parents, and the broader school community. The developer role involves the endeavors of educational leaders to enhance the educational environment and overall learning experience for all stakeholders, including students, teachers, and the school community. It encompasses proactive measures aimed at improving the educational program, resources, and facilities within the school. The integrator role entails educational leaders' efforts to harmonize different facets of school operations, curriculum, and resources to establish a cohesive and efficient learning environment. This integrator role encompasses the coordination of diverse elements within the school community to ensure their collaborative pursuit of common educational objectives.

### **2.2.7. Techniques for Managing Emotions**

When leaders face situations that may provoke intense negative emotions, they must be aware of strategies that can help them regulate their emotional responses (Grobler & Conley, 2014). However, there is a lack of localized research on specific emotional management techniques. In his book, Connelly (2007) outlined several strategies for managing emotions. The first strategy focuses on self-awareness, which involves being mindful of one's emotional state. The second strategy recommends handling feedback and criticism positively, viewing it as constructive and beneficial for growth. The third strategy encourages leaders to step away from their duties when confronted with emotional stress, suggesting practices like drinking water, deep breathing, or physical exercise to restore calm (Connelly, 2007). The fourth strategy involves self-reflection, where leaders evaluate how they respond to emotional situations and consider ways to handle

them better in the future. The fifth strategy is about identifying emotional weaknesses and working on improving them.

Currently, there are no well-documented strategies specifically designed for managing emotions in school leadership or for principals. This study aims to address this gap by identifying and presenting strategies used by school principals to manage their emotions. The findings from this research may help other school principals improve their emotional regulation techniques.

### **2.3. Measurement of Effective Leadership**

Leadership effectiveness aims to evaluate a participant's perception of a leader's ability to manage a large organization, emphasizing organizational management and goal achievement rather than the leader's inherent effectiveness (Rickley & Stackhouse, 2022). One widely recognized framework for assessing leadership effectiveness is the Full Range of Leadership Model, which differentiates between passive and active leadership styles, asserting that more active approaches tend to be more effective. This model suggests that leaders display a spectrum of behaviors, ranging from passive to active, with varying levels of frequency (Rickley & Stackhouse, 2022).

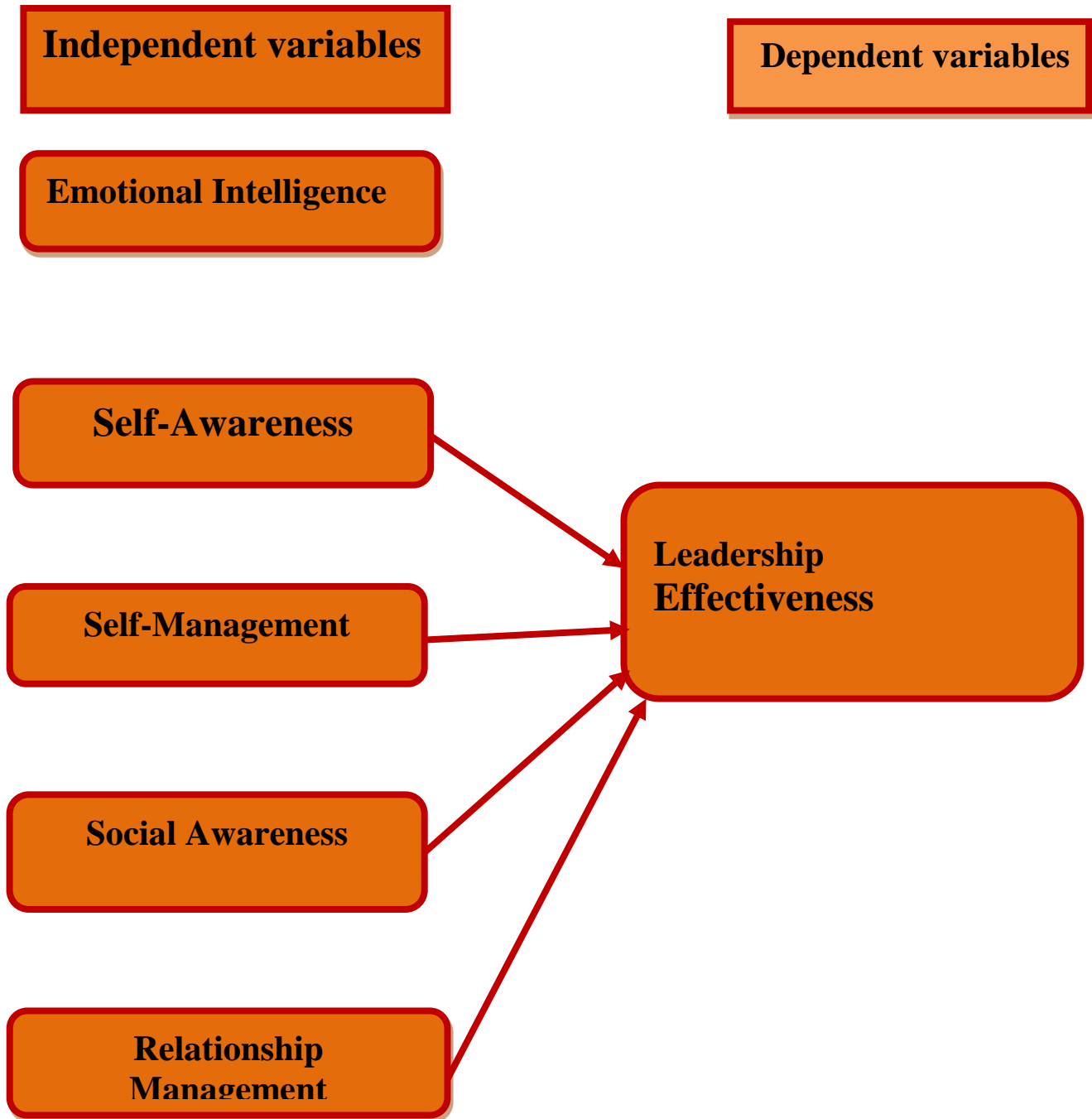
Furthermore, in 1990, Bass introduced a model proposing that highly effective leaders demonstrate two key behavioral types: transactional and transformational leadership. Later, Avolio and Bass (2004) refined this model, identifying specific characteristics of these leadership styles, including "idealized influence (behaviors), idealized influence (attributed), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception (active), and management-by-exception (passive)."

### **2.4. Conceptual Framework**

The conceptual framework describes the process, direction, and relationships among the variables in this study. Zikmund, W.G., Bobin, B.J., Carr, J.C., and Griffin, M. (2009) define variables as elements that vary in different instances within a given research topic. These variables can take two forms: one that is influenced by others (the dependent variable), and one that influences the dependent variable (the independent variable). In this study, the focus is on evaluating how Emotional Intelligence (EI), as the independent variable, affects leadership effectiveness (LE), the dependent variable. The effectiveness of employees in their roles is

shaped by multiple factors, including compensation, a positive work environment, job satisfaction, and the emotional intelligence of both employees and leaders. Since these factors contribute to leadership effectiveness, they can influence LE either directly or indirectly. The following figure illustrates the relationships between the variables, derived from the theoretical framework of the study, and underscores the ultimate objective of the research.

**Figure2. Emotional intelligence in leadership effectiveness**



**Source:** Adapted from (Kaplan & Norton 2005; Goleman 1995; Zeitz et al., 1997).

## **2.5. Summary and Implication of the Reviewed Literature**

The reviewed literature establishes that emotional intelligence (EI) the ability to perceive, manage, and utilize emotions effectively has a significant influence on leadership effectiveness. Various models, including those by Goleman, Mayer & Salovey, and Bar-On, emphasize different dimensions of EI such as self-awareness, self-regulation, motivation, empathy, and social skills. These elements are shown to enhance a leader's ability to manage teams, resolve conflict, make decisions, and foster a positive work environment.

Research findings from global contexts consistently show that emotionally intelligent leaders are more likely to create supportive school climates, build strong interpersonal relationships, and enhance staff morale. In educational settings, particularly schools, emotionally intelligent leadership correlates with improved teacher satisfaction, student outcomes, and organizational performance.

