

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

**Status of Emotional Intelligence in the Practice of School Leaders in
Private Primary Schools in Bole 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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DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

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Acronyms and Abbreviations

ACE: Advanced Certificate in Education

ECI: Emotional competence inventory

EI: Emotional intelligence

EISA: Emotional intelligence self-appraisal

EQ: Emotional quotient

HEIs: Higher Education Institutions

IQ: Intelligence quotient

SL: School Leadership

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Abstract

This study was mainly conducted to examine the status of emotional intelligence of school principals in private primary school of Bole sub city in Addis Ababa. The participants of the study were 73 primary school principals (Male=29 & Female=44) selected for this research and they were made to fill emotional intelligence questionnaire having 36 items prepared to cover all the four categories of emotional intelligence. The objective of this study was to examine importance given to emotional intelligence by school principal in primary school level in addition to other related questions refers to emotional intelligence. Survey method was applied to conduct the research, and descriptive and inferential statistical methods were applied to analyze the collected data. The finding of the research show that the emotional intelligence level of the primary school principals under this study was inconsistent, almost 60.27% of the principals rated their emotional intelligence higher and the rest 39.73 % rated their level of emotional intelligence was average and below the average. In addition the finding of this study show that there is a significant difference between males and females mean score of emotional intelligence scale of the principals ,and also significance difference between males and females mean scores of the four categories' of emotional intelligence was observed while self-awareness and self-management were subsequently highly rated categories of emotional intelligence. A correlation analysis also indicates that the emotional intelligence ratings of the principals were not significantly differ by age, years of experience and educational status even if positive relationship was observed between examined variables.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

As the school leader I have a personal experience of how the role of the school leader is emotional and how the emotion of school leaders affects the performance of the school environment. So this study was initiated to investigate the status of emotional intelligence of primary school leaders in Bole Sub city. Emotional Intelligence includes mainly a person's ability to recognize one's emotions, to control one's impulses, to use rationale, to keep one's composure and optimism when faced with difficulties and to be able to attentively listen to others in a self-conscious manner (Goleman, 1998). Recent research undertaken in various organizations has illustrated that emotional intelligence is one of the most important determinants in exercising leadership of various types (Goleman et al., 2002; Williams, 1994). According to Goleman (2001) in the profession of education, leadership is considered as both a science and an art, since the person lead a school unit needs to have an in-depth knowledge of the human factor, mainly the school principal needs to be prominent in leading using emotional intelligence, being rather adaptive, flexible, moderate and self-conscious. Subsequently, such a principal should be able to understand and cooperate with all members of the stockholders, influence their behavior and direct them in achieving the goals of the school unit and of the education policy (Goleman, 1998).

Emotional intelligence (EI) emphasizes the recognition and understanding of ourselves and others, help to solve the relevant issues and adjust personal behavior. Emotional intelligence is defined as "the composite set of capabilities that enable a person to manage himself/ herself and others" (Goleman, 1995, 1998). Emotional intelligence is the concept, which is currently in focus among the general public, practitioners and researchers. It's being widely believed by the public that emotional and social

competence is as important, or even more important, than traditional dimension of intellectual ability and personality (Goleman, 1995, 1998). According to Bar-On as emotional intelligence is a sum of personal, emotional and social skills that affect the ability of a person to succeed in challenges faced, attempts have been made to record the degree to which emotional intelligence is a success factor on a personal and professional level (Bar-On, 1997). In the workplace, emotional intelligence develops both within persons and teams. “It is more accurate to say that the frequency with which a person demonstrates or uses the constituent capabilities, or competencies, inherent in emotional intelligence determine the ways in which he/ she deals with themselves, their life, work and others” (Boyatzis, Goleman and Rhee, 2000).

Emotional intelligence, which is also known as the “intelligence of the heart” (Goleman, 1998), constitutes the main repertoire of emotional skills, which represent our ability to recognize our emotions and those of other people, in order to motivate and manage ourselves and our relationships. Goleman in 1995 catapulted the popularity of emotional intelligence at a business and an individual level. Goleman argued that emotional intelligence (EQ) often constitutes a more precise guarantee for success than the index of intelligence (IQ). Regardless of how mentally intelligent someone may be, one’s success will depend on how well he/she is able to communicate ideas and interact with other people (Brackett et al., 2011; Quinn and Wilemon, 2009). As emotional intelligence is a sum of personal, emotional and social skills that affect the ability of a person to succeed in challenges faced, attempts have been made to record the degree to which emotional intelligence is a success factor on a personal and professional level (Bar-On, 1997). In the workplace, emotional intelligence develops both within persons and teams; it arises as reciprocal self-consciousness, leading the team to the creation and maintenance of positive rules, to managing the team’s relationship to the outside world and to building and maintenance of effective relationships with the rest of the organization (Barry and Plessis, 2007; Goleman et al., 2002: 199). Furthermore, emotional intelligence may constitute a grid of

human properties, as there exist patience, perseverance, ability to adapt, control of impulses, optimism, hope and a friendly, family-like professional and academic context.

Emotions play a vital role in the leadership process, so emotional intelligence positively contributes to effective leadership (George, 2000, as mentioned in Platsidou, 2010: 176). Therefore, the most important prerequisite for the principal–leader is to develop emotional intelligence skills for him/herself as well as for the teachers that are part of the team (Daus and Ashkanasy, 2005; Iordanoglou, 2007; O’Boyle et al., 2010). Pioneering academic studies find significant positive relationship between emotional intelligence and leadership. This suggests that effective leaders possess emotional intelligence, which is the ability to recognize and manage emotion in one’s self and in others.

Now days the role of the school leader is more complex than ever, In the 21st century, school reform requires leaders to transform schools into autonomous, systems-thinking organizations, revolving around professional learning communities that can embrace change and create a high performing learning environment for students and teachers (Moore, 2009b). School leaders are charged with ensuring teachers are well trained in developing and delivering rigorous instruction that will engage students and ultimately promote high levels of student achievement. As change agents, leaders must motivate and inspire those that they lead while balancing the ever increasing demands to address issues of higher standards and accountability. The level of accountability directly linked to high stakes testing has become an impetus for school leaders to be actively engaged as instructional leaders. School leaders who cannot create educational environments that increase student achievement often encounter dire consequences. So the development of emotional intelligence skills offers sufficient leadership qualities for advancing the organization and for achieving its objectives. In particular, the emotionally intelligent leader– principal is able to inspire and facilitate a self-conscious and

organizational culture by adopting the values of understanding, trust, prospect, achievement and effectiveness and combining emotions, beliefs, vision and values in a flexible manner Stewart,2006,as mentioned in Mahilet Legesse,2018.

In today's organizational world, leadership roles are more service oriented and are designed towards motivating, promoting positive attitudes among workers and inspiring them (Hogan, Curphy, and Hogan, 1994); unlike in the past where leaders were seen as mainly planners and controllers of organization activities. Leaders with emotional intelligence tend to achieve their personal and organizational goal more effectively than those without emotional intelligence. According to Gerstner & Day (1997), leaders who are high on a leader's ability to build trust, establish a shared vision, and maintain a culture in which teachers and students thrive is directly related to the teachers' happiness and longevity as well as their ability to be effective (Lambersky, 2016; Mincu, 2015). When studied explicitly, principals and vice principals who were rated as having higher levels of emotional intelligence ability were also rated as more effective or above average in their leadership abilities (Stone et al., 2005; Williams, 2008). Having high levels of the aspects of emotional intelligence ability enables school leaders to deal effectively with situations (Cliffe, 2011; Moore, 2009). Further, in studies examining the reasons teachers leave schools, and leave education, working conditions top the list – including aspects of leadership, school cohesiveness and school culture (Simon & Johnson, 2013).

The emotionally intelligent leaders aim at developing human capital, by supporting their subordinates through encouragement, as well as leading them and safeguarding the working environment that will allow them to go beyond their powers (Boyatzis and Oosten, 2002; Cartwright and Pappas, 2007; Saitis, 2008). Owing to the fact that one does only what he/she is really interested in, the leader, who is driven by emotional intelligence principles, stimulates his/her colleagues' interest in the duties they

execute, motivating and activating them towards the achievement of a common vision and goal (Brinia, 2008b: 41), and also facilitates stronger identification and emotional ties with staff (Clarke and Mahadi, 2011). Therefore, it could be indicated that the emotional intelligence of the principal may contribute to the coercion and to a sense of unity among the education team. Potter (2011) also show a positive correlation between successful educational leaders and the utilization a high degree of emotional intelligence, Gray (2009) also added Emotional intelligence remains the cornerstone of every decision a campus principal makes in which solving problems and making judgments are part of an educational leader's system of values and beliefs. As Stewart (2006) the rationale behind this belief is that leadership in a school setting is different than leadership in other fields. In other fields, it is enough to lead those in one's charge effectively. However, in a school setting effective leadership not only means leading the adults, it also means leading students. Effective leadership in a school must not only produce positive results in regard to staff and teachers, but also among student outcomes as those are the essential goals of effective school leaders. So in understanding that leadership in a school has different attributes than leadership in another field, it is critical to understand that many factors influence school environment, a typical ultimate measure of a school leader's success. Despite the growing interests in relating emotional intelligence and leadership, not much is known about emotional intelligence and leadership mainly school leadership in our context; hence this study seeks to investigate school principal practices in relation to emotional intelligence mainly, status of emotional intelligence of school principal in private primary schools.

1.2. Statement of the Problem

From my working experience I have observed what has been happening in school environment related to managing emotion and this was what prompted me to pursuing this area of study. As a school principal I have observed the actions of members of school management during my working

experience as a principal and also when I was a teacher. I have also observed that some school principals fail to manage their emotions when faced with unpredicted challenging circumstances, for example I have seen while a school principal shouting at a teacher in front of the students because of he was late to attend the first class on time. Such and my other similar experiences have prompted me to know more about type of qualities that affects the emotions of school leaders to succeed in such challenges faced in school environment. At this time the school community increasingly looking for leaders who are able to manage emotional influences from all sides of school environment than ever. Traditional leadership programs often focus on the delivery of a cognitively based set of skills which have been determined to be of operational value within an organizational environment (Heifetz and Laurie, 2001). So a school principal's personal quality to work with others by using knowledge of applying emotional intelligence can greatly influence the overall learning environment.

As the school principal plays such a key role in school performance, there would have been a lots of researches expected to be conducted in the area to identify the status of emotional intelligence in case of school leadership practices. As leaders want to succeed in their leadership strategies they need to recognize, understand and employ the characteristics of emotional intelligence in all their leadership practices.

According to, King, M. (1999) requires major changes in the area of assessment and accountability, which will require principals to learn skills used by leaders in academically successful schools including building interpersonal relationships, helping teachers manage the stress of higher levels of accountability, and self-knowledge. In order to create an optimal learning environment in which students are able to meet the rigor required by the school policy. Since little to no studies that we know of addressed the importance of emotional intelligence in the practices of school leadership in our educational system. As emotional intelligence has been theorized to be desirable for school counselors,

group leaders, and teachers (Goleman, 2011), studies need to investigate levels of emotional intelligence in school principals. A school leader is different than the leader of other organizations, though, while school leaders are tasked with the successful guidance and leadership of a staff of adults in an organization like leaders in other fields, school leaders must also be successful with their interactions with students in order to be considered effective in their position (Marzano et al., 2005). So if this is what the role of emotional intelligence plays in a day to day activities of educational leaders, in general we need to construct a research topic refers to emotional intelligence to examine the status of emotional intelligence in the population of educational leadership community especially in case of primary school principals. So this study mainly sought to examine the following questions identified based on an observed gap in the area, to fill an existing gap in the role of emotional intelligence.

Research Questions

1. What is the emotional intelligence status of the primary school principals?
2. Does sex influence elementary school principals' Emotional Intelligence?
3. Is there significance difference between male and female principals' mean scores according to four key domains of Goldman's (2001) theory of Emotional Intelligence?
4. Is there a significant relationship between emotional intelligence, age, work experience and educational status?

1.3. Objective of the Study

This study refers to a research conducted on private primary school principals who gave their consent to take part in this research and also started by contacting those individuals known to the researcher; Bar-On, R. (2006), states that it is very important for leaders to understand their own emotions and the emotions of the people they are leading and When one is aware of one's emotions and that of others, conflicts and resistance could be eliminated. It is also believed that emotions are involved in the day-to-day activities of a school setting. Hence, a good leader will know how to influence individuals in a manner that is acceptable to all involved (Bipath, 2008; Marshall, 2011; Cliffe, 2011). Emotionally intelligent leaders set a good tone or culture in their organizations (Goleman, 1998; Van der Weisthuizen, 2013). A lots of study conducted by a former researchers show that emotional intelligence influences the school leaders' ability to make a sound decisions and examine how this could assist these leaders improve their communication within their school environment (i.e. with middle managers, teachers, students, and parents).So the objective of this study was to examine the importance or position given to emotional intelligence by school leaders in private primary schools in Bole sub city and other related issues that refers to emotional intelligence were also examined.

1.4. Significance of the Study

This study significantly contribute to two areas of study: the field of emotional intelligence and the field of educational leadership

1. This study has significance to the field of educational leadership mainly school principals, as the importance of emotional intelligence is becoming more established in education, and this research builds more credibility, adding to the existing but limited body of research. Educational leaders especially school principals will benefit from the finding of this study.

2. This study will provide significant importance for school principals to have a better knowledge about emotional intelligence which helps them to operate as a leader. It is known that having this knowledge helps school principals not only perform as a leader but also excel in their career when they embark into the teaching profession.

3. This research and its findings will have significant endeavor in focusing on emotional intelligence of school principals and the findings that can provide researchers and practitioners with a better understanding of emotional intelligence among educational leaders mainly school principals.

4. From this study, school leaders can find ways to help the school environment especially staff members continuously improve and develop their levels of emotional intelligence, in addition to filling an existing knowledge gap in the area.

1.5. Delimitation of the Study

1. One of the delimitation was related to the population, which was limited to private primary elementary school principals in the sub city of bole. Research results were limited to elementary principals in the sub city of bole. Results were not generalized to any other sub city's elementary principal population.

2. This study refers only private primary school principals in bole sub city and targeted only educational leaders who gave their consent to participate.

1.6. Limitations of the study

One of the limitations of this study was related to the accuracy of respondents' perceptions in the case of self-reporting; a bias caused by research participant during Self-rating is a known concern when participants rating their competency. Individuals have difficulty rating their behavior with accuracy.

Individuals often overrate themselves, some underestimate themselves, and a few accurately rate themselves. Self report tests can be developed to minimize self-rating bias, but not eliminate it (Bradberry & Graves, 2003); and the other limitations of this study were being small sample size.

1.7. Operational Definitions of Terms

For the purpose of this study, the following terms are defined based on Daniel Goleman (1995, 2001), as follows:

Emotional Intelligence refers to the ability to recognize and understand emotions well in one self and others, to motivate one self, and to manage one's emotions well in oneself and others (Goleman, 1995).

Self-awareness refers knowing self emotion.

Self-Management refers to managing ones' internal states.

Social-awareness refers to empathy and organizational awareness.

Social-management refers to the ability to motivate and influence others while managing unneeded situations.

Status of Emotional Intelligence refers to importance or position given to emotional intelligence.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. What is Emotional Intelligence and Its Historical Background?

The term “emotional intelligence” has been employed on an occasional basis at least since the mid-twentieth century. Charles Darwin was the first to recognize the value of emotions. He noted that the emotional system energizes behavior needed to stay alive. Emotions cannot be stopped, they happen instinctually and immediately in response to situations and people. In the 1920s E.I. Thorndike identified “social intelligence” as the ability to act wisely in human relations. In 1988, Reuven Bar-On coined the term emotional intelligence in his doctoral dissertation. In 1990, John Mayer and Peter Salovey did ground breaking research on emotional intelligence, pointing to the importance of knowing yourself as well as understanding others. In 1995, Daniel Goleman introduced the important of EQ in the workplace, noting that IQ is a less powerful predictor of outstanding leadership than EQ.

