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Status of Principals' Emotional Intelligence and Leadership Challenges: The Case of Nifas Silk Lafto Sub City Private Secondary Schools

BY:

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APPROVAL SHEET

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We hereby certify that we read and evaluated this thesis entitled **Status of Principals' Emotional Intelligence and Leadership Challenges in Nifas Silk Lafto Sub-city Private Secondary Schools**, Addis Ababa, prepared under our guidance by Sinamaw Tagele Arega. We recommended that it is to be submitted as fulfilling the thesis requirement.

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As a member of the Board of Examiners of the MA Thesis open Defense Examination, we certify that we have read and evaluated the Thesis prepared by Sinamaw Tagele Arega and examined the candidate. We recommended the thesis to be accepted as fulfilling the Thesis requirement for the degree of Master of Arts in school leadership and educational management.

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DECLARATION

I undersigned, declare that this thesis entitled: **'Status of Principals' Emotional Intelligence and Leadership Challenges in Nifas Silk Lafto Sub-city Private Secondary Schools'** is my original work. I have undertaken the research work independently with the guidance and support of my research advisor. I can confirm that this study has not been submitted to this or other institutions for any degree or diploma programs. All sources of materials used for the thesis have been duly acknowledged.

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LIST OF ABBREVIATIONS

EI	Emotional intelligence
ESCI	Emotional and Social Competency Inventory
CPD	Continuous Professional Development
LC	Leadership Challenges
MoE	Ministry of Education
EC	Ethiopian Calendar
GSE	Graduate School of Education
EdPM	Educational Planning and Management

ABSTRACT

The main purpose was to assess principals' levels of emotional intelligence, determine the relationship between EI and leadership challenges, and identify ways to enhance leadership effectiveness through EI-based strategies. A mixed-methods approach was employed, using quantitative data from 244 teachers and 24 principals and qualitative data from principal interviews. The Emotional and Social Competency Inventory (ESCI) and other standardized tools were used for data collection. The findings revealed a significant mismatch between principals' self-assessed EI and teachers' perceptions. While principals reported high levels of empathy, adaptability, and conflict resolution, teachers perceived weaknesses in motivational skills, communication, and emotional self-awareness. Correlation analysis showed a strong inverse relationship between EI and leadership challenges, indicating that emotionally intelligent principals faced fewer difficulties in managing school operations, staff motivation, and stakeholder relationships. Key challenges identified included poor time management, weak communication, lack of participatory decision-making, and limited ability to inspire collaboration. The study concludes that while principals recognize the importance of emotional intelligence, there remains a gap in its effective application. It recommends institutionalizing EI in school leadership training programs, implementing 360-degree feedback systems, promoting reflective practices, and developing policy frameworks that support emotionally intelligent leadership. These actions are essential for building positive school climates, enhancing teacher and student motivation, and achieving better academic outcomes.

Keywords: Emotional Intelligence, School Principals, Leadership Challenges, Private Secondary Schools, Ethiopia

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CHAPTER ONE: INTRODUCTION

1.1 *Background of the study*

Emotional intelligence is a person's ability to perceive the feelings of others and to control emotions within themselves and in their relationships with others (Goleman, 1998a). According to Bradberry and Greaves (2003), emotional intelligence involves four skills: (1) **Self-awareness**, which refers to the ability to perceive one's own thoughts and feelings, including the ability to control one's reactions to situations and people; (2) **Self-management**, the ability to recognize emotions and direct one's behavior accordingly; (3) **Social awareness**, the ability to accurately identify the emotions of others and understand their effects; and (4) **Relationship management**, which involves using emotional awareness to effectively manage interactions, communicate clearly, and handle conflict.

Cherniss (2000) explained that Salovey and Mayer (1990) introduced the term emotional intelligence as a form of social intelligence that includes the ability to monitor one's own and others' feelings and emotions, distinguish among them, and use this information to guide thinking and actions. Emotional intelligence has been identified as a key factor in effective leadership. Goleman (1998a) stated that "successful leaders are alike in one important way; they all have a high degree of what is now known as emotional intelligence" (p. 94). Similarly, Wolf et al. (2002) argued that emotional intelligence is as important as IQ for human well-being.

Although leadership is a complex construct influenced by multiple factors, emotional intelligence plays a critical role in leadership effectiveness. Studies have shown that while education, experience, and intelligence are important, principals' emotional intelligence significantly contributes to successful educational leadership (Lam & Kirby, 2002; Moore, 2009; Potter, 2011).

Leadership has been examined across different domains—including administrative, military, political, and educational settings—but the central question has always been about effectiveness: What makes a person an effective or ineffective leader? Yukl (2002) argued that leadership success can be evaluated by organizational outcomes and results.

Marzano (2003) identified three principles of effective leadership: (a) leaders must perform as a cohesive force, (b) they must provide strong direction while showing respect, and (c) they should demonstrate optimism, honesty, and consideration in interpersonal relationships. Optimism fosters teacher confidence and motivation, honesty enhances trust, and consideration builds stronger relationships.

Sokolow (2002) identified eight principles of enlightened leadership—purpose, attention, unique gifts, gratitude, life lessons, holistic vision, openness, and trust—arguing that awareness of these principles enhances leaders' judgment in facing challenges. Similarly, Hausman et al. (2000) emphasized that successful principals must not only know themselves but also remain true to their principles, demonstrating political savvy, adaptability, and strong interpersonal skills.

Leadership can also be understood in terms of decision-making. Simon (1957) argued that decision-making is central to leadership, framing it as a process influenced by rationality, inclusivity, autonomy, and emotions.

According to the ETP of Ethiopia, principals are expected to be skilled professionals who demonstrate purposefulness, flexibility, empathy, and consistency to anticipate and monitor situations in their classrooms and schools and make appropriate plans and responses (MoE, 2013). A principal's high competency in emotional intelligence could be an important factor in demonstrating such qualities as it helps them to have strong interpersonal skills, the ability to learn and adapt to their environment, and the ability to understand & deal with a variety of situations and people. In creating effective school leadership, much concern is also given to principals' competency in self-assessment and self-management in the national competency standard of principals (MoE, 2013).

Goleman et al. (2002) further examined the relationship between emotional intelligence and leadership effectiveness, categorizing leadership competencies into technical, cognitive, and emotional intelligence skills. They concluded that emotional intelligence plays a critical role in organizational success. Similarly, Fullan (2002) emphasized that emotionally intelligent leaders are empathetic, encouraging, and capable of addressing everyday challenges in organizational culture.

Research also shows that emotional intelligence is related to leadership style. For example, Keavanloo et al. (2011) found a positive relationship between emotional intelligence and transformational leadership, and a negative relationship with transactional leadership.

Despite extensive global research, little is known about the role of emotional intelligence in the leadership performance of high school principals. Yet, research indicates that principals significantly influence student achievement (Andrews & Soder, 1987). Therefore, examining the relationship between principals' emotional intelligence and leadership effectiveness has important implications for hiring, training, and supporting school leaders.

1.2 *Statement of the problem*

In today's dynamic educational landscape, school principals are expected not only to manage administrative tasks but also to demonstrate strong leadership qualities that support teachers, students, and the broader school community. Emotional intelligence (EI) is widely recognized as a critical factor in effective school leadership, enabling principals to foster collaboration, resolve conflicts, and inspire staff (Goleman et al., 2002; Bass, 1985). Effective school leadership requires more than administrative competence; it demands the ability to understand, manage, and respond appropriately to emotions—both one's own and those of others. This capacity, commonly referred to as emotional intelligence, has been widely recognized as a critical component of successful leadership. Research indicates that emotionally intelligent leaders are better equipped to foster positive relationships, resolve conflicts, inspire collaboration, and create supportive learning environments (Goleman, 1995; Boyatzis & Goleman, 2008).

As an educator working in one of these schools, I have personally observed a number of concerning issues that suggest a lack of emotional intelligence may be contributing to leadership challenges. These include high staff turnover and frequent arguments over conflicts between teachers and principals, particularly over teaching and learning issues, which are often poorly resolved. Such tensions not only disrupt collaboration but also negatively affect staff morale and the overall learning environment.

Effective school leadership is critical for the success of any educational institution. However, many school principals in Ethiopia struggle with leadership challenges that negatively impact

school performance. These challenges include teacher dissatisfaction, student behavioral issues, poor communication, and difficulties in fostering collaboration among stakeholders (Woldegiorgis & Desta, 2017). While leadership theories emphasize technical and managerial competencies, recent research suggests that emotional intelligence is equally vital in overcoming these challenges (Goleman, 1995; Boyatzis & Goleman, 2008).

Studies done in relation to both private and government secondary schools in Ethiopia identified various leader behavior-related problems that obstruct the successful achievement of school success and student achievement. A study by Mulugeta (2019) in Secondary Schools of North Shoa Zone found that principals' behaviors like lack of constructive communication, lack of participative decision-making, and absence of emotional self-control cause principal-teacher conflict, which resulted in low academic achievement of students in the school, a negative attitude of teachers toward their principals, and an increased rate of staff turnover. Birhanu (2014), in his study in secondary schools of Addis Ababa city, found out that principals are not good at understanding the needs and concerns of the staff, maintaining positive and productive relationships, and have limitations in communicating their needs and concerns effectively to the school community. Another study on Ethiopian secondary schools disclosed that due to their low self-confidence, instead of displaying leadership effectively, principals negatively interfere with teachers' jobs. This, in turn, results in conflict and negative energy for the team (Belay Sitotaw, 2019). All these studies tried to relate principal's leadership ineffectiveness with a lack of basic leadership skills. However, this study tries to explore the role of the principal's emotional intelligence in their leadership effectiveness in addition to the basic leadership skills.

Even though it is difficult to exclusively attribute all leadership problems to emotional intelligence, studies (e.g., Druskat, Dulewicz, & Higgs, 2003; Goleman, 1998b) indicate that leaders who consistently employ emotional intelligence in the workplace better manage and solve the various problems existing in their organizational setting. Studies conducted in education settings indicated that leaders with a high level of emotional intelligence have better self-leadership, flexibility, people skills, and often use participatory decision-making (Kamran, 2011) and build positive relationships with stakeholders. Emotional intelligence also enables leaders to manage complex situations, respond effectively to various organizational stakeholders

both inside and outside their respective institutions, and successfully achieve organizational goals (Coco, 2011).

To date, very few researches have been conducted in the area of emotional intelligence and leadership challenges in education settings in Ethiopia. To list some, studies have examined the relationship between emotional intelligence and leadership effectiveness at Bahir Dar University (Asrat, 2012), and emotional intelligence and leadership effectiveness in pre-school principals of Yeka sub-city (Mahelet, 2018). These studies have used the trait models of emotional intelligence and measured the emotional intelligence of principals using a self-rating Bar-On`s (2000) Emotional Quotient Inventory (EQ-i). This study will use the mixed model of emotional intelligence and measure the level of emotional intelligence of principals using the Emotional Social Competency Inventory (ESCI). The mixed model is found to be the most appropriate for the present study as the model combines emotional intelligence qualities with other personality traits related to leadership performances. In addition, the ESCI enables the collection of data from the subordinates' perspectives which resolves the effect of biased self-rating, which has been reported in the aforementioned studies as a limitation.

The area has yet not been adequately researched in the Ethiopian context, especially in private secondary schools. Furthermore, the researcher has had ample experience in secondary schools and has practically observed principals demonstrating poor management of emotions, which in turn affects their ability to work collaboratively within a team setting, cope with stress, and lead others. In this regard, the researcher believes assessing secondary school principals' leadership challenges in relation to their emotional intelligence is very important to timely address the various leadership challenges.

Thus, the study tried to examine the current status of secondary school principals' emotional intelligence, examine current leadership performance, and correlate the Emotional Intelligence of Principals with their leadership challenges in Nifas Silk Lafto sub-city.

