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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**THE STATE OF EMOTIONAL INTELLIGENCE OF PRINCIPALS IN
GOVERNMENT PRIMARY SCHOOL IN BOLE SUB CITY**

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A Thesis Submitted to Addis Ababa University, Department of Educational
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of Master

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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
EXTENSION MA PROGRAM

**THE STATE OF EMOTIONAL INTELLIGENCE OF PRINCIPALS IN
GOVERNMENT PRIMARY SCHOOL IN BOLE SUB CITY**

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DECLARATION

I, **Gelila Muluneh**, declare that this study entitled “The state of emotional intelligence of Principal in Government Primary Schools in Bole Sub City” is my original work. I have carried out the present study independently with the guidance and support of the researcher advisor, **Kenenisa Dabi (PhD)**. Any other contribution or sources used for the study have been duly acknowledged. Moreover, this study has not been submitted for any degree or diploma program in this or any other institution.

Gelila Muluneh

Signature

Date

LETTER OF CERTIFICATION

This is to certify that, this research work entitle “THE STATE OF EMOTIONAL INTELLIGENCE OF PRINCIPAL IN GOVERNMENT PRIMARY SCHOOLS IN BOLE SUB CITY”, undertaken by **Gelila Muluneh** for the partial fulfillment of Extension program, Master of Art in Human Resource And Organizational Development In Education at Addis Ababa University department of educational planning and management, is an original work and not submitted for any degree of Masters either at this university or any others universities.

Dr. Kenenisa Dabi

Name

Signature

Date

Acknowledgement

I cannot express enough the deepest gratitude and respect I have for my advisor, Dr. Kenenisa Dabi. Without his assistance and guidance, the completion of this project may never have been realized. His abilities coupled with his intelligence, motivation, and commitment enabled me to reach my goals. Dr. Kenenisa, I will forever be thankful to you for all that you have helped me to accomplish.

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ACRONYMS AND ABBREVIATIONS

ECI: Emotional competence inventory

EI: Emotional intelligence

IQ: Intelligence quotient

EQ-I: emotion quotient inventory

GEC: group competency inventory

ABSTRACT

The purpose of this study was to assess the state of emotional intelligence of principal in government primary schools in Bole sub city. This study measured the emotional intelligence of principals using the Emotional Intelligence Appraisal tool. A descriptive survey research design was used to achieve the objectives of the study. The research participants were 31 principals and 121 teachers who work in government primary schools in Bole sub city. For the purpose of this study standardized questionnaires were used. To measure the emotional intelligence of the primary school principals the researcher used The Emotional Intelligence Self-Appraisal tool was used: which measures the following five categories of emotional intelligence: (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship management, and (5) overall emotional intelligence. The data analysis has been done using different statistical techniques like, mean, standard deviation and IBM SPSS version 21. The results of this research indicated that emotional intelligence has a positive effect on principals' leadership performance. This supports the body of research that emotional intelligence has a positive effect on leadership performance. In addition there was a difference score between primary school principals and teachers rating. When age and years of experience compared to emotional intelligence it does not have a significant effect on leadership performance. Thus Implementation of EI in any organization by a leader to be effective and efficient plays a vital role to leadership skill. Therefore school principals need to work on their emotional intelligence considering the effect that their EI skill has an impact on their educational leadership skill and successes in their working environment.

CHAPTER ONE

1. Introduction

This chapter deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study and definitions of operational terms.

1.1. Background of the Study

Emotional symbols in the brain are felt throughout the body — in the unconscious, in the heart, in the head, in the neck, and so on. Most scientists believe that the control center of emotions in the brain is the limbic system, involving of the amygdala, the hippocampus, and other structures in the mid-brain. “The limbic system stores every experience we have from the first minutes of life: impressions are put away in these areas long before we attain the verbal or higher thinking abilities to put them into words”. (A Sterrett, 2001).

The emotional brain (limbic system) helps us know what things to method and what to avoid by managerial our preferences. As we move through life and have more experiences, we have stronger intuitions, feelings, and unconscious reactions because more things are stored in the limbic warehouse.

The rational brain (Neocortex) assists us with functions related to thinking and language: planning, questioning, making decisions, solving problems, and generating new ideas. This layer is linked to the emotional brain with millions of connections, allowing the emotional and the thinking brains to influence one another in a myriad of ways and providing rich data on which to draw conclusions and pledge action. Emotional responses are milliseconds faster than cognitive (thinking) responses; the lightning-fast reactions that bypass the rational brain centers were often survival responses for our distant families. (A Sterrett, 2001).

Emotional intelligence is a set of abilities that relate to emotions. “Emotional intelligence includes the abilities to perceive emotion in the self and in others, use emotion to facilitate performance, understand emotion, and regulate emotion in the self and in others” (Mayer & Salovey, 1997; Salovey & Mayer, 1990). “A central issue in the debate about the scientific status of emotional intelligence concerns its definition “(cf. Jordan, Ashkanasy, & Ha” rtel, 2003; Landy, 2005; Zeidner, Matthews, & Roberts, 2004). To our minds, progress can be made on this issue by paying careful attention to the definition of ability.

An accurate definition of ability was offered in Carroll's (1993) analyses of the structure of human abilities. Abilities are "the possible variations over individuals in the liminal levels of task difficulty (or in derived measurements based on such liminal levels) at which, on any given occasion in which all conditions appear to be favorable, individuals perform successfully on a defined class of tasks" (Carroll, 1993, p. 8). As such, abilities represent what a person can do in situations that are promising. For example, the emotion recognition ability represents whether a person can perceive the emotions that an interaction partner expresses in situations that are favorable (Elfenbein & Ambady, 2002). Carroll's (1993) definition implies that abilities are not necessarily reflected in behavior. Indeed, it is possible for a person to have a specific ability and never use it. The ability would exhibit no relation with what the person does across situations and over time.

Carroll's (1993) definition of ability is central to our conceptualization of emotional intelligence, we do not subscribe to mixed models of emotional intelligence and, by extension, and we believe that research that employs mixed models has serious limitations. Some researchers have proposed models of emotional intelligence that include both abilities and additional constructs that avoid the definition of abilities, such as personality traits. For example, Bar-On's (2001) mixed model includes, among other characteristics, social responsibility and optimism – characteristics that are not typically thought of as abilities. "Consequently, Bar-On's measure of emotional intelligence (Emotional Quotient Inventory (EQ-i); Bar-On, 1997) suffers from substantial overlap with the Big Five" (Daus & Ashkanasy, 2005). This has contributed to the consistent criticism that emotional intelligence is little more than "old wine in a new bottle." In effect, by including concepts that evade the definition of abilities, mixed models fail to represent emotional intelligence.

Through the work of these researchers, a number of emotional intelligence models have been developed. The Mayer and Salovey (1997) Ability Based model theorized that individuals could gain ability in perceiving emotions, using emotions, understanding emotions and managing emotions. Goleman's Emotional Intelligence model itemized twenty-five competencies that he felt were the driver of individual performance (Boyatzis, Goleman, & Rhee, 2000; Goleman, 2000). Bar-On (1997a, 2006) developed the Emotional-Social Intelligence framework. He contended that a strong correlation existed between high emotional intelligence competencies

and success in life and felt that both emotional intelligence and cognitive intelligence contributed to a person's general intelligence.

The development of each of these three models also lead to the development of tools designed to measure an individual's emotional intelligence competencies. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is used to measure Mayer and Salovey's model of emotional intelligence (Mayer, Salovey, Caruso, & Sitarenios, 2003; Salovey & Grewal, 2005). The Emotional Competency Inventory (ECI) and the Emotional and Social Competency Inventory (ESCI) were created based on Goleman's model (Boyatzis & Goleman, 2007; Wolff, 2005). The Bar-On Emotional Quotient Inventory (EQ-i) (self-report) and Emotional Quotient Inventory 360 (EQ-360) (multi-rater) were developed to measure emotional intelligence using the Bar-On model (Bar-On, 2002, 2003).

Emotional intelligence significantly influences the performance of a leader (Cherniss & Goleman, 2001). A leader who has a high level of emotional intelligence will have a greater effect on an organization than a leader with a low level of emotional intelligence (Cherniss, 2003). Organizations understand that emotional intelligence is an essential part of an organization's management process; and, with the current emphasis on team building and adapting to change, emotional intelligence becomes more critical (Goleman, 1998). If leaders expect to leader their organizations in the right directions, they need to be able to deal effectively with emotions. Great leaders have the ability to work through emotions (Goleman, Boyatzis, & McKee, 2002).

“Research settles that effective principals increase student achievement and that successful schools have a clear sense of direction and/ are supported by principals who are effective instructional leaders “(Waters, Marzano, & McNulty, 2003; Hessel & Holloway, 2002; Lezotte, 1997; Andrews & Soder, 1987). Lezotte (1997) has identified seven correlates of effective schools. Effective schools research is a body of research largely conducted in the 1970's and 1980's whereby schools were identified that were “statistically unusual” in regards to significantly high or improved academic achievement even though student populations had similar characteristics. Creating a clear and focused mission and demonstrating strong instructional leadership are two relates that tolerate directly on principals in their efforts to create an environment in which student achievement gradually increases.

Emotional intelligence is an important factor in the dominion of educational leadership. School principals may have an additional tool to help them reach high levels of performance. The purpose of this study was to describe and analyze principals' accounts of their state of emotional intelligence (EI) school principal.

1.2. Statement of the problem

“Studies indicate that effective leaders use their emotional intelligence to effectively manage themselves, others, and their organization (Caruso, & Salovey, 2004; Goleman, 1998)”. The significance of this study is that no enough research has been conducted on how emotional intelligence as identified by Goleman (1998) state of elementary principals' leadership performance skills.

Knowing what state of emotional intelligence has on principals' leadership performance could provide important cues to principals and trainers of principals regarding the degree to which they need to concern themselves with the construct. Since, emotional intelligence can be taught and improved with practice (Caruso & Salovey, 2004; Cherniss & Goleman 2001; Salovey & Mayer, 1990), “administrators and school boards can use this information as a guide to strengthening principals' emotional intelligence and principal selection committees can use the information to identify candidates best able to address the standards of leadership performance within the school environment”.

Principals are the change agents being thought accountable for increasing student achievement as measured by improved test scores. Research indicates that principals do have an effect on student achievement (Waters, Marzano, & McNulty, 2005) and that emotional intelligence effects leadership performance in the business sector (Goleman, 1998). However, the effect emotional intelligence, as defined by Goleman (1998), has on the nine standards of leadership as defined by DeFranco & Golden (2003) is not known. Stone McCown (1998) has stated that a well-developed Emotional Intelligence curriculum is an essential preventive solution for many of today's school problems.