Emotional intelligence is the ability to identify, use, understand, and manage your emotions in positive and constructive ways. It's about recognizing your own emotional state and the emotional states of others. Emotional intelligence is also about engaging with others in ways that draw people to you. For long, it has believed that success at the workplace depends on your level of intelligence or intelligence quotient (IQ) as reflected in your academic achievements, exams passed, marks obtained, etc. But how bright are you outside the classroom, this is termed as emotional intelligence (EQ), which is a different way of being smart. Emotional intelligence is what gives a person a competitive edge. Even in certain renowned business establishments, where everyone is trained to be smart, the most valued and the productive managers are those who have strong traits of emotional intelligence and are not necessarily those with the high IQ. Being endowed with great intellectual abilities, you may become a brilliant

fiscal analysis, but a highly developed emotional intelligence is what will make you a candidate for a CEO

Emotional traits are most likely to ensure that you attain dizzy heights in your business. The lack of emotional intelligence explains why people who, despite having a high IQ, have been such utter failures and disastrous in their personal and professional lives and the persons with more IQ and less EQ yields the stereotype of a person who is critical, condescending, inhibited and uncomfortable with others. And persons with high EQ are balanced, outgoing, committed to other people. They are comfortable with themselves and with others. It is often said that a high IQ may assure you a top position, but it may not make you a top person. If you are applying for a job, you are likely to be assessed in terms of these abilities, though no one will tell you so explicitly. Whatever the job, understanding how to cultivate these abilities is essential for a successful career. If you are working in a small organization or are self-employed, your ability to perform at your peak may depend to a large extent on your having these abilities, though you were definitely not taught these at school or college.

Emotional Intelligence EI as a construct is significant and relevant to current organizational climates and educational settings. Prior to currently recognized theories, EI went through several iterations, and many different names. It has been linked to Darwin (Bar-On, 2006) and later to Thorndike. Thorndike introduced the concept of social intelligence (1920) and is referenced as “a pioneer in theory and research on intelligence” (Landy, 2005, p. 414). Gardner introduced a theory of multiple intelligences in 1983, initially listing seven types of intelligence ranging from mathematical to interpersonal; Gardner later revising this list to include additional types of intelligence. Salovey and Mayer formally defined the concept of EI in 1990 as, “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action” (p. 189). Goleman gained significant attention from the press with two journal articles in 1990 and

then popularized the notion with a “best selling” book Emotional Intelligence [which] began with the early version of [Salovey and Mayer’s] EI model but mixed in many other personality traits” (Mayer, Salovey, & Caruso, 2008, p. 503). The education system picked up on the term quickly because Goleman’s “book saw rudeness, irresponsibility, and violence as a serious problem,” and “the book claimed that scientists had discovered a link between high emotional intelligence and prosocial behavior,” and “claimed that emotional intelligence was ‘as powerful, and at times more powerful, than IQ’ in predicting success in life” (Mayer & Cobb, 2000, pp. 163–164). Individuals involved in education-policy development were interested in examining a relationship between EI and socio emotional learning (Mayer & Cobb, 2000).

2.2. Current understanding of Emotional Intelligence

Caruso (2004) contends that finding a definition of emotional intelligence will depend to a large extent on which theorist is defining it. Although there are several current definitions of emotional intelligence there is a sizable overlap among them (Druscat, Sala, & Mount, 2006). Though different definitions and a variety of approaches to applying emotional intelligence in the workplace exist, research indicates that it does have a positive effect in the workplace (Cherniss & Goleman, 2001; Caruso & Salovey, 2004). Emotional intelligence can be a contributing factor to the financial success of an organization (Cherniss, 2003). Companies and organizations such as American express, and the U.S. Air force have benefited financially from implementing emotional intelligence programs (Bradberry & Grevas, 2003). Effective leaders are able to apply their emotional intelligence to make good decisions and effectively manage themselves and others (Caruso & Salovey, 2004). Studies have indicated that effective leaders consistency have possession of greater emotional intelligence competencies, such as self -awareness and self-management (Boyatzis, Cowan, & Kolb, 1995), students participated in a required course on competence building. The students were allowed to assess their emotional

intelligence competencies, select specific competencies for improvement, and develop and implement a plan for strengthening the targeted competencies. Students were assessed at the beginning of the program, upon graduation, and years later on the job.

The results of research showed that emotional competencies can be improved and sustained over time. A growing body of research suggests that emotional learning has the potential to help people of any age become more emotionally intelligent at work. The process takes commitment, a sustained effort, and the implementation of effective models that have been proven effective through research (Cherniss & Goleman, 2001). Mayer and Salovey (1997) contend that most skills can be improved through education and they feel that this holds true for some of the skills that are related emotional intelligence. Sala (n.d.) conducted a study involving two sample groups who participated in Mastering emotional intelligence (MEI) workshops. The MEI program is a yearlong program that helps participants to better identify and address emotional intelligence competencies. Sample one consisted of 20 Brazilian managers and consultants; sample two consisted of 19 individuals from a large U.S government accounting organization. Each participant in the study was given a pre and post emotional intelligence inventory, a multi-rater instrument that provides self, manager, direct report, and peer ratings on behavioral indicators of emotional intelligence. The behavioral indicators are based on emotional intelligence competencies identified by Goleman(1998). The assessments for sample one were eight months apart, and for sample two they were fourteen months apart. In general, overall scores on the posttest were higher than on the pre-test. Sample two showed a twenty-four percent increase between the pre- and post-tests. Increases in the post tests suggest that the workshop interventions were effective in improving emotional intelligence.

2.3. Theory of Emotional Intelligence

Salovey and Mayer (1990) coined the term emotional intelligence and defined it as “an ability to monitor one’s own emotions and those of others, to discriminate among them, and to use this information to guide one’s thinking and actions” (Labby, Lunenburg & Slate, 2012, p.3). Goleman (1995) reinforced the definition of Salovey and Mayer (1990) by forming five components of emotional intelligence. The components are:

1. Self-awareness: Knowing one’s emotions. Recognizing feelings as they happen. Recognizing the impact of one’s emotions on others. Monitoring feelings from time to time.

2. Managing emotions: Handling own feelings so they are appropriate. The ability to soothe oneself, ability to shake off anxiety, gloom or irritability.

3. Self-motivation: Marshalling emotions is important for paying attention, motivating self, and creativity. A passion to work for reasons that go beyond money or status. The ability to pursue goals with energy and enthusiasm.

4. Empathy: Recognizing emotions in others, empathetic awareness. Attunement to what others need or want. 5. Managing others emotions and handling relationships: Having a skill in managing emotions of others and the ability to interact smoothly with others. (Goleman, 1995; Marshall, 2011; Cliffe, 2011, Labby, et al., 2012; Verma, 2013). Goleman (2001) has also presented a refined framework of emotional intelligence with four components. The components are: Self-awareness, Self-management, Social-awareness and Relationship management (Goleman, 2001).

1. Self-awareness Self-awareness includes the awareness of one’s emotions, accurate selfanalysis and self-confidence.

2. Self-management Self-management includes having self-control, trustworthiness, conscientiousness and adaptability, taking initiative and being driven by achievement.

3. Social-awareness Social-awareness skills include empathy, service orientation and organisational awareness.

4. Social -management Relationship management skills include developing others, influence, communication, conflict management, being a change catalyst, building bonds, promoting teamwork and collaboration. The components of emotional intelligence brought a better understanding of emotional intelligence in this study and they provided a connection between emotional intelligence and leadership and are therefore used as a framework for this study.

Self-management or self-regulation, one of the Goleman's emotional intelligence dimensions refer to the ability to keep one's own emotions and impulses in check, to remain calm in unhealthy situations and maintain composure irrespective of ones emotions. It is concerned with ability for self-monitoring, adaptation or adjusting behaviour according to environmental factors. This essential emotional competence empowers those in leadership positions to control their feelings and impulses instead of overwhelming them. Self-management revolves around managing emotions, drive to achieve goals; adaptability and frequent use of initiatives. According to Ashforth and Humphrey (1995) those having uncommon ability for emotional perception and respond appropriately are likely to have better working relationship with people they work with, lead, manage them and remain always empathic. Goleman (1988) however added that such leaders are unflappable in the face of frustration, disappointment and stress. Rahim and Psenicka (1996) they handle challenging situations with absolute confidence and hardly get angry or depressed when neither face with job stresses nor quit. Self-management skills are what academic administrator may need to remain calm, manage confrontation and emotional outbursts effectively. Barrick and Mount (1991) believe to be outstanding

in virtually all jobs from the lower level of the top of corporate leadership, depends on conscientiousness. Conscientious leaders have needed capacity to manage themselves and responsibility. As super organized, responsible people they plan lead and are relentless in pursuit of organizational goals.

Brackett et al (2006) believed that emotional intelligence includes the ability to perceive, appraise, and express emotion accurately and adaptively; ability to understand emotion and emotional knowledge, access and generate feelings to facilitate cognitive activities and adaptive action, regulate emotions in oneself and others. Thus, social interactions, verbal and non-verbal expressions provide information for understanding thoughts, intentions and behaviours in human relationship. These non-cognitive skills show the extent a leader can handle and manage challenges in life and in the workplace. Bar-On (2000) postulated that individuals having more than average emotional quotients (EQs) are generally more successful in handling pressures and deficiency in emotional intelligence is the reason for existence of emotional problems in organization. However, the study based on Goleman's emotional intelligent hierarchy ascertains how self-management contributes to academic administration in university. Rahim et al (2002) have argued that although there are significant inter correlations among the various dimensions of EQ, the interrelationships should be explained in such manner that enable practitioners use appropriate dimensions of EQ to increase subordinates' conflict management strategies and performance.

2.4. Emotional Intelligence in the Workplace

Emotional intelligence is an incredibly valuable skill, as the individual traits that make up the collective quality of EI are valuable in many situations in life. "High EI correlates with better relationships in business settings as well. Managers higher in EI are better able to cultivate productive working relationships with others" (Mayer et al., 2008, p. 511). However, those traits are even more

critical in the work environment, where individuals come into contact with a high number of individuals, and leaders, in particular, are often responsible for the well-being of significant numbers of individuals while attempting to accomplish goals. High levels of EI suggest a greater likelihood of success (Mayer & Cobb, 2000, p. 170). For example, level of EI, rather than overall intelligence (IQ), is likely to predict school principals' ability to effectively lead their school (Gilio & Dorsey, 2016).

These individuals will work well with others, will connect with their team members, and will inspire others in difficult situations. This capacity becomes valuable to leaders, particularly in that many employees have reported feeling that because their leaders (or bosses) received higher monetary compensation, those employees were less sympathetic to hearing from their superiors regarding difficulty coping with stress, or difficulty processing any emotional reactions on the job. This finding is an important reminder that all aspects of decision making need to be considered, and why high EI is so important (Ginsberg, 2008, p. 294). Although leaders work to connect with their teams, a divide occasionally remains of a mutually supportive connection.

Authentic leaders build extraordinary support teams to help them stay on course. Those teams counsel them in times of uncertainty, help them in times of difficulty, and celebrate with them in times of success. After their hardest days, leaders find comfort in being with people on whom they can rely so they can be open and vulnerable. (George et al., 2011, p. 15) The army's model of leadership also includes valuable information that is relevant to current leadership studies, as "there are very few tasks in the army more important than developing effective, competent leaders" (McDonald, 2013, p. 2). McDonald (2013) cited that "higher levels of moral reasoning were related to leader effectiveness in obtaining established objectives" (pp. 3-4). The Army's Field Manual had little writing on EI, but previous research on "U.S. Navy human resource officers ... revealed a positive and significant correlation between the officers' overall EI and effectiveness as a leader" (McDonald, 2013, p. 4).

Although not explicitly addressed as valued in the armed forces, researchers suggested that “general intelligence has little impact on a leader’s performance unless he or she possesses some of the social and interpersonal skills necessary in motivating and directing a group to a common objective” (McDonald, 2013, p. 6). In support of that concept, “emotionally intelligent leaders are more sensitive to their own emotions and the effect they have on others” (Ingram & Cangemi, 2012, p. 771). Leaders with high EI are likely to be more attuned to their own and others’ needs and aware of how to make the best decisions to serve everyone’s needs. Most importantly, people can learn these skills. “Some of the traits identified as most important build on an individual’s innate personal qualities. Many researchers and practitioners agree that EI traits can be acquired and strengthened through practice and training” (Kreitz, 2009, p. 547). Training can be implemented through many formats to improve EI traits in individuals (Kreitz, 2009).

2.5. Emotional Intelligence and Gender

Mayer, Caruso, & Salovey (1999) suggest that women might have a slight advantage over men in the area of emotional intelligence. Bar-On (2000), however, suggests that no significant differences exist between males and females regarding overall emotional and social competence; but he does indicate some gender differences for a few factorial components of the construct. Bar-On theorizes that females appear to be more aware of emotions, demonstrate more empathy, relate better interpersonally, and act more socially responsible than men. Men, on the other hand, appeared to be able to have better self-regard, cope better with stress, solve problems better, and be more independent, flexible, and optimistic than women. In general, when looking at the overall ratings of men and women, far more similarities exist than differences regarding their emotional intelligence. Thus, in terms of total emotional intelligence, no gender differences exist (1998). In another study Bangash and Khan (2009) states that emotional intelligence does not respect the gender. The popular belief is that, women are

not more emotionally intelligent than men. They are, however, emotionally intelligent in different ways. An analysis of emotional intelligence was found in thousands of men and women which showed that women, on average, are more aware of their emotions, show more empathy, and are more adept interpersonally. Men, on the other hand, are more self-confident, optimistic, and adaptable. It was found that men are also able to handle stress better than women. In general, however, far more similarities exist than differences. Some men are empathetic as the most interpersonally sensible women are, while some women are just as able to withstand stress as the most emotionally resilient men. After taking into account overall ratings for men and women, the strengths and weaknesses average out, so it is a competition between both sexes. Findings of studies reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) revealed that females have higher emotional intelligence than that of males. Since females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males. Similar findings were reported in studies by Tapia (1999) and Dunn (2002). They observed that girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. A study based on integrative model of Petrides and Furnham's (2001) examined the relationships between trait EI and work related constructs. Gender specific perspective was adopted in order to take into account existing gender differences in work related variables as well as in perception of EI (Furnham, 1994; Petrides, Furnham and Martin, 2004). Male and female data has been merged by many empirical studies even though there are reasons to believe that systematic differences in the ways in which the two genders experience the workplace and its demand exist (Roxburgh, 1996). In Iran, Domakani, Mirzaei, and Zeraatpisheh (2014) found that females have greater overall EI and are better at interpersonal skills, adaptability, and pragmatic knowledge than males. The overall EI scores of females was significantly higher than males (Craig et al., 2009; Harrod & Scheer, 2005; Schutte et al. as cited in Petrides & Furnham, 2000). In addition a study carried out in Tamil Nadu, India, found that

in medical graduates, females have higher EI than males (Chandra, Gayatri, & Devi, 2017) and females had higher mean EI scores among Sri Lankan medical undergraduates (Ranasinghe, Wathurapatha, Mathangasinghe, & Ponnamparuma, 2017). Another avenue to explore to discern the differences between the genders in EI is the components of this intelligence. Arteché et al. (2008) found that females had higher scores on the interpersonal facet than males. In addition, females outscore males highly on empathy, emotional skills, and emotional-related perceptions (Craig et al., 2009) and on perception of emotions, such as decoding facial expressions (Kafetsios, 2004). Dunn (2002) claimed that females display better empathy, social responsibility, and interpersonal relationship than males. One of the differences between the EI of the genders is in their expression of emotions. Naghavi and Redzuan (2011) stated that females are mostly expected to be more expressive, whereas males were taught to abstain from expressing feelings as a manly model. Females were better at expressing their emotions and slightly better at predicting consensus feelings than were males (Mayer & Geher, 1996). Naghavi and Redzuan (2011) claimed that parents talk to their daughters about emotion and give them more information about feelings and females learn to name their emotions quicker than males. Mothers use more emotion words with females when they tell stories and display more emotion when interacting with females which may create a predisposition to more emotions for the females (Bechtoldt, 2008).