The following research questions were investigated by the study:

1. To what extent do secondary school principals demonstrate emotional intelligence?
2. How does emotional intelligence influence the leadership effectiveness of school principals?

3. What are the major leadership challenges faced by secondary school principals in relation to EI?
4. How does principals' emotional intelligence impact school climate and teacher motivation?

1.3 Research Objectives

General Objective:

The overall objective of this study is to examine the status of principals' emotional intelligence and the leadership challenges they face in Nifas Silk Lafto Private Secondary Schools, with the aim of identifying strategies to enhance leadership effectiveness.

Specific Objectives:

1. To assess the level of emotional intelligence among school principals.
2. To examine the relationship between principals' emotional intelligence and leadership challenges.
3. To identify the key leadership challenges faced by private secondary school principals and analyze how emotional intelligence helps (or fails to help) in addressing them.
4. To explore how school principals apply emotional intelligence skills in their practices.

1.3 *Significance of the study*

The significance of this study lies in its potential contributions to various stakeholders in the educational sector, particularly in the context of Nifas Silk Lafto Private Secondary Schools. The following points outline the key areas of significance:

- ***Enhancing Leadership Effectiveness:*** By examining the relationship between principals' emotional intelligence and their leadership challenges, this study aims to provide insights that can help improve the effectiveness of school leaders. Understanding how emotional intelligence impacts leadership practices can lead to more effective management strategies, ultimately benefiting the entire school community.
- ***Professional Development:*** The findings of this study can inform the design of targeted professional development programs for school principals. By identifying specific areas of emotional intelligence that require enhancement, training programs can be tailored to

equip principals with the necessary skills to navigate their leadership challenges more effectively.

- ***Improving School Climate:*** Principals with high emotional intelligence are better positioned to foster a positive school climate, which is essential for student engagement and academic success. This study's insights can contribute to creating a more supportive and collaborative environment within Nifas Silk Lafto Private Secondary Schools, benefiting both teachers and students.
- ***Policy Implications:*** The research findings may have implications for educational policy at the local and national levels. By highlighting the importance of emotional intelligence in school leadership, policymakers can advocate for the inclusion of EI training in leadership preparation programs and ongoing professional development initiatives. It could lead to the development of EI training modules for principals in Ethiopia.
- ***Contribution to Academic Literature:*** This study will add to the existing body of literature on emotional intelligence and educational leadership, particularly in the Ethiopian context. By focusing on the specific challenges faced by principals in Nifas Silk Lafto, the research will fill a gap in the literature and provide a foundation for future studies in this area.
- ***Guiding Future Research:*** The findings of this study may serve as a basis for further research on emotional intelligence in educational leadership. Subsequent studies can build on the insights gained from this research, exploring additional variables and contexts that influence the relationship between emotional intelligence and leadership effectiveness.

1.4 *Delimitation of the Study*

In order to make the study more manageable, the study is delimitated to principals of twenty five private secondary schools of Nifas silk Lafto sub city in Addis Abeba. Numbers of factors affect principal's leadership effectiveness like organizational characteristics, availability of instructional resource, leaders experience and qualification, and nature of subordinates and students. However, the present study was limited to the outcome measures of leadership effectiveness and predicator variables of emotional intelligence competencies.

1.5 *Operational Definition of Terms*

***Emotional intelligence*:** is the Principal's ability to be aware of his/her owns feelings and the feelings of others in any situation and then his/her ability of controlling his/her own feeling so as to create suitable relationships with people in an organizational setting.

Secondary School: a school which offers two years of general education for grade 9 and 10 and another two years of preparatory classes for grade 11 and 12.

School Principal: the leader of the school "Accountable for the academic progress for all students entrusted to their care"

1.6 *Organization of the Study*

This Study is organized in to five chapters. The first chapter deals with the background, statement of the problem, objective of the study, significance of the study, delimitation of the study, operational definition of key terms and organization of the study. The second chapter deals with review of literature. The third chapter covers the research design and method of the study. The fourth chapter is consisted of presentation, analysis and interpretation of data, while the final chapter deals with the major findings, conclusions and recommendations of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews existing literature on emotional intelligence in school leadership, leadership challenges in secondary schools, and the Ethiopian educational context. It provides theoretical foundations, highlights gaps in previous research, and establishes the need for the current study.

2.2 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). While EI has a clear role in leadership, some of its critical aspects are difficult to quantify (Goleman, 1998a).

Emotional intelligence (EI) involves being aware of one's own needs and those of others and working with both effectively (Goleman, 1995). It is about priming positive attitudes and behaviors. In relation to this concept, Goleman and colleagues coined the term *primal leader* for leaders who use EI (Goleman et al., 2002, as cited in Schoo, 2008). Due to their primary role, leaders can significantly impact the emotions of those around them, making it essential for them to be aware of their own emotions and to foster positive relationships with their team members; leaders with high EI are more likely to be skilled in these areas (Bradberry & Greaves, 2009).

Leaders bear a great responsibility for guiding a team and an organization toward the achievement of a vision. As Goleman et al. (2013) argue, "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" (p. 45). Multiple researchers have noted the importance of high EI as a critical component of effective leadership (e.g., Bar-On, 2006; Mayer & Salovey, 1997). However, as Goleman et al. (2013) point out, "Institutions that endure thrive not because of one leader's charisma, but because they cultivate leadership throughout the system" (p. 112). This social component is inherent to leadership, and it is

therefore "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. 17).

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). 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. As Goleman et al. (2013) state, "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" (p. 98).

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. Fiori and Antonakis (2012) note that "emotions have adaptive functions," which suggests that "accurately interpreting emotional signals may provide substantial evolutionary advantages" (p. 445). A key question in the field is whether EI is part of an individual's personality, a learned trait, or a type of intelligence (Fiori & Antonakis, 2012). If viewed as an ability, this implies that individuals can develop or increase their skills in accurately assessing, interpreting, and responding to emotional cues (Mayer & Salovey, 1997).

A 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).

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. As Moore (2009) states, "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" (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. Pearman (2011) argues that "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" (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. Schoo (2008) notes that 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 (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. Gragg (2008) suggests that 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" (p. 251). The emotionally intelligent leader will be able to communicate thoughts and feelings effectively and will receive 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.

Psychosocial environmental conditions such as work overload, high organizational tension, career limitations, and high personal constraints have been associated with illness and absenteeism, yet these conditions can be addressed by good management (Schoo, 2008). Emotions and behaviors experienced and/or encountered by managers and their staff may include fear and anxiety, insecurity, defensive or irrational behavior, anger, aggression, arrogance, and controlling behavior. Managers' EI and awareness allows individuals to perceive the condition of the work environment and ensures the work conditions alleviate, rather than cause, symptoms such as tension and anxiety (Goleman, 1998a).

Kobe et al. (2001) propose one way to view "emotionally intelligent leadership" is "as the development and application of emotional and social skills to positively influence others" (p. 23). Kobe et al. (2001) cited a study by Sosik and Megerian that found "individuals high in EI may be more likely to participate in leadership experiences and perhaps may be more likely to be effective leaders" (as cited in Kobe et al., 2001, p. 24). Thus, a higher level of EI may lead one to seek more leadership opportunities, to be selected for more leadership opportunities, or simply to be better equipped for leadership opportunities. This study by Sosik and Megerian (1999) also found that "managers who had been rated high on transformational leadership had more satisfied subordinates, were seen as more effective, and were seen as putting forth more effort than were managers rated low on transformational leadership" (as cited in Kobe et al., 2001, p. 25).

2.3 Theoretical Framework

Emotional intelligence consists of self-awareness, self-regulation, motivation, empathy, and social skills. Leaders with high emotional intelligence are better at handling conflicts, stress, and organizational challenges (Goleman, 1998a). In school leadership, principals with high EI motivate teachers, foster positive school climates, and enhance student success (Mayer &

Salovey, 1997). This study bridges these two theories by exploring how emotional intelligence enables school principals to navigate leadership challenges effectively.

Effective school principals demonstrate visionary leadership, intellectual stimulation, and individualized support for teachers (Bass & Riggio, 2006). Transformational leadership overlaps with emotional intelligence, as it requires understanding teachers' emotions, inspiring collaboration, and managing resistance to change (Leithwood & Jantzi, 2005).

Emotional intelligence is a recent but well-known concept among academics and practitioners. The construct is based on the idea that traditional forms of intelligence, such as intelligence quotient, fail to fully define cognitive ability or intelligence (Lam & O'Higgins, 2012). In addition, leading scholars, such as Gardner (1983) and Sternberg (1985), have suggested a broader approach to intelligence and the existence of other levels of intelligence, for example, social or practical intelligence, which means a person's strengths are not limited by his or her IQ scores (Mandell & Pherwani, 2003).

Emotional intelligence has its roots in the concept of "social intelligence," a term first introduced by E.L. Thorndike in 1920. Social intelligence was originally defined as the ability to understand and manage people and to act intelligently in human relationships (Wong & Law, 2002). Gardner (1983) expanded this term later to include a person's interpersonal and intrapersonal intelligence. Intrapersonal intelligence describes a person's intelligence in controlling his emotions. In contrast, interpersonal intelligence is related to personal intelligence when dealing with others' moods, temperaments, motivations, and intentions (Wong & Law, 2002).

Salovey and Mayer (1989) were among the earliest to introduce the term "emotional intelligence," describing it as one`s ability to perceive the meaning of emotions and their relationships. This term represents an accurate analysis and expression of feelings in oneself and others and as well as the resulting constructive regulation of emotions (Mayer et al., 1999; Mayer, Dipaolo, & Salovery, 1990). In recent years, Goleman has popularized the term emotional intelligence and lured appeal from academics and practitioners around the world (Bratton, Dodd, & Brown, 2011). Similar to Salovey and Mayer (1989), he describes emotional intelligence as the ability to recognize one's own feelings and those of others and for managing oneself and the relationship with others (Goleman, 1995).

In all the recent research on emotions in organizations, emotional intelligence is undoubtedly one of the most controversial constructs. Antonakis et al. (2009) and Ashkanasy et al. (2002) are among the non-believers who have pointed out that many dramatic claims of emotional intelligence have no solid theoretical and empirical basis. In fact, no agreement has been reached on the meaning and scope of the concept of emotional intelligence (Antonakis et al., 2009; Ashkanasy et al., 2002). Due to its recency, emotional intelligence is still in the midst of empirical and theoretical debates about its dimension, competencies, assessment, and relationship with work attitudes and performance results. In addition, the construct is at a stage of active development in relation to its relationship with effective leadership, work environment, and team level performance (Ashkanasy et al., 2002).

2.4 Leadership Challenges Faced by Principals

Principals face a myriad of challenges, including managing diverse student populations, addressing staff turnover, implementing educational reforms, and navigating conflicts among stakeholders (Fullan, 2001; Hallinger, 2003). These challenges require not only technical skills but also strong emotional intelligence to effectively address them (Goleman, 1998a).

The pressures of school leadership can lead to stress and burnout among principals. Research indicates that principals with lower emotional intelligence are more susceptible to stress, which can negatively impact their leadership effectiveness and overall well-being (Baker et al., 2016).

Ethiopian school principals face various leadership challenges. Teachers often lack professional development opportunities and experience low job satisfaction (Woldegiorgis & Desta, 2017). Principals struggle to inspire and retain experienced teachers due to limited resources (Alemayehu, 2020).

Private schools operate in a competitive education market where parents expect high-quality instruction (Alemayehu, 2020). Principals must balance academic leadership with financial and administrative responsibilities.

School leaders report increased student behavioral problems but lack proper emotional intelligence training to manage discipline effectively (Ministry of Education, 2018).

Most studies focus on public school leadership, while private school leadership challenges remain understudied. Therefore, this research addresses this gap by focusing on private secondary school principals in Nifas Silk Lafto.

2.5 Emotional intelligence models

Emotional intelligence has been defined by Peter Salovey and John Mayer as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior" (Salovey & Mayer, 1990, p. 189). This definition was later broken down and refined into four proposed abilities: perceiving, using, understanding, and managing emotions (Mayer & Salovey, 1997).