Since current resources are insufficient for providing even basic primary education to Ethiopian children, the ministry of Education, primary education and Educational management will be decentralized to create the necessary condition to expand, develop and improve the relevance, quality, accessibility and equity of education and training. The management of teachers and other

educational personnel will be organized, on the basis of professional principles, including professional code of ethics conditions incentives, professional growth and overall rights and duties. In order to overcome these problems our education system needs to be reviewed to take into consideration of the importance of emotional intelligence (EI) and the benefits it will bring for the students. Research has shown that promoting social and emotional learning among students has led to reduced violence and aggression, better academic results, and well improved learning environment.

To date number of researches has been conducted in the area of emotional intelligence and leadership effectiveness. Such as the relationship between leadership styles, the effect of emotional intelligence on pre-school principals' leadership performance: (Mahilet, 2014) and others. However, not enough research exists on the state of emotional intelligence on school leader performance.

1.3. Research questions

An overarching question was formulated to guide the research within this study. The research question for this study is:

- To what extent are school principals aware of emotions of staff in their leadership performance?
 - a) To what extent school principals are aware of self -awareness of staff in their leadership performance?
 - b) To what extent school principals are aware of self –management of staff in their leadership performance?
 - c) To what extent school principals are aware of social awareness of staff in their leadership performance?
 - d) To what extent school principals are aware of relationship management of staff in their leadership performance?

1.4. Objective of the Study

1.4.1. General objective

The general objective of the study is to assess the state of emotional intelligence (the four component of EI) of Principal in Government Primary Schools in Bole Sub City.

1.4.2. Specific objective

More specially, the objectives of this study are

- To find out the existing Emotional Intelligence in government Primary School principals
- To identify the level of emotional intelligence of government primary schools principals

1.5. Significance of the Study

Nelson and Low (2011) documented that emotional intelligence is an influencing variable in career success and leadership. Other studies also support the argument that effective leadership is aligned with school performance (Brauckmann & Pashiardis, 2009; Cheng, 1994; Hallinger & Heck, 1996; Kythreotis & Pashiardis, 2006; Kythreotis et al., 2010; Leithwood et al., 2004; Marzano et al., 2005; Nettles & Herrington, 2007). This study was useful in documenting and discussing such characteristics as emotional intelligence competencies and skills that characterize effective leaders.

Results from the study may serve as justification and documentation for districts to use when proposing professional development in emotional intelligence for administrators or principals. The identification of specific emotional intelligence skills may lead to a change in the way school districts recruit, train, and retain principal candidates and may also lead school regions to design training programs that are effective in developing, strengthening, and enhancing the emotional intelligence skills of administrators.

1.6. Limitations of the study

Limitations of this study were as follow:

Self-report responses are affected by the participants' biases. Principals who perceived themselves with low levels of emotional intelligence may have been disinclined to participate in the study due to their concern over what the scores may reveal, while principals who perceived themselves with high levels of emotional intelligence may have been inclined to participate in the study due to their confidence in obtaining a high score.

Delimitations of the study

Delimitations of this study were as follow:

- This study included only government elementary principals in the Bole sub city.

- This study included only full or part time elementary principals on the membership roles of School Administrators of Bole sub city.
- In addition due to the non –experimental nature of the study. It was assumed that the participant of this study truthfully completed the survey questionnaires

1.7. Definitions of Terms

The following definitions of terms apply throughout this paper. Other relevant terms are defined throughout the text of this dissertation.

- **Emotional Intelligence** - For the purpose of this study, Bradberry and Greaves’ (2003) definition of emotional intelligence was used. They define emotional intelligence as “your ability to recognize and understand emotions, and your skill at using this awareness to manage yourself and relationships with others” (p.12).
- **State** – the particular condition that someone or something is in at a specific time. Emotion states, state of mind, attitude, humor, condition are some synonyms words.
- **Emotional Competence** - “A learned capability based on emotional intelligence those results in outstanding performance at work” (Goleman, 1998. p. 24).
- **Primary Principals** - Principals identified on the membership role of School Administrators who had full or part-time responsibilities serving students pre-K – 8.

CHAPTER TWO

2. Review Literature

The purpose of this research is to assess the state of emotional intelligence of principals in government primary school in the case of Bole sub city. The literature review includes the following topics. Overview of intelligence, definition of emotional intelligence, emotional intelligence models, current understanding of emotional intelligence, emotional intelligence and age, emotional intelligence in the work place, leadership theories, educational leadership, emotional intelligence and school leadership.

2.1. Overview of Intelligence

It is important to look at the history of intelligence theories, if we want to understand the structure and content of intelligence tests (IQ tests), and the import of intelligence. “Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought.” (Neisser et al., 1996,p.77). Different concepts of intelligence try to explain and organize this complex usual of phenomena.

The concept of intelligence has been discussed much throughout the 20th century. In the early part of the 20th century, theorists including Spearman (1904) and Terman and Merrill (1937) agreed that a person’s intelligence could be determined by a single factor. Spearman (1904) proposed that general intelligence, or what is simply known as the “g” factor, is a universal and measurable feature within humans in their ability to learn, reason, and solve problems. Several intelligent quotient (IQ) tests (Binet, 1909; Wechsler, 1958) were developed to measure the “g” factor and were adopted by organizations as a way of selecting or screening out potential applicants for employment and promotion (Gottfredson, 2011).

During the same time, other theories of intelligence appeared which proposed that as a replacement for of one general intelligence factor, there were multiple intelligence factors to be considered when assessing a person’s intellect (Gardner, 1983; Jensen, 1969; Thorndike, 1921; Thurstone, 1938; & Vernon, 1950). Thurstone (1938) was the first to suggest that the human intellect was far too complex to be determined by one single factor. His theory suggested that

multiple factors like verbal ability, logical reasoning, three-dimensional ability, and perceptual speed are essential to a combined theory of intelligence. Another well-known approach to multiple intelligences is Gardner's (2006) theory of multiple intelligences. Gardner (2006) identified eight intelligences: 1) logical mathematical, 2) linguistic, 3) bodily-kinesthetic, 4) interpersonal, 5) intrapersonal, 6) musical, 7) spatial, and 8) naturalistic. He also considered two other potential intelligences, existential and moral intelligence. He described humans as beings that have a basic set of intelligences, which when influenced by cultural and community values will outshine at or show deficiencies in certain intelligence categories. His identification of eight intelligences includes two personal intelligences: interpersonal and intrapersonal. Gardner (2006) defined interpersonal intelligence as the ability to recognize, appreciate, and struggle with the feelings, beliefs, and intentions of other people. Intrapersonal intelligence is the ability to understand oneself, including emotions, desires, strengths, and weaknesses, and to use such information effectively in regulating one's own life. Goleman (1998a) credited Gardner's (1983) model of multiple intelligence with pointing out the difference between intellectual and emotional abilities.

2.2. Defining Emotional intelligence

Emotional intelligence is a relatively new theoretical construct and can be defined in numerous ways. Emotional intelligence is not just being nice, putting on a good face, and giving free reign to feelings, nor is it about controlling, exploiting, or manipulating people (Cooper & Sawaf, 1997; Cherniss & Adler, 2000). According to Salovey and Mayer (1990) emotional intelligence is: *"The ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."* Overall emotional intelligence means understanding own and others' feelings, ability, skills and emotions, making a good work environment.

2.3. Models of Emotional Intelligence

EI researchers have developed three main models they are ability, mixed, and trait EI models.

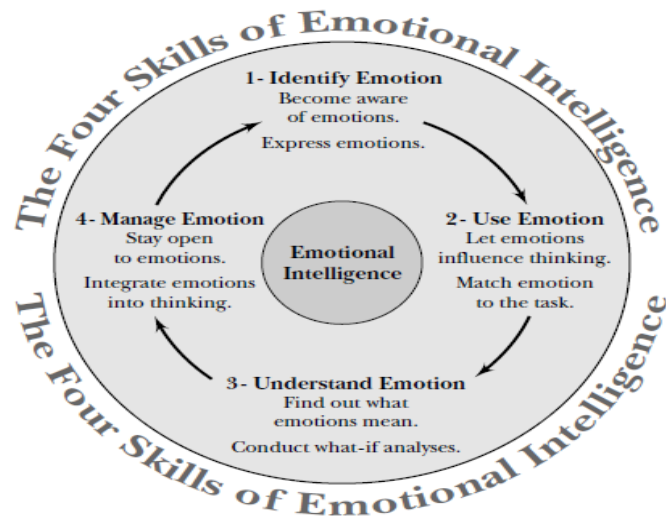
Ability models respect emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being. While, trait models of EI refers to an individual's self-perceptions of their emotional abilities.

The ability model of emotional intelligence is proposed by John Mayer and Peter Salovey. Two mixed models of emotional intelligence have been proposed by Reuven Bar-On and Daniel Goleman, each has a different notion.

2.3.1. Ability EI models

John Mayer and Peter Salovey first created the term —emotional intelligence in 1990 and have continued to conduct research on the significance of the construct.. It proposes that emotional intelligence is included of two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them). He had developed four branches for this model. (Mayer & Salovey, 1997).

Figure I.1. Emotional Intelligence.



Note; the figure is reprinted: in special reference of moral, emotional and spiritual intelligence by Patanjali Kashyap.

2.3.2. Mixed Models of EI

Reuven Bar-On (2006) developed the first measuring tool of emotional intelligence that was used as the term —Emotional Quotient. He defines emotional intelligence as, understand one

self and others, connecting well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental stresses. Bar-On's model of emotional intelligence relates to the possible for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). It focuses on (1) a group of emotional and social abilities, including the ability to be aware of, understand, and express oneself, and the ability to be aware of, understand, and relate to others, (2) the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997). Bar-On mentioned that emotional intelligence develops over time and that it can be improved through training, programming and therapy (Bar-On, 2002).

Bar-On found that individuals with higher than average E.Q.'s are in general more successful in meeting environmental demands and pressures and deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life (Bar-On, 2002).

According to the Bar-On model, emotional-social intelligence is, *“a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures.”*

In his model, Bar-On outlines five components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management and general mood.