In the Ethiopian context, however, the literature is sparse. A few studies (e.g., Tesfaye & Berhanu, 2019) underline the lack of attention to emotional intelligence within school leadership training and development. Ethiopian school principals often ascend to leadership positions based on tenure or academic qualification, not necessarily leadership competencies or emotional intelligence. This gap in leadership development is seen as a contributing factor to poor school management, low staff motivation, and underperformance in student learning outcomes.

the implications of the reviewed literature clearly underscore the emotional intelligence into leadership development frameworks within the Ethiopian education system. Historically, leadership training for school principals in Ethiopia has prioritized administrative functions such as planning, budgeting, and supervision, while largely neglecting the interpersonal and emotional dimensions that are vital for effective leadership. As a result, many school leaders lack the emotional competencies necessary to manage staff relationships, resolve conflicts, and inspire positive school cultures. Therefore, it is essential that education policy and leadership development programs formally recognize emotional intelligence as a core competency. This shift would enable the incorporation of EI into recruitment criteria, performance evaluations, and ongoing professional development initiatives. In tandem with policy reform, institutional capacity building must also be prioritized. The Ministry of Education, regional education

bureaus, and training institutions need to provide sustained support for principals through targeted training in emotional regulation, empathy, motivation, and conflict resolution. Moreover, since most emotional intelligence models have been developed in Western contexts, there is a pressing need to contextualize or adapt these frameworks to align with the socio-cultural and institutional realities of Ethiopian schools. This includes recognizing the unique leadership challenges in resource-constrained settings and developing culturally relevant tools that accurately assess and nurture EI competencies among school leaders. Without such integrative and context-sensitive approaches, efforts to enhance leadership effectiveness in Ethiopian primary schools will remain incomplete.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This part of the research presents the methodological aspects which include the research design, sources of data, Population of the study, Sample Size and Sampling Techniques, instrument of data collection validity and reliability test, methods of data analysis, and ethical considerations.

#### **3.2. Research Design**

This study aims to identify and evaluate the relationship between emotional intelligence and leadership effectiveness among school principals in government primary schools within Lideta Sub City. The study was employing a mixed-methods approach, collecting both qualitative and quantitative data to fulfill the research objectives. Quantitative data measured the levels of emotional intelligence and leadership effectiveness, while qualitative data offered in-depth insights into the perceptions, experiences, and viewpoints of principal and assistant principals.

In this study, a descriptive correlation research design was utilized. This approach is appropriate as the nature of the problem requires a method that can be described numerically.

#### **3.3. Population of the study**

The target population for this study included principals, assistant principals, and teachers from government primary schools in Lideta Sub-City, Addis Ababa. There are 21 government primary schools in the sub-city, from which four schools—Tesfakokeb, Karamara, Lideta Limat, and Africa Hibret—were purposively selected for this research. The study population consisted of 4 principals, 12 assistant principals, and 134 teachers, all of whom had more than one year of professional experience, resulting in a total of 150 participants. The researcher believes that this group possesses sufficient experience and insight to assess the leadership effectiveness of current school principals.

Furthermore, the study included both male and female participants and focused on exploring the role of emotional intelligence in the leadership effectiveness of school principals in Lideta Sub-

City. The participants varied in educational level and professional roles—such as principals, assistant principals, and teachers—forming a comprehensive target group for the study.

### **3.4. Sample Size and Sampling Techniques**

The sample size represents a smaller portion of the entire population (Cooper & Schindler, 2003). They highlight the importance of selecting the sample carefully to ensure it accurately reflects the population and that all relevant subdivisions are adequately considered in the analysis. In this study, stratified samplings were employed to categorize the target population into distinct subgroups or strata based on competencies. Given that these competencies serve different roles and functions, stratified sampling helps ensure that no subgroup is excluded when selecting schools. Within each stratum, the lottery method of simple random sampling was applied. Each participant in the stratum was assigned a unique number, and the required numbers of participants are selected randomly through a manual drawing process. This method ensured that each individual had an equal and independent chance of being selected, maintaining objectivity and simplicity in the sampling process. The use of the lottery method was particularly suitable given the relatively small and accessible population. Here's a detailed summated score analysis of the data based on the four key dimensions of Emotional Intelligence (EI): Self-Awareness, Self-Management, Social Awareness, and Relationship Management, using the provided means and standard deviations for each item. The total population for this study consists of 150 individuals, divided into three competency groups, as outlined in the table below. The sample size is calculated using Kothari's (2004) statistical formula.

Where:-

n= sample size

N= population 150

Z= Z-score 1.96

P= proportion of population 0.5

q= 1-p 0.5

e= margin of error (expressed as decimal) 0.05

The calculated sample size is:

$$n = \frac{N \times Z^2 \times P \times (1-P)}{e^2 \times (N-1) + Z^2 \times P \times (1-P)}$$

$$n = \frac{150 \times 1.96^2 \times 0.5 \times 0.5}{0.05^2 \times (150-1) + 1.96^2 \times 0.5 \times 0.5}$$

$$n = 108.0812$$

**Table 1. Sample Population**

Competencies	populations	Number of people in sample	Sample from the strata	Percentage contribution for the sample
Principal	4	108/150*4	3	3
Assistant principal	12	108/150*12	9	8.3
Teachers	134	108/150*134	96	88.9
Total	150		108	100

### 3.5. Sources of Data

This study employed both primary and secondary data sources to collect reliable information on the relationship between emotional intelligence and leadership effectiveness in selected government primary schools. The primary data for this study was being collected from selected government primary schools in the Lideta sub-city. As the primary source of data, the target population encompasses principals, assistant principals, and teachers. This involved conducting interviews and administering surveys within the school. Whereas, secondary data was be collected such as academic journals, articles, reports publications, and web sources related to emotional intelligence, and leadership effectiveness.

### **3.5.1. Primary source**

The data collection methods for this study included interviews with leaders and supervisors of government primary schools in Lideta Sub-City, as well as questionnaires and surveys administered to teachers. Additionally, observations were conducted to examine leadership behaviors and the overall organizational dynamics within the schools.

### **3.5.2. Secondary sources**

Existing studies and academic publications on emotional intelligence and leadership effectiveness reports and internal documents from government primary school in Lideta sub-city. Relevant, journals, and online resources on emotional intelligence and leadership effectiveness.

## **3.6. Instruments of data collection**

### **3.6.1. Emotional intelligence Questionnaire(EI-Q)**

Emotional intelligence questionnaire is a widely recognized instrument employed to assess individuals' emotional and social competencies, particularly within educational and organizational contexts. The version commonly utilized in research and practice comprises 28 items, offering a concise yet meaningful evaluation of the core domains of emotional intelligence. These domains include self-awareness, self-management, social awareness, and relationship management, which align closely with the framework proposed by Daniel Goleman (1995) and, in some adaptations, the mixed model developed by Bar-On. The 28-item format is favored for its practicality and time efficiency, as it can be completed within a few minutes, making it especially appropriate for environments with limited time availability, such as schools and workplaces. Despite its brevity, the EI-Q yields a reliable and valid assessment of an individual's emotional functioning, without imposing excessive demands on respondents. This instrument has been widely adapted across various countries, with many versions tracing their origins to the United Kingdom, Canada, and the United States, where it has been extensively applied in leadership, education, and management research. Although initially developed for adult populations in professional settings, the EI-Q has since been tailored for use with diverse groups, including school principals, teachers, university students, and organizational leaders, thereby enhancing its relevance and applicability in educational research contexts.

### **3.6.2. Leadership Practices Inventory (LPI)**

Leadership practices inventory is a commonly used leadership assessment tool developed by James M. Kouzes and Barry Z. Posner. It consists of 30 items that measure five core leadership practices. Developed in the United States in the 1980s, the LPI emerged from extensive research into leadership behaviors across various organizations. The instrument is empirically validated and highly regarded for its reliability, simplicity, and practicality in assessing observable leadership behaviors in real-world settings. It aligns with transformational leadership theories and emphasizes behavioral change, making it suitable for both academic research and organizational development. Additionally, the LPI encourages self-reflection, facilitates feedback from others, and supports ongoing leadership growth. It has been widely applied among organizational leaders and managers across sectors such as business, education, healthcare, non-profit, and public services.