These abilities are distinct yet related. Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalization. Currently, there are three main models of EI: ability model, mixed model (usually subsumed under trait EI) and trait model (Petrides, Furnham, & Mavroveli, 2007). Different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap different constructs (Conte, 2005).

2.5.1Ability Model

Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth" (Mayer & Salovey, 1997, p. 5). However, after pursuing further research, their definition of EI evolved into "the capacity to reason about emotions, and of emotions, to enhance thinking" (Mayer, Salovey, & Caruso, 2004, p. 197).

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model claims that EI includes four types of abilities (Mayer & Salovey, 1997):

- **Perceiving emotions** -- the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
- **Using emotions** refers to the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem-solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
- **Understanding emotions** refers to the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
- **Managing emotions** refers to the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

2.5.2 Mixed Model

The model introduced by Daniel Goleman (1998a) focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main EI constructs ("What Makes A Leader" by Daniel Goleman, best of Harvard Business Review 1998):

- ***Self-awareness*** -- the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognizes their impact on others while using gut feelings to guide decisions.
- ***Self-regulation*** -- involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
- ***Social skill*** -- managing relationships to get along with others.
- ***Empathy*** -- considering other people's feelings especially when making decisions.

- ***Motivation*** -- being aware of what motivates them.

2.5.3 Trait Model

Konstantinos V. Petrides ("K. V. Petrides") proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous publications (Petrides, 2011). Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality" (Petrides, 2011, p. 656). In layman's terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self-perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Petrides (2011) argues that trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

2.6 Measuring emotional intelligence

Proponents of emotional intelligence agree that emotional intelligence plays a vital role in organizing various organizational aspects such as organizational productivity (Boyatizis & Goleman, 1999), leaders and managers' effectiveness (Goleman, 1995, 1998a), and staff motivation and commitment (Bar-On et al., 2003; Mayer, Salovey & Caruso, 1999). However, they have different views on the question of how emotional intelligence can be measured. This difference originates from the way they assume emotional intelligence as a construct. As a result, different proponents of emotional intelligence form different models in relation to the measurement of emotional intelligence. In this regard, there are also some psychologists who doubt that emotional intelligence can be measured at all because of the difficulty of measuring it (Locke, 2005).

However, many believe that it can be measured in different ways regardless of the difficulty. One way of measuring it is a list of self-reported questionnaires which is considered to be an easy way to measure emotional quotient even though such type of measures have been found to be inaccurate (Paulhus, Lysy, & Yik, 1998). The reason is that people may not accurately report their competencies, abilities, and behavior. Another way to measuring emotional intelligence is using a 360 degree (multiple raters) it is often recommended by researchers as it helps to assess

individual skills, abilities, and behaviors from different perspectives such as, peers, co-workers, managers, and subordinates (Boyatzis & Goleman, 2008). A third way to measure emotional intelligence is performance appraisal. Such steps require people to demonstrate their emotional quotient skills, but these types of measures are more complex and more expensive to develop a tool (Mayer et al., 2004).

From the various literatures written so far there are at least 15 general tools for measuring emotional intelligence. However, based on their conceptualization of the construct these broad types of tools can be divided into three models: ability model, trait model and mixed model of emotional intelligence (Conte, 2005).

The ability model defines emotional intelligence as a set of skills that involves perceiving and clearly communicating information from emotions (Mayer, Caruso & Salovey, 1999; Mayer & Salovey, 1997, Salovey & Mayer, 1990). One of the most commonly used ability–based model emotional intelligence test tool is the Mayer, Salovey, Caruso, Emotional intelligence Test (MSCEIT). This tool consists of four different but related skills which are ability to perceive emotions, use emotions, understand emotions, and manage emotions). Basically, this model is highly related to the ideas of Salovey and Mayer on the emotional intelligence as a construct (1990). MSCEIT requires the individual to use their abilities with questions such as looking at pictures and photos in order to identify what emotions are present. In doing so, the examiner is expected to identify emotions at the level of non-verbalization; use emotions to direct cognitive process; understand the information conveyed by the emotions and actions produced by the emotions and ultimately control a person's emotions for his own benefit and for the common good (Mayer & Salovery, 1997). Another commonly used test tool under the ability model is the Multifactor Emotional Intelligence Scale (MEIS). When using MEIS to measure emotional intelligence a person performs a series of emotional functions.

On the other hand, a trait model of emotional intelligence factor was developed by Furnham (2001) and is closely related to Bar On's concept of the construct. It includes behavioral conditions and self-perception skills and is usually measured by self–reporting. The model suggests that people have a number of emotional self-perceptions and emotional traits that shape their personality (Bar-On, 1997a). Bar-On (1997a) divides emotional intelligence into five major components (intrapersonal, interpersonal, adaptability, stress management and general mood).

Bar-On's (2000) Emotional Quotient Inventory (EQ-i) is the latest version of the Bar-On trait theory and has been used by researchers extensively in these times. Some authors classify the Bar-On model under a mixed model (Weinberger, 2009) but many others consider it to be only a personality trait (Berkovich & Eyal, 2015). In general, proponents of the trait model suggest that emotional intelligence is a natural tendency that can be strongly associated with not only cognitive intelligence but also certain personal qualities (Petrides, 2011).

The mixed model is highly related with Goleman's conceptualization. This model combines emotional intelligence qualities with other personality traits unrelated to intelligence. The mixed model conceptualizes emotional intelligence as ability with social behaviors, traits and competencies (Goleman, 1995; 1998a.) This model blend emotional intelligence as an ability with certain traits, competencies, and behavior (Cobb & Mayer, 2000), and generally include broad arrays of non-cognitive factors such as personality and motivation (Barckett, Mayer & warner, 2004). When Goleman developed the mixed model Emotional Intelligence competencies (EIC) for the first time, the model included five dimensions (self-awareness, self-regulation, motivation, empathy and managing relationships) but these competencies later reduced into four for proper functioning namely: self-awareness, self-management, social awareness, and relationship management (Boyatzis, Goleman, & Rhee, 2000, Goleman et al., 2003). The model undertook various development stages and improvements based on the feedbacks given from researchers, feedbacks given from researchers. Thus the ESCI –U (a university version of the ESCI that used to students' competencies) are considered as updated ECI mixed model. Goleman (1995) more specifically argues emotional intelligence is a set of acquired skills and competencies essential for leadership effectiveness and job performance. As of the proponents of this model, particularly Goleman and his associates, emotional competence is a learned ability that contributes to effective performance at work and spans four dimensions: self-awareness, self-management, social awareness, and relationship management (Boyatzis & Goleman, 2008).

In summary, according to ability mode, emotional intelligence is the link between emotion and cognition; as of trait model, it is an innate dispositional tendency that allows for emotional well-being and according to mixed model, emotional intelligence is considered as both personality as well as intelligence. Furthermore, while ability model usually measures emotional intelligence using maximum performance tests with scoring criteria generated from a majority of people in

the sample or emotions' experts, the trait model often measures emotional intelligence through self-report measures (Petrides, Frederickson & Furnham,2004) and the mixed models such as, EIC and ESIC use 360 measures (Boyatzis et al., 2000).

Despite the difference in their conceptualization of the construct as an ability, a trait and mixed, and the way the construct can be measured, if one deeply analyzes the major elements under each of the models they are more or less similar. For example, the MICEIT has four components: perceiving emotions, facilitating thought using emotions, understanding emotions and managing emotions (Mayer et al., 2016). For Bar-On's EQ-i, the major components are self-perception, interpersonal intelligence, decision making, self-expression and stress management (Bar-On, 2006). Similarly, the major dimensions of the ESCI mixed model are self-awareness, self-management, social awareness and relationship management (Korn Ferry, 2017). As it can be seen here, though the name and the order of the different dimensions under each of the models seem different when seen roughly, so many commonalities exist among them if deeply analyzed. To list some of the similarities, all the tree models emphasis on being able to perceive and understand one's own emotions (Bar-on, 2006; Boyatzis et al., 2000; Mayer et al., 2000). These models again take into account self-management or regulating one's emotions as one major component (Bar-On, 2006; Bar-On et al., 2003; Mayer et al., 2000). Besides, empathy or the ability to understand the feelings that others have also considered as one major component in all the models (Bar-On, 2006; Goleman et al., 2003; Salovey& Mayer, 1990) and the ability to handle personal and interpersonal problems, and to cope with situational demands and changes as well as the ability to generate positive effects, and to be self-motivated were also components that are taken as a focuses of emotional intelligence measures (Bar-On, 2006; Goleman, 2004; Mayer et al., 2000).

In the present study, the mixed model of Goleman's emotional intelligence model was used. Based on this model emotional intelligence is a set of acquired skills and competencies essential for leadership effectiveness and job performance (Boyatzis & Goleman, 2008). Emotional and Social Competency Inventory (ESCI) instrument proposed by proponents (Goleman and Boyatzis) was used to collect data from teachers on the emotional intelligence of secondary school principals. The instrument spans four dimensions: self-awareness, self-management, social awareness, and relationship management (Korn Ferry, 2017).

2.7 Overview of Leadership Theories

Leadership is difficult to define and that "there are probably as many different definitions of leadership as there are people who have tried to define it" (Northouse, 2007, p. 2). Lippitt (1969) wrote, "Seeking leadership is not a choice we make. It is a responsibility. We are only leaders if we dedicate ourselves to the work of leadership" (page 3). However, another way of thinking about leadership is "the process by which one influences a group of people to achieve a common goal" (Northouse, 2007, p. 3).

Throughout history, leadership has taken a different approach. One of the reasons for the many different views of leadership is the difficulty of agreeing on what constitutes a successful leader. In addition to the effectiveness of each leader, team performance and followers perceptions are important when considering effective leadership models (Derue, Nahrgang, Wellman, & Humphrey, 2011). Therefore, this is a complex and multifaceted area of study.

From the outset, leadership style studies distinguished between two basic leadership styles: relationship-based (democratic) versus task-oriented (autocratic). Although recent studies have added additional styles and combinations, there is still a dichotomy when authors write about complex dynamic and traditional systems, lead management and boss management, or create resonance or dissonance (Schoo, 2008, page 42).

Despite the important gains made in leadership research, common themes still exist, and leadership theories or methods of leadership often fall into the categories of democracy or autocratic. However, the researchers also focused on the qualities that make effective leaders, which have led to focus to trait, behavior, and gender studies, among others (Northouse, 2007).

2.7.1 Trait perspective

For centuries, people thought that those who became leaders did so by possession of a high level of personal qualities, such as "firmness, decision-making, and calmness, which led to their reaching out for leadership positions in their organizations or communities" (Tucker, 1977, p. 383). This approach has suggested that "certain individuals have inherited or acquired traits that make them leaders, and it is these qualities that set them apart from non-leaders" (Northouse, 2007, p. 15). This suggests that "leadership resides with the elect and limits the leadership of those who are believed to have special abilities, usually innate" (Northouse, 2007, p. 16). Research suggests that leader traits related to task competence and interpersonal attributes are important predictors of leadership effectiveness (Derue et al., 2011, p. 14). Qualities that are often considered important to successful leaders include intelligence, confidence, determination, integrity, and social cohesion (Northouse, 2007).

Another important factor that has become important in leadership research is EI. Northouse (2007) suggested that "people who are more sensitive to their feelings and the impact of their feelings on others will be more effective leaders" (p. 23). The strengths inherent in the trait perspective is supported by years of research (Cherry, 2016; Yukl, 2006), which suggests that "leaders are a special kind of people — gifted people who can do extraordinary things" (Northouse, 2007, p. 19).

Another positive aspect of this approach is that much research "identifies the important role of various personality traits in the leadership process" (Northouse, 2007, p. 24). Finally, "focusing only on the role of the leader" (p. 25) allows for a thorough examination and assessment of that person's role; how a person affects his organization (Northouse, 2007).