Intrapersonal Competency Nelson and Low (2011) defined “intrapersonal competency as an awareness of the perception, value, and betterment of one's self as well as dealing with demands, stresses, and pressures of life.” Nelson and Low (2011) identified two emotional intelligence scales under this competency. “Self-esteem is the ability to view one's self as positive, competent, and successful. An added component of self-esteem is having optimism – self-confidence and positive self-worth “(Nelson & Low, 2011).

Identifying and capitalizing on one's strengths help promote a positive self-esteem and increases a person's optimism and self-worth. In a study by Blase and Kirby (2000), optimism was identified as a critical component for effective leadership. They submitted that the leader sets the emotional tone for good or worse within the organization. Furthermore, Marzano et al. (2005)

stated that a specific behavior of optimism is being able to direct out a positive attitude about the ability of others to complete things. According to Goleman et al. (2002), a leader who shows optimism understands an opportunity rather than a danger or setback, and has a positive outlook that changes made will be for the better.

The interpersonal competency is the ability to act wisely in human relationships (Nelson & Low, 2011). The emotional intelligence scale identified in this competency is assertion; it involves effective communication, emotional self-control, and understanding and appreciating differences in others. According to Gragg (2008), “having self-control reinforces the values that are identified through a self-awareness of emotions which include understanding and responding to one’s own emotions”. “A significant idea concerning self-control is that leaders cannot effectively manage emotions in others without first handling their own emotions; therefore, they themselves must stay calm and clear headed under stress or during crisis (Goleman et al., 2002)”. Goleman et al., (2002) further stated that leaders who have self-control are better able to create an environment of trust, comfort, and fairness. Self-confident communication is “the ability to clearly and honestly communicate your thoughts and feelings to others in a straightforward and direct manner” (Nelson & Low, 2011, p. 42). Also, Nelson and Low (2011) believed that being assertive allows for one to effectively deal with strong emotions such as anger, fear, and sadness.

This meta-factor of emotional-social intelligence comprises Empathy, Social Responsibility and Interpersonal Relationship as defined below. It relates primarily to social awareness, skills and interaction. Basically, concerned with our ability to be aware of others’ feelings, concerns and needs, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships. They understand, interact with and relate well with others. They inspire trust and function well as part of a team.

2.3.3. Goleman: A Mixed Model of Emotional Intelligence

Goleman’s (1998) first model of emotional intelligence identified five domains, or dimensions, of emotional intelligence encompassing twenty-five competencies. Self-awareness, self-regulation, and motivation, described personal competencies related to knowing and managing emotions in one’s self. Empathy and social skills, described social competencies related to knowing and managing emotions in others.

A statistical analysis by Richard Boyatzis (2000) supported collapsing the twenty five competencies into twenty, and the five domains into the four: Self-Awareness, Self-Management, Social Awareness, and Relationship Management (Boyatzis, Goleman, & Rhee, 2000). While the analysis verified that the competencies nest within each EI domain, it also suggests that the distinction between the social awareness bunch and the relationship management bunch may be more theoretical than empirical.

Goleman's new model outlines four main EI constructs: Self-awareness, the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management — involves controlling one's emotions and impulses and adapting to changing circumstances. Social awareness, the ability to sense, understand, and react to others' emotions while comprehending social networks. Relationship management is the ability to inspire, influences, and develop others while managing conflict.

2.3.3.1. Self-Awareness

Goleman (1998) argues “self-awareness is critical to understanding others and exhibiting empathy”. The competencies in the self-awareness domain enable individuals to be recognized their own feelings and thoughts, as well as personal strengths and weaknesses.

Emotional Self-Awareness: The first component of emotional intelligence is emotional self-awareness, knowing what one feels and why. According to Goleman (2002), “emotional self-awareness is the ability to recognize one's emotions and their effects on self and others”.

Accurate Self-Assessment: Self-awareness is key to realize one's own strengths and weaknesses. **Self-Confidence:** “Self-Confidence is a belief in one's own capability to accomplish a task and select an effective approach to a task or problem (Goleman, 1998)”. This definition includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions.

2.3.3.2. Self-Management

The second domain of emotional intelligence,” Emotional Self-Management, refers to the ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity (Goleman, et al, 2002)”. Self-management covers the emotional intelligence competencies of motivation, optimism, and emotional control.

Emotional Self-Control: Goleman (1998) identified “emotional self-control as —the ability to keep one’s impulsive feelings and emotions under control and restrain from negative actions when provoked, when faced with opposition or hostility from others, or even when working under pressure”.

Initiative is the ability to identify a problem, obstacle, or opportunity and take action in light of that to address current or future problems or opportunities. Optimism, Goleman (1998) defined optimism as the persistence to pursue goals despite obstacles and setbacks. Optimism is a key ingredient of achievement because it can determine one’s reaction to unfavorable events or circumstances.

2.3.3.3. Social-Awareness

The Social Awareness domain includes three competencies: empathy, organizational awareness, and service orientation. Social Awareness competencies determine how we handle relationships.

Empathy gives people an astute awareness of others, concerns, and needs. “The empathic individual can read emotional currents, picks up nonverbal cues such as tone of voice or facial expression (Goleman, 1998)”.

Organizational Awareness: refers to one’s ability to understand and learn the internal and external power relationships in an organization. “The organizational awareness competency includes one’s ability to identify real decision-makers and individuals with influence (Goleman, 1998)”.

Service Orientation is a desire to help or serve others, in order to meet their needs. It means focusing one’s efforts on discovering and meeting the customer’s or client’s needs and distinguishes star sales performers from average ones.

2.3.3.4. Relationship Management

The Relationship Management domain contains competencies that have the most direct effect on interactions with other people.

Developing Others means to understand people’s developmental needs and help in building their skills, knowledge. “Although this skill is crucial for those who manage the leading work, it has also emerged as a vital skill for effective leadership at high levels (Goleman, 2000)”.

Inspirational leaders are able to articulate and arouse enthusiasm for a shared vision and mission, to step forward as needed, to guide the performance of others while holding them accountable, and to lead by example.

2.3.3. The Trait EI model

Petrides et al. (2004) proposed “a conceptual distinction between the ability based model and a trait based model of EI”. Trait EI model refers to an individual’s self-perceptions of his emotional abilities. This definition of EI includes behavioral tendency and self -perceived abilities and is measured by self -report. Trait EI should be investigated within a personality framework. An alternative name for the same construct is trait emotional self-efficacy.

2.4. Existing Understanding of Emotional Intelligence

Petrides et al. (2004) proposed a conceptual distinction between the ability based model and a trait based model of EI. ”Trait EI model refers to an individual’s self-perceptions of his emotional abilities”. This definition of EI includes behavioral tendency and self -perceived abilities and is measured by self -report. Trait EI should be investigated within a personality framework. An alternative name for the same construct is trait emotional self-efficacy.

2.5. Measures of EI Models

2.5.1. Measures of Bar-On’s Model

Reuven Bar-On’s measure of emotional intelligence, “the Bar-On Emotion Quotient Inventory (EQ-i), is a self-report measure of emotional intelligence for individuals sixteen years of age and above. One hundred and thirty three items are used to obtain a Total EQ (Total Emotion Quotient) and to produce five composite scales corresponding to the 5 main components of the Bar-On model: Intrapersonal EQ, Interpersonal EQ, Adaptability EQ, Stress Management EQ, and General Mood EQ. Items are measured on a 5 point scale ranging from 1 (very seldom/not true for me) to 5 (very often/often true of me). Total raw scores are converted into standard scores with a mean of 100 and standard deviation of 15”. (Bar-On, 2002).

Bar-On has developed several versions of the Emotion Quotient Inventory’ to be used with various populations and in varying situations. Among these are the EQ-interview (to be completed after the self-report), the EQ-I Short Version (a 52 item version of the original), the EQ-i:125 (a 125 item version of the original which excludes the negative impression scale), the

EQ-I Youth Version (for children and adolescents 7- 15 years of age), and the EQ-360 Assessment (a multi-rater instrument used in conjunction with the regular self-report EQ-I to give a more complete assessment). In addition, the original EQ-I is available in several languages, including Spanish, French, Dutch, Danish, Swedish, Norwegian, Finnish, and Hebrew (Bar-On, 2002).

2.5.2. The Group Emotional Competence (GEC) Inventory

The Group Emotional Competence (GEC) inventory is based on the work of Vanessa Druskat and Steven Wolff who have started the application of emotional competence concepts at the group level. Their research has shown that GEC norms improve group effectiveness by building social relationship, which facilitates in effective task, behaviors and processes.

The instrument has now been administered to over 150 teams and provides feedback on 9 group norms that research has shown are linked to team effectiveness. Feedback is useful for helping groups for better understanding of their strengths and weakness and to identify areas for improvement. The instrument contains 57 items that measure the nine dimensions of GEI.

2.5.3. The Schutte Self Report Emotional Intelligence Test (SSEIT)

The Schutte Self Report Emotional Intelligence “Test (SSEIT) contains 33 items to measure emotional intelligence. It was developed by Schutte et al. (1998)”. The SREIS has been designed on to the Salovey and Mayer (1990) model of EI. Items of the test relate to the three aspects of EI: Appraisal and expression of emotion, Regulation of emotion, Utilization of emotion.

2.7. Emotional Intelligence and Gender

Gender has important effects on emotions and emotional intelligence. Even though women, as a group, may be more emotionally intelligent than men, women are reduced relative to men when they engage in certain leadership behaviors, even though they might be effective.

Mayer, Caruso, & Salovey (1999) suggest that “women might have a slight advantage over men in the area of emotional intelligence”. Bar-On (2000), however, suggests that “no significant differences exist between males and females regarding overall emotional and social competence; but he does indicate some gender differences for a few factorial components of the construct”. Bar-On theorizes that females appear to be more aware of emotions, demonstrate more empathy, relate better interpersonally, and act more socially responsible than men. Men, on the other hand,

appeared to be able to have better self-regard, cope better with stress, solve problems better, and be more independent, flexible, and optimistic than women. In general, when looking at the overall ratings of men and women, far more similarities exist than differences regarding their emotional intelligence. Thus, in terms of total emotional intelligence, no gender differences exist (1998).

2.8. Emotional Intelligence and Age

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

2.9. Emotional Intelligence at Work Place

"There is extensive research into the role emotions play in the workplace" (Beatty, 2007; Offermann, Bailey, Vasilopoulos, Seal, & Sass, 2004; Webb, 2009). Goleman et al. (2002) explained "how understanding the powerful role of emotions in the workplace sets the best leaders apart from the rest; these abilities impact business results, retention of talent, and organization morale, motivation, and commitment". Brotheridge and Lee (2008) found that "emotional competencies are essential for leaders, as they are expected to create and sustain positive relationships within the workplace". Stein et al. (2009) also found "direct correlations between executives who possessed elevated competencies of empathy, self-regard, reality testing and problem solving and the profit earnings of the company". These studies demonstrate the importance that emotional intelligence plays in supporting effective leadership.