*Source: Kouzes, J. M., & Posner, B. Z. (2017). The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations (6th ed.). San Francisco, CA: Wiley.*

### **3.6.3. Interview**

To make the research manageable, semi structured interview questions were prepared and used for twelve respondents, such as three school principals and nine assistant principals from both schools. Semi structure interview is very important to make the interview focused and to minimize time cost (Cohen et al, 2000). In addition Interview is considered as very much important tool to collect in depth information about the issue included in the study and to get the real practices. It helped to the researcher to strengthen those responses gained by questionnaire and for triangulation purpose. The interview questions were focused on the objectives of the research and mainly on the emotional intelligence skill of the educational leaders. Based on this, the respondents were requested to provide reflection on some emotional intelligence competencies and educational leaders. As Kumar (2006) suggested that interview is important in collecting qualitative data because it gives in-depth information about the issue raised in the research.

### 3.7. Validity and Reliability

Validity concerns the degree to which a question measures what it was intended to measure of the instruments. The questionnaire is randomly administered to 10% of the respondents from the sample population. This helps in refining the questions through rephrasing and removal of ambiguous questions. It also helps to remove typographical errors. The pilot testing process is used to determine if questions aside are relevant and appropriate. The questionnaires are ready for distribution once all the issues have been addressed. The pilot testing process helps to check on the clarity and suitability of wording in the questionnaire. As per Khotari (2004), reliability refers to consistency, where internal consistency involves correlating the responses to each question in the questionnaire with those other questions in the questionnaire.

Table 2 Reliability test for emotional intelligence and leadership behavior

Variables	No. of Items	Cronbach Alpha
		Main study
Self- Awareness	6	0.752
Self –Management	9	0.915
Social –awareness	5	0.723
Relationship Management	8	0.812
Leadership effectiveness	30	0.712

#### 3.7.1. Residual Normality Test

One of the key assumptions of classical linear regression models is that the error terms should follow a normal distribution, or that the expected value of the error terms should be zero ( $E(UT) = 0$ ). To assess this assumption, the researcher employed a histogram to examine the distribution of the residuals. The results show that while some standard residuals deviate slightly from the normal curve, the majorities are relatively close to it, and the histogram takes on a bell-shaped form. This pattern suggests that most of the residual values cluster around the center of the distribution, with the tallest bars located near the mean. Consequently, this indicates that the residuals are approximately normally distributed

### **3.8. Procedures of Data Collection**

Initially, the questionnaires, interviews, and document analyses were created and then evaluated by study advisors and experts, including statisticians, before they are put into use. After this step, the researcher was obtain an official authorization letter from Addis Ababa University, proceed to the study area, and interact with the appropriate authorities. Once an agreement is reached, the researcher was meet with each group of respondents to clarify the study's objectives and purpose.

The researcher was appoints an individual and provide training to facilitate the data collection process. The facilitator was over see the administration and scheduling of the questionnaires under the researcher's close guidance. Throughout the data collection phase, the researcher was also conduct interviews and document analyses. Finally, the researcher was check the data gathered from various methods using a personal checklist before leaving the site.

Handwritten notes from the semi-structured interviews were be gathered, transcribed, categorized, and arranged into themes and summary sheets. The data was then be analyzed and interpreted using descriptive language and narration.

### **3.9. Techniques of Data Analysis**

The quantitative data analysis was conducted using statistical software such as SPSS 2025. Before analysis, the data entered into IBM SPSS 2025 were edited as necessary. The questions provided to the principals was follow a 5-point Likert scale, where 1 indicates "Strongly Disagree," 2 is "Disagree," 3 is "Neutral," 4 is "Agree," and 5 is "Strongly Agree." The standardized test administered to the leaders consisted of a forced-choice questionnaire with two parts. The competency levels of emotional intelligence (EI) were scored as follows: 8-10 indicates "Skilled," 6-7 is "Average," and 5 or below is considered "Developing."

Initially, frequency distributions were displayed in tables that included demographic details. This was followed by a reliability test to identify factors that influence leadership effectiveness. Correlation analysis was then being conducted to evaluate the relationship between emotional intelligence and leadership effectiveness. The final step involved investigating how leaders' emotional intelligence affects their leadership effectiveness.

The data collected to assess the level of leaders' emotional intelligence were analyzed according to the four components of emotional intelligence: self-awareness, self-management, social awareness, and social management.

Participants were posed open-ended questions to gather their perspectives on emotional intelligence (EI), and leadership effectiveness (IE) within a government primary school setting. The identities of the participants remained confidential, and pseudonyms were employed throughout data analysis and reporting. After the data collection phase, a thorough thematic analysis was carried out using Atlas. This study investigates the relationship between emotional intelligence and leadership effectiveness, offering valuable insights into the research question.

### **3.9.1. Descriptive Statistics**

Descriptive statistics, such as means, standard deviations, and frequencies, were calculated for key variables; including emotional intelligence, leadership effectiveness and control variables this provided an initial understanding of the sample's characteristics and the distribution of the variables.

### **3.9.2. Correlation Analysis**

To gain deeper insights, inferential methods such as correlation and regression analyses were employed, with the findings presented in the sections below. Pearson correlation coefficients reveal both the direction (positive or negative) and the strength of the relationship, which ranges from  $-1.0$  to  $+1.0$ . Correlations are among the most basic yet valuable indicators of association between two or more variables (Marczyk, DeMatteo, &Festinger, 2005).

According to Marczyk, DeMatteo, and Festinger (2005), correlation values between  $.01$  and  $.30$  are considered weak, those between  $.30$  and  $.70$  are viewed as moderate, correlations from  $.70$  to  $.90$  are regarded as strong, and those from  $.90$  to  $1.00$  are classified as very strong. To examine the relationship between emotional intelligence and leadership effectiveness among primary school principals, a Pearson product-moment correlation analysis was employed. This statistical method was appropriate because both variables emotional intelligence and leadership effectiveness were measured using composite scores derived from Likert-scale items, which are

commonly treated as continuous variables in social science research. Furthermore, preliminary analysis confirmed the assumptions of normality, linearity, and homoscedasticity, making Pearson correlation a suitable choice.

### **3.9.3 Regression Analysis**

The objective of regression analysis is to use information about independent variable, to draw some sort of conclusion concerning a dependent variable. The regression model assumes a linear relationship, which can be assessed by examining the association between the dependent variable ( $y$ ) and the independent variables ( $x$ ). According to Tabachnick and Fidell (2007), this can be done by plotting the independent variables against the dependent variable.

Often a researcher wants to predict the value of dependent variable that would result from making a single observation at a specified value of the independent variable.

### **3.10. Ethical Considerations**

To ensure the study was conducted professionally, ethical considerations were prioritized. First, an official letter was sent to the relevant authorities at Addis Ababa University, specifically from the Department of Educational Planning and Management, to notify them about the research. The researcher was explaining the study's purpose to the respondents, emphasizing that it is purely for academic purposes. This purpose was also outlined in the introduction section of the questionnaires and interview guides, along with assurances that their responses would remain confidential and protected.

Moreover, participants were informed that their involvement in the study was voluntary and based on their consent. The researcher was ensure that none of the respondents' answers are personalized during data presentation, analysis, or interpretation. Additionally, all materials used in this research were being properly acknowledged.

# **CHAPTER FOUR**

## **RESULTS AND DISCUSSION**

This chapter outlines how the sample data result, and discuss. Both descriptive and inferential statistics were employed to examine the quantitative data. After tabulating the information gathered, researcher descriptive statistics, correlation analysis, and regression techniques, and we display the results in tables and figures. This researcher then relates the survey outcomes to existing empirical studies and interview insights.