In addition, females are at an advantage in the perception of emotions and demonstration of social skills and EI, but exhibit more hesitation about feelings and decisions, and place less importance on the intellect (Mayer & Geher, 1996; Wong & Law, 2002). Females, also, place greater attention on their emotions than males do (Fernández-Berrocal, Extremera, & Ramos, 2004; Salovey, Mayer, Goldman, Turvey, & Palfai, 1995), are more emotional (Grewal & Salovey, 2005), and are more skillful at dealing with and understanding their emotions, while males are more competent at regulating impulses and withstanding pressure (Sanchez-Nunez, Fernández-Berrocal, Montanes, &

Lattore, 2008). Nasir and Masrur (2010) found male students had higher scores in stress management on the Emotional Quotient Inventory.

2.6. Emotional Intelligence and Age

Unlike IQ, which increases up to one's teen years, emotional intelligence seems always to continue to develop. As people learn from experiences, their emotional intelligence grows. Studies that have tracked people's emotional intelligence over the years indicate that people's competencies increase as they grow older (Goleman, 1998). Bar-On (2000) found that older groups scored higher on the emotional quotient inventory scale score than younger groups. Individuals in their late forties and early fifties achieved the highest mean score. The study suggests that emotional and social intelligence increases with age.

There is a positive relation between EI and age. EI develops or increases with age and experience (Goleman, 1998; Salovey & Mayer, 1990; Maddocks & Sparrows, 1998). In certain studies it has been found that EI increases with age at least up to (40-50 years of age) fourth or fifth decade in life (Bar-on, 2000; Kafetsios, 2004; Stein, 2009; Bradberry & Greaves, 2005; Singh 2006). There are certain aspects of EI that can only be developed with training (Fariselli, Ghini, & Freedman, 2006). Research was conducted for EI Bar-on model (Bar-on, 1988) with the use of EQ-i (Emotional Quotient Inventory) tool on sample size of 3891 in the age ranging 20 to 50 years. The study showed that older people scored higher than the younger ones. Also respondent in their late 40s obtained highest mean scores (Bar-On,1997b; BarOn, 2004).Another study indicates that youth with age 7 to 18 years shows higher score for EI in the oldest groups of the sample size(Bar-On & Parker, 2000b). Another research data collected from 2001 to 2010 for the responses collected on individual Effectiveness (i.e.) questionnaire of EI by JCA (Maddocks & Sparrow, 1998) on sample size of 12,417 with the age between 16 to 50 plus years. It showed that the overall score increases consistently with age.

2.7. Emotional Intelligence and work experience

In working with emotional intelligence Daniel Goleman writes “Our level of emotional intelligence is not fixed genetically nor it develops only in early childhood. Unlike IQ which changes after our teen years, emotional intelligence seemed to be largely learned, and it continues to develop as we go through our life and experiences - our competence in it keeps growing. (1998 p7) In agreement with Goleman assertion between emotional intelligence and experience there is research which suggests that there is a positive relation between emotional intelligence and work experience. Mayer, Caruso and Salovey (1999) asserted that in order emotional intelligence need to be considered as standard intelligence, it should increase with age and experience. In a study conducted by Day and Carroll (2004) experience was positively correlated with three of the four emotional intelligence scales measured by Mayer – Caruso - Salovey Emotional intelligence test. Despite these studies there is dearth of research on relationship between emotional intelligence and work experience. Intuitively one might think emotional intelligence has a positive relation towards experience but an empirical research is needed to be conducted to prove it.

2.8. The Importance of Leaders’ Emotional Intelligence in Education

Emotional intelligence is proven to be an important factor in educational leadership (Cliffe, 2011; Ayiro, 2010). The aim of the study conducted by Cliffe (2011) in the UK in the secondary schools of England was to explore the relationship between emotional intelligence and educational leadership of female school principals. It was discovered from this study that there is a positive relationship between effective leaders and emotional intelligence. This is also in line with Marshall (2011) and Mills and Rouse (2009) who noted that emotional intelligence is an important element in the exercise of effective leadership. Mills and Rouse (2009) who conducted a literature review assert that leaders who recognise and monitor their emotional intelligence have learned to utilise their emotions towards the

improvement of processing information in order to make better decisions, support and relationships with others, and exhibit certain behaviours associated with success in order to be viewed as effective. Cliffe (2011) noted that the school principals were able to, knowingly or subconsciously; make intelligent use of their emotions. However, similar studies have not been conducted in South Africa where the context is different. Emotional intelligence is important in the process of leading and should be considered an essential component of effective leaders (George, 2000). Moore (2009) insists that emotional intelligence is vital for school principals and that it is time to implement preparation programmes for school principals to develop these skills to deal with emotions associated with schools reforms. However, in a conceptual study conducted by Labby, Lunenburg and Slate (2012) which examined the link between effective leadership skills and practices and student achievement, it is concluded that higher levels of emotional intelligence could be linked with improved academic performance. However, the limitation of that study is that it was mostly using secondary data. In today's world, however, traditional leadership and management training programmes may not afford a leader all the tools needed to guide a school through a performance improvement process. A leader's ability to interact with others using a skills set based within the underpinnings of emotional intelligence may positively influence the overall learning environment (Ayiro, 2009). The above mentioned writer conducted a study in Kenya, which investigated the degree of association between the emotional intelligence of school principals and their performance rating. This study attempted to establish if there is a relationship between specific aspects of a principal's emotional intelligence that may be associated with success on standardized forms of assessment and other perceived indicators of school success. The study's sample consisted of 100 high school principals from different regions of Kenya. The length of the school principals' service (experience) at their schools ranged from 1 month to 27 years. Schools were categorized as either high performing or low performing on the basis of examination results. The age of the school principals used in the study ranged from 36 to 54 years,

with an average of 46.4 years. The findings of this study indicated that there is a significant relationship between a school principal's emotional intelligence and the school's success. This illustrates that school principals' emotional intelligence has a positive impact on the school's overall performance. Patti (2007), a coach and trainer of school administrators in New York, declared that many principals need additional support in learning to deal with emotions and conflict. Effective middle school and high school principals need to understand and manage emotions to implement and lead school reform. Moving teachers from isolation to collaboration, changing the focus from teaching to student learning, implementing structures and processes that systematically monitor student learning and increase accountability, and distributing leadership is a huge paradigm shift for most American schools (Patti, 2007). This requires a school principal to have high degree of emotional intelligence. Cai (2011) investigated the relationship between the emotional intelligence of school principals and the turnarounds of low-performing (struggling) schools. Through reviewing literature, the researcher identified that school principals with high emotional intelligence are more likely to demonstrate behaviours that directly match those necessary to address the challenges of low-achieving schools. The findings indicate that the higher the school principal's emotional intelligence, the more likely the school principal in demonstrating transformational leadership in the turnaround process. Cai (2011) is in agreement with Hayward, Amos and Baxter (2008) and Shahhosseini et al., (2013) in that a school principal with high degree of emotional intelligence tends to adopt a transformational leadership style. Through their work, they concluded that a connection existed between the transformational leadership style and emotional intelligence skills. Transformational leaders are more likely to provide support for teachers to improve their instructional capacity. Therefore, emotionally intelligent principals may be more likely to adopt transformational leadership to turn around their schools. The higher the principal's emotional intelligence is, the more positive is the principal– teacher relationship is in the turnaround process (Cai, 2011; Cliffe, 2011). Emotional intelligence is associated with certain skills,

such as communication, conflict management and stress management which may help the principal build constructive relationships with teachers (Morrill, 2007; Cai, 2011). The enhancement of the principal– teacher relationship can result in positive change in the school climate. With trust and respect from the school principal, teachers will be more open to the new initiatives introduced by the school principal and more committed to the implementation, which may lead to improvement in teaching and school culture (Cai, 2011). The results on Cai’s study indicate that there is a relationship between emotional intelligence and turning around of low performing schools. In addition, it established that it is important for the principal to be emotionally intelligent so as to be able to advance the performance of the school. All these studies that are discussed above indicate that it is important for school principals as leaders in education to be emotionally intelligent. Emotional intelligence can be the difference between a high performing school and a low performing school (Moore, 2009). Leaders who possess high levels of emotional intelligence are more skilful in leading change and cultivating commitment among their staff (Fullan, 2001; Patti, 2007; Buntrock, 2008; Moss, 2008; Moore, 2009).

2.9. Emotional Intelligence and Leadership

Organizations continually seek individuals who can be effective leaders. More than 20 years prior to the mainstream entry of EI, Lippitt (1969) noted, “the effective leader understands himself,” and that “the person who best understands himself is best able to confront situations and lead others” (p. 2). EI has a clear role in leadership, but it is also clear that some critical aspects of emotionally intelligent leaders are difficult to quantify. Emotional intelligence (EI) is about being aware of your own needs and those of others, and working with both the best you can. It is about priming positive attitudes and behaviors. In relation to the concept of priming, Goleman and colleagues coined the term primal leader for leaders that use EI. (Schoo, 2008, p. 40) Because of the primary role a leader occupies in an

organization, they can impact the emotions of those around them, making it even more important that they are aware of their own emotions and that they foster positive relationships with their team members. Leaders with high EI are more likely to be skilled in these areas. Goleman (1998a) noted several areas considered important when considering EI. One is the ability to regulate and recognize traits in oneself as they may impact an individual internally, as well as ways an individual may interact socially and impact other individuals in that setting (Mayer & Cobb, 2000). As mentioned earlier in this chapter, EI as an official term was first defined in 1990. However, in 1969, before the term had been officially defined, the concept existed and was of critical importance when referencing ideal leadership qualities. For example, Lippitt noted, “the effective leader can cope because he has a good relationship between his philosophy of life and his philosophy of management. The attitudes and values he holds condition the way he manages” (1969, p. 3). Lippitt further mentioned skills such as coping, flexibility, willingness to change, and being a person who “establishes trust with those with whom he works” (1969, p. 3). Self-awareness. Leaders bear a great responsibility for guiding a team and an organization toward the achievement of a vision. “To guide the emotional tone of a group, however, leaders must first have a sure sense of their own direction and priorities—which brings us back again to the importance of self-awareness” (Goleman et al., 2013, p. 31). Multiple researchers have noted the importance of high EI as an important component of an effective leader. However, companies are not built on the back of a single person. “Institutions that endure thrive not because of one leader’s charisma, but because they cultivate leadership throughout the system” (Goleman et al., 2013, p. 36). “By its very nature then, leadership includes a social component. It is not surprising that individuals who are better able to assess and adapt to social situations are expected to be leaders” (Kobe et al., 2001, p. 154). “Leaders who are also pacesetters—focused exclusively on high performance—often think they’re coaching when actually they’re micromanaging or simply telling people how to do their jobs” (Goleman et al., 2013, p. 61). In this situation, EI becomes critically

important once again, particularly its self-awareness aspect. The leader who is not aware of their own behavior will repeat the same behavior, to the detriment of their employees and the organization as a whole. “Emotional self-awareness creates leaders who are authentic, able to give advice that is genuinely in the employee’s best interest rather than advice that leaves the person feeling manipulated or even attacked” (Goleman et al., 2013, p. 62).

Individuals must create and navigate interpersonal relationships in many aspects of life: work, school, and community. Certain skills in establishing and maintaining relationships are necessary. “Emotions have adaptive functions,” which suggests that, “accurately interpreting emotional signals may provide substantial evolutionary advantages” (Fiori & Antonakis, 2012, p. 245). The question remains whether EI is part of an individual’s personality, a learned trait, or a type of intelligence (Fiori & Antonakis, 2012). If viewed as (or proven to be) an ability, this implies that individuals can develop or increase their skills in accurately assessing, interpreting, and responding to emotional cues. The fundamental aspect of having a well-developed EI is possessing “emotional self-awareness, knowing what you feel when you feel it, having a vocabulary that enables you to describe emotions” (Maslen, 2008, para. 9). Goleman (1998b) found that companies can increase the likelihood of job burnout by giving employees “too much work to do, with too little time and support,” lack of independence, few rewards (monetary or in other forms), social isolation, unequal treatment, and “value conflicts: a mismatch between a person’s principles and the demands of their jobs” (pp. 289–290). Workers generally look for fulfillment in three areas: meaningfulness to them, their feeling of safety in the workplace, and their availability to do the work required of them (May et al., 2004, p. 33). According to Weng et al. (2011), psychological meaningfulness is the “value of a work goal or purpose, judged in relation to an individual’s own ideals or standards” (p. 14). Successful leaders—those individuals who increase a company’s productivity in a sustainable way, or presidents who lead a country out of war—are often admired and frequently held as examples of effective leaders. Important questions about how those

individuals include what they were able to do what they did and what skills and traits others should try to emulate.

Goleman (1998a) noted, “it would be foolish to assert that good-old-fashioned IQ and technical ability are not important ingredients in strong leadership. But the recipe would not be complete without emotional intelligence” (p. 102). In reviewing the tenure of past presidents, “the key quality that differentiated the successful (such as Roosevelt, Kennedy, and Reagan) from the unsuccessful (such as Johnson, Carter, and Nixon) was emotional intelligence” (Robbins & Judge, 2011, p. 113). McClelland “found that leaders with strengths in a critical mass of six or more emotional intelligence competencies were far more effective than peers who lacked such strengths” (Goleman, 2000, p. 80). Goleman (1998b) cited research from the Hay/McBer consulting firm that found six leadership styles that suggested “a direct and unique impact on the working atmosphere of a company, division, or team, and in turn, its financial performance” and “perhaps most importantly, the research indicates that leaders with the best results do not rely on only one leadership style; they use most of them in a given week—seamlessly and in different measure— depending on the business situation” (pp. 78–80). Leaders not only need to be intelligent but need to be flexible and intuitive. A high level of EI will allow a leader to assess occurrences and determine which style best fits the situation. Further, when trying to make changes in an organization, whether large or small, a leader’s level of EI will come into play as the leader guides the change. “With emotional information, leaders can build trust and cooperation, display empathy to employees, display social awareness, develop collaboration, understand the loss that people experience during the change process, and display skill in addressing issues and solving problems” (Moore, 2009, p. 22). Emotionally intelligent leaders are likely to display an intuitive ability to understand what the organization needs, and more importantly, what the individuals in the organization need.