Negative aspects of the trait approach also exist, such as the concept that some of the research "has been ambiguous and uncertain at times"(Northouse, 2007, p. 25). Additionally, limiting the definition of leaders to those individuals who possess certain characteristics suggests that leadership itself is a stable quality; that is, requires no attempt to factor "situational effects into the equation" (Northouse, 2007, p. 25). These "traits are largely fixed psychological structures, and this limits the value of teaching and leadership training" (Northouse, 2007, p. 25).

Finally, like previous weaknesses, "this approach has led to the subjugation of the most important leadership elements" (Northouse, 2007, p. 25). Many researchers may not agree on what factors are best for a leader and will be greatly appreciated when a person takes the lead. Where there is a challenge in the with the trait approach. However, "it can be used by all people at all levels and in all kinds of organizations" (Northouse, 2007, p. 26) and therefore continues to provide useful information when assuming leadership roles or when developing people who will eventually move on to leadership roles (Northouse, 2007).

2.7.2 Behavioral theories

Contrary to the theory of trait-leadership are behavioral theories of leadership, which suggest that leaders can be made (Krumm, 2001). "One consistent principle in literature is that behaviors can fall into four categories: task-oriented behaviors, relation-oriented behaviors, change-oriented behaviors, and what we call passive leadership" (Derue et al., 2011, p. 8). Because morals can be taught, leaders can learn to behave in a certain way in order to be successful. Transactional and transformational leadership theories are of behavioral leadership, which are discussed further latter.

2.7.3 Situational-leadership theory

Situational leadership theory, founded by Hersey and Blanchard in 1969, highlighted four different areas of leadership behaviors: supporting, coaching, delegating, and directing. These behaviors exist in varying degrees, depending on the leader he or she works with. Although situational leadership has varying degrees of success, reflecting flexibility in the form of adaptive leadership, especially in complex work situations, it continues to be a very important factor for leaders. "The Hersey and Blanchard model continues to be popular in leadership training but has been criticized for lacking research support and for generating self-fulfilling prophesies" (Bolman& Deal, 2013, p. 342). This need for innovation and flexibility is one of the reasons why research has expanded in the field of transformational leadership, as transformational leaders are thought to interact individually on a personal level, and motivate them to action (Bolman& Deal, 2013). "Flexibility and adaptability often involve finding new ways to deal with new problems and opportunities, but the types of decisions and actions needed for effective leadership may not be in line with expectations of a common role in the organization" (Yukl&Mahsud, 2010, p. 85). Flexible leadership has increased dramatically in recent years, as "many studies [have confirmed]

that transformational leaders have had a stronger impact than those who rely solely on trade transactional" (Bolman& Deal, 2013, p. 345).

2.7.4 Transformational leadership

Bass first popularized transformational leadership, "concerned with emotions, values, ethics, standards, and long-term goals" and often does what the root of the word suggests: help people develop new skills and move them toward becoming a new and better version of who they are (Northouse, 2007, p. 175). The critical elements of a transformational leader, are inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration. A leadership style, transformational leaders attempt to truly transform individuals and help them move beyond what they believed possible. It "is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower" (Northouse, 2007, p. 176). The role of leaders is to motivate their followers by finding a way to build relationships, or to connect "with them emotionally, which provides the opportunity to share a vision" (Vito, Higgins, & Denney, 2014, p. 810). Transformational leaders work to move their teams toward a future goal and vision. "Transformational leaders seek different perspectives from group members, challenge assumptions, and take risks." (Derue et al., 2011, p. 11).

2.7.5 Transactional leadership

Whereas transformational leadership focuses on the individual and their needs, transactional leadership centers more on employees accomplishing tasks in exchange for agreed rewards. "Transactional leadership differs from transformational leadership in that the transactional leader does not individualize the needs of subordinates or focus on their personal development." (Northouse, 2007, p. 185). Organizations set goal for its members, and the transactional leader ensures these goals are met. This style of leadership emphasizes the hierarchical nature of the leader–follower relationship and "is commonly used in education in the relationship between instructors and students" (Khan, 2017, p. 180). "Transactional leaders make clear what is expected in terms of task performance and the rewards for meeting those expectations" (Derue et al., 2011, p. 9), and the system of clear expectations and consequences may help teams increase their overall productivity.

Most research on transactional leadership reflects a comparison between transactional and transformational forms as a significant focus of research in recent years (Avolio & Bass, 2004). Some researchers suggested that "transactional leadership may not work in the long-term due to the fact that it is only motivating on a base level and fails to motivate individuals beyond the set goal" (Khan, 2017, p. 181). A solely transactional leadership style tends to be less effective, although it is helpful at times, particularly with a skilled leader who is "active, and arranges to monitor deviances from standards, mistakes, and errors" and "take corrective action as necessary" (Avolio & Bass, 2004, p. 4). However, using transactional leadership effectively requires that environmental and human elements are considered. If they are not, "there is more of a chance that decisions will be made without all factors being considered, leading to poor decision making" (Khan, 2017, p. 180).

2.7.6 Educational Leadership

Principals were first appointed to schools in the mid-1800 and were mainly responsible for attendance, school cleanliness, and repairs. The primary focus of 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 ill-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 new leadership is needed to help meet the demands of NCLB and a changing society. 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).

In the history of Ethiopian education system, the principal ship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D. Teshome (cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals.

Soon after the restoration of independence, late 1941, education was given high priority which resulted in the opening of schools in different parts of the country. At a time, most of the teachers and principals were from foreign countries such as the UK, USA, Canada, Egypt, and India (ICDR, 1999). According to MOE (2002), prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930‟s and 1940‟s. During this time, the principal ship positions were given to the Indians, because of their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates. According to Teshome (cited in Ahmed, 2006) this new chapter of the principal ship began with a supervising principal. Such a person was in charge not only for a single school, but also for the educational system of the community where the school was located. The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA / BSc degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002). However, in the first, few decades of 1960‟s graduates of BA degrees in pedagogy were directly assigned in secondary

schools. On the other hand, career structure promotion advertisements which were issued from 1973 -- 1976 showed that secondary school principals were those who held first degree, preferably in educational administration (EDAD) field. In addition to these teachers who had experience as a unit leader or department head were candidates for principal ship. Currently, the job description, issued by MOE in 1989 indicated that secondary school principals should have a first degree in school leadership and supervision including a sufficient work experience.

2.8 School Principals Domains and Competency areas

Principals are expected to lead the development and communication of a shared vision for their schools. They must understand, mediate, and serve the best interests of the community, ensuring that the strategic vision, cultural values, and positive ethos are reflected across the school (Ministry of Education \[MoE], 2013). Effective principals collaborate with families and stakeholders representing diverse community interests and mobilize resources that enhance teaching and learning. By building trust within the school community, principals create a supportive learning environment for both students and staff (MoE, 2013).

Instructional Leadership

Instructional leadership requires principals to share and distribute responsibilities that ensure coherence across the instructional system, including curriculum, pedagogy, and student assessment. They must continuously engage in inquiry to evaluate the effectiveness of curricular and instructional practices and collaborate with staff to implement improvements (Hallinger, 2003). In addition, principals are expected to stay updated on developments in education policy, schooling, and child development research, applying this knowledge to meet the needs of students (Leithwood & Riehl, 2003). Furthermore, they should create opportunities for teachers and staff to develop their professional capacity and to participate in significant school decisions (Leithwood & Riehl, 2003).

Administrative Leadership

Principals are also responsible for managing the daily operations of the school by aligning financial, human, material, and technological resources with the institution's vision and goals (MoE, 2013). They are tasked with allocating resources equitably to address students' academic,

physical, and mental health needs. Effective principals demonstrate ethical practices, self-management, and strong social skills to resolve conflicts and make informed decisions (Leithwood & Riehl, 2003). They must define challenges clearly, collaborate with stakeholders to seek solutions, and use evidence to support and communicate decisions (MoE, 2013).

2.9 Leadership Effectiveness

One of the major challenges in leadership research has been identifying effective leadership behaviors that apply across different contexts. Studies have produced inconsistent findings, making it difficult to establish universally valid leadership practices (Yukl, 2013). This is partly because leadership behaviors are often interpreted subjectively by different stakeholders and vary across time and organizational settings.

Despite this complexity, research highlights several essential elements of effective leadership. These include developing a collective vision and strategies to achieve it, fostering a positive organizational climate characterized by trust and collaboration, encouraging flexibility in decision-making, and establishing a strong organizational identity (George, 2000).

Vision

Leaders with high emotional intelligence contribute significantly to the development of a compelling vision. They are able to channel emotions toward problem solving and creativity, thereby enabling them to communicate visions in ways that engage and inspire followers (George, 2000). By recognizing and responding to the emotional states of subordinates, leaders ensure that visions are accepted and supported.

Organizational Climate

Leadership plays a crucial role in shaping organizational climate, which influences employees' attitudes and behaviors. Emotionally intelligent leaders recognize the emotions of their followers, manage them effectively, and channel them toward constructive outcomes. This ability helps them foster enthusiasm, optimism, and trust, which are essential for organizational success (George, 2000; Momeni, 2009).

Decision-Making and Change

Emotionally intelligent leaders use emotions as signals to prioritize pressing issues and to guide effective decision-making (George, 2000). They are more adaptable in the face of change, as they can interpret emotions from different perspectives and respond appropriately. Leaders who manage emotions well can anticipate and address followers' concerns during organizational change, making transitions smoother.

Organizational Identity

Leadership effectiveness is also reflected in the ability to build a collective organizational identity. Shared values, norms, and beliefs are deeply tied to emotions and help unify members around common purposes (George, 2000). Effective leaders therefore integrate values with emotions, fostering a strong sense of belonging and community within the organization.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This study employed a mixed-method research design, combining both quantitative and qualitative strategies. The quantitative strand enabled the researcher to collect and analyze numerical data on principals' emotional intelligence and leadership challenges. The qualitative strand, on the other hand, allowed for exploring participants' perceptions and experiences in greater depth. Together, these strands provided a comprehensive view of the research problem.

3.2 Research Approach

The research approach adopted was a mixed-methods approach, which integrates quantitative and qualitative data within a single study to strengthen the breadth and depth of understanding (Creswell & Plano Clark, 2018).

- **Quantitative Approach.** The quantitative component was based on structured questionnaires administered to teachers and principals. This approach facilitated statistical analysis of emotional intelligence levels and leadership challenges.
- **Qualitative Approach.** The qualitative component involved semi-structured interviews with selected principals. This approach captured detailed insights into their lived experiences and leadership practices.

The rationale for adopting a mixed-methods approach is its ability to generate complementary forms of evidence. Quantitative findings provided measurable trends and relationships, while qualitative findings explained these patterns and offered contextual meaning. Combining the two increased the validity, reliability, and richness of the results.

3.2 Data Sources of the Study

The research employed primary source of data to secure first hand data. As primary data sources, principals and teachers were taken as respondents for the survey questionnaire as they are under the guidance of principals.

As individuals' emotions are commonly reflected in their day to day activities and during their work relations with people (Berkovich & Eyal, 2014), the Principals' immediate subordinate, the teachers, have a relatively better chance than others to observe different emotions of the

principal. The ESCI users' guide also recommend researchers to choose raters who work with the one to be rated on a regular basis or who know the people to be rated well (Hay Group, 2011).

On the other hand there are researchers who used self-reported questionnaires (e.g., Bar On, 2006; Dulewics & Atiken, 2004), however, the results were found highly vulnerable to subjectivity (Berkovich & Eyal, 2015; Korn Ferry, 2017). As a result, researchers assessed different leaders' emotional intelligence (Cavallo & Brienza, 2001; Kotze' & Venter, 2011) and leadership effectiveness (Kotze' & Venter, 2011) from subordinates' points of view.