### **4.1 Response Rate**

The response rate varies by data-collection approach and respondent profile. Of the 108 questionnaires distributed to the selected teachers, 90 were fully completed and returned, 2 were only partially filled out, and 16 were never returned, yielding an overall response rate of 83.33%. According to Henseler et al. (2016), return rates of 50% are acceptable, 60% are good, and anything above 70% is excellent; thus, our 83.33% response rate is more than adequate for drawing reliable conclusions.

### **4.2 General Information on Respondents**

Before delving into the main analyses, it is helpful to provide participants' background characteristics. The demographic overview describes the sample in terms of size, gender distribution, age range, education levels, and years of service. Frequency distributions for each of these variables are presented below.

Table 3. Demographic characteristics of the participants

Category	Frequency	Percentage
<b>Gender</b>		
Female	41	45.6
Male	49	54.4
Total	90	100.0
<b>Age</b>		
25-35	77	85.6
36-40	5	5.6
41-45	8	8.9
Total	90	100
<b>Educational Level</b>		
Diploma	17	18.9
Degree	58	64.4
Master's	15	17
Total	90	100
<b>Work Experience</b>		
0-5 Years	29	32.2
6-10	29	32.2
11-15	18	20.0
>15	14	15.6
Total	90	100

According to above Table 3 the majority of respondents 49 individuals (54%) were male, while 41 (46%) were female. In terms of age, a significant portion of participants, 77 (85.6%), fell within the 25–35 age range. Additionally, 8 respondents (9%) were between 41–45 years old, and 5 (6%) were in the 36–40 age group.

When examining the educational background of the participants, most—58 individuals (64%) held a college degree. Another 17 respondents (19%) possessed a diploma, and only 15 (17%) had earned a master's degree. This high level of education among respondents suggests that they were capable of understanding and answering the questionnaire without difficulty.

In terms of work experience, the majority of teachers had between 0–5 years and 6–10 years of service, with both groups having a mean of 32.2 respondents. Meanwhile, 11–15 years of experience was reported by 18 respondents (20%), and 14 respondents (15.6%) had more than 15 years of experience. These figures indicate that over half of the staff in the study area were relatively experienced and likely possessed the emotional intelligence and professional insight necessary to reflect on how their emotions impact their work.

### 4.3 Descriptive statistics Data analysis

#### 4.3.1 Descriptive Statistics of Emotional Intelligence

Table 4. Emotional intelligence of schools principals

No.	Emotional intelligence	Mean	Standard Deviation
1.	Self- Awareness	3.6030	0.430
2.	Self- Management	3.552	0.2506
3.	Social- Awareness	3.6333	0.0709
4.	Relationship Management	3.4400	0.1207

As indicated in Table 4.0, descriptive statistics were collected to evaluate various aspects of principals’ emotional intelligence. A total of 90 respondents (N = 90) assessed their principals based on four key emotional intelligence dimensions—Self-Awareness, Self-Management, Social Awareness, and Relationship Management—using a 5-point Likert scale (ranging from 1 = Strongly Disagree to 5 = Strongly Agree). The analysis focused on mean scores and standard deviations to highlight key strengths, areas needing improvement, and the variability in responses.

Self-Awareness followed closely with a mean score of 3.76 (SD = 1.04194), suggesting that many principals have a solid understanding of their emotional states. Respondents indicated that these principals generally understand the reasons behind their feelings, can accurately interpret their emotions, and are aware of their emotional well-being.

The highest mean score was observed for Self-Management ( $M = 3.80$ ,  $SD = 1.0189$ ), indicating that most principals in government primary schools are perceived as capable of effectively managing their emotions. This suggests that respondents strongly agreed their principals set personal goals, remain motivated, believe in their own abilities, and strive to perform at their best.

Social Awareness ( $M = 3.74$ ,  $SD = 0.97797$ ) and Relationship Management ( $M = 3.70$ ,  $SD = 0.96512$ ), highlighting that principals are relatively skilled in recognizing others' emotions and managing interpersonal relationships.

Overall, the principals demonstrated moderate to high levels of emotional intelligence across all four dimensions. Their strongest area appears to be Social Awareness—recognizing and understanding the emotions of others—while Relationship Management reflects the greatest potential for further development,

### **Emotional intelligence influence the leadership effectiveness**

To address this question, both descriptive and inferential statistics were utilized. The descriptive statistics revealed that principals exhibited moderate to high levels of emotional intelligence across the four core domains self-awareness ( $M = 3.76$ ), self-management ( $M = 3.80$ ), social awareness ( $M = 3.74$ ), and relationship management ( $M = 3.70$ ).

### **Perceptions of teachers and staff regarding the emotional intelligence**

Descriptive analysis revealed that teachers generally rated their principals' emotional intelligence positively but not exceptionally. For example, principals were seen as somewhat aware of their own emotions ( $M = 3.76$ ) and moderately confident ( $M = 3.58$ ), while items related to openness to feedback and emotional expression had slightly lower means ( $M = 3.57$  and  $M = 3.40$ , respectively). This suggests that while teachers believe their principals are emotionally competent, there is room for improvement especially in emotional openness and managing emotions in challenging interpersonal situations.

In terms of self-management, principals scored highest on adaptability ( $M = 3.79$ ) and calmness under stress ( $M = 3.80$ ), but lower on emotional control ( $M = 3.08$ ) and dealing with difficult

individuals (M = 3.34). Social awareness items like "influencing others" and "identifying conflict" ranged between M = 3.53 to 3.63, showing moderate perceived competence

### **Level of emotional intelligence among school principals**

According to the descriptive statistics, the overall emotional intelligence of school principals was rated at a moderate to high level across all four domains. The highest-rated domain was self-management (M = 3.80), closely followed by self-awareness (M = 3.76), social awareness (M = 3.74), and relationship management (M = 3.70). The relatively consistent ratings suggest a balanced but moderate level of emotional competency among principals.

However, standard deviations ranged from 0.90 to 1.19, indicating some variability in responses. This implies that while some principals exhibit strong emotional intelligence, others may significantly lag behind, contributing to inconsistencies in leadership effectiveness across schools.

Table 5 Emotional intelligence of teachers perceive their schools principals

No.	Emotional intelligence	Mean	SD	t-value	95% confidence interval for mean		P-value
					Low Bound	High Bound	
1.	Self- Awareness	3.6030	0.430	2.34	3.513	3.693	0.0001
2.	Self- Management	3.552	0.2506	2.06	3.500	3.604	0.0001
3.	Social- Awareness	3.6333	0.0709	18.49	3.618	3.649	0.0001
4.	Relationship Management	3.4400	0.1207	4.18	3.415	3.465	0.0001

The t-values reveals notable differences in how each emotional intelligence component aligns with the threshold of a meaningful mean score (3.5). Self-awareness, with a mean of 3.6030 and a moderate standard deviation of 0.4300, yields a t-value of approximately 2.34—indicating statistical significance above the benchmark, as supported by its 95% confidence interval [ $\approx 3.513$ ,  $\approx 3.693$ ]. Self-management, with a mean of 3.5520 and smaller variation ( $SD \approx 0.2506$ ), presents a marginally significant t-value of  $\approx 2.06$ , hovering just above the 3.5 threshold [ $\approx 3.500$ ,  $\approx 3.604$ ], suggesting its effect may be present but not as robust. In contrast, *Social awareness* stands out with a highly significant t-value of  $\approx 18.49$ . Its remarkably small standard deviation ( $\approx 0.0709$ ) and tight confidence interval [ $\approx 3.618$ ,  $\approx 3.649$ ] reflect strong consensus in the responses and affirm a pronounced deviation above the cutoff. Meanwhile, Relationship management reports a mean of 3.4400 and a negative t-value of  $\approx -4.18$ , which flags a statistically significant drop below the reference point. The confidence interval [ $\approx 3.415$ ,  $\approx 3.465$ ] confirms this decline and may signal an area that warrants focused improvement or further inquiry.