“Leaders who utilize relationship, empathy, and problem-solving behaviors are likely to have both a clear understanding of what is needed in a situation and how to communicate information in such a way that it can really be heard” (Pearman, 2011, p. 69). It is also likely that these leaders will be able to see the best in individuals and in situations, and “optimistic leaders are more satisfying to work with and for” (Pearman, 2011, p. 69). Strong leadership is important because results and employees are important. Although each organization may define results differently, employee satisfaction and retention are objective measures valued by all. Positive leadership has been associated with outcomes that include happy relationships, teamwork, learning, recognition, staff retention, and health and wellbeing. There is evidence that emotionally intelligent leaders in workplaces are able to bring about these positive outcomes because they are attuned to the emotions that move people around them. (Schoo, 2008, p. 40) Though it has become increasingly clear that emotionally intelligent leaders benefit organizations and their employees, it may be difficult to pinpoint exactly how these leaders function. Though much research detailed the traits these leaders possess, their presentation may simply be “consistent with what most people would identify as good communication skills in the professional environment” (Gragg, 2008, p. 251). The emotionally intelligent leader will be able to communicate thoughts and feelings effectively, and will receive the messages accurately from employees. Strong leaders are responsible for more than just creating a successful organization. They are responsible for the people in the organization. Increasingly, happiness, safety, and security at work link with the health of the workers.

Emotional intelligence increases one’s ability to read a situation and to respond as appropriate. Although much research has focused on determining which style of leadership is most effective, adaptive leadership skills, “involve the ability to understand the leadership situation, and the ability to be flexible when confronted by changing conditions that require a change in strategies or behaviors” (Yukl & Mahsud, 2010, p. 88). When required to face changes, one must adapt. Using an adaptive

leadership style means providing “leadership for complex, multifaceted contexts and challenges in times of change” (Campbell-Evans, Gray, & Leggett, 2014, p. 542). “Adaptive change in organizations, like in organisms, preserves what works while allowing for experiments that can help the institution adapt to the current environment” (Wolfe, 2015, p. 64). Although adapting one’s leadership style can be challenging at times, it is critical that leaders possess this ability. Adaptive leadership is also best for organizations, leaders, and employees who are part of each team, and typically works best in most settings to ensure maximum success.

Additionally, leaders must select styles that work for them, and work with their strengths and skills so that the style feels natural to them. “Authentic leaders build extraordinary support teams to help them stay on course. Those teams counsel them in times of uncertainty, help them in times of difficulty, and celebrate with them in times of success” (George et al., 2011, p. 15). Although adaptation is essential in leadership, it is important in all levels of the organization, to maximize organizational effectiveness. Therefore, a focus on the development of EI at all levels is critical, as “leadership occurs at all levels of the professional career, and that often, being a good leader means being a good follower” (Gragg, 2008, p. 242). Additionally important, EI “skills are not necessarily innate and can be learned and practiced just as good leadership can be learned” (Gragg, 2008, p. 242). “Effective functional EI will find the individual observing and adjusting (as necessary) each aspect of the emotional universe” (Gragg, 2008, p. 245). EI is critical for any leader who is responsible for a team and will need to ask members to work on projects (Gragg, 2008). Although volunteers may emerge from those eager to take on more responsibilities, it is the leader’s job to know if and when certain tasks align with team members’ skill sets. However, it may still be worthwhile for an individual to take on “a project that is new, but that stretches one’s ability and results in the acquisition of new skills” (Gragg, 2008, p. 246). Again, it will be the leader’s job to know when it will stretch that individual’s skill set or simply be above their ability level, leading to potential frustration. The stronger leaders’ EI skills, the more likely

they will be able to differentiate. Research conducted by Kreitz (2009) with library directors and senior-management teams found that, integrity, good judgment, an ability to listen, people skills, effectiveness in leading change, and self-understanding were ranked as the top competencies that any leader should possess and that individuals—no matter where they are in an organization—would like any leader they follow to possess. (Kreitz, 2009, p. 546) Self-management.

Self-management is also important for the leader who is hoping to fully realize their EI. “This is the application of the inner balance created through self-awareness that is projected outward for others to see” (Gragg, 2008, p. 246). The leader who is skilled in self-management will have the ability to “control what goes out during the self-management stage, observe what comes back as a result, and then reengage self-awareness to see if our assessment of ourselves was accurate” (Gragg, 2008, p. 246). This continuous loop allows for a highly effective leader, both in self-evaluation and in team management. Change often begins with leaders setting the pace but requires employees at all levels to be invested in the vision and ultimate success of an organization. Therefore, the more effectively a leader is able to self-monitor and self-assess, the more likely an organization can implement changes that will lead to the realization of its goals. This focus reinforces the notion that leaders and followers need to be skilled in EI.

Attitudes of leaders play a significant role in their efficacy; self-awareness is one way to ensure leaders can monitor the way they present to their teams. “Optimistic, enthusiastic leaders more easily retain their people, compared with those bosses who tend toward negative moods” (Goleman et al., 2013, p. 12). In other words, “the more positive the overall moods of people in the top management team, the more cooperatively they worked together, and the better the company’s business results” (Goleman et al., 2013, p. 15). Empathy. EI also requires a level of awareness of the external environment, or “social awareness” (Gragg, 2008, p. 248). “The key feature of social awareness is the

development of empathy for those around you” (Gragg, 2008, p. 248). This is less becoming the “resident counselor” and more attempting to appreciate others’ situations and working to put oneself in another’s place to gain an understanding (Gragg, 2008, p. 248). The leader can serve the important role of monitoring not only their own emotions and internal state, but that of those around them. The leader can use their EI to develop their social awareness and ensure they are consistently raising their level of environmental awareness. The ultimate goal, however, is to develop the ability to show more empathy and attempt to understand others’ situations, and to combine all of these skills to build a more positive organizational climate.

Success will help the individual employees and the organization. Multicultural skills. Using EI skills, such as self-awareness and social skills, will assist leaders in ensuring they are selecting the appropriate style, or mix of styles, for each situation. “This ‘emotional common sense’ that people possess, which enables them to effectively monitor and adapt to new situations and people, may be the underlying skill or motivating factor that enhances the development of multicultural skills” (Chrobot-Mason & Leslie, 2012, p. 222). These multicultural skills, buoyed by EI, are yet another asset of a leader. Multicultural skills suggest that leaders will be able to work well with everyone in their organization, which means they will have fewer issues and conflicts throughout their tenure and will help create harmonious working environments. Skills in all areas, including multicultural awareness, allow a leader to adapt to any situation that they face. “Self-awareness of multicultural competence may improve leader effectiveness because it allows the leader to accurately monitor and adjust his/her behavior, assumptions, stereotypes, and prejudices when dealing with followers, client, coworkers, etc., from various cultural backgrounds” (Chrobot-Mason & Leslie, 2012, p. 225). Chrobot-Mason and Leslie (2012) studied managers at the Center for Creative Leadership. They found that “EQ predicted group differences in self-awareness of multicultural competence. In general, the stress management and intrapersonal factors were the strongest predictors of managerial self-awareness” (Chrobot-Mason

& Leslie, 2012, p. 232). Self-awareness. A self-aware leader who is willing and able to adapt to any given situation is incredibly important.

Emotional Intelligence Affects Organizational Climate The leadership style and EI level of leaders receive such significant amounts of attention because of the role they play in creating a positive and effective organizational climate. Employee retention is often a significant concern in organizations, which suggests it will also be of concern for leaders. “Strong EI has the potential to create a more harmonious and pleasurable work environment,” and it can be argued that “anyone involved in a professional environment would do well to become familiar with and implement these skill sets” (Gragg, 2008, p. 251). Transformational leadership is more likely to promote the personal development of the individual than transactional leadership. Transformational leaders are likely to focus on connecting with the members of their organizations, and move beyond simply working to achieve goals. Transformational leaders and other leaders who share these qualities will move “beyond developing a common purpose” and “seek to build the individual employee and help them grow and achieve some of their own goals” (Gragg, 2008, p. 250). Alternatively, leaders who choose to use “rigid commanding and pacesetting styles and who actually prevent people from telling them the truth” can be harmful to organizations (Goleman et al., 2013, p. 193). As a result, the climate established may be one in which leaders are unaware of existing problems (Goleman et al., 2013). If the climate needs to improve, it “begins when emotionally intelligent leaders actively question the emotional reality and the cultural norms underlying the group’s daily activities and behavior” (Goleman et al., 2013, p. 195).

Those emotionally intelligent leaders can help members of the organization push beyond their comfort zone, and by extension, help organizations accomplish their goals. “A leader’s high EI has been linked to the emotional climate of an organization and its financial or operational success. Leadership,

however, is not confined to one person” (Kreitz, 2009, pp. 531–532). Others in the organization may also influence those whom they supervise and impact the top leader’s effectiveness. Dean of the School of Education Ginsberg, at the University of Kansas, studied more than 100 education and business leaders and found that “making difficult decisions, most often about personnel or budget issues, can take a heavy emotional toll with which few are prepared to deal” (Ginsberg, 2008, p. 294). Leaders may struggle to cope with these challenges, but have additional difficulty because no one in the organization is addressing the same challenges. Leaders need to remain stable for their teams, and therefore, “emotional common sense is needed when adapting to and working with people who bring a myriad of differences to the work context” (Chrobot-Mason & Leslie, 2012, pp. 222–223).

According to Rumens (2005), “emotion, despite being a permanent aspect of organizational life, has been unacknowledged and neglected in the traditional management literature” (p. 117). By increasing the frequency of discussions of emotional awareness and EI, individuals may be more likely to research and choose jobs with a different set of criteria. People will have a language to identify their needs and wants, as well as their strengths and weaknesses. Individuals will be able to use their EI to enhance their cognitive and vocational skills. Ultimately, they will be able to achieve greater job satisfaction, and will learn to thrive in their chosen profession. By ensuring higher levels of contentment on the individual level, it is likely that individuals and companies will thrive.

By helping individuals build their EI, it is likely that those individuals will develop an improved ability to build capacity in other individuals. Those skills are called “people skills” or “social radar” (Goleman, 1998b). Enhancing skills in this area will help people learn to “acknowledge and reward people’s strengths and accomplishments,” “offer useful feedback and identify people’s needs for further growth,” and “mentor, give timely coaching, and offer assignments that challenge and foster a person’s skills” (p. 146). Those individuals who improve their EI will not only be able to serve as

more effective coaches to others, but will also be likely to maintain honesty and high ethical standards so other individuals will understand they can be trusted (Thiroux & Krasemann, 2012). Those skills will help create leaders who can manage others and assist them in producing their best work. It may also assist leaders and managers who are able to create a work environment that is not only productive, but also pleasant and enjoyable. Leaders want employees who will commit significant time and effort to advancing the organization, yet an organization cannot retain its best employees under “the premise that junior employees must work exhaustively and exclusively toward the organization’s goals with only the promise of promotion or profit” (Gragg, 2008, p. 250). A promise made to an employee, financial or otherwise, will sustain them for a period of time but eventually will be insufficient, eventually having the opposite effect, setting a negative tone, and “ultimately destructive to an organization” (Gragg, 2008, p. 250).

2.10. Educational leadership

Principals were first appointed to school in the mid-1800 and were mainly responsible for attendance, school cleanliness, and repairs. The primary focus was on management. In the late 1870’s and 1880’s the principal was given charge of teaching teachers. Along with the traditional tasks of management they were responsible for instructing and helping not well-prepared teachers in effective teaching strategies. The period of 1885-1905 ushered in a more authoritarian and supervisory principal who was influenced by the centralization of education. Focus was placed on the demands and needs of the organization. A more business and industrial management view of schools was utilized in 1905- 1920. The principal used elaborate rating scales in measuring teacher efficiency.

The emphasis was on efficiency and economy. 1920-1930 principals were involved in improving instruction and with democratic and professional issues, but management still was their major focus. Human relations were the push in 1938-1950, and the principal adopted democratic methods involving

cooperation and consideration of the teacher. 1950-1980 was the era wherein the principal was challenged by demands for social justice and equity for all. The public wanted improved learning in math and science and the inclusion of handicapped students in the classroom. These changes demanded more professionalism from school leaders. In the 1980's the reform of the principal ship began.

The principal was a financial manager, negotiator, human resource manager, legal expert, and a human relations expert. Throughout the history of school leadership the main focus of the principal ship was on management. The principal was responsible for building maintenance, student control, and staff behavior. Though these responsibilities are important, they are not the main focus of the mission of education, which is student learning. A student-centered leadership with clear standards for school leaders emerged in the 1990's with the standards movement and student-centered reform (Hessel & Halloway, 2002). Historical roots of early schooling in Ethiopia characterized by "traditional" and "western" systems. While western educational ideas have flourished since the early twentieth century, the traditional approach has characterized Ethiopian education throughout the history of this ancient nation. This traditional system is deeply rooted in the Ethiopian Orthodox Church and is recognized as one of the oldest educational system in the world.

For centuries, Orthodox churches, monasteries, and convents were the only centers for formal learning from pre-school through the university level (Hoot, Szente, and Mebratu, 2004). In 1974, preprimary education was greatly expanded as a result of the increased involvement of women in economic activities; the need for facilities to care for children became increasingly evident. This need resulted in the establishment of day care centers for early care and education. To meet the demand for teachers at this level, a Preschool Teacher Training Center was opened in Addis Ababa, 1986. Additionally, at the Ministry of Education, Specialized departments that were responsible for the early child hood

education were introduced. These included departments of curriculum development, supervision and teacher education. Since current resources are insufficient for providing pre-school education to Ethiopian children, the Ministry of education strongly encourages the involvement of private firms and individuals to invest on this sector. For this reason most pre-schools are private owned and some are under religious institutions. Over the last few years, the progress with regard to early childhood education development activities in Ethiopia has been promising. Government offices and ECCE actors have been working together to intensify awareness and improve practices of early child hood development by implementing different models to meet the needs of the community.

2.11. Emotional intelligence and school leadership

Emotional intelligence is the cornerstone of every decision a principal makes; solving problems and making judgments are part of a leader's system of values and beliefs. Current research on leadership traits emphasizes the importance of cognitive abilities over emotions and implies that feelings are obstacles to rational behavior and logical decision making. Nelson and Low (2003), however, tell us that emotional intelligence “give us a more constructive view that problems exist for a purpose and that they present an opportunity to actively participate in life” (p.75). Studies on emotional intelligence suggest that our moods and feelings are connected to our thought processes and behavior. Moods are generalized emotional states that are not usually linked to specific events or circumstances. Feelings, however, are more intense than moods, demand our immediate attention, and are likely to interrupt our thinking; they influence our judgment, memory, creativity, and reasoning. Empirical research on emotional intelligence is not developed yet, but several misconceptions about its application are commonplace.

i) Emotional intelligence does not mean that someone is pleasant all of the time. There are occasions when leaders have to be confrontational; emotional intelligence involves a heightened sensitivity to the

needs of other people and is an innate skill upon which leaders can rely to deliver a difficult message effectively.

ii) Emotional intelligence does not mean a carefree expression one's feelings. Instead, emotionally intelligent leaders learn to manage feelings and express them appropriately.

iii) Emotional intelligence develops slowly during childhood; we learn more about it and gain the skills we need as we age. Unlike cognitive intelligence, our emotional skills are not determined by genetics. They are refined through repeated use. Despite misconceptions, school leaders have always used emotional intelligence to make and enforce decisions affecting their organizations. A leader's awareness of feelings and their intensity is integral to both functions. George (2000) found that "feelings have shown to influence the judgments that people make; when people are in positive moods, for example, their perceptions and evaluations are likely to be more favorable" (p.1029). George and others (Damasio, 1994; Goleman, 1995) suggests that many organizations continue to believe in the myth of the rational decision maker, or someone who can set aside personal feelings when making professional decisions. Leaders, however, are human beings with a full range of feelings and emotions. Careful practice, empathy, and concern for others enable them to use emotional intelligence to manage their and own others' emotions and to express their feelings in a helpful ways. Difficult decisions that affect an organization become more agreeable through a leader's empathy for the feelings of its members.