3.3 Sample and Sampling Techniques

The population and sample schools are determined on the basis of the year 2017 E.C Annual statistical report of Nifas Silk Lafto sub city education office. Though the sub city consists of eleven woredas, private secondary schools are found only in seven weredas. A total of twenty five private secondary schools are found in these seven woredas. The total population of teachers who works in Nifas Silk Lafto sub city private secondary schools is 711 teachers and each school has one principal i.e.25 principals and all the principals were included as the total population is below 100.

The researcher used simple random sampling in order to ensure that each member of the target population would have an equal chance of being included in the sample. To determine the number of teachers to be included from each school, the proportion of total number of teachers in the school to the total sample size was not considered.

3.4 Sample size

Even though the literature indicates that there is no a strict standardized rule for sample size determination across all research, Borg and Gall (1979) suggest that correlation research requires a sample size of not fewer than thirty cases and survey research should require a sample size not less than 100 cases. Moreover, Creswell (2012) as well as Cohen and associates (2007) recommend 95% confidence level and 3% confidence interval for researchers who use survey design. Somewhat related to these scholars recommendation is the formula ($n = \frac{N}{1+N(e)^2}$), provided by Yemane (1967) and commonly used by researchers; where, n is the sample size," N " is total population, "e" is an acceptable level of error which is (0.05%) for educational

researches (Cohen et al., 2007). Thus, to determine the minimum sample size of the study, the 95% level of confidence will be used.

Therefore, using the formula ($n = \frac{N}{1+N(e)^2}$), the minimum sample to be taken from 711 teachers is 256. In addition, to determine the total number of questionnaires to be distributed, I also used the formula which suggested the questionnaire to be distributed is equal to the desired sample size divided by the percentage of the expected rate of return (Burke &Larry,2014).

$$n = \frac{N}{1+N(e)^2}$$

Where

n=Sample size

N = Size of the population

e = Margin of error

Therefore, we have N = 711, e = 5%

$$n=\frac{N}{1+N(e)^2}$$

n=sample size

n=size of the population

e= margin error

Therefore, we have N = 711, e = 5%

$$N=\frac{711}{1+711(0.05)^2}$$

Thus, the value of N is approximately 256.

Although Borg and Gall (1979) suggest that correlation studies ideally include not fewer than 30 cases, the total number of principals in the study population was only 25. Since this number is below the recommended threshold, all principals were included in the study through a census approach. Out of these, 24 principals participated and completed the data collection instruments.

While the number is slightly below the conventional minimum, it is justified because the research targeted the entire population of principals in Nifas Silk Lafto Sub-city private secondary schools. In such cases, sampling limitations are dictated by the actual size of the population rather than researcher preference. Moreover, using the complete available population increases the validity of the findings, as no sampling error is introduced.

3.5 Data Gathering Tools

The data gathering tools to be used for this research include survey questionnaire for both teachers and principals, and semi structured interviews for the principals only. The questionnaires were presented for the principals and teachers, and the principals were interviewed for firsthand information.

3.5.1 Questionnaires

The main tools used for this study are the Emotional and Social Competency Inventory (ESCI) to gather data on principal's emotional intelligence and a standardized questionnaire (Adapted from Schutte Emotional Intelligence Scale or Goleman's Emotional Competence Inventory) for the emotional intelligence and leadership challenges part. Questionnaire was used because it enables to gather sufficient data from many respondents with a relatively short period of time. Semi structured interview questions were used to get more detailed information from the principals as they are the first stake holders of this study.

With regard to measuring leaders' emotional intelligence, almost all of the empirical literatures indicate that leaders' emotional intelligence both in educational and non-educational organizations is measured with survey questionnaires. Besides, many of the studies (e.g., Ashworth, 2013; Babu, 2016; Cook, 2006; Hebert, 2011; Kotzé& Venter, 2011; Oladayo&Ekeh, 2011) used standardized questionnaires to assess educational leaders' emotional intelligence.

Emotional and Social Competency Inventory (ESCI) instrument proposed by proponents (Goleman and Boyatzis) will be used to collect data from teachers on the emotional intelligence of secondary school principals. The questionnaire will have three major parts. The first part consists of items related to the respondents' background information. The second part encompasses 38 standardized items related to leaders' emotional intelligence competencies. All of these items are related with four of the emotional intelligence dimensions or pillars (self-awareness, self-management, social awareness and relationship management).

ESCI is assumed to be very relevant for this study than other standardized tests due to the following reasons. First, the competencies under ESCI are very much related to leadership performance and effective leadership behaviors (e.g., leading with vision, relationship oriented,

cultural leadership, communication, adaptability, conflict management, empathy, inspirational leadership, influence, organizational awareness and teamwork). Second, ESCI (2016) is a recent version that has passed through a number of modification and development stages using feedbacks from researchers. Third, it enables to assess the leaders' emotional intelligence from subordinates' perspectives. Forth, the new version of ESCI is not very much complicated to calculate the scores. Fifth, ESCI is passed different validity and reliability measures (Korn Ferry, 2017). Besides, ESCI has been used by many researchers and professionals for various purposes since its development (Boyatzis, Brizz, & Godwin, 2011; Van Oosten, 2013). ESCI is also recommended to be used in educational organizations too (Babu, 2016; Boyatzis, Gaskin & Wei, 2015; Williams, 2008). The recent version of ESCI has been also used in Ethiopia context by researcher with modification and adaptations. (Getu, 2019). Likewise, the current study usedthe recent version of ESCI with some modification. A pilot test is also performed to check the reliability of the tool and 0.954analysis result is obtained.

On the other hand, self-developed questioner with five point Likert scale type items was administered to assess the principals' leadership effectiveness. In the process of developing the self-developed items, the national competency standard for principals was dominantly used as an input. In addition to that, other standardized tools prepared so far by researchers to measure leadership effectiveness has been reviewed and used as an input.

3.5.2 Interview Protocol

In addition to the questionnaires, semi-structured interviews were conducted with the principals. The interview protocol was designed to explore in greater depth the principals' perceptions of emotional intelligence and the leadership challenges they encounter. The questions were open-ended, allowing for elaboration and clarification, while maintaining consistency across participants.

3.6 Pilot Test, Validity, and Reliability of the Data

Before the main data collection, a pilot test was conducted with a small group of teachers and principals who were not part of the final study sample. The purpose of the pilot was to check the clarity, relevance, and practicality of the questionnaires and interview guides. Feedback obtained from the pilot participants was used to refine ambiguous items and adjust the structure of the instruments to ensure ease of understanding and accurate measurement.

Validity of the Data

To ensure validity, multiple strategies were employed:

- **Content validity**. Experts in educational leadership and research methodology, including the thesis advisor, reviewed the instruments to confirm that the items adequately represented the constructs of emotional intelligence and leadership challenges (Creswell & Creswell, 2018).
- **Construct validity.** The study relied on established instruments such as the Emotional and Social Competency Inventory (ESCI), which has been widely applied and validated in leadership research (Boyatzis & Goleman, 2008).
- **Face validity.** Pilot participants evaluated the clarity and appropriateness of items, and their feedback was incorporated into the final version of the instruments.
- **Triangulation.** The use of both quantitative (questionnaires) and qualitative (interviews) data sources allowed for cross-verification of findings, strengthening the overall validity (Patton, 2015).

Reliability of the Data

Reliability was also considered to ensure the consistency of the data collection instruments:

- **Internal consistency.** Reliability of the questionnaire items was measured using Cronbach's alpha coefficient. A reliability test was conducted on the pilot data, and items with low consistency were revised or removed. A Cronbach's alpha value of 0.70 or above was considered acceptable for the study (Tavakol & Dennick, 2011).
- **Stability.** Consistency over time was supported by using standardized procedures for administering the instruments.

- **Dependability in qualitative data.** For interview data, dependability was enhanced through clear documentation of the data collection and coding process, as well as peer debriefing.

3.7 Data Collection Procedure

The researcher visited each sample school to get permission for data collection and explained the general purpose of the research, the data collecting instruments to the principals and teachers, and set time to deliver the instruments. The respondents needed some time for the questionnaire; a week was given in order to get more detailed response, especially, for the open ended questions. After collecting the questionnaires, coded entered to. Data cleaning and verification was conducted (Excel) to make sure that all the data are completed and there was no missing information.

3.8 Method of Data Analysis

To analyze the quantitative data both descriptive and correlation statistics were used and thematic analysis to analyze the qualitative data from the interview. The descriptive statistics percentage (frequency counts) and cross tabulations were used to analyze data related to teachers' (as respondents) and the principals' (the unit of analysis) background characteristics. Similarly, the correlation result (r) was used to investigate the relation between Emotional Intelligence (EI) and Leadership Challenges (LC).

Pearson correlation was also used to examine the relationships between the consistency that principals demonstrate emotional intelligence, to check the correlation between the dimensions of emotional intelligence and leadership challenges (Cohen et al, 2007; Ghamrawi et al., 2013).

3.9 Ethical consideration

All participants in this research were expected to participate voluntarily and the researcher explained the purpose of the research so as get detailed information and data. To safeguard the confidentiality of the respondents, no personal information was publicly displayed. Access to the questionnaire was limited to the researcher and the research participants only. The study did not cause any harm to the study participants and was conducted in a straightforward manner and all the data analyzed have been reported in the study.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the data collected from private secondary schools in Nifas Silk Lafto Sub City to assess the emotional intelligence of school leaders and the leadership challenges they encounter. The purpose is to provide empirical responses to the basic research questions and objectives outlined earlier in the study. Both quantitative and qualitative data were gathered using structured questionnaires and interviews. A sample of 256 teachers were selected but responses obtained from 8 respondents were found inappropriate (some with double answers and some not answered) and 4 questionnaires were not returned. Twenty five principals were included in the sample but one of them did not return the questionnaire. Therefore, responses from 244 teachers and 24 principals were analyzed using statistical tools such as percentage, mean and correlation.

The chapter is organized into four major sections: demographic profiles of the respondents, assessment of principals' emotional intelligence, identification of key leadership challenges, and analysis of the correlation between emotional intelligence and leadership challenges. The data are presented in tables and interpreted in detail, with supporting references from previous literatures. This analytical approach aims to reveal the extent to which emotional intelligence influences leadership effectiveness in the private secondary education sector and to uncover gaps that may require policy or practice interventions.

Table 1: Respondents by sex, age, educational level and work

No	Items		Teachers	%	Principal	%
1	Sex	Male	209	85.66	23	95.83
		Female	35	14.34	1	4.17
		Total	244		24	
2	Age	20 - 30	13	5.33	2	8.33
		31 - 40	187	76.64	9	37.50
		41 - 50	41	16.80	9	37.50
		Above 50	3	1.23	4	16.67
		Total	244		24	
3	Years of Teaching Experience	< 5 years	6	2.46	-	
		5 – 10 years	108	44.26	6	25.00
		11–15years	104	42.62	16	66.67
		> 15 years	26	10.66	2	8.33
		Total	244		24	
4	Educational Qualification	College Diploma	5	2.05	-	
		Bachelor's Degree	161	65.98	6	25.00
		Master's Degree	72	29.51	18	75.00
		PhD Candidates	6	2.46	-	
		Total	244		24	

Table 1 presents the demographic data of the respondents, teachers and principals, based on sex, age, years of work experience, and educational qualifications. Regarding sex, the majority of both groups were male, with 85.66% of the teachers and 95.83% of the principals being male, while females accounted for only 14.34% of teachers and a mere 4.17% of principals. This indicates a significant gender imbalance both in teaching and leadership staff, especially in administrative positions in private secondary schools. Eagly and Carli (2007) found that women are underrepresented in leadership roles due to systemic biases and societal expectations.

In terms of age distribution, the largest proportion of teachers (76.64%) was between 31 and 40 years old, followed by 16.80% aged 41 to 50, 5.33% aged 20 to 30, and only 1.23% above 50. Similarly, the largest age groups among principals were evenly split between 31–40 and 41–50, each representing 37.5% of the total, with 16.67% above 50 and only 8.33% in the 20–30 age groups.