Table 6 Descriptive Statistics of Leadership Effectiveness

Variables	Mean	Std. Deviation
The leader sets a personal example of what he/she expects of others.	3.4778	1.01923
The leader talks about future trends that was influence how our work gets done.	3.6222	.84239
The leader seeks out challenging opportunities that test his/her own skills and abilities.	3.6778	.96951
The leader develops cooperative relationships among the people he/she works with.	3.6222	.97816
The leader praise people for a job well done.	3.5889	1.03744
The leader makes certain that people adhere to the principles and standards that have been agreed upon.	3.6778	.99242
The leader describes a compelling image of what our future could be like.	3.4833	1.01796
The leader challenges people to try out new and innovative ways to do their work.	3.5889	.91054
The leader actively listens to diverse points of view.	3.5333	1.06212
The leader makes it a point to let people know about his/her confidence in their abilities	3.5667	.99493
The leader follows through on promises and commitments he/she makes	3.5111	.96273
The leader appeals to others to share an exciting dream of the future	3.4333	1.02825
The leader actively searches for innovative ways to improve what we do.	3.2444	1.13485
The leader treats others with dignity and respect.	3.4444	.87552
The leader makes sure that people are creatively recognized for their contributions to the success of our projects	3.4778	.93889
The leader asks for feedback on how his/her actions affect other people's performance.	3.5667	1.01727
The leader shows others how their long-term interests can be realized by enlisting in a common vision.	3.5333	.98528
The leader asks "What can we learn?" when things don't go as expected.	3.3556	1.00907
The leader involves people in the decisions that directly impact their job performance.	3.7222	.80766
The leader publicly recognizes people who exemplify commitment to shared value.	3.5778	.95961
The leader builds consensus around a common set of values for running our organization.	3.4778	.85101
The leader paints the "big picture" of what we aspire to accomplish.	3.4556	.87617
The leader identifies measurable milestones that keep projects moving forward.	3.5222	.93889
The leader gives people a great deal of freedom and choice in deciding how to do their work.	3.7111	.87723
The leader tells stories of encouragement about the good work of others.	3.4444	.94941
The leader Is clear about his/her philosophy of leadership.	3.4889	.82441
The leader speaks with genuine conviction about the higher meaning and purpose of our work.	3.6333	1.03261
The leader takes initiative in anticipating and responding to change.	3.7889	.85452
The leader ensures that people grow in their jobs by learning new skills and developing themselves.	3.3778	.93108
The leader gets personally involved in recognizing people and celebrating accomplishments.	3.4667	.85064
Valid N (listwise)		

As indicated in the table 6 the mean score for leadership effectiveness is  $M = 3.79$ , with a standard deviation of  $SD = 0.888$ . This suggests that the majority of respondents tend to agree with the listed statements measuring leadership effectiveness behaviors. However, since the average score falls below 4 on a 5-point Likert scale, it implies that leadership effectiveness in government primary schools is relatively low and indicates a need for improvement.

Table 7 Relationship between emotional intelligence and leadership effectiveness

<b>Correlations</b>						
		Selfawa	Selfmgt	Socalaw	Socamgt	leadereff
Self Awareness	Pearson Correlation	1	.411**	-.018	-.206	.030
	Sig. (2-tailed)		.000	.868	.052	.782
	N	90	90	90	90	90
Self Management	Pearson Correlation	.411**	1	.169	.045	.246*
	Sig. (2-tailed)	.000		.111	.674	.020
	N	90	90	90	90	90
Social- Awareness	Pearson Correlation	-.018	.169	1	.217*	.287**
	Sig. (2-tailed)	.868	.111		.040	.006
	N	90	90	90	90	90
Relationship-Management	Pearson Correlation	-.206	.045	.217*	1	.428**
	Sig. (2-tailed)	.052	.674	.040		.000
	N	90	90	90	90	90
Leadership Effectiveness	Pearson Correlation	.030	.246*	.287**	.428**	1
	Sig. (2-tailed)	.782	.020	.006	.000	
	N	90	90	90	90	90

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis indicates that among the four components of emotional intelligence, relationship management demonstrates the strongest and most statistically significant association with perceived leadership effectiveness ( $r = .428$ ,  $p < .01$ ). This finding implies that school principals or leaders who excel at managing interpersonal relationships, handling conflicts, and inspiring others are more likely to be perceived as effective leaders by their peers Moreover,

social awareness ( $r = .287, p < .01$ ) and self-management ( $r = .246, p < .05$ ) also exhibit significant positive relationships with leadership effectiveness. These results highlight that the ability to empathize with others and regulate one's own emotions are important traits that contribute to effective leadership. In contrast, self-awareness does not show a significant correlation with leadership effectiveness, suggesting that simply recognizing one's own emotions is not enough. Effective leadership appears to require not only emotional insight but also the capacity to apply that awareness through emotional regulation and strong interpersonal skills.

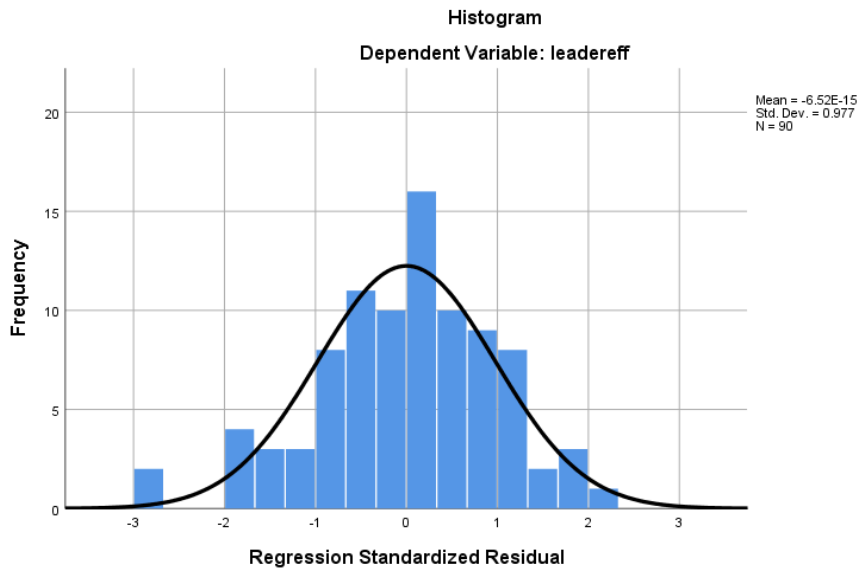


Figure 3 Test of Normality Histogram

As shown in Figure 3, the relationship between the independent and dependent variables appears to be linear. The P-P plot of residuals shows minimal deviation, with most residuals closely aligned along the straight diagonal line. This pattern confirms that the assumption of linearity between the independent variables and the dependent variable is satisfied.

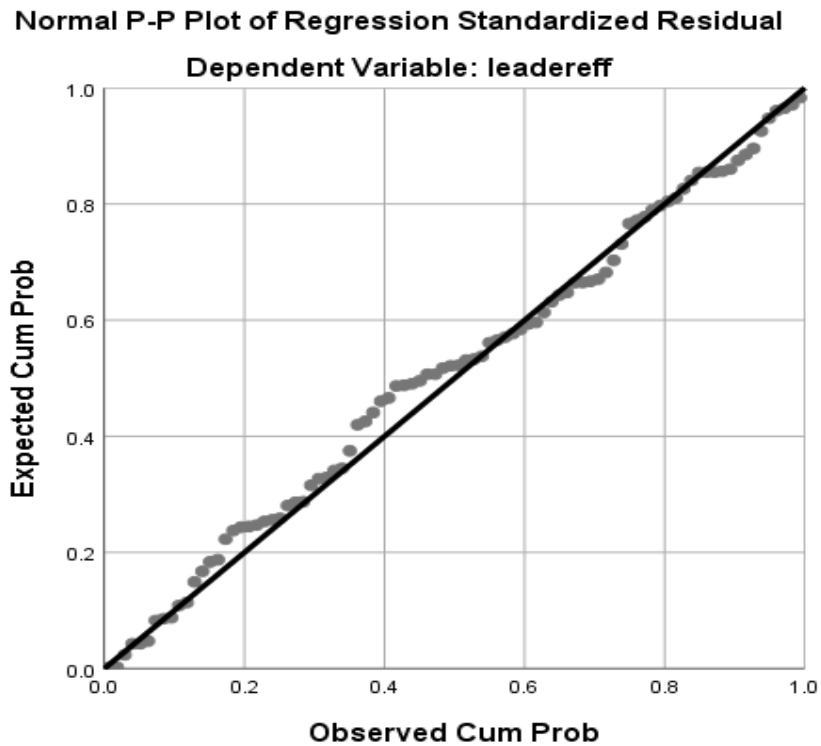


Figure 4 Checking for Linearity

### 4.3.2 Test of Heteroscedasticity

As shown in the above figure the plot presented were not having a formal shape .Hence asked on the interpretation of the result it is possible to conclude there is no issues of Heteroscedasticity in the case of the current dependent and independent variables presented in the study. Likewise, the points are randomly and evenly dispersed throughout the plot and there are no obvious outliers on this cloud of dots which are spaced around zero.