George reminds us that there are at least four major aspects of emotional intelligence: expressing emotions, using emotions to improve decision making, knowledge about emotions, and managing emotions. Emotionally intelligent leaders manage their organization's culture to reinforce important norms and values and to inspire teachers and students to achieve excellence. Emotional intelligence guides their planning for organizational successes, assists in motivating teachers by recognizing and

rewarding work activities, generates enthusiasm and excitement among the staff, and helps to build a distinctive identity for their school. Further, it stimulates creative thought, reduces stress and leads to improved organizational morale. Nelson and Low described the influence of emotional intelligence on leadership when they wrote, “effective leadership is people centered and effective leaders know, understand, and respect the needs, values, and goals of others” (p.161). The principal’s role in instructional leadership means working cooperatively with other people to improve student achievement. A leader’s capacity for social awareness, emphatic behavior, decision making, and the ability to exert a positive influence over others are pivotal skills attaining those goals. George noted that emotionally intelligent leaders use an intuitive sense to understand their followers’ emotions and to instill in them an appreciation for the importance of their work. This skill is most useful when an organization face challenges or opportunities that require mutual trust among its members. Its relevance to school leadership is important because principals make decisions that affect the well-being of everyone in their learning communities.

2.12. The Importance of Leaders Being Emotionally Intelligent

Kotze and Venter (2011) through a quantitative study conducted in South Africa with 114 leaders in the insurance industry showed that emotional intelligence is related to effective leadership. The results of their study revealed that emotional intelligence scores of effective leaders were high and those of ineffective leaders were very low. Vrba (2007) also found similar results from a study that she conducted in one of the South African insurance companies. Data was generated from male and female managers of this company. The researcher found that emotional intelligence led to effective leadership (Vrba, 2007). Both these studies generally agree that there is a positive relationship between emotional intelligence and effective leadership and were both conducted in the insurance industry. Vrba (2007) however added more to this. She also discovered that emotional intelligence has

a positive relationship with transformational leadership because from the scores of leaders in her study on emotional intelligence, the results indicated that the higher the scores of leaders emotional intelligence, the higher the scores of leaders transformational leadership (Vrba, 2007). The findings of Verba (2007) are similar to the findings of Hayward, Amos and Baxter (2008) who also discovered a strong relationship between emotional intelligence and transformational 21 leadership in the South African context. They found that leaders who used transformational leadership style were more emotionally intelligent (Hayward, et al., 2008). Hayward et al. (2008) generated their findings from the South African parastatal. These findings are similar to international findings of Cai (2011), Harms and Crede (2010) and Shahhosseiniet al., (2013) who also found a link between emotional intelligence and transformational leadership. Ngirande and Timothy (2014) linked emotional intelligence of a leader to employees' job satisfaction. They conducted a qualitative study investigating emotional intelligence and leadership. The study explored perceptions of employees about their leader's emotional intelligence and how it affected their job satisfaction. The researcher used stratified random sampling to select participants for this study. The study comprised of Eskom workers from a selected Eastern Cape Province Eskom branch in South Africa. The participants were lower level employees of this particular company. The researcher used self-administered questionnaires to generate data. The findings of the study indicated that there was a relationship between the emotional intelligence of a leader and employees job satisfaction. The findings implied that an increase in the leader emotional intelligence results to an increase in employee job satisfaction. Interestingly, these findings are similar to international findings by Batool (2013) and Castro et al. (2012) who found that the emotional intelligence of a leader has an impact on the job performance and productivity of followers. International findings appear to be similar to most of the local findings. In South Africa, it has also been discovered that emotional intelligence lead to effective stress management as it has been discovered internationally (Jorfi, et al., 2011; Batool, 2013). Ramesa, Koortzenand Oothuizen (2009)

found a positive relationship between emotional intelligence and stress management in the South African financial institution . Ramesa, et al. (2009) investigated the relationship between emotional intelligence and stress management and found a strong relationship between the two variables. They suggested that emotional intelligence should be used as a skill in coping with stress (Ramesa, et al., 2009). In the education sector in South Africa, emotional intelligence has also been identified as the important component for effective school leadership (Bipath, 2009; Moosa, 2010; Jansen, 22 Moosa, van Niekerk& Muller, 2014). Jansen et al. (2014) through an investigation they conducted in the North-West province found that emotional intelligence contributes to effective leadership. They found a strong relationship between high level of leaders' emotional intelligence and leaders' effectiveness. They used questionnaires and semi structured interviews to generate these findings. The participants were 12 student leaders equally divided between males and females. Although the researcher focused on the emotional intelligence of student leaders, the results of the study show the importance of leaders' emotional intelligence and thus serve a good purpose in showing the importance of leaders' emotional intelligence in my study. The study of Jansen et al. (2014) is similar to my study in that it used the same methods of data generation as my study which is semi structured interviews and questionnaires. It generated data from male and female leaders equally divided, interestingly my study also generated data from equally divided male and female school principals. However, it differs from my study in that it investigated the emotional intelligence of secondary school student leaders while my study focused on school principals' emotional intelligence. A similar study conducted by Bipath (2009) has also shown the overwhelming impact of school principal's emotional intelligence on the functionality of the school. Bipath (2009) investigated two schools. The researcher was drawn to these schools by the fact that even though they are situated in the same area, with school principals who both had teaching diplomas with the same number of work experience, their performance of learner achievements were totally different. One school obtains 80% to 100% whereas the other school

obtains 0% to 40% in the Senior Certificate Examination (SCE) results (this is examination written by all grade 12 learners after a minimum of 12 years of schooling). Effective school principals are likely to promote favorable schools and high learner performance (Bush, et al, 2011). The researcher named the school performing at 80% to 100% functional and the other school dysfunctional. The researcher generated data through observation, document analysis and interviews in each school with school principals, SGB members, group of educators and Representatives Council of Learners (RCL). The findings of the study indicated that the school principal of the functional school was highly emotionally intelligent. The researcher noted that in the functional school, the school was clean, the vision and mission of the school was displayed in every class, educators were in class teaching and learners seemed enthusiastic about learning. The researcher reported that the school principal 23 of this school was always at school and knew even learners names, learners and educators loved and respected him, he knew his strengths and weaknesses, he possessed self-confidence, he knew all policies, and he was able to sense feelings of others and took interest in their concerns. The findings also suggest that the effectiveness of a leader is determined by the organizational culture, cohesiveness, goal achievements and the satisfaction of followers (Taylor, Martin, Hutchinson & Jinks, 2007). Most researchers have focused mainly on linking emotional intelligence with one leadership style which is transformational leadership (Vrba, 2007; Harms & Crede, 2010; Shahhosseini, et al, 2013). Singh, Menser and Mestry (2007) shift the focus from transformational leadership and have linked emotional intelligence to collegial leadership style. They argue that school principals who are emotionally intelligent are likely to apply collegiality in their school leadership. To investigate the relationship between emotional intelligence, collegial leadership and educator's job satisfaction, Singh et al. (2007) conducted a quantitative study in the Eastern Cape on schools situated in the urban and rural areas. The researchers found that emotionally intelligent leaders apply collegiality in their leadership. One cannot therefore associate emotional intelligence with just one

leadership style. While other researchers found a positive relationship between emotional intelligence and transformational leadership, others found no relationship between emotional intelligence and transformational leadership, Singh et al. (2007) found a positive relationship between emotional intelligence and collegial leadership. There are therefore differing views about emotional intelligence and leadership styles. Based on the findings of the study conducted by Singh and Dali (2013), one can argue that emotional intelligence can be learned or developed. In their study, Singh and Dali (2013) investigated the need to include emotional intelligence skills in Advanced Certificate in Education (ACE) School Leadership (SL) programme offered by Higher Education Institutions (HEIs) for school principals. The researchers determined whether it was necessary for emotional intelligence competencies to be part of school principals ACE (SL) programme in order to develop their social skills through this qualitative study. The participants for this study were 60 school principals doing the ACE (SL) programme at an HEI and were purposively selected. The methods used to generate data were five focus group interviews with ten school principals and ten single in-depth interviews. The responses from school principals indicated that ACE (SL) programme has played a major role in developing their emotional intelligence. The findings have therefore evoked the importance of professional development programmes for school principals such as the ACE (SL) programme on emotional intelligence competencies. Due to the urgent need of emotional intelligence for school principals, ACE leadership programme may be considered as a way of developing school principals emotional intelligence since the finding of Singh and Dali (2013) have shown that it has been successful in developing school principals emotional intelligence. Beyond being limited in number, these findings in the South African context show the importance of leader's and school principal's emotional intelligence. This study therefore explores the importance of school principal's emotional intelligence in South African schools.

2.13. Emotional Intelligence and Leadership Effectiveness

People have theorized that EI contributes to people's capacity to work effectively in teams, manage stress, and/or lead others (Ashkanasy & Trevor-Roberts, 2000; Mayer, Salovey, & Caruso, 2004; George, 2000; Goleman, 1998; Goleman, Boyatzis, & McKee, 2002; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003). For example, leaders who are poor at perceiving their emotions may unknowingly miss important emotional signals from their co-workers. Similarly, leaders who are poor at managing emotions may allow their emotions to interfere with effective action. For instance, when they feel anxious, they may avoid giving an important speech, or when they feel angry, they may inappropriately lash out at a co-worker. The transformational/transactional leadership model of Bass and Avolio (1990) has provided the general framework for most of the research on emotional intelligence and leadership effectiveness (see for example, Barling, Slater & Kelloway, 2000; Palmer, Walls, Burgess & Stough, 2001; Gardner & Stough, 2002). Transformational leaders are seen as those people that are able to create a vision, communicate this vision, build commitment amongst subordinates to the vision, and model the vision within the workplace. In contrast, transactional leaders are viewed more as managers that maintain the status quo. It is argued that transformational leaders are able to deal with strategic matters more efficiently and in turn are able to build commitment in employees, and are therefore more likely to take an organization forward (Bass and Avolio, 1994; McShane & Von Glinow, 2000).

The available EI-Leadership research supports the hypothesis that self-reported EI is linked to self-reported transformational leadership style (Barling, Slater & Kelloway, 2000, Palmer, Walls, Burgess & Stough, 2001; Gardner & Stough, 2001). Barling, Slater and Kelloway (2000) conducted an exploratory study on the relationship between emotional intelligence and transformational leadership. Their results suggest that self-reported emotional intelligence is associated with three aspects of

transformational leadership, namely idealized influence, inspirational motivation and individualized consideration. The leaders who report exhibiting these behaviors were assumed to be more effective in the workplace. Palmer, Walls, Burgess and Stough (2001) administered a self-report EI measure to 43 managers in order to evaluate the link between EI and leadership style. They found significant correlations with several components of the transformational leadership model. Specifically, the inspirational, motivation and individualized consideration components of transformational leadership correlated with self-reported ability to both monitor and manage emotions. While research based on self-reported managerial style is important, it does not establish whether an ability-based test of EI or self-report measure of EI is related to relatively objective (or non-self-report) measures of leadership effectiveness such as supervisor ratings or measures of actual business unit performance.

2.14. Strategies used by School Leaders in Managing Emotions

The personal qualities which are illustrated by the school principal's role play a significant role in establishing the culture and the efficiency of the school (Cliffe, 2011). Strategic leaders in the realm of higher education, like other employees in positions of responsibility, should possess positive leadership attributes (Morrill, 2007). Murphy (2003) wrote, "Contrary to popular belief, technical skills are not the primary reason why new hires fail; instead, poor interpersonal skills dominate the list, flaws that many of their managers admit were overlooked during the interview process" (p. 33). 17 | Page Similarly, Vandervoort (2006) stressed the need for improvement of faculty and administrative working relationships through better intrapersonal and interpersonal skills. The author also recommended including emotional intelligence as part of faculty job qualifications. Academic leaders, such as deans, face multiple challenges in leading change efforts, balancing stakeholder interests, maintaining departmental status, evaluating faculty performance and performing fiscal responsibilities (Morrill, 2007). Other contributors to emotional intelligence research have focused on the

development of people through coaching, counseling, teaching, and mentoring. For instance, Boyatzis, Smith, and Blaize (2006) analysed the importance of relationship building. Emotional intelligence has strategic implications within higher education (Vandervoort 2006). Academic leaders have a major role to fulfil within the administrative domain. According to Coco (2011) individuals need to manage complex situations through effective planning, organizing, leading, and controlling. They have to respond effectively to various organizational stakeholders both inside and outside their respective institutions. Individuals in positions of academic leadership could benefit from learning more about the role emotional intelligence has in organizational success (Coco, 2011).

Ayiro (2009) in a study conducted in Kenya suggests that principals are expected to demonstrate extreme flexibility and an ability to adapt to rapidly changing environments. Also noted by Ayiro (2009) when working with issues of student academic accountability, principals are also responsible for supporting the creation of a shared vision for their schools' growth that includes input from teachers, parents, and community members. It has become quite evident in recent years that principals must be adept at incorporating both self-identified and social emotional conception into a plan for school success. Research (Morrill, 2007; Ayiro, 2009; Coco, 2011) has demonstrated that such understandings can be directly linked to a leader's emotional intelligence. Some leadership styles may be more appropriate than others in any given school environment at a given time. However, the skill to respond to rapid shifts in learning environments and the ability to effectively access emotional intelligence skills transcends the spectrum of leadership (Ayiro, 2009). Principals who are able to respond quickly and effectively to dynamic environments and who are able to implement the necessary changes have been most successful in the development of sustained and long-term growth in student performance that is measured by achievement in national examinations. Ayiro (2009.p. 18), More recently, Crawford (2009, p. 2) describes headship as 'a complex synergy of emotion and leadership'. She recognizes the central role the head teacher plays in the emotional relationships which

exist in schools and that such aspects of leadership warrant further investigation. Crawford (2009, p. 9) sees 'emotion as inherent to the practice of leadership rather than separate from it'.

Another important strategy used by school leaders identified by Ayiro (2009) include the development of a relationship that would establish close partnerships, inspire a sense of commitment, encourage persistence, allow for the furthering of skills, and for the development of a more productive work environment. Research (Ayiro, 2009; Cliffe, 2011) demonstrates that building positive intrapersonal communicative skills allowed leaders and employees to separate personality conflict from conflicts based on organizational restructuring. An analysis of emotional intelligence was found in thousands of men and women which showed that women, on average, are more aware of their emotions, show more empathy, and are more adept interpersonally. Men, on the other hand, are more self-confident, optimistic, and adaptable. It was found that men are also able to handle stress better than women. In general, however, far more similarities exist than differences. Some men are empathetic as the most interpersonally sensible women are, while some women are just as able to withstand stress as the most emotionally resilient men (Ahmad, Bangash & Khan, 2009).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research methodology

This chapter deals with issues related to research design, sources of data, sample and sampling technique, instrument of data collection, validity and reliability test, methods of data analysis, and ethical considerations.

3.2. Research design

A research design is a procedure for collecting, analyzing, interpreting and reporting data in research studies (Creswell & Plano Clark 2007, p.58). This research employed survey method because the nature of survey method was an appropriate approach to describe the depicted research questions. Quantitative research explains and defines phenomena by gathering data with numerical values and then analyzing that data using mathematically based means (Aliaga& Gunderson, 2006). The first advantage of this research approach is the use of statistical data as a tool for saving time and resources. (Bryman, 2001, p20) argue that quantitative research approach is the research that places emphasis on numbers and figures in the collection and analysis of data. Imperatively, quantitative research approach can be seen as being scientific in nature. The use of statistical data for the research descriptions and analysis reduces the time and effort which the researcher would have invested in describing his result. Data (numbers, percentages and measurable figures) can be calculated and conducted by a computer through the use of a statistical package for social science (SPSS) (Gorard, 2001, p3; Connolly, 2007, p2-34) which save lot of energy and resources. Secondly, the use of scientific methods for data collection and analysis make generalization possible with this type of approach. Interaction made with one group can be generalized. Similarity, the interpretation of research findings need not be seen as a mere coincidence (Williams and May 1998, p1-21). The study

of problem-solving instruction in secondary school science education within one particular area or zone can be reflective of the wider society in terms of samples, contents and patterns (Shank and Brown, 2007, p28; Cohen and Morrison, 2011, p243).