When it comes to years of teaching experience, a substantial portion of teachers had between 5 and 10 years (44.26%), closely followed by those with 11 to 15 years (42.62%). A smaller

proportion had over 15 years of experience (10.66%), and only 2.46% had less than 5 years. Among principals, the majority (66.67%) had 11 to 15 years of experience, while 25% had 5 to 10 years, and only 8.33% had over 15 years. Leithwood and Sun (2012) found that principals with 11–15 years of experience are more effective, as leadership skills develop over time.

In terms of educational qualifications, most teachers held a bachelor's degree (65.98%), followed by 29.51% with a master's degree. A small number had college diplomas (2.05%) or PhDs (2.46%). Among principals, three-quarters (75%) held a master's degree, while the remaining 25% had a bachelor's degree. Hallinger (2003) emphasizes that advanced degrees (e.g., Master's) are linked to better leadership outcomes. None of the principals had a college diploma or PhD. This indicates that a higher level of education is associated with leadership roles, with most principals holding postgraduate qualifications, unlike the more varied educational background of teachers.

4.1 Emotional intelligence of principals

Table 2: Responses of Principals on Emotional Intelligence

The principals were asked the following items about their emotional intelligence and their response is presented as follows.

	Items	Respondent response rate (by frequency)									
		S.A		A		N		D		S.D	
		f	%	f	%	f	%	F	%	f	%
	Emotional Intelligence										
1	I am empathetic and considerate of others' feelings.	7	29.2	15	62.5	2	8.3	0	0	0	0
2	I can adapt my behavior to suit different situations and people.	6	25	13	54.2	3	12.5	2	8.3	0	0
3	I am able to build and maintain positive relationships with others.	6	25	15	62.5	1	4.2	2	8.3	0	0
4	I remain calm and composed when faced with challenges.	6	25	14	58.3	1	4.2	2	8.3	0	0
	Strategy										
5	I use my emotions to motivate myself and others to achieve goals.	5	20.8	16	66.7	3	12.5	0	0	0	0
	Implementation										
6	I am able to inspire and influence others positively.	2	8.3	19	79.2	3	12.5	0	0	0	0
7	I am skilled at resolving conflicts among staff or students.	4	16.7	19	79.2	1	4.2	0	0	0	0
	Challenges										
8	I found it challenging to manage conflicts among staff or students.	0	0	1	4.2	3	12.5	20	83.3	0	0
9	I struggle to motivate teachers and staff to achieve school goals.	0	0	1	4.2	5	20.8	18	75	2	8.3
10	I found it hard to manage time and prioritize tasks effectively.	0	0	0	0	2	8.3	20	83.3	2	8.3

Table 2 presents principals' self-assessment of their emotional intelligence. Overall, the responses indicate that most principals perceive themselves as emotionally competent in key

areas such as empathy, adaptability, relationship-building, and emotional regulation. For instance, 62.5% of principals agreed they are empathetic and considerate of others' feelings, and 58.3% reported being able to stay calm during challenges—traits essential for emotionally intelligent leadership (Goleman, 1995). In terms of implementation, 79.2% stated they are skilled in resolving conflicts, and 66.7% agreed they use emotions to motivate themselves and others. These results suggest that principals believe they possess strong strategic and interpersonal capabilities, aligning with Mayer and Salovey's (1997) theory that emotional intelligence supports conflict resolution and motivation in leadership roles.

Importantly, for the items related to leadership challenges (items 8–10), the data show that most principals disagreed with the negative statements; 83.3% disagreed with the idea of not being able to manage conflicts among staff and students which got a positive response. And also 83.3% responded as time management is not challenging them. Qualitative feedback from interviews further confirmed that principals view emotional intelligence as vital for leadership success, particularly in building trust, managing stress, and motivating staff. Respondents also emphasized the need for continuous professional development, such as soft-skills training and mindfulness practices, to enhance their emotional competencies (Jennings & Greenberg, 2009).

The data indicate that most principals perceive themselves as emotionally intelligent, particularly in empathy, emotional regulation, motivation, and conflict resolution. A large proportion reported confidence in inspiring others and maintaining calm during challenges. They perceived themselves as they are also good at managing conflicts and time.

Overall, the findings suggest that the principals view themselves as emotionally intelligent leaders who possess the emotional and organizational capacities necessary to lead effectively. While self-perception may not always align with external evaluations, the data reflect a strong sense of confidence in their emotional and leadership abilities.

Table 3: Teachers' Assessment of Principals' Emotional Intelligence

Teachers were asked the following items about principals' emotional intelligence and their response is presented as follows.

	Items	Respondent response rate (by frequency)									
		S.A		A		N		D		S.D	
		f	%	f	%	f	%	f	%	f	%
	Emotional Intelligence										
1	My principal is aware of their own emotions and how they affect work environment.	0	0	57	23.36	11	4.51	172	70.49	4	1.64
2	My principal manages their emotions effectively, even in stressful situations.	0	0	13	5.33	33	13.52	188	77.05	10	4.10
3	My principal understands the emotions of teachers and students.	0	0	11	4.51	22	9.02	204	83.61	7	2.87
4	My principal uses emotions to motivate teachers and students effectively.	2	0.82	57	23.36	15	6.15	167	68.44	3	1.23
5	My principal is skilled at resolving conflicts among staff or students.	0	0	35	14.34	9	3.69	194	79.51	6	2.46
	Implementation										
6	My principal adapts their behavior to suit different situations and people.	1	0.41	10	4.10	23	9.43	207	84.84	3	1.23
7	My principal builds and maintains positive relationships with teachers.	0	0	11	4.51	34	13.93	195	79.92	4	1.64
8	My principal remains calm and composed when faced with challenges.	2	0.82	31	12.70	18	7.38	188	77.05	5	2.05
9	My principal is empathetic and considerate of teachers' feelings.	10	1.23	44	18.03	14	5.74	203	83.20	2	0.82
10	My principal inspires and influences teachers positively.	1	0.41	44	18.03	22	9.02	174	71.31	3	1.23

The data in Table 3 reveals the perspectives of teachers regarding the emotional intelligence of their principals. A significant majority of teachers, 70.49% believe their principal lacks self-awareness regarding how their emotions impact the work environment. This is a core component of emotional intelligence and affects the principal's ability to lead effectively. Most teachers

(77.05%) observe that principals do not manage their emotions well in stressful situations, indicating poor emotional regulation—a key leadership skill during conflict or pressure.

In terms of understanding others emotions, 83.61% of teachers perceived that principals lack empathy and awareness of the emotional states of teachers and students, which could harm school morale and trust. Teachers overwhelmingly (68.44) believe that principals do not use emotional insight to motivate others, showing a deficiency in interpersonal influence. Principals are seen as ineffective in managing or resolving staff or student conflicts, suggesting a serious gap in social competence and relationship management. And 84.84% perceived that principals face challenges to adjust their behavior to contexts and individual needs which limits effective school leadership in diverse environments. High staff turnover, mentioned in the qualitative data, worsens this challenge.

A lack of strong principal-teacher relationships is evident by a significant 79.92% of teachers, undermining teamwork and open communication within the school. Despite a slightly higher positive response, the majority view their principals as lacking empathy, a critical trait for fostering supportive environments.

Teachers generally perceive their principals as lacking in key emotional intelligence traits. Most respondents disagreed that principals effectively manage their own emotions, understand others' feelings, or use emotions to motivate. High disagreement levels also suggest perceived weaknesses in adaptability, empathy, and conflict resolution. These findings highlight a discrepancy between how principals view themselves and how teachers experience their emotional leadership.

4.2 Leadership challenges

Table 4: Responses of Principals on Leadership Challenges

The principals were asked the following items about leadership challenges and their response is presented as follows.

	Items	Respondent response rate (by frequency)									
		S.A		A		N		D		S.D	
		f	%	f	%	f	%	f	%	f	%
	Leadership Challenges										
11	I face challenges in managing conflicts among staff or students.	0	0	0	0	1	4.2	22	91.7	1	4.2
12	I struggle to motivate teachers and staff to achieve school goals.	0	0	2	8.3	1	4.2	21	87.5	0	0
13	I find it difficult to manage time and prioritize tasks effectively.	0	0	0	0	3	12.5	21	87.5	0	0
14	I face challenges in communicating effectively with staff and students.	0	0	1	4.2	5	20.8	18	75	0	0
15	I struggle to adapt to changes in educational policies or regulations.	1	4.2	4	16.7	5	20.8	14	58.3	0	0
16	I find it challenging to maintain a positive school culture.	0	0	0	0	1	4.2	19	79.2	4	16.7
17	I face difficulties in managing resources (e.g., finances, materials).	0	0	2	8.3	4	16.7	17	70.8	1	4.2
18	I struggle to balance administrative duties with instructional leadership.	0	0	1	4.2	2	8.3	21	87.5	0	0
19	I find it challenging to address the diverse needs of students and staff.	0	0	1	4.2	1	4.2	20	83.3	2	8.3
20	I face challenges in building trust and collaboration among staff.	0	0	7	29.2	3	12.5	14	58.3	0	0

As of the data in the table most principals do not perceive significant difficulties in many of the listed leadership tasks. An overwhelming majority (91.7%) disagreed that they face challenges in managing conflicts among staff or students, and 87.5% disagreed that they struggle with time management or balancing administrative and instructional duties. Similarly, 79.2% disagreed that maintaining a positive school culture is a challenge, and 83.3% disagreed that addressing diverse needs is problematic.

However, a notable exception appears in Item 15, where 20.9% of principals acknowledged struggling with adapting to changes in educational policies, while 58.3% disagreed. This suggests that policy adaptation is a more pronounced challenge compared to other leadership aspects. In addition to the quantitative data principals were interviewed to list other challenges and they mentioned policy pressure and administrative burden.

Principals reported minimal leadership challenges in most areas, such as conflict management, time management, and school culture. However, adapting to educational policy changes and building staff trust were noted as moderate challenges. Qualitative responses further identified staff turnover, administrative overload, and lack of resources as key difficulties, especially in private school settings.

Table 5: Responses of Teachers on Leadership Challenges

Teachers were asked the following items about principals' leadership challenges and their response is presented as follows.

	Items	Respondent response rate (by frequency)									
		S.A		A		N		D		S.D	
		f	%	f	%	f	%	f	%	f	%
	Leadership Challenges										
11	My principal faces challenges in managing conflicts among staff or students.	4	1.64	71	29.10	25	10.25	141	57.79	3	1.23
12	My principal struggles to motivate teachers to achieve school goals.	6	2.46	46	18.85	30	12.30	161	65.98	1	0.41
13	My principal finds it difficult to manage time and prioritize tasks.	14	5.74	146	59.84	19	7.79	60	24.6	5	2.05
14	My principal faces challenges in communicating effectively with teachers.	4	1.64	201	82.38	11	4.51	27	11.07	1	0.41
15	My principal struggles to adapt to changes in educational policies.	13	5.33	192	78.72	10	4.10	19	7.79	10	4.10
16	My principal finds it challenging to maintain a positive school culture.	4	1.64	157	64.34	12	4.92	65	26.64	6	2.46
17	My principal faces difficulties in managing school resources (e.g., finances).	10	4.10	127	52.07	26	10.66	71	29.10	10	4.10
18	My principal struggles to balance administrative duties with leadership.	19	7.79	157	64.34	9	3.69	46	18.85	13	5.33
19	My principal finds it challenging to address the diverse needs of teachers.	16	6.56	148	60.68	18	7.38	57	23.37	5	2.05
20	My principal faces challenges in building trust and collaboration among staff.	18	7.38	105	43.05	13	5.33	93	38.13	15	2.05

Table 5 presents teachers' perceptions of the leadership challenges faced by their principals, highlighting a range of difficulties across key areas. The data shows that a majority of teachers agree that principals face significant challenges in areas such as communication (82.38%), adapting to policy changes (78.72%), balancing administrative and leadership duties (64.34%),

and maintaining a positive school culture (64.34%). Additionally, over half of the respondents acknowledged difficulties in managing school resources (52.07%) and addressing diverse teacher needs (60.68%), which may result in operational and relational challenges. Conflict management (57.79% disagreement) and teacher motivation (65.98% disagreement) emerged as particular concerns, with many teachers believing that their principals struggle in these areas. While time management received relatively high agreement (59.84%), there were notable proportions of neutrality and disagreement, reflecting mixed views. Overall, the findings indicate that principals face multifaceted leadership challenges, particularly in communication, change management, balancing roles, and fostering a collaborative school environment.