2.10. Team performance

Team performance has also been a focus of studies. Koman and Wolff (2008) examined "the relationship between emotional intelligence competencies, team emotional intelligence and team/group performance". They found that an emotionally intelligent team leader has a important positive impact in creating an emotionally competent team, as well as on the performance of that team. Kafetsios, Nezelek, and Vassiou (2011) found that "a leader's appropriate use of emotion

had a positive impact on a direct reports attitude and emotion relating to work”. It was also noted by Smollan and Parry (2011) that” the manner in which a leader deals with emotions will impact on how open employees are about their own emotions”. Momeni (2009) recognized that “a leader’s effectiveness in creating a positive organizational climate is also affected by the emotional intelligence competencies of the leader; specifically, findings demonstrated that social awareness and self-awareness have a direct impact on organizational climate”. As well, credibility was also found to be influenced by the leader’s emotional intelligence competencies.

As emotional intelligence theory has evolved, so has precision of studies linking emotional intelligence and leadership ability. Goleman and Boyatzis (2008) examined “the relationship between how an empathetic leader affects the brain chemistry of both the leader and the direct report”. Using the Emotional and Social Competency Inventory(ESCI), they found that social competencies of empathy, attunement, organizational awareness, influence, inspiration and team work all positively impact leadership. In a separate study, “it was found by that leaders with strong emotional intelligence competencies were able to better militate or influence against turnover of employees, as well as promote higher levels of job satisfaction” (Jordan & Troth, 2011).

2.11. Leadership Theory

Early leadership theories tended to focus upon the characteristics and behaviours of successful leaders. The Great Man theory was based on the belief that “leaders are exceptional people, born with innate qualities and were destined to lead” (Carlyle, 1841). The Trait theories supported the idea that people are born with certain character traits or qualities. “Since certain traits are associated with proficient leadership, it assumes that if you could identify people with the correct traits, you will be able to identify leaders and people with leadership potential “(Allport, 1937; Bass & Bass, 2008). The Behaviourist theories concentrated on” what leaders actually do, rather than on their qualities “(Skinner, 1974); Bass and Bass (2008) explain that” the different patterns of behaviour are observed and categorized as leadership styles”. “Situational Leadership theory sees leadership as specific to the situation in which it is being used; different situations require the use of various approaches or styles “(Hersey et al., 2001). The Contingency Theory is a “refinement of this theory, and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit a certain circumstance” (Fieldler & Chemers, 1974).

As leadership theories have developed, focus has moved towards considering the role of followers and the contextual nature of leadership; Transactional Leadership theory and Transformational Leadership theory became prominent theories as this shift in focus occurred. The Transactional Leadership theory, first developed by Weber (1947), “is based on the hypothesis that followers are motivated through a system of rewards and punishment”. If follower does something positive, they will be rewarded; if the follower does something negative, they will be punished. In comparison, Transformational Leadership is described by Burns (1978) as “a process where leaders and followers engage in a mutual process of raising one another to higher levels of morality and motivation”. Researchers (Barbuto, 2005; Bass, 1990b; Bass, Avolio, Jung, & Berson, 2003) advocate that “there are four factors that make up transformational leadership”:

These factors are interdependent (Gellis, 2001); “when they co-exist a team has the ability to produce results that are beyond expectations (Hall, Johnson, Wysocki, & Kepner, 2008)”.

The concept of shared leadership or distributed leadership further evolved the understanding of how leaders must interact with their team to ensure organizational improvement. “Some would advise that shared leadership or distributed leadership frameworks are based on studies dealing with teamwork (Salas, Cooke, & Rosen, 2008; Solansky, 2008; Valentine, Nembhard, & Edmondson, 2012). Carson et al. (2007) emphasize that leaders do play a critical role in the function of effective teams. There is also recognition that one individual will most likely not have all the skills and knowledge required in complex organizational situations (Spillane, 2005)”. This understanding supports the development or distribution of leadership among many.

Carson et al. (2007) describe the concept of shared leadership as “an emergent team property that results from the distribution of leadership influence across multiple team members” (p. 1218). The state of shared leadership can be fostered in an environment that consists of following three dimensions: Shared purpose (similar understandings of team goals), Social support (team members provide emotional and/or psychological support to one another), Voice (team members have input towards how the team accomplishes its goals or objectives), (Carson et al., 2007, p. 1218) Carson argues that these three dimensions work together to create an environment where leadership can flourish.

As organizational structure and requirements “have become more complex, so has the need for a more complex theory of leadership (Pearce & Conger, 2003)”. Bergman, Rentsch, Small, Davenport, and Bergman (2012) discovered that on “teams that were based on shared leadership theory, each individual typically exhibited one effective leadership approach, but across the entire team there were numerous leadership behaviors present”.

With the desire of school district to improve learning environments, teacher pedagogy, and ultimately student achievement, researchers have more closely examined the link between school leadership and school improvement. Hallinger and Heck (1996) advocated that “the relationship between leadership and school improvement was a “black box” (p. 11)”. At that time, the contents of this “black box” were an unknown. As Lambert (2007) explains:

Sustainability, though receiving a great deal of attention in recent years, continues to be the most confounding problem in human organizations. Education is no exception. If anything, the complexity of the product – student learning – and bureaucratic limitations, place education more at risk. (p. 252)

Fundamental to school improvement is capacity building. Senge (1990) developed the concept of learning organizations. Such organizations unceasingly attempt to enlarge their capacity in an effort to grasp the end goal of the group. This is done by supporting and development new patterns of thinking. Senge (1990) described System Thinking is the 5th Discipline, the connections within the organization and across organizations, which supports the development of learning organizations. More recently, Crowther (2011) had drawn a number of school based capacity building models that have been developed over the past ten years.

The field of leadership theory has evolved greatly from its initial beliefs that leadership was an inherent ability or set of behaviors or traits one could possess. There is recognition that leadership is relational in nature; the interaction of individuals within the organization and the context within which they work are interdependent. Those that are able to connect this understanding are more appropriate to be successful in their role. The school leader’s ability to influence others and build team member’s capacity is at the heart of effective school leadership.

2.12. 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 responsibility 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 controlling and supervisory principal who was influenced by the centralization of education. Focus was placed on the demands and needs of the organization.

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 attention of the principal ship was on management. The principal was accountable for construction 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 come across the demands of 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)".

2.13. Emotional intelligence and School Principal

The theories of leadership and their link to emotional intelligence have provided a framework for discussion around educational leadership and the role of change in schools and school systems. Efforts have been made by Elmore (2000) to clarify the application of leadership theory in educational settings. The work of Fullan (2001, 2003, and 2008) has provided insights into how effective leadership must exist in a school district to ensure that continual improvements are occurring. Leithwood and Beatty (2008) specifically link leadership theories and the importance of strong emotional intelligence. In a recent publication, Fullan (2014) summarizes thinking around the role of the principal:

"New, rapidly emerging change dynamics almost organically favor a different and more powerful role for principals, and really for all – students, teachers, parents, administrators, and policymakers. Tensions are growing between, on the one hand, an urge to tighten the focus around standards and, on the other hand, a tendency to allow digital innovations to flourish. The capacity to navigate, indeed to help others navigate these troubled waters will require a new kind of leadership. We will see that this new view of leadership has the advantage of being more in harmony with the human condition. Humans are fundamentally motivated by two factors: doing things

that are intrinsically meaningful to themselves, and working with others – peers, for example – in accomplishing worthwhile goals never before reached. If principals can get the knack of stimulating and enabling these organic forces, then fundamental changes will occur in rapidly accelerating time frames, transforming stodgy or moribund school systems into dynamic learning environments. (P.7)

The role that emotional intelligence plays for leaders, both principals and leaders in general, cannot be underestimated. Organizations must be aware that emotional intelligence predicts job performance, especially in occupations that tend to be highly emotional in nature (Cherniss, 2010; Newman & Joseph, 2010). O'Boyle, Humphrey, Pollack, Hawver, and Story (2010) found that “emotional intelligence was a predictor of job performance (meeting performance expectations of a particular job)”. In fact, in their study they put forward that emotional intelligence ranked third in relative importance to cognitive ability and conscientiousness. Maulding, Peter, Roberts, Leonard, and Sparkman (2012) also identify “a strong correlation between emotional intelligence and leadership success and resilience”. Job satisfaction and employee emotionality also can impact performance at work. As Kafetsios et al. (2011) point out; “the emotional intelligence competencies of a leader are positively related to employee’s attitude, emotional state and job satisfaction”. “Continuing with the belief that strong emotional intelligence competencies are essential for effective leaders, a number of studies examine the importance of assisting individuals, team members, and leaders in developing their personal emotional intelligence, as well as the emotional intelligence of their organization (Groves et al., 2008; Leithwood et al., 2004)”. As advocated by Fullan (2014), “the role of the principal must “shift to that of an agent of contagion and fundamental change” (p. 8). He suggests that principals must use the drivers of capacity building, collaborative effort, pedagogy and system to develop the environment that will positively promote student achievement and wellbeing. Collaborative cultures, learning communities and capacity building are concepts that have received extensive focus (DuFour & Fullan, 2013; DuFour & Marzano, 2009; Fullan, 2010). More recently, Hargreaves and Fullan (2012) spoke to the professional capital of principals which links these concepts. They explain their model:

Professional capital is a function of the interaction of three components: human capital, social capital, and decisional capital. In the principal’s case, human capital

refers to the human resource or personnel dimension of the quality of teachers in the school – their basic teaching talents. Recruiting and cultivating the skills of individual teachers is one dimension of the principal’s role. Social capital concerns the quality and quantity of interactions and relationships among people. Social capital in a school affects teachers’ access to knowledge and information; their sense of expectation, obligation, and trust; and their commitment to work together for a common cause. Decisional (or decision-making) capital refers to the sum of practice and expertise in making decisions across many individuals or groups within a school and its community. Decisional capital is that which is required to make good decisions – specific decisions, as we shall see, about how to put human and social capital to work for achieving the goals of the school. (Fullan, 2014, pp. 70-71)

All of these notions speak to the importance that emotional intelligence plays for an educational leader. The ability to develop collaborative cultures, participate in a learning community, build the capacity of a school staff or leverage professional capital are all reliant on effective emotional intelligence competencies. The evidence does not end there. Kirtman (2013) “outlines seven leadership competencies that an effective leader will exhibit. They include: Challenges the status, Builds trust through clear communications and expectations, Creates a commonly owned plan for success, Focuses on team over self, Has a sense of urgency for sustainable results, Commits to continuous improvement for self , Builds external networks and partnerships

Again, these leadership competencies continue to support the need for strong emotional intelligence competencies”.