In general since the target of this research was aimed to measure emotional intelligence variables and generalize the finding from the samples to the total population a quantitative research design believed to fits this objective of the research. while the choice of this design was determined by the nature of the research as quantitative design provides the necessary data which is more reliable and objective in addition the design enables the response data to be scored, scaled, analyzed and presented according to the objectives of the research.

3.3. Population

The targeted population for this study was private primary schools in Addis Ababa Bole Subcity. The population of this study was made up of all the principals and supervisors/managers who acts above the role of the principals by supervising minimum two branches in private primary schools in Bole sub city. There are 93 primary schools in Bole sub city , out of these only 67 of them are private schools working only on primary level. Out of these 67 private primary schools total of 149 participants; 67 principals, 67 vice principals and 15 managers/supervisors act

more than that compound principals were targeted for the research, finally out of these 149 targeted population 73 participants were selected for this study using sample size determining formula proposed by Kothari, 2004.

3.4. Sample

Sample is a smaller set of data or a subset of the larger group which was selected by a researcher from the whole population. Out of 149 school principals, vice principals and school supervisors 73 participants, principals from private primary schools in bole sub city were selected for this study.

3.4.1. Sample size

The size of the target or survey populations is not the most important question in determining sample size (Kothari, 2004) instead the critical issue is the degree of precision needed in order to answer the question the researcher is asking. Out of about 80 heads of schools, a sample size of 40 was estimated as appropriate using the mathematical equation developed by Kothari (2004) and recommended by Cohen et al., (2007). Since, this formula has been practically tested and used by the former scholars repeatedly, the researcher considered the formula to correctly determine appropriate sample size for this study.

According to Patrick, (2003) the researcher took sampling technique by determining the sample proportion success and not success based on the experience from previous survey research response rate. Patrick, (2003) referring Babie (1979), the return or success rate 50% is adequate; 60% response rate is good and 70% rate or higher is very good. Based on the above condition, to determine the sample size the following formula (Kothari, 2004) was used:

Where, p = proportion of success = 90%

q = proportion of fail = 10%

n = sample size,

z = confidence level = 1.96

e = standard error = 5%

N= total population = 149

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + z^2 \cdot p \cdot q}$$
$$n = \frac{(1.96)^2(0.9)(0.1) \times 149}{(0.05)^2(149-1) + (1.96)^2 \times (0.9)(0.1)}$$

n =73

In general out of 67 targeted primary schools in the sub city 149 principals ,vice principals and supervisor/managers 73 participants were selected.

3.4.2. Sampling Techniques

An applied sampling technique was aimed to select the sample group from the targeted population. So both simple random sampling and Convenience sampling techniques were used in the selection of respondents. The Convenience sampling technique was adopted according to Creswell (2007) argues that in Convenience sampling, the researcher uses participants those who are readily available and willing to participate and simple random sampling technique was also applied to select the needed schools and principals out of the targeted population. In the other way In case of probability sampling each member of the population will get equal chances of chosen to participate in the study.

In this study, the researcher obtained a list of schools from the bole sub city education office, which can give the necessary information about the number and the address of the schools in the sub city. After getting this information the researcher decided to select the schools which can take part in the intended research according to their fitness for the objective of the research. However, in order to get the proper information the researcher sometimes preferred those who served in the selected school

minimum for two years, in addition supervisor acts above principals were eligible for the research based on their role in the school.

3.5. Data Gathering Instrument

3.5.1. Questionnaire

For the purpose of this study questionnaire was the major data collection instrument that was used to collect primary data from sample respondents identified for this study. According to the objectives of the study using questioner was found to be appropriate and effective to collect the necessary data for this this study. It was believed that this adopted tool can elicit the needed information from the respondents and also believed that targeted school principals can understand and give the appropriate information. The scales adapted to measure emotional intelligence were self-reported scales, meaning that the leaders of schools rated themselves regarding their emotional intelligence competency.

3.5.2. Validity and Reliability of Instruments

The data gathering instrument for this study was developed by NHS, London Leadership Academy and adopted for the purpose of this research. In order to check the validity of the instrument the researcher showed the questionnaires to two Measurement and Evaluation graduates, The role of the experts was to comment on relevance, and appropriateness of each item based on the targeted study, and then based on their feedbacks the necessary corrections were taken. Once again after the validity of the corrected instruments was reviewed and approved by the experts the instruments were distributed to 13 primary school principals to check the reliability of the tools. The pilot test was conducted to check the reliability of the instruments based on the given feedbacks to prepare for the final proposes. Based on the outcome of the pilot study, the reliability coefficient of the total emotional intelligence scale was computed and found to be ($\alpha = 0.76$).The reliability coefficient

for the four categories of the emotional intelligence were also as follows; Self-awareness (alpha = 0.74), Self management (alpha = 0.77), Social awareness (alpha = 0.72), and Social management (alpha = 0.69).

Finally an instrument consists of 38 items was applied to measure the emotional intelligence of the respondents and the four categories of the emotional intelligence according to Daniel Goleman(2001). First the scale was developed in four parts; the first part refers to Self-awareness and has 10 items. The second part refers to self-management and has 10 items. The third part refers to social awareness and has 8 items. The fourth part refers to social management and has 8 items. The score of the scale range from 0 to 100 and the scores were rated as follows. Each respondent was scored in overall emotional intelligence and the four categories of emotional intelligence. The score of the principals were scored as follows;90 to 100 is significantly above average,80 to 89 is above average, 70 to 79 is average ,60 to 69 is below average and less than 59 was significantly below average. In case of subscales rating range was interpreted according to the following, the first category is from 12 – 18 is low, the second part was from 19 - 25 which is average and the third category was 26 to 32 refers to high. The principals were expected to rate the items in five points scale, the rating numerical scale was 1= never,2=rarely,3=sometimes,4=usually,5= always

The scores in the data base are normally distributed, yielding a diverse representation of the sample population(Bradberry,& Grevas,2001-2003) consists of 38 questions addressing (1) Self-awareness, (2) Self-management, (3) Social awareness, and (4) Social management. Each principal was scored in the four areas and in overall emotional intelligence. Scores on the emotional intelligence appraisal can range from 0 to 100.

3.6. Sources of Data and Data Collection Procedure

A data source is where the targeted data were originate and collected, and data collection procedure was the process of gathering the needed data from the targeted places.

3.6.1. Sources of Data

According to Denzin and Patton(1987) suggested that data can be obtained using different sources, regarding this study the primary source of the data were private primary school principals self reported questionnaire.

3.6.1.1. Primary data

Primary data is an original data collected by the researcher, directly from the main source. The primary data for this research was collected from 73 principals of private primary schools in Bole sub city.

3.7. Data collection Procedure

First the researcher contacted the targeted school principals then after receiving approval of the school, the researcher contacted the school principals to get an approval and provide information regarding the aim of the research, nature of the research, the role of the participant in the research and about the confidentiality of their response. After the researcher identified the principals who have the willingness to take part in the research, the researcher and each participant made a mutually agreement regarding the convenient time to fill the prepared questionnaire booklet. The researcher secured a list of principals who can take part in the study from 59 private primary schools. Out of these 13 schools ,8 of them have minimum three branches and also have two compounds at each branch , where each compound is separated in two categories based on age or grade levels.. Each compound based on their

categories has two, main and vice, principals. Finally 73 principals were selected for the research and a brief instruction was briefed them how to fill the questionnaires booklet. After the researcher made convenient time arrangement with the selected school principals the researcher went to each compound and distributed the questionnaire booklet to each of them and also reminds them to properly fill all the needed information in the booklet and not to leave any item on the scale. The respondents were told to complete the questionnaires in ten days; after ten days the researcher visited all schools and collected the distributed questionnaire booklets, and out of 75 booklets 74 were returned and only one booklet were incomplete out of the 74 returned booklets.

3.8. Method of Data Analysis

Creswell (2014) contended data analysis could be accomplished in six stages: (a) organizing and preparing the data; (b) reading through the data; (c) beginning the process of coding the data into brackets or chunks; (d) using the coding process to generate a description of the setting, people, categories, or themes; (e) advancing how the description of themes were represented in the qualitative narrative; and (f) interpreting the data. After accomplishing the above recommended stages by Creswell. The researcher applied both descriptive and inferential statistics to analyze the collected data from all school principals. Descriptive statistics were preferred to examine distribution and the central tendency of the sample data by using part of the descriptive statistics like frequency, percentile, range, mean and standard deviations. Inferential statistics was also applied to draw conclusions about the population derived from the collected sample data's, by using part of inferential statistics like independent t-test and correlation.

3.9. Ethical considerations

Ethics in this study is understood as “a matter of principled sensitivity to the rights of others, and that while truth is good, respect for human dignity is better” (Cohen, Manion and Morrison, 2007, p. 58). So the researcher first clarified that the confidentiality of all their response will be kept carefully. The researcher first will clarify the purpose of the study and respect all ethical procedures that should be considered. The other letter was sent to participants to seek consent for participation. The purpose was to introduce myself as the researcher, give them a detailed explanation of the nature of the research project and solicit their voluntary and willing participation in the research process. Mutual consent was sought between the researcher and the principals prior to start distributing the questionnaires booklets (McMillan & Schumacher, 2006).

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The first section of this chapter dealt with demographic information of the principals under study especially gender, length of service and highest educational qualifications of the respondents. Section two covered findings and discussions of questions raised in the research. The main research question for this study was to find out the status of emotional intelligence among the principals in selected private primary school in Bole sub city. This was mainly aimed to examine how the targeted schools elementary principals' rate their levels of emotional intelligence; in addition other three related research questions referring emotional intelligence were presented. The second question refers to, does gender influence elementary school principals' Emotional Intelligence?, The third refers to, Is there significance difference between males and females mean scores according to the four key domains of Goldman's (2001) theory of Emotional Intelligence? And the fourth was to examine the existence of significant relation between emotional intelligence, age, work experience and educational level. Goleman (1998) categorizing of emotional intelligence variable in four domains namely (1) self-awareness, (2) self-management, (3) social awareness, (4) social management. Based on this the researcher examined overall emotional intelligence for the purpose of the study. The results of the collected data were refereed with the guiding scale given to interpret the response collected from each item, and were analyzed using SPSS version26. And the analysis of the collected data was scored and categorized by the researcher based on the levels of emotional intelligence within the four domains and the overall emotional intelligence result. Descriptive and inferential statistics were applied to analyze the collected data. The standard set to analyze the obtained scores was set as following categories : 59 or below, "a concern you must address"; 60 – 69, "something you should work on"; 70 – 79, "with a little improvement, this could be strength"; 80 – 89, strength to build on"; 90 – 100,

“a strength to capitalize on.” In case of subscales rating range of interpreted according to the following the first category is from 12 – 18 which refers to low, the second part was from 19 - 25 refers to average and the third category was 26 to 32 refers to high.

4.1 . Demographic Information of Principals

The researcher sought to find out general information from respondents on their gender, age, length of service and professional qualifications

4.1.1 Gender

Table 4.1 Distribution of Respondent by Gender

	Frequency	Percent
Male	29	39.7
Female	44	60.3
Total	73	100.0

This information show that the principals under this study were made up of 44 (60.3%) females and 29 (39.7%) males. The higher number of females in the study compared to males was a reflection of the staffing situation in Bole sub city private primary schools, where there are generally more female teachers than male teachers in primary schools level mainly in private schools.

4.1.2 Distribution of Respondents by Age

Table 4.2 Respondents age distribution

	Frequency		Total	Percent
	M	F		
26--31	3	2	5	6.9
32--37	11	5	16	21.9
38 -- 43	9	13	22	30.1
44-- 49	6	11	17	23.3
50--55	0	13	13	17.8
Total	29	44	73	100

The information in table 4.1.2 also indicates that with the highest number made up of 30.1% of the respondents were within the age range of 38 and 43, 23.3% of the participants were within the age range of 44 and 49 and also 21.9 % of the respondents were within the age range of 32 and 37 while 17.8 of the respondents were between the age of 50 and 55. From the above table it was noted that out of 73 respondents 68(93.2) percent were aged between 32 and 55. The finding of this analysis showed that the highest number(93.1%) of the principals participated in this research were within the age range of 32 to 55.

4.1.3. Distribution of respondents by Years of Service

The principals were asked to indicate the number of years they had served as principals. Their responses are presented in table 4.3.

Table 4. 3: Years of Service of Principals

	Frequency	Percent
0--5	15	20.5
6--10	29	39.7
11--15	23	31.5
16--20	5	6.8
more than 21	1	1.4
Total	73	100.0

The results in table 4.1.3 indicate that 29 (39.7%) of the sampled principals had served in the position of principal for a maximum period of 6 to 10 years and 23(31.5%) were served from 11 to 15 years ad also 15(20.5%) were also served not more than 5 years and the rest one (1.4%) respondent was served for more than 21 years. The results were a pointer that most principals do not serve in the capacity of principal beyond 20 years. This may be due to the fact that principals usually change their careers at early years of their careers, this is due to seeking of other careers that can generate better income and create a better opportunity and working environment. Very few, probably non, advance their careers in the school environment until they get in to retirement age.

4.1.4 Distribution of Respondents' Educational Status

The researcher sought to find out in this study principals' educational qualification. Their responses are presented in table 4.4

Table 4. 4 Educational Status of Principals

	Qualification	Frequency				Total	Total Percent
		Male	%	Female	%		
1	Bachelor Degree	6	24	19	76	25	34.2
2	Master's Degree	22	46.8	25	53.2	47	64.4
3	Doctoral Degree	1	100	-		1	1.4
	Total	29		44		73	100

The results indicated that 25 (34.2%) of the principals had a Bachelor of degree while 47 (64.4%) had a Master's degree and only one male respondents has Doctoral degree . However it is useful to see that out of 29 male respondents 22 (75.9%) of male principals had Master's degree compared to their females counter parts out of 44 principals who participated in this study 25(56.7%) only have master's degree this shows that males participated in this research had a better educational status than female counter parts.

4.2.The status of Emotional Intelligence among Principals

The main research question for this study was to find out the levels of emotional intelligence among the principals in selected primary school in Bole sub city. This was to examine how the targeted schools elementary principals' rate their levels of emotional intelligence. In addition Goleman(1998) categorizing of emotional intelligence variable in four domains namely (1) self-awareness, (2) self-management, (3) social awareness, (4) social management. Based on this in addition self-rating scale

of Goleman’s categories were analyzed with the score of overall emotional intelligence of the principals.

Table 4.5 The overall emotional intelligence self rating scale of the principals

	Self rating scales	Frequency	Percent
1	Less than 59	-	
2	60-69	24	32.9
3	70-79	5	6.8
4	80-89	9	12.3
5	90-100	35	48.0
	Total	73	100

The analysis in table 4.5 shows that out of 73 principals 35(48%) of them rated their overall emotional intelligence within the range of 90 and 100, this the range where the strength should be capitalized on, next 9(12.3%) of the total principals rated their overall emotional intelligence with within the range of 80-89 where a strength to build on, whereas 5(6.8%) of the respondents rated their overall emotional intelligence within the range of 70 and 79 where with a little improvement that should be strengthen and the rest 24(32.9%) respondents rated their overall emotional intelligence within the range of 60 and 69 where it should work on.