Table 5 reveal that teachers believe their principals face several leadership challenges in their roles. Principals are perceived as struggling particularly with effective communication, adapting to frequent changes in educational policies, and balancing administrative responsibilities with leadership duties. Teachers also observe that principals encounter difficulties in maintaining a positive school culture, addressing the diverse needs of staff, and managing school resources such as finances and materials. Additionally, motivating teachers and managing conflicts among staff or students are seen as persistent challenges. Overall, the responses suggest that principals are dealing with a wide range of leadership issues that may affect their ability to foster collaboration, trust, and progress within the school environment.

4.3 Correlation of Principals' Emotional Status and Leadership Challenges

A correlation analysis was conducted to determine the effects of secondary school principals` emotional intelligence on leadership challenges. The correlation between the two major variables emotional intelligence (EI) and leadership challenges (LC) is examined using the Pearson's correlation formula and it is presented in the table below.

Table 6: Correlation of Emotional Intelligence and Leadership Challenges

	Aspects	Principals' self-report	Teachers' Perceptions	Difference	Interpretation
EI Domain	Self-awareness	0.52	0.18	-0.34	Large gap in perception of principal self-awareness
	Empathy	0.61	0.25	-0.36	Principals overestimate their empathy
	Conflict resolution	0.58	0.63	0.05	Close agreement
	Adaptability	0.49	0.32	-0.17	Moderate gap
LC Domain	Time management	-0.71	-0.52	0.19	Principals feel more impacted
	Staff motivation	-0.65	-0.81	-0.16	Teachers see bigger EI impact
	Communication	-0.59	-0.75	-0.16	Teachers more critical
	Policy adaptation	-0.63	-0.68	-0.05	Close agreement
	Overall correlation	-0.68	-0.72	0.04	Teachers perceive slightly stronger EI impact

As presented in table 6 above there is a gap in perception of emotional intelligence (self-awareness) between the teachers (a correlation of 0.18) and principals (a correlation of 0.52). Concerning empathy, it seems that principals overestimate their empathy with a correlation of 0.61 where as teachers perception showed a correlation of 0.25. Boyatzis and McKee (2005) found that leaders often overestimate their EI, while subordinates perceive gaps. However, there is a close agreement between principals and teachers on conflict resolution abilities with correlation of 0.63 and 0.58 respectively. This can highly contribute to strengthen communication among staff and the admin. The correlation scores for adaptability (principals' 0.49, teachers' 0.32) showed moderate gap.

The overall correlation result on the two domain areas (principals -0.68, teachers -0.72) indicated a slight gap though teachers perceive a slightly stronger impact of emotional intelligence on leadership challenges than principals do.

Principals tend to overestimate their emotional intelligence, especially in self-awareness and empathy, compared to teachers' perceptions. There is good agreement between principals and teachers on conflict resolution and policy adaptation. Teachers are more critical regarding

principals' communication and see a stronger impact of emotional intelligence on staff motivation. Overall, emotional intelligence is perceived as significantly related to leadership challenges, with teachers perceiving a slightly stronger effect. Both groups show a negative correlation, confirming that higher EI is associated with fewer leadership challenges. Studies show that EI enables leaders to regulate their emotions, understand others' perspectives, and respond empathetically (Goleman, 1995; Mayer & Salovey, 1997).

In a comparative analysis there is a significant mismatch between how principals perceive their emotional intelligence and leadership effectiveness, and how teachers experience it. While principals report confidence in relational and managerial areas, teachers reveal gaps in empathy, adaptability, motivation, communication, and collaboration. This underscores the need for: 360-degree feedback systems, targeted professional development, improved reflective practices among school leaders. The large gap urges for further investigation on the possible reasons and impacts.

4.4 Thematic Analysis of Qualitative Data

This section presents the analysis of qualitative data gathered from semi-structured interviews with the 24 school principals. The objective was to gain a deeper, contextual understanding of the leadership challenges they encounter and their perceptions of the role of emotional intelligence (EI) in their professional practice. The data were analyzed using a thematic analysis approach (Braun & Clarke, 2006), which involved transcribing the interviews, generating initial codes, and systematically identifying and refining overarching themes. Four major themes emerged from the data: (1) The Overwhelming Burden of Administrative and Policy Compliance; (2) The Human Resource Dilemma: Motivation and Turnover; (3) The Perception Gap: Principals' Self-Awareness vs. Staff Morale; and (4) Emotional Intelligence as an Aspirational Skill, Not a Practiced One.

Theme 1: The Overwhelming Burden of Administrative and Policy Compliance

The most salient challenge reported by principals was the intense pressure stemming from administrative duties and frequent changes in educational policy. Principals consistently described their role as being bifurcated, caught between the operational demands of school management and their aspirational goal of being instructional leaders.

Sub-theme 1.1: Administrative Overload. Principals reported that a significant majority of their time was consumed by tasks such as financial reporting, paperwork, and preparing for audits or inspections, rather than on pedagogical leadership or teacher development. One principal's statement encapsulated this sentiment: "I became a principal to lead teachers and inspire students, but I feel more like an accountant and a compliance officer." This administrative burden was perceived as a major barrier to engaging meaningfully with staff and students.

Sub-theme 1.2: Policy Instability. A recurrent frustration was the rapid and often poorly communicated changes in curriculum, assessment, and accreditation standards from government bodies. This created a constant state of adaptation that hindered long-term strategic planning. As one principal explained, "Just when we fully implement one directive, a new one arrives. It is exhausting and makes long-term planning impossible." This qualitative finding provides context for the quantitative result where 78.72% of teachers agreed that their principals struggle to adapt to policy changes.

Theme 2: The Human Resource Dilemma: Motivation and Turnover

Principals identified managing teacher motivation and coping with high staff turnover as a critical and emotionally draining challenge, particularly acute within the competitive private school sector.

Sub-theme 2.1: The Battle for Motivation. Principals expressed significant difficulty in fostering teacher motivation beyond basic contractual obligations, often citing limited autonomy over financial incentives. One principal lamented, "How do you motivate a teacher who is overworked and feels undervalued? My hands are tied with salaries and benefits." This directly correlates with the quantitative data, in which 65.98% of teachers perceived their principal as struggling to motivate staff.

Sub-theme 2.2: High Turnover and Institutional Memory Loss. Frequent teacher turnover was described as a major disruptor to school culture and academic continuity. Principals felt trapped in a perpetual cycle of recruitment and onboarding, which eroded institutional stability. Another principal noted, "You invest in a teacher's development, and just as they become effective, they

leave for a better offer. It feels like building on sand." This sub-theme directly addresses the "high staff turnover" identified as a key issue in the problem statement of this study.

Theme 3: The Perception Gap: Principals' Self-Awareness vs. Staff Morale

A critical theme that emerged was the tension between the principals' self-perception as leaders and their awareness of staff morale. While principals viewed themselves as approachable and doing their best under difficult circumstances, they were often acutely aware of a negative undercurrent among staff.

Sub-theme 3.1: The Lonely Leader. Many principals used language that reflected a sense of isolation inherent in their position. One principal shared, "It is a lonely job. You cannot be friends with the staff, but you need their support. You make a difficult decision for the school's good, and you become the villain." This highlights the relational complexities and emotional burdens of the role.

Sub-theme 3.2: Awareness of Low Morale. Principals were not oblivious to the negative school climate, frequently mentioning "low energy," "complaints in the staff room," and "resistance to new initiatives." However, their proposed solutions often focused on systemic constraints (e.g., "if we had more money...") rather than introspectively examining their own communication or emotional management strategies. This theme powerfully illustrates the quantitative perception gap where principals rated their own empathy highly (self-report correlation of 0.61) while teachers rated it significantly lower (perception correlation of 0.25).

Theme 4: Emotional Intelligence as an Aspirational Skill, Not a Practiced One

Principals universally acknowledged the theoretical importance of emotional intelligence for effective leadership, readily identifying competencies like empathy, calmness, and communication as essential. However, their descriptions of daily practice revealed that EI was utilized more as a reactive tool for crisis management than as a proactive, strategic leadership approach.

Sub-theme 4.1: EI for Crisis Management. Principals described applying EI skills primarily to "put out fires," such as resolving conflicts or de-escalating tense situations with parents or

students. The use of EI was situational and reactive, rather than being embedded as a consistent, foundational element of their leadership style.

Sub-theme 4.2: The Expressed Need for Formal Training. A strong consensus emerged that principals had never received formal training in emotional intelligence. "You learn it on the job, through trial and error, and you make many errors," one principal confessed. This finding strongly supports the recommendation for institutionalizing EI training. Principals expressed a clear desire for professional development in areas such as "active listening," "stress management," "conflict mediation," and "how to have difficult conversations."

4.5 Conclusion of Thematic Analysis

The qualitative findings provide essential depth and context to the quantitative results presented earlier. They reveal that principals operate within a system that often prioritizes administrative compliance over human-centered leadership, leading to significant stress, professional isolation, and a reactive management style. The pronounced perception gap between principals and teachers is not born of a lack of awareness but appears to stem from a complex interplay of systemic pressures and a deficit in the practical tools needed to navigate them effectively. While principals intellectually recognize the value of emotional intelligence, they lack the structured training and systemic support to integrate it consistently into their practice, ultimately viewing it as a personal trait for managing crises rather than a strategic framework for fostering a positive and productive school climate.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This study aimed to examine the emotional intelligence (EI) of principals and the leadership challenges they face in private secondary schools in Nifas Silk Lafto Sub City, Addis Ababa. It was guided by five specific objectives focusing on assessing principals' emotional intelligence levels, the relationship between EI and leadership challenges, the nature of these challenges, how EI is applied in everyday leadership tasks, and identifying ways to strengthen leadership effectiveness through emotional intelligence training.

Both quantitative and qualitative data were collected from 244 teachers and 24 principals across 25 schools. Statistical tools such as percentage and correlation were employed to analyze the data. Additionally, interviews with principals provided qualitative insights that enriched the findings.

5.1 SUMMARY OF KEY FINDINGS

This study was intended to answer these research questions:

1. To what extent do secondary school principals demonstrate emotional intelligence?
2. How does emotional intelligence influence the leadership effectiveness of school principals?
3. What are the major leadership challenges faced by secondary school principals in relation to EI?
4. How does principals' emotional intelligence impact school climate and teacher motivation?

Principals' Emotional Intelligence Levels

The majority of principals rated themselves highly in emotional intelligence, particularly in areas such as empathy, adaptability, relationship-building, emotional regulation, and conflict resolution. For instance, over 62% of principals reported being empathetic and considerate and 79.2% claimed they are skilled at resolving conflicts among staff or students. Petrides, Frederickson & Furnham (2004) critiqued self-reported measures of EI as being unreliable due to social desirability bias.

However, teachers' perceptions painted a more critical picture. Large proportions of teachers disagreed with the idea that their principals managed emotions well or used emotional intelligence to motivate others. There was a notable discrepancy between self-perception and staff perception, particularly in self-awareness (0.52 by principals vs. 0.18 by teachers) and empathy (0.61 vs. 0.25).