2.14. Emotional Intelligence on Effective Leadership

“The construct of emotional intelligence has gained popularity as a prospective underlying attribute of effective leadership (Sosik & Megerian, 1999)”. Furthermore, “a growing body of research on effective leadership points to the idea that it takes more than just cognitive intelligence, but requires developing emotional intelligence” (Greenockle, 2010). Fullan (2003) observed that “effective leaders combine a strong sense of moral purpose, an understanding of the dynamics of change, and great emotional intelligence as they build relationships” (p. 93). As a result of their meta-analysis study, Marzano et al. (2005) indicated that “effective leaders are aware of their emotions, know their strengths and weaknesses, and have a strong sense of self-

worth”. They further stated that effective leaders manage themselves with discipline, keeping restriction on negative emotions, being flexible, and behaving with integrity.

Kouzes and Posner (2002) provided a useful definition of leadership effectiveness which is used in this study. “Success in leading will be wholly dependent upon the capacity to build and withstand those human relationships that enable people to get extraordinary things done on a regular basis” (p. 21). Kouzes and Posner’s five key leadership practices, as defined below, identify the practices of an effective leader.

Model the way, In order for leaders to be viewed as model, they must model the behavior they expect of others (Beatty & Brew, 2004; George, 2000; Finkelstein & Hambrick, 1996). This means the leader must essentially go first, living the behaviors he or she wants others to accept and exhibit. It is mentioned to as leading from the front because people believe what they see the leader do, not what the leader talks about. Leaders must talk the talk and walk the walk; they help as character representations for others. By doing this, leaders will achieve developed standards and gain commitment from followers. Put another way, in order to receive the respect of others, a leader must lead through straight individual participation and action. A leader models the positive standards they would like to describe their organization. “People first follow the person, then the plan” (Kouzes & Posner, 2002, p. 15).

“Inspire a shared vision a leader should have dreams and visions of what could be (George, 2000; Yukl & Falbe, 1991)”. Creation of a vision of what the organization can be is motivational and increases the self-esteem of followers. People are motivated by ideas that detention and touch their hearts, not by fear. This characteristic means that the leader is able to not just develop a vision but to communicate that vision to others in such a way that they adopt it, taking the vision on as their own. The vision must be forward-looking and positive; and it must appeal to others’ values, dreams, hopes and interests. The leader should have a firm belief in his or her dreams and in order to make extraordinary things happen, the leader must display confidence in his or her abilities. Leaders have a desire to change the way things are and to do what no one else has ever done before. “Leaders cannot command commitment, only inspire it” (Kouzes & Posner, 2002, p. 15).

In creating a shared vision, chairs must move their faculty toward a vision. Lucas (1994) repeated “the importance of involving faculty in a carefully planned process of developing the

departmental vision. This should be followed by the participative development of a departmental mission statement, goals, and action plans”.

“Challenge the process means leaders recognize good ideas, support them, and are willing to challenge the system to get different results “(Finkelstein & Hambrick, 1996; Goleman, 2000b; Mussig, 2003). These results can be new products, services, processes, and systems. Leaders engage in an ongoing mission for quality and look for opportunities to make things better. They challenge norms when they are not in the best interest of the organization. Seeking and accepting challenge is what a leader follows in order to push others to greatness. Leaders are not afraid of adversity nor are they afraid of difficult situations. They learn from these. Effective leaders are first to adopt innovations. Leaders step back from the status quo, they look for ways to grow, innovate, change and improve the existing situation (Kouzes and Posner, 2002). “Leaders are learners. They learn from their failures as well as their successes” (p. 17).

“Enable others to act; a great leader enables others to do good work. To enable others to act, a leader must bounce power away, not store it” (McCauley & Velsor, 2004; Morand, 2001; Mussig, 2003). By empowering followers to act, leaders encourage the change of creative ideas into actions. “When leadership is a relationship founded on trust and confidence, people take risks, make changes, and keep organizations and movements alive. Through that relationship, leaders turn their constituents into leaders themselves” (Kouzes & Posner, 2002, p. 19).

Encouragement and praise are not enough to motivate people; they must feel they have the power to act. People must also have the ability to put their ideas into actions. Leaders encourage teamwork; they build teams and teamwork where others may use their own leadership skills. “Trust is critical; the leader must trust subordinates and they must trust the leader” (Kouzes and Posner, 2002).

“Encourage the heart means a major part of a leader’s job is to create a culture that celebrates and shows appreciation for people’s activities and contributions” (George, 2000; Higgs & Aitken, 2003; Morand, 2001; Murray, 1998). Leaders identify that experiencing success with a new behavior results in change. “And leaders also know that celebrations and ceremonies, when done with validity and from the heart, build a strong sense of collective identity and community that can carry a group through unexpected tough times” (Kouzes & Posner, 2002, p. 20).

To accomplish anything, people must be passionate about it, about what they are doing. Effective leaders are able to unlock the interest of their followers. They can do so with their own passion

as well as with stories.” Leaders also recognize that things just do not go right all the time. At those times, the leader is there to encourage people to keep trying, not to give up. They help people move beyond the challenges that may seem like obstacles “(Kouzes and Posner, 2002).

Many organizations today need to change rapidly to keep their competitive edge. Rapid change requires that an organization has employees and leaders, who are adaptive, work effectively, constantly improve systems and processes, and are customer focused. “Effective leaders are those who get results within time frames that are considered appropriate for their businesses and shareholders “(Goleman, 2000b). Emotional intelligence has been identified through the popular press and some research as that critical element needed for effective leadership.

2.15. Leadership Style and Emotional Intelligence

Authoritative leader focuses on setting and achieving goals. With focus on common vision and end results, this leader can still inspire individuality and creativity among employees.

Coaching leader this leader develops people for the future. Which focus on training, executives who coach their employees help them learn through examination.

Democratic leader focused on feedback from employees and other executives. They are experts at breeding consensus among teams through communication and inspiration.

Instructional Leadership means the school leader facilitates linkages among curriculum, instruction, and assessment and understands the key elements of curriculum and instructional practice.

Transformational leadership looks for ways to secure followers by addressing their higher-order needs and engaging them more fully in the process of their work. Transformational leaders are able to bring about and able to deal with change

2.17. Theoretical Framework

The study’s theoretical framework was inclined by the early work of Salovey and Mayer (1990) and Goleman, Boyatzis, and McKee (2002) who proposed two emotional intelligence models that have set the basis for constant research in the area of emotional intelligence. While these two theoretical frameworks highlighted business leadership, more recently the construct of emotional intelligence in education, precisely the emotional intelligence of leaders/principals, teachers, and students, have become topics of research.

The Goleman et al. (2002) model is similar to the emotional intelligence mental ability model advanced by Mayer and Salovey (1990) in that it uses the mental ability model, but also gives characteristics or traits into a compound conception, or mixed-model of emotional intelligence (Mayer et al., 2000). Goleman (1998a) referred to emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (p. 317). The Goleman et al. (2002) model has four domains: 1) self-awareness, 2) self-management, 3) social awareness, and 4) relationship management.

The first domain, self-awareness, “means having a deep understanding of one’s emotions, strengths, weaknesses, needs and motivations “(Goleman, 1998b). Self-awareness is the foundation that the outstanding domains shape on and without recognizing one’s own emotions; one will not outshine in the other domains. In the second area, self-management is described as the attentive energy that all leaders need to accomplish their objectives. According to Goleman (1998b), self-management includes a tendency for reflection and meditation, comfort with uncertainty and change, and integrity – an ability to say no to impulsive needs. The third area, social awareness is defined as “the ability to understand with others and circumstances. Social awareness is a necessary component in leadership” (Goleman et al., 2002). Social awareness is being able to understand in body language and get emotional messages behind people’s words. In the last domain, relationship management is described as “friendliness with a purpose: moving people in the right direction” (Goleman et al., 2002, p.51). Relationship management includes encouragement, conflict management, teamwork, and handling other people’s emotions; it allows leaders to put their emotional intelligence to work, it plays an important role at the managerial levels of a company. Goleman’s (1998b) research asserted that “emotional intelligence is twofold as important as general intelligence and technical skills in job performance”.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This study assessed the statuses of emotional intelligence in school principal in Bole sub city. Under this topic: the research design, population and sampling techniques, instrument validity and reliability, method of data analysis, the data collection instrument and ethical consideration which were used in the research are discussed below.

3.1. The Research Design

Different occurrences may require the use of different methodologies. By focusing on the phenomenon under examination, rather than the methodology, researchers can select appropriate methodologies for their enquiries (Falconer & Mackay, 1999). Reduced to the simplest of terms, a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the researcher design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004).

In order to capture the rational structure of the study, the researcher used descriptive survey research design. The purpose of this study was to determine the state of emotional intelligence on primary principals' leadership performance. Quantitative data was used to measure the emotional intelligence and leadership performance of primary schools principals.

. 3.2. Population and sample

The study of the total population is not possible and it is also impracticable. "The practical limitation; time, cost and other factors those are usually operative in the situation stands in the way of studying the total population "(singh, 2006).

There are several alternative ways of taking a sample. The major alternative sampling plans may be grouped into probability techniques and non-probability techniques. In probability sampling every element in the population has known non zero probability of selection. The simple random is the best known probability sample, in which each member of the population has an equal probability of being selected. Probability sampling designs are used when the representativeness of the sample is of important in the interested of broader generalizability. When time or other factors, rather than generalizability, became critical, non-probability sampling is generally used.

As a result, probabilistic random sampling is used in this research since the target population properly defined.

The population and sample schools are determined on the basis of the year 2012 E.C Annual statistical report of Bole sub city education office. In Bole Sub City 22 primary schools are found, the total principal 88 and 1,693 teachers and these employees are working in the government elementary school in Bole sub city.