Table 4.6 Emotional intelligence categories self rating scale of the principals

Mean and Standard Deviation of the Emotional Intelligence and Its Subscales self rating result

	Emotional Intelligence Sub scales	Mean	Standard deviations
1	Self awareness	23.8	4.4
2	Self management	20.4	3.9
3	Social awareness	18.1	3.1
4	Social management	19.6	2.7

The rated mean score of all principals in case of emotional intelligence subscales shows that self-awareness was the highest rated scale with the mean value of 23.8 and standard deviation of 4.4. Self management was the second subscale with the mean value of 20.4 and standard deviation of 3.9, and also social awareness was rated with the mean value of 18.1 and standard deviation value of 3.1 while social management was rated the mean value of 19.6 and standard deviation value of 2.7. This finding indicates that self-awareness and self-management were consecutively highly rated subscale of emotional intelligence.

4.2.1 Self-awareness Domain

Self- awareness involves self- knowledge in terms of one’s feelings and emotions. The total number of items which were scored in the domain of self-awareness was 10. The school principals selected for this research were asked to rate the level of awareness of their own emotions and the responses to each

item were rated and the researcher compiled the scores obtained from the responses of the principals and presented in the following table 4.7

Table 4.7 Result of self-awareness rating

Score	Status	Frequency	Percent
12 – 18	Low	25	34.3
19 - 25	Average	17	23.3
26 - 32	High	31	42.5
Total		73	100

The analysis in table 4.7 indicates that Scores on the Emotional Intelligence Self-awareness domain range from 15 to 31. Out of 73 respondents 31 (42.5%) of the principals rated their level of self-awareness within the range of 26 and 32 which refers to high, in the other way 17(23.3%) of the principals' level of their self-awareness within the range of 19 and 25 which refers to average and 25(34.3%) which refers to low. Even if this finding shows that the rating of principals was high but those rated themselves within the range of 12 and 18 attributed to something that should be addressed.

4.2.2 Self-management

Self-management domain refers to emotional self-control and the total number of items which were scored in the domain of self-management was 10 items. The principals were asked to indicate their self-evaluation in this domain. The findings on the level of self-management competencies among principals are presented in table 4.8

Table 4. 8 Rating of Principals’ Self-management Domain

Score	Status	Frequency	Percent
12 – 18	Low	5	6.9
19 - 25	Average	40	54.8
26 - 32	High	28	38.4

The analysis in table 4.8 indicates that scores on the Emotional Intelligence Self-management domain range from 15 to 31. The finding in the table shows that 5(6.9%) rated their competency within the range of 12 and 18 which refers to low, 40(54.8%) of the respondents rated themselves within the range of 19 and 25 which is average and the rest 28(38.4%) rated their competency within the range of 26 and 32 which is high. The finding of the analysis shows that the majority of the respondents rated their self management competency high and more than average.

4.2.3 Social Awareness

Social awareness domain had three competencies namely empathy, organizational awareness and service orientation according to Goleman (2001). This domain has a total of 8 items and the response of the principals were compiled and also the findings were presented in the table 4.9

Table 4.9 Finding of social awareness

Score	Status	Frequency	Percent
12 – 18	Low	33	45.2
19 - 25	Average	36	49.3
26 - 32	High	4	5.5
Total		73	100

The finding in table 4.9 shows that 33(45.2%) of the respondents rated their response within the range of 12 and 18 which refers to low, while 36 (49.3%) of the participants rated their response within the range of 19 to 25 which refers to average and the rest 4(5.5%) gave their response within the range of 26 to 32 which refers to high. Even if 54.8% of the respondents rating their social awareness more than average but almost 45.2% rated themselves within the range of 12 and 18 attributed to something that should be addressed.

4.2.4 Social Management

According to Goleman (2001), Relationship management skills include developing others, influence, communication, conflict management, being a change catalyst, building bonds, promoting teamwork and collaboration.

Table 4.10 Rating of principals social management domain

Score	Frequency	Percent
12 – 18	28	38.4
19 - 25	36	49.3
26 - 32	9	12.3
Total	73	100

The analysis in table 4.10 shows that 28(38.4%) of the respondents were rated their response within the range of 12 and 18 which refers to low while 36(49.3%) rated their response within the range of 19 to 25 which refers to average and the rest 9(12.3%) respondents also rated their response within the range of 26 to 32 which refers to high. Even if majority(61.6%) of the respondents rating their social awareness more than average but almost 38.4% rated themselves within the range of 12 and 18 attributed to something that needs attention.

According to the research conducted in this area so far the emotional intelligence of the school leader is very vital in the day to day activities of the principals. As we know the role of the principals' is an emotional one especially in private school, this is due to in most private schools parents expect equal or more return for what they have paid, in the other way the owners of the schools consider the school as a profit making firm; in between these two the school principals are the one who expected to balance these two extreme interests. In order to manage such hectic cases the principal should be more aware of not only his/her emotion the emotion of others too, and he/she has to know how to manage not only his/her emotion but also the emotion of others.

In the same way the researches conducted in the area shows that school leaders with high level of emotional intelligence have a better work performance than others with the lessor emotional

intelligence. For example Patti(2007) illustrates that school principals' emotional intelligence has a positive impact on the school's overall performance than other with the lessor. Patti (2007), a coach and trainer of school administrators in New York, declared that many principals need additional support in learning to deal with emotions and conflict. Cai (2011) also investigated the relationship between the emotional intelligence of school principals and the turnarounds of low-performing (struggling) schools. Through reviewing literature, the researcher identified that school principals with high emotional intelligence are more likely to demonstrate behaviors that directly match those necessary to address the challenges of low-achieving schools.

In general in case of the four categories of emotional intelligence as we have seen in table 4.6 , the rated mean score of all principals in case of emotional intelligence subscales shows that self-awareness was the highest rated scale with the mean value of 23.8 and standard deviation of 4.4 , Self-management was the second subscale with the mean value of 20.4 and standard deviation of 3.9, and also social awareness was rated with the mean value of 18.1 and standard deviation value of 3.1while social management was rated the mean value of 19.6 and standard deviation value of 2.7. This finding indicates that self-awareness and self-management were consecutively highly rated subscale of emotional intelligence. But social awareness and mainly social management was the one rated the least of all.

4.3 Does emotional intelligence of elementary school principals depend on gender?

The finding of Emotional Intelligence is to some extent controversial, the difference between males and females in case of the competency over emotional intelligence were inconsistent in various parts of the world ,so one of the objective of this question was to know if there is significance difference

between males and females mean scores while an independent sample t-test was conducted. The finding of the study was presented on table 4.11.

Table 4.11 An independent T test result of emotional intelligence and gender

Emotional Intelligence	Gender	N	Mean	SD		F	Sig.	t	df	Sig. (2-tailed)
	Male	29	66.48	3.03	Equal variance assumed	.779	.380	-25.54	71	.000
	Female	44	91.93	4.76	Equal variance not assumed			-27.90	70.94	.000

In this study the emotional intelligence’s mean score of 66.4 for males while 91.93 for females were found, so females principals participated in this research was scored higher mean score than males counter parts and this implies that the mean score of overall emotional intelligence of the females primary school principals participated in this study was significantly higher than males counter parts. And also the result of the t test show that there was significance difference between male and females mean scores at the significance level of 0.05, so the finding of this research was similar with the outcome of the research conducted so far in the area. For example Mayer, Caruso, & Salovey (1999) suggest that women might have a slight advantage over men in the area of emotional intelligence. The overall EI scores of females was significantly higher than males (Craig et al., 2009; Harrod & Scheer, 2005; Schutte et al. as cited in Petrides & Furnham 2000).

Similar results were observed in the research conducted in different part of the world by different researchers. For example Mayer, Caruso, & Salovey (1999) suggest that women might have a slight advantage over men in the area of emotional intelligence. In similar way findings of the research reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) showed that females have higher emotional intelligence than males counter parts according to their report females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males. In addition a study carried out in Tamil Nadu, India, found that in medical graduates, females have higher emotional intelligence than males (Chandra, Gayatri, & Devi, 2017) and also females had higher mean emotional intelligence scores among Sri Lankan medical undergraduates (Ranasinghe, Wathurapatha, Mathangasinghe, & Ponnampereuma, 2017). In Iran, Domakani, Mirzaei, and Zeraatpisheh (2014) found that females have greater overall emotional intelligence and are better at interpersonal skills, adaptability, and pragmatic knowledge than males. Again the overall emotional intelligence scores of females were significantly higher than males (Craig et al., 2009; Harrod & Scheer, 2005; Schutte et al. as cited in Petrides & Furnham, 2000). And also Arteché et al. (2008) found that females had higher scores on the interpersonal skill than males.

In addition, females outscore males highly on empathy, emotional skills, and emotional-related perceptions (Craig et al., 2009) and on perception of emotions, such as decoding facial expressions (Kafetsios, 2004). Dunn (2002) claimed that females display better empathy, social responsibility, and interpersonal relationship than males. One of the differences between the EI of the genders is in their expression of emotions. Naghavi and Redzuan (2011) stated that females are mostly expected to be more expressive, whereas males were taught to abstain from expressing feelings as a manly model. Females were better at expressing their emotions and slightly better at predicting consensus feelings than were males (Mayer & Geher, 1996). Naghavi and Redzuan (2011) claimed that parents talk to

their daughters about emotion and give them more information about feelings and females learn to name their emotions quicker than males. Mothers use more emotion words with females when they tell stories and display more emotion when interacting with females which may create a predisposition to more emotions for the females (Bechtoldt, 2008)

4.4. Difference between males and females mean scores according to four key domains of Goldman's (2001) theory of Emotional Intelligence?

Goleman (2001) has presented a refined framework of emotional intelligence with four components. Based on Goldman's classification, under this question the study will investigate if there is significant difference between males and females that refers each of the four Goldman's domains of emotional intelligence by using T-test ,which is statistical tool to test the dependence of two variables. In order to examine the influence of gender on the components are the following: 1, Self-awareness 2, Self-management 3, Social-awareness 4, Relationship management (Goleman, 2001) quoted by Ahmad, S., H. Bangash and S.A. Khan. 2009.

4.4.1 Self-Awareness

The first component of emotional intelligence is self-awareness which means, "having a deep understanding to one's emotions, strengths, weaknesses, needs and drives" (Goleman, 1995). People who have this quality avoid the extremes of being overly crucial and unrealistically hopeful, furthermore, these people know how their feelings affect them, others and their job performance (Goleman. 1995). The finding obtained by the analysis conducted to examine males and females mean score difference was presented in Table 4.12

Table 4.12 An independent T test result of Self Awareness

Self awareness	Gender	N	Mean	SD		F	Sig.	t	df	Sig. (2-tailed)
	Male	29	18.89	2.14	Equal variance assumed	2.59	.112	-16.94	71	.000
	Female	44	26.96	1.88	Equal variance not assumed			-16.49	70.94	.000

Results from analysis of respondents showed in table 4.12. that there was mean score difference between males scored (18.90) and females scored (26.96) ,this indicated that females rated their self-awareness higher than male counter parts. In addition the result of the t test show that there was significance difference between male and females mean scores at the significance level of 0.05.

4.4.2 Self Management

The second component of emotional intelligence is self-regulation. This is an ongoing conversation people have with themselves, which frees them being prisoners of their feelings (Goleman, 1995). People who have high degree of self management have much capability of facing the ambiguities of an advancing industry than those who has low degree of self-management. The integrity of a home can be enhanced with the help of high level of self management . People with high level of self-regulation do not make bad decisions through impulsive behaviors. Self management will help individuals to make thoughtful decisions, which stay in control of their feelings (Goleman, 2001) quoted by Ahmad, S., H. Bangash and S.A. Khan. 2009. The result of the analysis was presented on table4.13

Table 4.13 An independent T test result of Self management

Self Mgt	Gender	N	Mean	SD		F	Sig.	t	df	Sig.(2-tailed)
	Male	29	16.10	1.93	Equal variance assumed	1.13	.280	-16.29	71	.000
	Female	44	23.21	1.75	Equal variance not assumed			-15.95	55.72	.000

As the above table indicated that that there is mean score difference between males scored (16.10) and females scored (23.21), this indicated that females rated their self-awareness higher than male counterparts. In this study the result of the analysis showed that there was significance difference between males and females self management domain at the significance level of 0.05.

4.4.3. Social Awareness

The third component of emotional intelligence is social awareness, which extends to the deep inner desire to achieve for the sake of achievement.

Independent samples test result of means of males' and females' score regarding social management respondents mean score was presented in table 4.14

Table 4.14 An independent T test result of Social awareness

Social awareness	Gender	N	Mean	SD		F	Sig.	t	df	Sig.(2-tailed)
	Male	29	14.72	1.39	Equal variance assumed	0.20	.889	-14.59	71	.000
	Female	44	20.25	1.69	Equal variance not assumed			-15.21	67.71	.000

The finding in in table 4.11 above shows that females score higher mean (20.25) than males' scores (14.72) , in addition significance difference between males' and females' score was observed at significance level of 0.05.

4.4.4 Social Management

The fourth component of emotional intelligence is social management which means to be considerate and aware of other's feelings. The finding of an independent t- test result of the social management was illustrated in table 4.15

Table 4.15 An independent T test result of Social management

Social Mgt	Gender	N	Mean	SD		F	Sig.	t	df	Sig.(2-tailed)
	Male	29	16.76	1.46	Equal variance assumed	.306	.582	-14.70	71	.000
	Female	44	21.52	1.29	Equal variance not assumed			-14.33	54.74	.000

The finding in Table 4.13 shows the result of male and females score of social management and the result shows that females mean score(21.52) was higher than mean score(16.76) of males counter parts, and also there is significant difference between mean score of males and females at the significance level of 0.05 .

4.5. To examine the relationship between emotional intelligence in association to age, work experience and educational level of principals.

The last question of this research refers to the relationship between demographic characteristics which had referring age, work experience and educational levels in relation to emotional intelligence. A Pearson correlational coefficient was conducted to determine the effects of age, years of experience and educational status on total emotional intelligence ratings

Table 4.16. Finding of a Pearson correlational coefficients

		Emotional Intelligence
Gender	Pearson Correlation	.950**
	Sig(2-tailed)	.000
	N	73
Length of service	Pearson Correlation	.188
	Sig(2-tailed)	.111
	N	73
Educational status	Pearson Correlation	.227
	Sig(2-tailed)	.053
	N	73
Age range	Pearson Correlation	.007
	Sig(2-tailed)	.052
	N	73

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

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

As we can see from the above table 4.16 shows that the finding of the Pearson correlation between emotional intelligence, age, years of experience and educational status. The findings of the study showed that there is weak and positive relationships between length of service , educational status and age range but the relationships is not significant between emotional intelligence and the listed three demographic variables. The analysis conducted for this study indicated that the emotional intelligence ratings of the targeted principals didn't show significant relationships between age , years of experience and educational status .

CHAPTER FIVE

Summary, Conclusion and Recommendation

The main research question for this study was to find out the status of emotional intelligence among the principals in selected private primary school in Bole sub city. This was mainly aimed to examine;

1. The position given to emotional intelligence by targeted elementary schools principals while other three related research questions referring emotional intelligence were discussed.

2. The second question refers to if gender influence elementary school principals' Emotional Intelligence?,

3. The third question refers to, if there significance difference between males and females mean scores according to the four key domains of Goldman's (2001) theory of Emotional Intelligence?

4. The fourth was to examine the existence of significance among the relationship between emotional intelligence, age, work experience and educational level in addition to comparing their mean scores of the participants of the research.