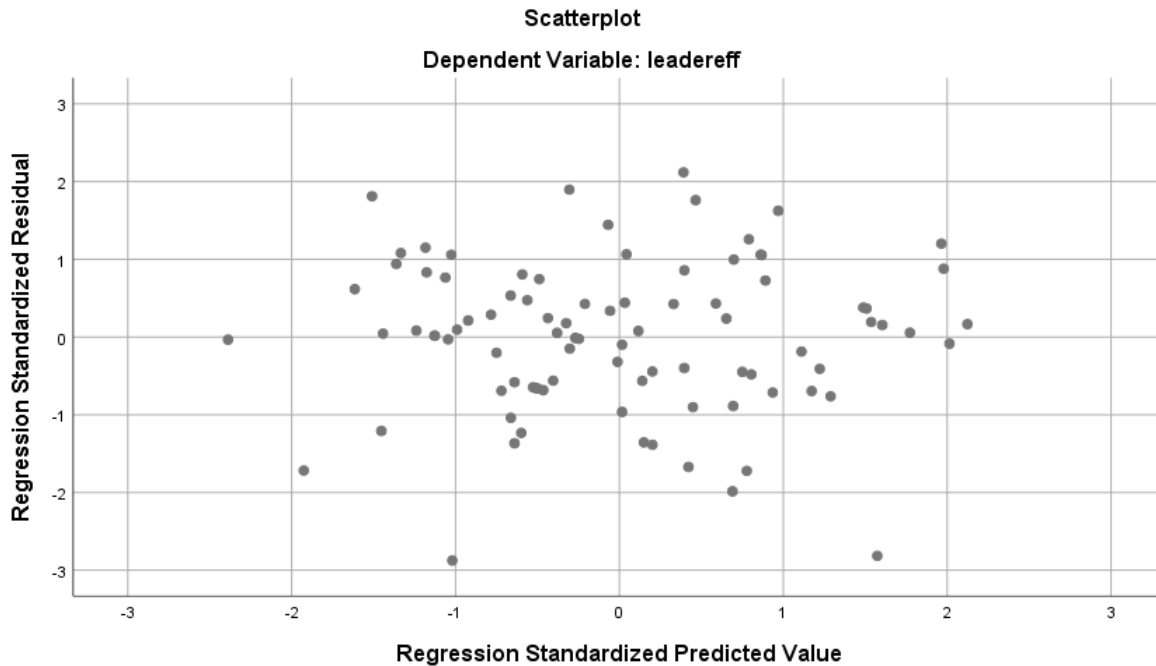


Figure 5. Test of Heteroscedasticity

R Square	Adjusted R Square	Std. Error of the Estimate	
.262	.228	.21208	.262

To assess the contribution of emotional intelligence to leadership effectiveness, a standard multiple regression analysis was conducted. The results from the regression model indicate the extent to which emotional intelligence accounts for the variance in leadership effectiveness. As shown in the table above, emotional intelligence explains 26.2% of the variation in leadership effectiveness ( $R^2 = .262$ ), with an adjusted  $R^2$  of .228. The remaining variation is likely attributable to other factors not included in this study.

In summary, the emotional intelligence components—self-awareness, self-management, social awareness, and relationship management—collectively account for 22.8% of the variance in leadership effectiveness.

Table 8 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.360	4	.340	7.560	.000 <sup>b</sup>
	Residual	3.823	85	.045		
	Total	5.183	89			

a. Dependent Variable: leadereff

b. Predictors: (Constant), socamgt, selfmgt, socialaw, selfawa

Note:-selfawa=Self-Awareness, selfmgt = Self-Management,Socialaw=Social-Awareness, socamge, Relationship management

Table 8, the ANOVA table shows the overall significance / acceptability of the model from a statistical perspective. As the significance value of F statistics shows a value .000, which is less than  $p < 0.05$ , implies the model is significant. This indicates that the variation explained by the model is not due to coincidental.

### Qualitative Data analysis

The interview process began with major questions regarding the awareness and understanding of emotional intelligence. The majority of participants possess a basic to moderate understanding of emotional intelligence. Most of them described EI as the ability to recognize, understand, and manage one's own emotions and those of others.

Similarly, the interviewees were asked to express their views on the overall relationship between emotional intelligence and leadership effectiveness. In this regard, the majority of the interview respondents explained their perspective by stating that they “agreed that emotional intelligence significantly influences leadership effectiveness. Emotional intelligence is perceived as a pivotal enabler of leadership effectiveness, especially in managing diverse teams and dynamic school environments.” Interviewees emphasized “emotional intelligence's role in building strong relationships, fostering communication, improving student outcomes, and creating a positive school climate.” Leaders who are emotionally intelligent are vital for leadership effectiveness.

The interview participants were asked to describe the emotional intelligence of leaders in their schools and stated that “most leaders lack the ability and commitment to understanding the needs and feelings of their employees/subordinates.” Furthermore, they argued that “most leaders do not have the necessary skills.”

In government primary schools, the level of emotional intelligence among school principals is primarily moderate, with only a small percentage exhibiting high EI competencies. This indicates a potential gap in the personal and professional development of school leaders.

Finally, when asked to suggest ways to enhance emotional intelligence, most interviewees stated that “leaders should not only value EI but also acknowledge its teachable and improvable nature to become emotionally intelligent and effective leaders.” These leaders should possess self-awareness, self-management, social awareness, and relationship management. Therefore, in the future, the government needs to pay more attention to emotional intelligence and leadership effectiveness through timely training and development programs.

## Discussion

This study aimed to investigate the role of emotional intelligence in enhancing the leadership effectiveness of school principals within government primary schools in Lideta Sub-City, Addis Ababa. The results from both quantitative and qualitative data provide compelling evidence that emotional intelligence particularly self-management and relationship management plays a significant role in leadership success. Descriptive statistics revealed that principals demonstrated moderate to high levels of emotional intelligence across all four domains: self-awareness, self-management, social awareness, and relationship management. Among these, self-management had the highest mean score ( $M = 3.80$ ), suggesting that principals are generally skilled at regulating their emotions, adapting to changes, and maintaining a sense of composure in high-stress educational environments. This finding aligns with Goleman's (1995) model, which posits that self-regulation is essential for effective leadership.

The correlation analysis further demonstrated that relationship management showed the strongest and most statistically significant relationship with leadership effectiveness ( $r = .428, p < 0.01$ ). This finding supports existing literature which identifies relationship management as a critical emotional competency for school leaders, especially in environments where collaboration, conflict resolution, and community building are essential (George, 2000; Brackett et al., 2011). In line with Mayer, Salovey, and Caruso's (2004) framework, the ability to manage relationships effectively enables leaders to motivate staff, build trust, and foster a positive school culture. The moderate correlation between social awareness and leadership effectiveness ( $r = .287, p < 0.01$ ) also underscores the importance of empathy and understanding others' emotions in driving effective leadership.