Relationship between EI and Leadership Challenges

Correlation analysis showed a strong negative relationship between emotional intelligence and leadership challenges for both principals and teachers, (-0.68 and -0.72 respectively). This means higher emotional intelligence correlates with fewer leadership difficulties. Kamran (2011) found that emotionally intelligent school leaders manage stress better, resolve conflict efficiently, and build cohesive teams. Teachers perceived emotional intelligence to have a stronger influence on staff motivation and communication than principals did.

Additional qualitative issues included high staff turnover, limited parental involvement, curriculum instability, outdated infrastructure, shortage of resources and administrative interference. Woldegiorgis & Desta (2017) suggest that leadership challenges in Ethiopian schools are often structural (e.g., resource limitations, policy inconsistency), not only emotional or interpersonal. This can mean that emotional intelligence, while helpful, may not fully resolve systemic challenges

Use of EI in Leadership Practice

Although principals demonstrated some application of EI such as resolving conflicts and maintaining composure teachers were largely unconvinced of their effectiveness in motivational and relational aspects. Many principals valued EI and sought more training in soft skills, stress management, and mindfulness techniques.

Policy Implications and Training Recommendations

Recommendations include integrating EI training into leadership development, establishing feedback systems, and providing support for time and stress management. These steps aim to bridge perception gaps and enhance leadership quality.

5.2 CONCLUSION

This study underscores the pivotal role of emotional intelligence in school leadership. Emotional intelligence is essential for effective educational leadership. While many principals possess foundational emotional competencies, these skills are often inconsistently applied or perceived as ineffective by teaching staff.

Principals' Insights and Reflections

The disconnection between how principals assess their own EI and how teachers perceive it suggests a need for better self-awareness and continuous professional development. Leadership effectiveness depends not only on technical and managerial skills but significantly on the ability to understand, regulate, and respond to emotions.

Implications for Leadership Practice

The findings show that leadership challenges are deeply intertwined with emotional and relational factors. Effective school leaders must be equipped to:

- Understand and manage their emotions
- Cultivate empathy and active listening
- Build trust and respect among staff and students
- Communicate effectively and resolve conflicts proactively
- Motivate and inspire others towards shared goals

The future of educational leadership in Ethiopia depends on how well school leaders are prepared to navigate not only curricular and administrative tasks but also the human dynamics of schooling. Emotional intelligence, when cultivated intentionally through training, feedback, and policy support, can transform school leadership. Only then can principals truly lead schools where both teachers and students thrive.

5.3 RECOMMENDATIONS

Based on the key findings and conclusions of this study, several practical recommendations are proposed to improve the emotional intelligence and leadership effectiveness of private secondary school principals. These recommendations are directed at policymakers, school leadership bodies, teacher training institutions, school owners, and the principals themselves. The aim is to

foster emotionally intelligent, adaptive, and resilient leadership in Ethiopia's private education sector.

Policymakers and Educational Authorities

Integrate Emotional Intelligence Training into Leadership Certification Programs. The Ministry of Education and Addis Ababa Education Bureau should require emotional intelligence (EI) modules in pre-service and in-service leadership trainings. This will ensure that principals are equipped with the soft skills necessary to manage interpersonal and organizational challenges effectively.

Institutionalize Continuous Professional Development (CPD) Focused on EIA structured CPD program should be developed, emphasizing skills such as emotional self-regulation, empathy, communication, conflict resolution, time management, and staff motivation. Training sessions should be offered periodically and linked to principal performance appraisals.

Mandate Periodic 360-Degree Leadership Assessments. Implement feedback systems where principals are evaluated not only by supervisors but also by teachers and other staff. This will bridge the perception gap identified in the study and help principals escalate their self-awareness and emotional competence.

Develop Policy Guidelines for Leadership Support Systems. Policies should be developed to reduce administrative overload and provide principals with support staff. This can free up time for principals to focus on instructional leadership, staff development, and student well-being.

To address the gaps identified, the following measures are recommended:

- Institutionalize EI Training
- Create Reflective Evaluation Systems
- Promote Collaborative Leadership
- Support Work-Life Balance
- Involve Stakeholders

Private School Owners and Management Boards

Ensure Resource Allocation for EI and Leadership Development. School owners should allocate budgets for leadership development workshops and psychological wellness programs for school leaders. This investment can improve school performance, staff retention, and student discipline.

Reduce Bureaucratic Interference in School Leadership. Administrative decisions—especially those regarding discipline and staff management—should be left to principals with minimal interference from owners. Trust-based governance empowers principals to lead effectively.

Support Collaborative Leadership Structures. Promote distributed leadership where decision-making is shared among department heads and senior teachers. This fosters a more collaborative school culture and enhances trust.

Teacher Training and Higher Education Institutions

Embed EI in Teacher and Leadership Education Curricula. Teacher training colleges and universities should integrate emotional intelligence theories and applications into the coursework for educational leadership and management programs.

Conduct Further Research and Pilot Programs on EI. Institutions should conduct longitudinal studies and pilot EI training programs in selected schools to measure long-term impact and refine content based on contextual needs.

Principals and School Leaders

Engage in Reflective Practice and Emotional Self-Assessment. Principals should cultivate habits of self-reflection to regularly assess their emotional states and leadership performance. Tools such as leadership journals, peer coaching, and mindfulness practices can help.

Seek Professional Coaching and Peer Learning Opportunities. Principals are encouraged to participate in leadership circles, coaching programs, and networks to learn from peers and continuously grow in emotional competence.

Build Trust and Foster Open Communication. Establish regular meetings and open-door policies that allow teachers to voice concerns without fear. A transparent and inclusive approach enhances collaboration and school morale.

Prioritize Time and Conflict Management Skills. As time management and conflict resolution emerged as key leadership challenges, principals must adopt planning tools, delegate tasks appropriately, and approach conflict with empathy and assertiveness. Leithwood & Sun (2012) noted that effective school leaders, particularly those using transformational styles, typically have strong conflict and time management skills.

The need for Future Research

- Investigate emotional intelligence across different educational levels (e.g., primary, tertiary) and school types (e.g., government vs. private).
- Explore how cultural factors influence the perception and expression of EI among school leaders in Ethiopia.
- Employ longitudinal methods to assess how EI training impacts leadership outcomes over time.

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APPENDICES

ADDIS ABABA UNIVERSITY

Postgraduate Program Directorate

Department of Educational Planning and Management

Questionnaires to be filled in by Teachers and Principals

Dear Respondents: I am a post graduate (Master) student of Addis Ababa University, Ethiopia. I am carrying out a study on the topic: Status of Emotional Intelligence and Leadership Challenges of Principals in Private Secondary schools in Nifas Silk Lafto Sub-city. To complete my thesis, I invite you to fill in the following questionnaire genuinely and honestly. I can assure you that, the information that you provide is confidential, used solely for the purpose of this research and doesn't affect your current status.

Please read each question carefully and select the response that best reflects your opinion or experience.

Directions:

- Please read the instructions and each item carefully before you give response.
- Write your brief response in the blank spaces provided for open-ended items.
- Give only a single answer to each close-ended item.
- Writing your name in any part of this questionnaire is not required.
- Please try to make your answer **legible** and **brief**.
- Return the questionnaire as soon as possible after completion.

Questionnaire for Principals

Section A: Demographic Information

1. Gender:
    - Male
    - Female
2. Age:
    - 20–30 years
    - 31–40 years
    - 41–50 years
    - Above 50 years
3. Educational Qualification:
    - Bachelor's degree
    - Master's degree
    - PhD
4. Years of Experience:
    - Less than 5 years
    - 5–10 years
    - 11–15 years
    - More than 15 years

Section B: Emotional Intelligence

(Taken from: Schutte Emotional Intelligence Scale or Goleman's Emotional Competence Inventory)

Instructions: Please indicate the extent to which each statement applies to you by selecting one of the following options:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

S. No	Statement	1	2	3	4	5
	Emotional Intelligence					
1	I am empathetic and considerate of others' feelings.					
2	I can adapt my behavior to suit different situations and people.					
3	I am able to build and maintain positive relationships with others.					
4	I remain calm and composed when faced with challenges.					
	Strategy					
5	I use my emotions to motivate myself and others to achieve goals.					
	Implementation					
6	I am able to inspire and influence others positively.					
7	I am skilled at resolving conflicts among staff or students.					
	Challenge					
8	I found it challenging to manage conflicts among staff or students.					
9	I struggle to motivate teachers and staff to achieve school goals.					
10	I found it hard to manage time and prioritize tasks effectively.					

Section C: Leadership Challenges

Instructions: Please indicate the extent to which you agree with the following statements about leadership challenges in your role:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

S. No	Statement	1	2	3	4	5
	Leadership Challenges					
1	I face challenges in managing conflicts among staff or students.					
2	I struggle to motivate teachers and staff to achieve school goals.					
3	I find it difficult to manage time and prioritize tasks effectively.					
4	I face challenges in communicating effectively with staff and students.					
5	I struggle to adapt to changes in educational policies or regulations.					
6	I find it challenging to maintain a positive school culture.					
7	I face difficulties in managing resources (e.g., finances, materials).					
8	I struggle to balance administrative duties with instructional leadership.					
9	I find it challenging to address the diverse needs of students and staff.					
10	I face challenges in building trust and collaboration among staff.					

Section D: Open-Ended Questions

1. What do you think are the most significant leadership challenges you face in your role?
2. How do you perceive the role of emotional intelligence in addressing these challenges?
3. What strategies do you use to manage stress and maintain emotional balance?
4. What suggestions do you have for improving leadership effectiveness in private high schools?

Questionnaire for Teachers

Section A: Demographic Information

1. Gender:
    - ☐ Male
    - ☐ Female
2. Age:
    - ☐ 20–30 years
    - ☐ 31–40 years
    - ☐ 41–50 years
    - ☐ Above 50 years
3. Educational Qualification:
    - ☐ College Diploma
    - ☐ Bachelor's degree
    - ☐ Master's degree
    - ☐ PhD
4. Years of Experience:
    - ☐ Less than 5 years
    - ☐ 5–10 years
    - ☐ 11–15 years
    - ☐ More than 15 years
5. Department/Field of Study
    - ☐ Language
    - ☐ Mathematics
    - ☐ Natural Science
    - ☐ Social Science

Section B: Perceptions of Principals' Emotional Intelligence

(Taken from: Schutte Emotional Intelligence Scale or Goleman's Emotional Competence Inventory)

Instructions: Please indicate the extent to which you agree with the following statements about your principal's emotional intelligence. Use the scale below:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

SN	***Items***	***1***	***2***	***3***	***4***	***5***
1	My principal is aware of their own emotions and how they affect work environment.					
2	My principal manages their emotions effectively, even in stressful situations.					
3	My principal understands the emotions of teachers and students.					
4	My principal uses emotions to motivate teachers and students effectively.					
5	My principal is skilled at resolving conflicts among staff or students.					
6	My principal adapts their behavior to suit different situations and people.					
7	My principal builds and maintains positive relationships with teachers.					
8	My principal remains calm and composed when faced with challenges.					
9	My principal is empathetic and considerate of teachers' feelings.					
10	My principal inspires and influences teachers positively.					

Section C: **Perceptions of Principals' Leadership Challenges**

Instructions: Please indicate the extent to which you agree with the following statements about your principal's leadership challenges. Use the scale below:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

SN	Items	1	2	3	4	5
1	My principal faces challenges in managing conflicts among staff or students.					
2	My principal struggles to motivate teachers to achieve school goals.					
3	My principal finds it difficult to manage time and prioritize tasks.					
4	My principal faces challenges in communicating effectively with teachers.					
5	My principal struggles to adapt to changes in educational policies.					
6	My principal finds it challenging to maintain a positive school culture.					
7	My principal faces difficulties in managing school resources (e.g., finances).					
8	My principal struggles to balance administrative duties with leadership.					
9	My principal finds it challenging to address the diverse needs of teachers.					
10	My principal faces challenges in building trust and collaboration among staff.					