For this study the researcher took samples from the total population due to shortage of time and resource. Considering access to participants for the related information, this research also focused on all employees of principals or directors and teachers positions except temporary employees and employee with low level of educational background for the reason that they will not be able to understand the questioner. So that, the study population is focused on eight (8) schools, 31 that are actively engaged in administrative and management of organization. The researcher used random method to choose the schools; these schools are Alpha mesmat Yetesanachew, Berhaneh Zare, Lemi primary school, Bole Weregenu, Bole Ethio-china, Bole Geriji, Misrak Ber No 2 and Goro primary schools.

Annual abstract of primary government teacher and principals in Bole sub city 2012 E.C

WERDA	School name	Principal			Teachers		
		M	F	Total	M	F	Total
1	Meles Firey primary school	2	2	4	12	30	42
2	March 8 primary school	3	1	4	34	42	76
	Alpha Mesmat Yetesanachew	1	2	3	20	11	31
3	Berhaneh Zare primary school	4	-	4	27	18	45
4	Misirak Dil primary school	3	1	4	26	42	68
5	Addis Raey primary school	2	2	4	34	19	53
6	Misrak Ber No. 2 primary school	4	-	4	23	32	55
7	Misrak Ber No. 1 primary school	2	2	4	18	27	45
9	Goro primary school	4	-	4	64	82	146
	Bole Addis primary school	3	1	4	32	82	114
10	Meri primary school	3	1	4	50	28	78
	Cheffe primary school	3	1	4	68	51	119
11	Lemi primary school	3	1	4	34	26	60
	Arabsa primary school	3	1	4	48	94	142
12	Bole Weregenu primary school	3	1	4	44	38	82
	Yebulbula Raey primary school	4	-	4	38	45	83
	Cheffe bulbula primary school	4	-	4	35	56	91

13	Bole community primary school	3	1	4	30	26	56
	Bole Gerji primary school	2	2	4	54	63	117
14	Hidase primary school	2	2	4	39	39	78
15	Bole Ethiochaina primary school	2	2	4	40	30	70
	Yeka Bole primary school	3	1	4	24	18	42
Total		63	2 5	88	794	899	1693

Table 3.1= Abstracting of primary school in Bole sub city

Simple random sampling the most widely used techniques which all-possible subsets of population are given an equal probability of being selected. The researcher used this technique to select eight schools, 121 respondents as a sample out of the total population 1693 teachers. The sample size has been determined by applying the formula adapted from Krejcie and Morgan's (1970), $n = \frac{N}{1 + N(e)^2}$ to find 200 as representative sample size.

The total population of principals and teachers who works in Bole sub city government primary schools is 1693 teachers and 88 principals. Based on this data, schools were selected using 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. The required sample size determined at 95% confidence level and with 5% margin of error.

3.3. Instrument validity and reliability

Validity concerns the degree to which a question measures what it was intended to measure. To assure the validity of the study, the researcher discussed with the advisor and other management staff about the questionnaires before it was distributed. It was developed on the basis of Emily A. Sterrett and review related literature. In addition, the researcher provided explanations concerning on the questions to the respondent.

As per Khotari(2004) reliability refers to consistency, “where internal consistency involves correlating the responses to each question in the questionnaire with those other questions in

the questionnaire”. The researcher used Cronbach’s alpha to calculate the internal consistency of the instrument.

Cronbach’s alpha coefficients range in value from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous and multi- point formatted questionnaires or scale. However, there is no lower limit to the coefficient. The closer Cronbach’s coefficient alpha is to 1, the greater the internal consistency of the items of the scale (Struwig & Stead, 2001).

Table 3.2 Cronbach’s Alpha Reliability coefficient

Reliability statistics

Cronbach’s Alpha	No of items
0.872	70

3.4. Methods of Data Analysis

It is unquestionable that after the collection of data there must be analysis, interpretation and presentation in order to give recommendation to the problem. The data organized, analyzed and expressed using regression and correlation analysis so as to examine state of emotional intelligence on elementary school principals.

For the purpose of this study quantitative data analyze used. Data presented in the form of statement. For the data descriptive statistics, used to summarize data by using Statistical Package for the Social Science (SPSS) software.

Statistic include, mean, frequency and standard deviation also used to analyze the data among the difference groups. The mean and standard deviation was used to describe the data.

3.5. Source and Instruments of Data Collection

The main sources of the data were from both primary and secondary. The primary sources of data gathered through questionnaires from eight government elementary schools that found in Bole sub city. The questioner was adapted from different literature and previous research, books related to the study and customized in order to suit to this research study. The reason for the selection f questioner is that it will help in obtaining extensive data at reasonable cost and to cover wide geographical areas in a relative short time. The questioner was designed and

disturbed to address the sample employee's work in school principal and teachers in Bole sub city.

The secondary data were also used which includes Addis Ababa education bureau, published and unpublished information about the study area, books and journals from the library and internet.

3.6. Ethical Issues

Ethical norms play an important role in any research project. "These rules promote the aims of research, represent the values of the research community, and provide accountability to the public" (Clegg & Slife, 2009). Within the research community and embedded in each individual academic institution is a clearly defined ethical procedure that must be followed to. This section provides background on the ethical considerations embedded in this research.

It is the responsibility and goal of the researcher to protect the privacy of the participants within the study. "Ethical issues will arise and it is imperative for researchers to anticipate ethical issues involved in their study" (Creswell, 2013). While the researcher did not anticipate any established risks affiliated with the study, the research was neutral and wanted to ensure that the rights and values of the participants were not compromised. Consequently, the researcher provided the participants with written documentation informing them of the nature of the study, objectives, and the data collection procedures. The researcher also assigned each participant with random numbers used within the data collected as a means to ensure anonymity.

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretation

This chapter contains the presentations, analysis and interpretation of data. The points dealt with in the chapters are the general characteristics of the sample population, the responses of the elementary school principals and teachers on the state of emotional intelligence and discusses the result of the study.

Out of 150 questionnaires distributed, 121 were collected which makes the response rate 80.67%. The researcher, as much as possible, made the questionnaire easy to read and answer without and difficulties.

1. Socio- Demographic Characteristics of Respondents

The study analyzed the demographic characteristics of respondents involved in the study. In this section the respondents profile is presented.

Table 4.1 profile of respondent

No	Variables		Type	Frequency	%	Cumulative
1	Gender	Principal	Female	8	25.8	25.8
			Male	23	74.2	100
				31	100	
		Teachers	Male	85	70.2	100
			Female	36	29.8	29.8
Total				121	100.0	
2	Age	principal	25- 35	17	54.8	54.8
			36-45	13	41.9	96.8
			46-55	1	3.2	100
			Above 55	0	0	
				31	100	

		Teachers	>25	5	4.1	4.1
			26-35	77	63.6	67.8
			36-45	27	22.3	90.1
			46-55	12	9.9	100
			Above 55	-	-	-
				121	100	
3	Level of education	Principal	Degree	29	93.5	93.5
			Master	2	6.5	100
Total				31	100	
		Teachers	Diploma	41	33.9	33.9
			Degree	80	66.1	100
Total				121	100	
4	Year of experience	Principal	1-5	7	22.6	22.6
			6-10	6	19.4	41.9
			11-15	10	32.3	74.2
			16-20	8	25.8	100
Total				31	100.0	
		Teachers	1-5	68	56.2	56.2
			6-10	34	28.1	84.3
			11-15	7	5.8	90.1
			16-20	3	2.5	92.6
			Above 20	9	7.4	100.0
Total				121	100	

The above table (table 1) shows that, from total of 121 respondent teachers, 85 were male while 36 were female. From principals, 8 were female while 23 were male. Out of this we can see that 23 principal are male involving 74.2% of the employees while 8 are female involving 25.8%. 70.2% of respondents were male teachers while 29.8% are female teacher that involving in the research. From the above table it can be observed that the difference in gender composition in the sector is marginally high which the environment promotes gender balance in its employments practices.

Out this we can see that 17 respondents of principals (54.8%) were within the age group of 26-35 years. 13 (41.9%) of the respondents were between the age group of 36-45 years and 1 (3.2%) of the respondents were between the age of 46-55. Therefore, this implies that more than half of the respondents' workers (principal) are between the age group of 26-35 years. Beside this, 5 (4.1%) of the respondents teachers are less than >25. 77 (63.6%) of group the respondents were between the age group of 26-35. 27 (22.3%) of the respondents were between the age group of 36-45. The rest 12 (9.9%) were between the age group of 46-55. Therefore, this implies that more than half of the principal and teachers respondents' workers are between the age group of 26-35.

Tables 4.2 above the level of education, 29 respondents of principals (93.5%) are Bachelor's degree holder and 2 respondents (6.5%) have Master's Degree. Regarding to the level of education 41 respondent of teachers (33.9%) are Diploma holder and the rest of 80 respondents (66.1%) have Bachelor's Degree. This shows that majority of the respondents are educated to a level of Master Degree, Bachelor's Degree or have Diploma.

The following table (Table 4.1) represents the distribution of length of service that respondents have been working as principal and teachers. Out of the total principal respondents, 7 (22.6%) are between 1-5 years, 6 (19.4%) are between 6-10 years, 10 (32.3%) are between 11-15 years. Out of the total teacher respondents, 68 (56.2%) are between 1-5 years, 34 (28.1%) are between 6-10 years, 9 (7.4%) are above 20 years. The rest of 7 (5.8%) and 3(2.5%) are between 11-15 and 16-20. Therefore the majority of the respondents have been working in principal position are between eleven to fifteen years. On the other hand, a small number of respondent are between 6-10 years. Beside this the majority teacher respondents are between one to five years and the smaller respondents are between sixteen to twenty years.