The regression analysis revealed that emotional intelligence accounts for 26.2% of the variance in leadership effectiveness. This suggests that while emotional intelligence is a significant predictor, other factors such as professional experience, institutional support, and organizational culture may also contribute to leadership outcomes. These findings reflect those of Goleman (1998) and Ashkanasy and Daus (2005), who argue that emotional intelligence enhances, but does not wholly determine, leadership effectiveness. In Ethiopia, where many leadership

appointments are influenced by non-meritocratic factors such as political affiliation (World Bank, 2022), the value of emotional competencies may be undermined by systemic barriers.

Qualitative data gathered through semi-structured interviews reinforced the statistical findings. Principals emphasized the importance of emotional intelligence in managing conflict, communicating effectively, and maintaining positive relationships with teachers and students. However, most participants acknowledged that their training in emotional intelligence was informal, acquired through experience rather than structured professional development. This is consistent with global research indicating that emotional intelligence is often undervalued or inadequately addressed in formal leadership training programs (Pozo-Rico & Sandoval, 2020). These insights highlight a critical need for capacity-building initiatives focused on developing EI competencies in educational leaders.

The study's findings have practical implications for educational leadership in Ethiopia. As school systems increasingly confront challenges such as teacher dissatisfaction, student behavioral issues, and organizational change, emotionally intelligent leadership becomes indispensable. However, systemic limitations such as weak training structures and ineffective recruitment processes pose significant barriers to cultivating such leadership. The study underscores the necessity of revisiting principal training frameworks to incorporate structured emotional intelligence development programs, thereby equipping school leaders with the interpersonal and intrapersonal skills essential for effective leadership.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATION

### 5.1 Summary of Major Findings

This study investigated the contribution of emotional intelligence to the leadership effectiveness of government primary school principals in Lideta Sub-City. Employing both quantitative (descriptive survey, correlation, and regression analyses) and qualitative (semi-structured interviews) methods, the research addressed three key questions:

1. How does emotional intelligence influence leadership effectiveness?
2. How do teachers and staff perceive their principals' emotional intelligence?
3. What is the overall level of emotional intelligence among these principals?

The findings address the above research questions regarding the influence of emotional intelligence on leadership effectiveness in government primary schools, the perceptions of principals' emotional intelligence by teachers and staff, and the overall level of emotional intelligence among principals.

The highest mean score is for self-management (3.80), indicating that teachers in government primary schools perceive their principals as effective in managing their own emotions. This dimension is crucial for leadership effectiveness because high self-management allows principals to remain calm under pressure, enabling them to make better decisions during challenging situations. Principals who manage their emotions effectively are more motivated and can inspire their staff to achieve common goals, thereby enhancing overall school performance.

The relatively high scores for self-awareness (3.76) and social awareness (3.74) suggest that teachers and staff perceive their government primary principals as emotionally intelligent. This score indicates that principals are generally aware of their emotions, which is fundamental for effective leadership. Teachers likely appreciate principals who recognize their own emotional states, leading to a more considerate approach to leadership.

Social Awareness: A score of 3.74 shows that government primary principals are perceived as sensitive to the feelings of others. This trait fosters a supportive environment in government primary schools, aligning with the needs and emotions of staff and students.

Relationship Management: Although it has the lowest mean score (3.70), it still indicates a positive perception of principals' abilities to manage relationships effectively. This is critical for fostering collaboration and addressing conflicts within the government primary school.

The overall level of emotional intelligence among these principals, as indicated by mean scores, shows that they possess a moderate to high level of emotional intelligence across all dimensions.

Self-Awareness: With a Pearson correlation of 0.030 and a significance level of ( $p = 0.782$ ), self-awareness does not significantly correlate with leadership effectiveness. This suggests that simply being aware of one's emotions may not enhance a leader's effectiveness.

Self-Management: The correlation is 0.246 and is significant at the 0.05 level ( $p = 0.020$ ), indicating a moderate positive correlation. This suggests that principals who manage their emotions effectively are perceived as more effective leaders.

Social Awareness: The correlation is 0.287 and is significant at the 0.01 level ( $p = 0.006$ ), indicating a moderate positive correlation. This suggests that principals who are attuned to the emotions and needs of others are viewed as more effective.

Relationship Management: The correlation is 0.428 and is significant at the 0.01 level ( $p = 0.000$ ). This strongest correlation indicates that effective leaders excel at managing relationships, significantly enhancing their perceived effectiveness.

The significant correlations found in self-management, social awareness, and relationship management lead the researcher to conclude that teachers and staff likely perceive their principals' emotional intelligence positively. The ability of principals to manage their own emotions and understand others' feelings correlates positively with how effective they are perceived. This reinforces the idea that higher emotional intelligence leads to better leadership perceptions.

While the correlation analysis primarily focuses on relationships rather than direct measurements of emotional intelligence levels, the findings imply that self-management and social awareness are areas where principals can improve, as these components show significant relationships with leadership effectiveness. The presence of moderate to strong correlations indicates that principals generally possess these skills but may benefit from further development.

Multiple regression indicated that emotional intelligence collectively accounted for 26.2% of the variance in leadership effectiveness ( $R^2 = .262$ , Adjusted  $R^2 = .228$ ).

Government primary Principals and assistant principals in Lideta Sub-City generally understood EI as the capacity to recognize and regulate one's own emotions and those of others. Government primary Teachers characterized emotionally intelligent principals as approachable, supportive, fair, and effective communicators. Conversely, those perceived as low in EI were said to be reactive and inconsistent.

Most principals rated their own EI assessment as an ongoing, reflective process rather than a one-time measure.

Training on EI was largely informal (books, social media) with few receiving structured workshops.

## **5.2 Conclusions**

Emotional intelligence plays a vital role in the leadership effectiveness of government primary school principals. Participants consistently acknowledged that emotionally intelligent leadership fosters a positive school environment by enhancing communication, nurturing relationships, resolving conflicts, and improving the overall school climate. The data revealed a strong positive correlation between emotional intelligence particularly in self-management, social awareness, and relationship management and effective leadership practices. These competencies directly impact key school outcomes, such as increased teacher commitment, better school culture, and improved student achievement. However, the relatively weak correlation between self-awareness and leadership effectiveness highlights an area requiring focused attention, as it suggests that many principals may lack deep self-reflective capacity. Furthermore, the study exposes a notable gap in structured professional development opportunities, with most principals relying on informal or experiential learning to develop emotional skills. This signals an urgent need for the

integration of formal emotional intelligence training into school leadership development programs to cultivate well-rounded, emotionally competent leaders who can meet the complex demands of today's educational landscape.

### **5.3. Recommendation and Implication**

Based on the findings of this study, several actionable recommendations are proposed to enhance the emotional intelligence and leadership effectiveness of government primary school principals in Lideta Sub-City.

School district leaders should actively promote a culture of reflective practice by encouraging principals to engage in regular, structured self-reflection aimed at deepening their awareness of emotional triggers, behavioral responses, and decision-making patterns. This reflective process will foster emotional self-awareness, a critical component of effective leadership.

Professional development coordinators should implement targeted workshops focused on helping school leaders regulate impulsive emotions, develop emotional resilience, and respond proactively to dynamic school environments. These workshops can serve as a platform for practical skill-building and peer learning.

Government primary school leaders must be equipped with training modules that enhance their ability to read subtle social cues, build inclusive professional networks, and apply interpersonal insights to strengthen team cohesion and staff performance.

School principals themselves should prioritize participation in programs focused on conflict resolution and motivational strategies, recognizing that strong relationship management skills are fundamental to fostering a positive school climate and achieving leadership success.

Finally, educational policymakers must take deliberate steps to embed emotional intelligence into the national leadership frameworks, standards, and capacity-building curricula used for preparing and evaluating school administrators. By aligning policy, training, and practice around emotional intelligence, the education system can cultivate more responsive, empathetic, and effective leaders ultimately improving the functioning of schools and the learning outcomes of students across government primary school.

The study underscores the importance of Emotional Intelligence (EI) in effective leadership and its potential to enhance organizational performance. The positive correlation between EI and leadership effectiveness implies that leaders who are more aware of their own emotions and those of others, who can manage these emotions well, and who can use this emotional information to guide their thinking and behavior, are likely to be more effective in their roles.