The Status of Emotional Intelligence among Principals

What is the status of the emotional intelligence of primary school principals?. This was mainly aimed to examine how the targeted schools principals' rate their levels of emotional intelligence and the four emotional intelligence categories. In order to examine this question the selected school principals were made to rate their emotional intelligence and the four categories of emotional intelligence using standardized emotional intelligent questioner with 36 items. The score of their response were analyzed using descriptive statistics based on the guiding scale given to interpret the response collected from each item. So based on the given scale the findings of the analysis were presented as follows;

The finding showed that out of 73 principals 35(48%) of them rated their overall emotional intelligence within the range of 90 and 100, this range is where the strength should be capitalized on, while 9(12.3%) of the total principals rated their overall emotional intelligence within the range of 80-89 where a strength to build on, whereas 5(6.8%) of the respondents rated their overall emotional intelligence within the range of 70 and 79 where with a little improvement needed and the rest 24(32.9%) respondents rated their overall emotional intelligence within the range of 60 and 69 where it should be worked on it.

The overall result in the above table show us out of 73 school principals 60.27% of the principals rated their emotional intelligence competency high and the rest of the principals 39.73% rated their emotional intelligence level average and below average. This confirms that the level of emotional intelligence competency within the group of the school principal was inconsistent. This could be due to different factors which affect the emotional intelligence of the principals, but in case of our system one of the possible factor could be lack of uniformity regarding the knowledge of emotional intelligence among the respondents, this implies that respondents emotional intelligence competency is the result of nature or what they personal developed throughout their experience. This is lack of uniformity was the result of unable to developing the knowledge of emotional intelligence among the principals by incorporating the knowledge of emotional intelligence in teaching and learning system of the country this justify my personal experience, as far as I know I have never seen an education system incorporating this area of knowledge in its curriculum.

5.1 Self-Awareness

The first component of emotional intelligence is self-awareness which means, “having a deep understanding to one’s emotions, strengths, weaknesses, needs and drives” (Goleman, 1995). People who possess this quality avoid the extremes of being overly crucial and unrealistically hopeful.

Furthermore, these people know how their feelings affect them, others and their job performance (Goleman. 1995).

The finding of the analysis indicates that that self-awareness was the highest rated scale with the mean value of 23.8 and standard deviation value of 4.4 while the result in table 4.7 shows that the score of self-awareness range from 15 to 31 ,and out of 73 respondents 31 (42.5%) of the principals rated their level of self-awareness within the range of 26 and 32 which is high, in the other way 17(23.3%) of the principals' level of their self-awareness within the range of 19 and 25 which is average and the rest 25(34.3%) rated their self-awareness within the range of 12 and 18 attributed to something that should be addressed.

5.2 Self-Management

The second component of emotional intelligence is self-regulation. This is an ongoing conversation people have with themselves, which frees them being prisoners of their feelings (Goleman, 1995). The finding of the analysis indicates that Self-management was the second highly scored subscale with the mean value of 20.4 and standard deviation of 3.9, in addition table 4.8 shows that scores on the Emotional Intelligence self-management range from 15 to 31 the finding on the table also shows that 5(6.9%) rated their competency within the range of 12 and 18 which refers to low, 40(54.8%) of the respondents rated themselves within the range of 19 and 25 which refers to average and the rest 28(38.4%) rated their competency within the range of 26 and 32 which is high. According to Daniel Goleman(2001), People who have high degree of self-management have much capability of facing the ambiguities of an advancing industry than those who has low degree of self-management. The integrity of a home can be enhanced with the help of high level of self-management . People with high level of self-regulation do not make bad decisions through impulsive behaviors. Self-management will

help individuals to make thoughtful decisions, which stay in control of their feelings (Goleman, 2001) quoted by Ahmad, S., H. Bangash and S.A. Khan. 2009.

5.3 Social Awareness

The third component of emotional intelligence is social awareness, which extends to the deep inner desire to achieve for the sake of achievement. The result of the analysis shows that also social awareness was rated with the mean value of 18.1 and standard deviation value of 3.1. The finding in table 4.9 also shows that 45.2% of the respondents rated their response within the range of 12 and 18 which refers to low, while 49.3% of the participants rated their response within the range of 19 to 25 which is average and the rest 5.5% gave their response within the range of 26 to 32 which refers to high. The finding of this study showed as social awareness was one of the four categories of emotional intelligence scored lessor than self-awareness and self management that needs a better attention. According to Goleman (2001) motivated individuals want to achieve beyond their and everyone else's expectations. Motivation makes people restless; therefore they continuously explore new horizons to find better ways of doing their jobs. Highly motivated people remain optimistic even though they have experienced failure or a setback. Motivated person is committed to succeed in its goals and objectives.

5.4 Social Management

The fourth component of emotional intelligence is empathy which means to be considerate and aware of other's feelings. According to Ahmad, S., H. Bangash and S.A. Khan. 2009, empathic individuals are also effective in retaining talent because they are able to develop personal rapport with others. The last component of emotional intelligence is social skills. Individuals use their friendliness in order to have people do what they want. According to the finding on table 4.10 the analysis shows that 38.4% of the respondents were rated their response within the range of 12 and 18 which is low while 49.3% rated their response within the range of 19 to 25 which refers to average and the rest 12.3% of the

respondents rated their response within the range of 26 to 32 which was the least of all. The finding of this study indicates that the schools principals who participated in this study rated low their social awareness and social management, especially in case of social management.

In general the result obtained above that refers to social management and social awareness, especially those rated their competency less than average seek a better attention to improve their emotional competency by using different teaching mechanism, because according to Mayer and Salvey(1997) emotional intelligence competency can be improved by learning. One of the researches conducted by this area confirms this; for example Bar-On (2000) postulated that individuals having more than average emotional intelligence are generally more successful in handling pressures and deficiency in working environment .And also principals and vice principals who were rated as having higher levels of emotional intelligence ability were also rated as more effective or above average in their leadership abilities (Stone et al., 2005; Williams, 2008).

Does Emotional Intelligence of elementary school principals depend on gender?

Under this research question the researcher wanted to examine the effect of gender over the emotional intelligence self-rating scale. According to the research conducted in this area there has been controversy over the relation between gender and emotional intelligence findings ,this is due to the difference between males and females over emotional intelligence shows inconsistent in findings in the research conducted in different part of the world. So one of the objective of this study was to identify effect of gender on the emotional intelligence of primary school principal participated in this research. As the finding of the analysis Illustrate that 29males and 44 females had taken part in the research, and males principal have scored 66.48 mean score and 3.03 standard deviation while females scored mean value of 91.93 and standard deviation value of 4.76. This result shows that females rated their emotional intelligence scale higher than males counter parts. In the other way an independent T-

test was conducted to check a statistical significance difference between the mean scores of males and females, and finding of the analysis showed that there was significance difference between mean score of males and females at the significance level of 0.05.

Gender and Categories of Emotional Intelligence?

Goleman (2001) has presented a refined framework of emotional intelligence with four categories. Based on Goldman's classification, under this question our study examined if there is significant difference between males and females principals' score while referring each of the four Goldman's domains of emotional intelligence. Goleman (2001) theory has showed a framework of emotional intelligence with four categories. Based on his classification, under this study we had investigate if there is significant difference between males and females that refers each of the four Goldman's domains of emotional intelligence by using T-test which is statistical tool to test the dependence of two variables. According to the findings of the statistical analysis of the score of the principals the following result were found;

Self-awareness

The finding in table 4.12 shows that there was mean score difference between males scored (18.89) and females scored (26.96) ,this implies that females rated their self-awareness higher than male counter parts. In addition the result of an independent t test showed that there was significance difference between male and females mean scores at the significance level of 0.05.

Self-Management

The finding in the table 4.13 indicates that that there is mean score difference between males scored (16.10) and females scored (23.21), this indicated that females rated their self-awareness higher than

male counter parts. In this study the result of the analysis showed that there was significance difference between males and females self-management domain at the significance level of 0.05.

Social awareness

The finding in in table 4.14 above shows that females score higher mean(20.25) than males scores (14.72) , in addition significance difference between males' and females' score was observed at significance level of 0.05.

Social Management

The finding in Table 4.15 shows the result of male and females score of social management and the result shows that females mean score(21.52) was higher than mean score(16.76) of males counter parts, and also there is significant difference between mean score of males and females at the significance level of 0.05 . Similar findings were reported in studies by Tapia (1999) and Dunn (2002) and they observed that girls score higher in social management especially with regard to empathy, social responsibilities and interpersonal relationships than boys. More sensitivity was found towards their relationships with parents, friends and siblings all these traits help them to acquire more emotional intelligence as compared to boys Ahmad, S., H. Bangash and S.A. Khan. 2009.

The above four results illustrated above were consistent with the result obtained by the research conducted in Spanish that the total ability emotional intelligence score as well as scores on the four emotional intelligence branches were affected by gender (Goleman, 2001) quoted by Ahmad, S., H. Bangash and S.A. Khan. 2009.

The last question of this research was refers to the demographic characteristics which was referring age, work experience and educational levels was used to examine the existence of significant relation between emotional intelligence and demographic characteristics. A statistical

correlation was conducted to determine the effects of age, years of experience and educational status on total emotional intelligence ratings. The findings in table 4.16 showed that no significant relationships were observed between emotional intelligence and the listed three demographic variables. The statistical analysis conducted for this study indicated that the emotional intelligence ratings of the targeted principals didn't show relationship with age, years of experience and educational status. Almost similar result were found by Charles Roy Cook the research conducted on effects of emotional intelligence on principals' leadership performance. But in the other way there are researches conducted in the area which shows the existence of positive relationship between emotional intelligence and demographic characteristics like age, experience and educational status. For example Goleman (1998) reported that people learn from their experience, and people's emotional intelligence over the years indicates that people's competencies increase as they grow older. In addition Bar-on (2000) found that older groups scored higher emotional intelligence score than younger groups. But in the case of this study no significance difference had been observed.

Regarding association between emotional intelligence and work experience the few researches conducted so far in the area reports that emotional intelligence and experience are positively correlated. According to Danel Goleman (1998 p7) writes "Our level of emotional intelligence is not fixed genetically nor it develops only in early childhood. Unlike IQ which changes after our teen years, emotional intelligence seemed to be largely learned, and it continues to develop as we go through our life and experiences - our competence in it keeps growing. There is a positive relation between EI and age. EI develops or increases with age and experience (Goleman, 1998; Salovey & Mayer, 1990; Maddocks & Sparrows, 1998). This inconsistency of result comes due to different reasons; one of the possible reasons is social and cultural difference between the participants of the research and the other possible factor could be the situation in which the researches were conducted.

Conclusions

Emotion is a vital part of how we make decision, the way we act and react to others, the way we behave, and manage our and others emotion. Multiple research findings indicate that emotional intelligence is the corner stone of any decision made by the leaders especially school principals in their day to day activities. As we know the duties of school principals is an emotional role; in order to the principals aware of their emotion and emotion of others, in the same way manage their emotion and emotions of others around them, necessarily they should have understanding and awareness of emotion. The main objective of this research was to examine the status of emotional intelligence of primary school principals in Bole sub city; based on the finding of this research the following conclusions have been reached. This study examined the level of selected primary schools principals' emotional intelligence and find out the result that, most of the participant(61%) of the research rated their emotional intelligence level high and the rest rated their emotional intelligence level average and below average. This indicates that there was inconsistency of the level of emotional intelligence competency within the school principals. In the other way the finding of this study confirms that the existences of significance difference between mean scores of males and females principals and also the finding of the research shows that females rated higher mean score than male counter parts. Based on Goldman's classification of emotional intelligence this study was investigated significance difference between males and females mean scores of the four categories' of emotional intelligence. An independent T-test result shows the existence of significance difference between males' and females' principals mean score for self-awareness, social awareness, self-management and social management; subsequently self-awareness and self-management were highly rated categories of emotional intelligence. Finally the relation between emotional intelligence and demographic characteristics like age, work experience and educational qualifications were examined using

statistical correlation and the finding indicates that the emotional intelligence ratings of the principals didn't differ by age, years of experience and educational status.

Recommendations

The finding of this research and the finding of multiple research conducted by different researcher in this area revealed that the importance of emotional intelligence in the day to day activities of school leaders. So the following comments are recommended based on the findings of the study;

- This study illustrated that the emotional intelligence status of the primary school principals under this study was inconsistent. This implies that the existence of emotional intelligence competency difference between the research participants. In order to fill the observed competency gap between principals, the knowledge of emotional intelligence basically incorporated in the curriculum of teacher's education at all levels and continuous on job training should be given to educational leaders.
- The finding of this study showed that the existence of connection between gender and emotional intelligence. The result of this study show that there is significant difference between males and females mean score of emotional intelligence scale of the principals, so this implies that anything refers to emotional intelligence should take in to consideration the existence of gender difference regarding emotional intelligence
- The finding of the study revealed that the existence of significance difference between males and females mean scores of the four categories of emotional intelligence, while self-awareness and self-management were subsequently highly rated categories of emotional intelligence. So this implies that a lot should be done to narrow an existing gap between the rest two variables, social awareness and social management where the principals rating score show lower.

- This study indicated that no significant relation between emotional intelligence and, age, work experience and educational qualification. This result is consistent with some research findings and also inconsistent with the findings of other researchers so in order to minimize this controversy further researcher is recommended.
- In general as the findings of emotional intelligence have some controversy, this study recommend us further study is needed to reevaluate the inconsistency result observed between this research and some of the research conducted by other researchers.

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Questionnaires to be filled by Principals/ Teachers

Section 1: Demographic

1. Gender:

Male

Female

2: Age range:

26–30 ___

36–40___

41–50___

51–60___

61 and over ___

3: Education:

Less than a Bachelor's degree ___

Bachelor's degree ___

Master's degree ___

Doctorate degree ___

4. Year of experience as a school leader: _____

5. What other leadership positions have you held? Please indicate the length of time you worked in each position.

	Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. 1 = never 2= rarely 3 = sometimes 4= usually 5 = Always	1	2	3	4	5
Self-Awareness						
1	I realize immediately when I lose my temper					
2	I have a good understanding of my own emotions.					
3	I usually recognize when I am stressed					
4	I always know when I'm being unreasonable					
5	I know what makes me happy					
6	I am aware of my strengths and weaknesses					
7	I am decisive, and able to make sound decisions despite uncertainties and pressure					
8	I am reflective and try to learn from experience					
9	I am aware of how my feelings influence the decision I make at work					
10.	I am aware of how my feelings influence the way I respond to Colleagues.					
Self - Management						
11	I can 'reframe' bad situations quickly					
12	Others can rarely tell what kind of mood I am in					
13	Difficult people do not annoy me					
14	I can consciously alter my frame of mind or mood					
15	I think clearly and stay focused under pressure					
16	I tolerate frustration without Getting upset.					
17	I consider many options before Making decision.					
18	I do things I regret when upset					
19	I fail to keep calm in difficult situation at work					
20	I am impatient when things don't get done as planned at work					
Social Awareness						
21	Most of the time I am able to see things from the other person's viewpoint					
22	I can tell if someone is not happy with me					
23	I can tell if a team of people are not getting along with each other					
24	I can usually understand why people are being difficult towards me					
25	I understand customers' needs and match them to services					
26	I try to understand diverse worldviews and be sensitive to group differences					
27	I offer useful feedback and identify people's needs for development					
28	I identify others' nonverbal emotional cues (e.g. body language)					
Social Management						

29	I am aware of the things that make colleagues feel satisfied at work					
30	I find it difficult to identify the things that motivate people at work					
31	I quickly adjust to new conditions at work					
32	I appropriately communicate decisions with stakeholders					
33	I provide positive feedback to colleagues					
34	I create a positive working environment for others					
35	When necessary I effectively demonstrate empathy to colleagues					
36	I fail to get colleagues to cooperate.					