.1. Self-Awareness

Table 4.2 Self- awareness of school principals

Self-Awareness		Mean	Std. Dev	No
School principals are aware of the physical reactions (aches, sudden changes) that signal unconscious reaction.	Principal	3.74	1.389	31
	Teacher	3.04	1.189	121
School principals are taking a break or use another active method of increasing energy when they sense that their energy level is getting low.	Principal	4.03	.948	31
	Teacher	3.35	1.189	121
School principals taking time every day for quiet reflection.	Principal	3.48	.958	31
	Teacher	3.19	1.192	121
School principals are usually identifying the emotion there feeling at any given moment.	Principal	3.70	.863	31
	Teacher	3.58	1.305	121
School principals are clear about their own goals and values.	Principal	4.06	1.181	31
	Teacher	3.77	1.186	121
School principals are emotions generally have no impact on the way their behave	Principal	3.74	1.290	31
	Teacher	3.32	1.432	121
School principals generally guided by others goals and values	Principal	3.48	1.338	31
	Teacher	3.00	1.432	121
School principals are not learnt most from reflecting on past experience	Principal	3.51	1.287	31
	Teacher	3.5	1.400	121
School principals are no sense of humor about their self	Principal	4.08	1.95	31
	Teacher	3.54	1.378	121
School principals are present their self with no self-assurance and having presence	Principal	3.45	1.286	31
	Teacher	3.15	1.343	121

Range Description- Mean Difference: 1.00-2.50=disagree, 2.51-3.50 = undecided, 3.51-5.00= Agree

Tables 1 above illustrates that high mean difference 3.74 shows as those principals strongly agree that the aware of the physical reactions (aches, sudden changes) that signal unconscious reaction. The mean difference 3.04 shows those teachers undecided about their principals aware of the physical reaction that signal unconscious reaction. 4.03 mean shows that those principals strongly agree take a break or use another active method of increasing energy when they sense that their energy level is getting low and 3.35 mean difference show that teacher undecided about it. On the other hand the study shows that take time every day for quiet reflection with the lowest mean difference of 3.48 and 3.19 principals and teachers are disagree. 3.70 And 3.58 indicate that those principals and teachers are strongly agreed that usually identify the emotion that feeling at any given moments. The highest mean difference is 4.06 identify that principals strongly agreed to clear about their goals and values. The mean difference 3.77 shows that teacher also agree about it.

Overall school principals are good at identifying the emotion there feeling at any given moment and clear about their own goals and values. On the other hand teachers are undecided on the area of aware of the physical reactions (aches, sudden changes) that signal unconscious reaction, taking a break or use another active method of increasing energy when they sense that their energy level is getting low and taking time every day for quiet reflection. Principals are agreed on this issue so they will develop some experience that will include teachers or other staff.

The above table shows that the principals are agreed that emotions generally have impact on the way they behaved in mean difference of 3.74 but the mean difference of 3.32 of teacher shows that neutral about it. Generally guided by my others goals and values to them in mean difference 3.48 for principals and for teachers mean difference of 3.0, show that principals and teachers are neutral. The high mean difference is 3.51 shows that principals strongly agree that not learning most from reflecting on past experience. In mean difference 3.5 shows that teachers also agreed. In the mean difference of 4.0 and 3.54 both principal and teachers are agreed no sense of humor about their self it's indicate the lack of sense of humor. They identify thought that their self and their principals present their self with no self-assurance and having presence.

Generally, both principals and teacher are agreed with School principals are not learnt most from reflecting on past experience and no sense of humor about their self. But one questions teacher are remaining on undecided, principals are giving positive answer for school principals are emotions generally have no impact on the way their behave. Both teacher and principals are disagreed with

school principals generally guided by others goals and values and present their self with no self-assurance and having presence.

Table -4.3 Self – awareness of school principals

Self –confidence		Mean	Std. Dev	No
School principals are readily admitting mistakes and apologize.	Principal	4.22	1.023	31
	Teacher	3.38	1.273	121
School principals have little trouble taking practical risks.	Principal	3.87	1.087	31
	Teacher	3.12	1.368	121
School principals are take initiative and move ahead on tasks that need to be done.	Principal	4.00	1.032	31
	Teacher	3.59	1.141	121
School principals are generally comfortable in new situations.	Principal	3.77	1.407	31
	Teacher	3.58	1.339	121
School principals are expressing their views honestly and thoughtfully, With-out being pushy.	Principal	4.29	1.039	31
	Teacher	3.64	1.436	121

Range Description- Mean Difference: 1.00-2.50=disagree, 2.51-3.50 = undecided, 3.51-5.00=agree

On the above table, shows that on readily admits mistakes and apologize in high mean difference 4.22 of principals but the teachers mean difference 3.3898, it shows us neutral. In the mean difference 3.87 principals agreed that they have little trouble taking practical risk. In the other hand mean difference 3.12 teachers are neutral about it. Take initiative and move ahead on tasks that need to be done in mean difference of 4.0 principals agree and teachers also agree in mean difference of 3.59. In the generally confortable in new situation in mean difference of 3.77 and 3.58 principals and teachers are agreed. In express my views honestly and thoughtfully, with-out being pushy in high mean difference of 4.29 and 3.64 principals and teachers agreed.

Overall on section self -confidence both principals and teacher are agreed on the take initiative and move ahead on tasks that need to be done, generally comfortable in new situations and expressing their views honestly and thoughtfully, With-out being pushy. School principals are readily admitting mistakes and apologize and have little trouble taking practical risks on these question teachers are not agreed but principals are positive answer.

.2. Self-management

Table-4.4 Self-Management of school principals

Self -management		Mean	Std. Dev	No
School principals have a voice views that are disliked and go out on a member for what the right is	Principal	3.38	1.256	31
	Teacher	3.11	1.238	121
School principals are don't like to take on a new challenges	Principal	3.74	1.340	31
	Teacher	3.48	1.238	121
School principals are depend on others confidence	Principal	3.55	1.406	31
	Teacher	3.54	1.412	121
School principals are don't keep their disruptive emotions and impulses under control	Principal	3.80	1.376	31
	Teacher	3.56	1.285	121
School principals are don't as I say I will do	Principal	3.61	1.282	31
	Teacher	3.25	1.282	121
School principals are when under pressure, get easily distracted in other things	Principal	3.41	1.316	31
	Teacher	3.41	1.269	121
School principals are let go of problems, anger, or hurts from the past and I move beyond these.	Principal	3.83	.96943	31
	Teacher	3.11	1.22767	121
School principals are open-up with people appropriately not too much but enough so that I don't come across as cold and distant.	Principal	3.74	1.12451	31
	Teacher	3.43	1.09762	121

School principals are refraining from making up my mind on issues and expressing my opinion until I have all the facts.	Principal	3.83	1.00322	31
	Teacher	3.48	1.20351	121
School principals are neither buries my anger nor let it explode on others.	Principal	3.70	1.29598	31
	Teacher	3.04	0.97309	121
School principals are good at managing my moods, and I seldom bring negative emotions to work.	Principal	4.16	.86011	31
	Teacher	3.37	1.08444	121

Range Description- Mean Difference: 1.00-2.50=disagree, 2.51-3.50 = undecided, 3.51-5.00=agree

The above table illustrates respondents of principal and teachers neutral about have a voice views that are disliked and go out on a member for what the right is in mean difference of 3.38 and 3.11. Don't like to take on new challenges in mean difference 3.74 principals agreed. In the other hand in mean difference 3.48 teacher are neutral. In mean difference of 3.55 and 3.54 principals depend on others confidence. Don't keep my disruptive emotions and impulses under control in mean difference of 3.80 principals strongly agreed and the result shows in mean difference 3.56 teachers are neutral. Don't as they say I will do the principals agreed in mean difference of 3.61 but the teachers are neutral in mean difference of 3.25. When I am under pressure, get easily destructed in other things in mean difference of 3.41 and 3.41 shows as both principals and teachers are neutral.

Overall of the above table on self- management both teacher and principals are agreed with School principals are depend on others confidence and don't keep their disruptive emotions and impulses under control. On the other hand teachers are undecided on the area of school principals are don't like to take on a new challenges, and don't as I say I will do. Both teachers and principals are undecided on the part of School principals have a voice views that are disliked and go out on a member for what the right is and when under pressure, get easily distracted in other things.

From above table- on self -control, let go of problems, anger or hurts from the past and I move beyond these in mean difference of 3.83 principals are strongly agreed. On the other hand in mean difference of 3.11 result teachers are in undecided. Open-up with people appropriately not too much but enough so that I don't come across as cold and distant in mean difference of 3.74 principals agreed but the result of teachers in mean difference 3.43 show that not agreed they are in undecided. Refrain from making up my mind on issues and expressing my opinion until I have

all the facts in mean difference of 3.83 for principals, teachers mean in difference of 3.48. In mean difference 3.70 and 3.04 show that principals and teachers neither buries my anger nor let it explode on others. Good at managing my moods and I seldom bring negative emotions to work in mean difference of 4.16 principals are strongly agreed but the teachers are undecided in mean difference of 3.37.

Generally, on the above table the teachers are remaining on undecided about School principals are let go of problems, anger, or hurts from the past and I move beyond these, open-up with people appropriately — not too much but enough so that I don’t come across as cold and distant, are refraining from making up my mind on issues and expressing my opinion until I have all the facts, neither buries my anger nor let it explode on others and good at managing my moods, and I seldom bring negative emotions to work. But the principals are agreed. According to Gragg (2008),” having self-control reinforces the standards that are identified through a self -awareness of emotions which include understanding and responding to one’s own emotions”. “An important idea about self-control is that leaders cannot effectively manage emotions in others without first handling their own emotions; therefore, they themselves must stay calm and clear headed under stress or during crisis” (Goleman et al., 2002). Leaders who have self-control are better able to generate an environment of trust, comfort, and fairness.

Table -4.5 Self–management of school principals

Self- management		Mean	Std. Dev	No
School principals are stand behind employees, backing their decisions and supporting for them to higher management.	Principal	4.16	.77875	31
	Teacher	3.51	1.19587	121
School principals know how to delegate tasks but remain available for consultation.	Principal	3.77	1.08657	31
	Teacher	3.50	1.16021	121
School principals can persuade others to adopt their point of view without pressure	Principal	3.80	1.24952	31
	Teacher	3.22	1.27709	121
School principals are taken the long-term view, without getting too focused on strictly short-term results.	Principal	3.90	.89443	31
	Teacher	3.27	1.18870	121

Range Description- Mean Difference: 1.00-2.50=disagree, 2.51-3.50 = undecided, 3.51-5.00= agree

The above table -2C illustrates, principals strongly agree in mean difference of 4.16 and teachers also agreed in mean difference of 3.51 in stand behind employees, backing their decisions and supporting for them to higher management. Respondent believe that know how to delegate tasks but remain available for consultation in mean difference of 3.77 and 3.50 both principals and teachers are highly agreed. In mean difference of 3.80 principals are agreed that they can persuade others to adopt his/ her point of view without pressure. On the other hand teachers are neutral about persuade others to adapt principals’ point of view without pressure. In the mean difference 3.90 principals strongly agreed to take the long-term view, without getting too focused on strictly short-term results. But in the mean difference of 3.27 teachers are neutral to take the long-term view, without getting too focused on strictly short-term results.