The findings suggest that enhancing EI, particularly in social awareness, can significantly improve leadership quality. This could have practical implications for leadership training and development programs, suggesting that these programs should include components aimed at enhancing leaders' EI.

The study also implies that improving the EI of leaders could lead to better organizational outcomes, such as increased employee satisfaction and performance, improved decision-making, and a more positive organizational culture.

#### **5.4. Future Research Directions**

While this study has provided valuable insights into the relationship between emotional intelligence (EI) and leadership effectiveness among government primary school principals in Lideta Sub-City, Addis Ababa, it also opens several important avenues for future research. Firstly, similar studies could be extended to other sub-cities or regions across Ethiopia to enable comparative analysis and enhance the generalizability of the findings. Future researchers may also conduct longitudinal studies to explore how principals' emotional intelligence evolves over time and how sustained EI development influences long-term educational outcomes, including student achievement, staff morale, and school climate. Additionally, the current research relied heavily on teacher perceptions and self-reported data, which may be subject to bias. Future studies should incorporate multiple data sources such as classroom observations, student perspectives, and school performance indicators to ensure a more comprehensive assessment. There is also a pressing need to investigate the effectiveness of EI training programs embedded within leadership preparation and professional development initiatives in Ethiopian schools. Exploring how emotional intelligence intersects with other leadership styles provide a broader theoretical understanding. Finally, qualitative case studies that examine best practices of emotionally intelligent school leaders in challenging educational environments could offer deep, practical insights for leadership policy and reform.

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# APPENDICIES

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

College of Education and Behavioural Studies

Department of Educational Leadership and Management

The Questionnaire was be filled by Teachers

**Dear respondents:** This questionnaire is designed to collect data on “Emotional Intelligence and Leadership Effectiveness of selected government Primary school Principals in Lideta Sub City. Your responses are vital for the success of this study. So you are kindly requested to read all questions and fill the questionnaires with genuine responses, and your identity was be kept confidential and the response was be used for research purposes only.

If you have any questions about this questionnaire, please contact me.

Mobile **Phone:** +251913562132

**Email:** [webita80goss@gmail.com](mailto:webita80goss@gmail.com)

**Thank you in advance for your support and participation!!**

## PART ONE: General Information

**Instructions:** Please put sign (√) in the box that corresponds to your response about your profile.

1. Gender

Female  Male

2. Age

25-35 years  36-40 years  41-45 years  46-50 years  50 and above

3. What is your level of education?

Diploma  Degree  Master's degree  Doctorate degree

4. How many years of work experience do you have?

0-5 years  6-10 years  11-15 years  15 and above years

5. What is your current work position?

Principal  Assistant principal  Teacher  Other

## PART TWO

### Emotional Intelligence Appraisal (EQ-i)

Direction please read each of the following statements and put (√) mark in the box that best describes your principal emotional intelligence.

**Rating scale:** 1) Strongly disagree    2) Disagree    3) Neutral    4) Agree    5) Strongly Agree

No.	Items	Agreement level				
		1	2	3	4	5
	<b>Self-Awareness</b>					
1.	My principal is aware of his/her emotions.					
2.	My principal is confident in his/her abilities.					
3.	My principal has a clear understanding of his/her strengths and weaknesses.					
4.	My principal is open to feedback.					
5.	My principal knows why his/her emotions change.					
6.	My principal does not hide his/her emotions.					
	<b>Self-Management</b>					
7.	My principal is open to change and adapts new things when necessary.					
8.	My principal calms down quickly when he/she feels angry.					
9.	My principal control his/her emotions					
10.	My principal he/she difficult people do not easily annoy.					
11.	My principal he/she has effective interpersonal skills					
12.	My principal asserts his /her rights in a constructive manner.					
13.	My principal can manage stressful situation calmly.					
14.	My principal likes to share his /her emotions.					
15.	My principal is an excellent listener.					

<b>Social Awareness</b>						
16.	My principal moods impact the people around school.					
17.	My principal Influencing the thinking of others.					
18.	My leader sees things from other people's viewpoint.					
19.	My principal realizes when others influence his/her emotional state.					
20.	My principal is able to identify conflict among school members.					
<b>Relationship Management</b>						
21.	My principal handles conflict effectively.					
22.	My principal a good observer of the feelings of others					
23.	My principal is sensitive to the feelings and emotions of others.					
24.	My principal emotion affects decision making.					
25.	My principal considering all criticism non defensively.					
26.	My principal carries out the school discipline policy in a fair and consistent manner.					
27.	My principal is able to read others' emotions and adjusts his/her actions and statements accordingly					
28.	My principal build relationships with those his/her work with					

**Turn the page!!**

## PART THREE

### Leadership Effectiveness Questionnaire

**Direction please read each of the following statements and put (√) marks in the box that best describe your principal leadership effectiveness.**

**Rating scale: 1) Almost Never 2) Rarely 3) Sometimes 4) Frequently 5) Almost Always**

No.	Items	Agreement level				
		1	2	3	4	5
1.	The leader sets a personal example of what he/she expects of others.					
2.	The leader talks about future trends that was influence how our work gets done.					
3.	The leader seeks out challenging opportunities that test his/her own skills and abilities.					
4.	The leader develops cooperative relationships among the people he/she works with.					
5.	The leader praise people for a job well done.					
6.	The leader makes certain that people adhere to the principles and standards that have been agreed upon.					
7.	The leader describes a compelling image of what our future could be like.					
8.	The leader challenges people to try out new and innovative ways to do their work.					
9.	The leader actively listens to diverse points of view.					
10.	The leader makes it a point to let people know about his/her confidence in their abilities					
11.	The leader follows through on promises and commitments he/she makes					
12.	The leader appeals to others to share an exciting dream of the future					
13.	The leader actively searches for innovative ways to improve what we do.					

14.	The leader treats others with dignity and respect.					
15.	The leader makes sure that people are creatively recognized for their contributions to the success of our projects					
16.	The leader asks for feedback on how his/her actions affect other people’s performance.					
17.	The leader shows others how their long-term interests can be realized by enlisting in a common vision.					
18.	The leader asks “What can we learn?” when things don’t go as expected.					
19.	The leader involves people in the decisions that directly impact their job performance.					
20.	The leader publicly recognizes people who exemplify commitment to shared value.					
21.	The leader builds consensus around a common set of values for running our organization.					
22.	The leader paints the “big picture” of what we aspire to accomplish.					
23.	The leader identifies measurable milestones that keep projects moving forward.					
24.	The leader gives people a great deal of freedom and choice in deciding how to do their work.					
25.	The leader tells stories of encouragement about the good work of others.					
26.	The leader Is clear about his/her philosophy of leadership.					
27.	The leader speaks with genuine conviction about the higher meaning and purpose of our work.					
28.	The leader takes initiative in anticipating and responding to change.					
29.	The leader ensures that people grow in their jobs by learning new skills and developing themselves.					
30.	The leader gets personally involved in recognizing people and celebrating accomplishments.					

## **Interview Question for principals /Assistant principal**

Dear respondents: This interview question is prepared for the purpose of conducting research on the Role of Emotional intelligence in leadership effectiveness of selected Government primary schools in lideta sub city

### **Demographic Characteristics**

**Gender:** \_\_\_\_\_

**Interview Date:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Educational background:** \_\_\_\_\_

**Tell me about your current role** \_\_\_\_\_

1. Do you have an idea or have you heard about emotional intelligence? please explain
2. Why emotional intelligence important for school principal?
3. How do you describe school leadership effectiveness?
4. Does emotional intelligence influence a leader's effectiveness how? Please explain it.
5. How do you describe the relationship between emotional intelligence and leaders' effectiveness?
6. How do you assess the level of your emotional intelligence? please explain
7. What support or training have you received on emotional intelligence
8. Is there anything else you would like to add concerning school leadership and emotional intelligence? please explain

**The End**

**Thank you so much for your time!!**