Overall of the table, both teachers and principals are agreed on the point of stand behind employees, backing their decisions and supporting for them to higher management and know how to delegate tasks but remain available for consultation. Teachers are reaming undecided on the part of persuade others to adopt their point of view without pressure and taken the long-term view, without getting too focused on strictly short-term results. “Self-management is setting and meeting meaningful goals, managing time and resources, and learning to be flexible when unexpected demands or changes arise “(Nelson & Low, 2011). Goleman et al. (2002) stated that “an important idea with self-management is that leaders cannot effectively manage emotions in others without first handling their own emotions”. Leaders who have understood their own emotions are better able to manage with changes and help organizations adjust.

.3. Social- awareness

Table-4.6 Social-Awareness of school principals

Social –awareness		Mean	Std. Dev	No
Group difference are not understood and valued by School principals	Principal	3.74	1.31574	31
	Teacher	3.40	1.30899	121
School principals are didn’t help out based understanding others needs and feeling	Principal	3.38	1.28264	31
	Teacher	3.30	132374	121
School principals are not listen well and am attentively to	Principal	3.54	1.26065	31

emotional cues	Teacher	3.46	1.15235	121
Other perspective are not understood and sensitivity by School principals	Principal	3.58	1.45543	31
	Teacher	3.33	1.20579	121
School principals are generally having an accurate idea of how another person perceives me during a particular interaction.	Principal	4.22	.84497	31
	Teacher	3.66	1.14145	121
School principals are engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signals.	Principal	4.00	.68313	31
	Teacher	3.55	1.16606	121
School principals are a number of people they can turn to, and they ask for their help when they need it.	Principal	4.38	.71542	31
	Teacher	3.45	1.13713	121
School principals are show understanding and match their feelings with those of another person in an interaction.	Principal	4.09	.97826	31
	Teacher	3.43	1.27754	121
School principals are focusing their full attention on another person when they listen to them.	Principal	4.25	.72882	31
	Teacher	3.69	1.1056	121

Range Description- Mean Difference: 1.00-2.50=disagree, 2.51-3.50 = undecided, 3.51-5.00=agree

The above table illustrates, the high mean difference of 3.74 principals said that group difference are not understood and valued, in the other hand mean difference 3.40 teachers are undecided about group difference are not understood and valued. In social awareness the difference will be understood for better work and for developing of the organization, for success our goal. In mean difference 3.38 and 3.30 both principals and teachers are didn't help out based understanding others needs and feelings. Principals are not listening well and attentively to emotional cues in mean difference of 3.54 and 3.46 both principals and teachers are undecided. In mean difference of 3.58 principals are agreed other perspective are not understood and sensitivity. On the other hand in mean difference of 3.33 teacher are on undecided.

Overall the above table both teachers and principals are undecided on the question of didn't help out based understanding others needs and feeling. On the other part of teachers are remind undecided on

the part of Group difference are not understood and valued by School principals, not listen well and am attentively to emotional cues and Other perspective are not understood and sensitivity by School principals.

Table 3B above shows that on empathy, principals and teachers believe generally principal have an accurate idea of how another person perceives them during a particular interaction in mean difference of 4.22 and 3.66. Engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signal in mean difference 4.0 and 3.55 both principals and teachers are agreed. Having a number of people I can turn to, and I ask for their help when I need it in mean difference of 4.38 principals strongly agreed. On the other hand, in mean difference of 3.45 teachers undecided about have a number of people they can turn to, and ask for their help when they need it. Show understanding and match their feelings with those of another person in an interaction in mean difference 4.09 principals are agreed. But the teachers are undecided in mean difference 3.43 show understanding and match their feelings with those of another person in an interaction. In the mean difference of 4.25 and 3.69 principals and teachers are strongly agreed focus their full attention on another person when their listen to them.

Generally on the above table, both teacher and principals are agreed by generally having an accurate idea of how another person perceives me during a particular interaction, engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signals and focusing their full attention on another person when they listen to them. On the other hand teachers are on undecided on the number of people they can turn to, and they ask for their help when they need it and show understanding and match their feelings with those of another person in an interaction. Empathy is the important competence of social awareness; and extended that social awareness is the ability to empathize with others and situations. "Empathy makes leaders more approachable and considerate, and allows them to recognize and meet the needs of others (Goleman et al., 2002)". Empathy includes active listening and acknowledging different opinions that allows others to express themselves in their need to be heard. Empathy is a way of putting one's self in another person's condition and viewing the issue through the other person's eyes. "Empathy is a leadership skill that allows for positive leading and working relationships because the leader accepts and understands the emotions and motivation of others "(Nelson & Low, 2011).

Table -4.7 Social competency of school principals

Social competency		Mean	Std. Dev	No
School principals can easily meet and initiate conversation with new people when I have to.	Principal	3.77	1.283	31
	Teacher	3.57	1.222	121
School principals have no trouble making presentations in front of groups or conducting meetings.	Principal	3.77	1.283	31
	Teacher	3.50	1.160	121
School principals can deal calmly, sensitively, and proactively with the emotional displays of others	Principal	4.06	.6290	31
	Teacher	3.40	1.192	121
School principals are respected and liked by others, even when they don't agree with me.	Principal	4.12	.884	31
	Teacher	3.42	1.097	121
School principals can effectively encourage others to adopt my point of view without forcing them.	Principal	4.00	1.095	31
	Teacher	3.40	1.228	121
School principals are keep employees too informed at all times about things that might affect them.	Principal	4.0	0.894	31
	Teacher	3.56	1.158	121
School principals are listens well and shows empathy and concern when I have a problem.	Principal	3.93	1.030	31
	Teacher	3.52	1.258	121
School principals have an open-door policy and make him / her available to the staff when needed.	Principal	3.87	1.056	31
	Teacher	3.46	1.258	121
School principals are open up to others appropriately — not too much, but enough to assure them that he/she is not cold and distant.	Principal	4.06	1.093	31
	Teacher	3.14	1.166	121

Range Description- Mean Difference: 1.00-2.50=disagree, 2.51-3.50 = undecided, 3.51-5.00=agree

The above table illustrates, principals and teachers are agreed in easily meet and initiate conversation with new people when they have to in mean difference of 3.7742 and 3.5763. Have no trouble

making presentations in front of groups or conducting meetings in mean difference 3.7700 principals are agreed. In mean difference of 3.500 teachers are also agreed have no trouble making presentations in front of groups or conducting meetings. They can deal calmly, sensitively, and proactively with the emotional displays of others in mean difference of 4.0645 principals are strongly agreed. In other hand, mean differences of 3.4068 teachers are undecided about deal calmly, sensitively and proactively with the emotional display of others. 4.1290 of mean difference principals agreed that respecting and like by others, even when they don't agree with them. But in mean difference of 3.4237 teachers are remain undecided about respecting and liked by others, even when they don't agree with them. They can effectively encourage others to adopt my point of view without forcing them in mean difference of 4.0014 principals are strongly agreed, but in mean difference of 3.4068 teachers are in undecided about effectively encourage others to adopt my point of view without forcing them.

Overall in the above table, both teachers and principals are agreed with can easily meet and initiate conversation with new people when I have to and no trouble making presentations in front of groups or conducting meetings. Principals are agreed but teachers are undecided on the deal calmly, sensitively, and proactively with the emotional displays of others, respected and liked by others, even when they don't agree with me and effectively encourage others to adopt my point of view without forcing them.

The above table illustrates, principals and teachers are keep employees too informed at all times about things that might affect them in mean difference of 4.00 and 3.5678. In mean difference of 3.9355 and 3.5254 both principals and teachers are agreed in listens well and shows empathy and concern when they have a problem. Have an open-door policy and make her/him available to the staff when needed in mean difference of 3.8710 principals agreed and in mean difference of 3.4661 teachers are undecided having an open-door policy and make him/her available to the staff when needed. In mean difference of 4.0645 principals agreed to open up to others appropriately not too much, but enough to assure them that he/she is not cold and distant. In other hand, in mean difference of 3.1407 teachers are unsure about open-up to others appropriately not too much, but enough to assure them that he/she is not cold and distant.

Generally on the above table, both teachers and principals are agreed on the keep employees too informed at all times about things that might affect them and listens well and shows empathy and concern when I have a problem. On the other hand teachers are undecided about an open-door policy

and make him / her available to the staff when needed and are open up to others appropriately -not too much, but enough to assure them that he/she is not cold and distant.

.4. Relationship Management

Table- 4.8 Relationship Management of school principals

Motivation		Mean	Std. Dev	No
School principals have several important things in their life that they are excited about, and they let it show.	Principal	3.96	.79515	31
	Teacher	3.56	1.20170	121
School principals are usually feeling inspired and encouraged after talking to them.	Principal	3.93	.89202	31
	Teacher	3.61	0.97770	121
School principals are trying to find the positive in any given situation.	Principal	4.16	.82044	31
	Teacher	3.50	1.18931	121
School principals can keep going on a big project, despite obstacles.	Principal	3.90	.97826	31
	Teacher	3.38	1.10878	121
School principals are believed the work they do day-to-day has meaning and value to society.	Principal	4.22	.76200	31
	Teacher	3.44	1.38701	121
School principals are providing frequent feedback to employees on how they are doing their job.	Principal	3.93	1.15284	31
	Teachers	3.52	1.21748	121
School principals are using more praise and positive feedback than negative feedback.	Principal	3.74	1.21017	31
	Teachers	3.20	1.41155	121

Range Description- Mean Difference: 1.00-2.50=disagree, 2.51-3.50 = undecided, 3.51-5.00=agree

In the above table 4A, result of motivation, having several important things in my life that I am excited about and I let it show in mean difference 3.9677 and 3.5678 both principals and teachers are agreed. In mean difference of 3.9355 and 3.6186 others usually feel inspired and encourage after talking to me both principals and teachers are agreed. The high mean difference of 4.1613 and 3.5085 try to find the positive in any given situation both principals and teachers are agreed. Can keep going

on a big project, despite obstacles in mean difference 3.9032 principals are agreed. On the other hand, in mean difference of 3.3814 teachers are undecided about keep going on a big project, despite obstacles. They believe the work I do day-to-day has meaning and value to society in mean difference of 4.2258 strongly agreed. But in mean difference of 3.4407 teachers are unresolved on believe the work they do day-to-day ha meaning and value to society.

Overall the above table, both teachers and principals are agreed by several important things in their life that they are excited about, and they let it show, usually feeling inspired and encouraged after talking to them and trying to find the positive in any given situation. Additionally principals are agreed on the keep going on a big project, despite obstacles and believed the work they do day-to-day has meaning and value to society. But teachers are remaining on undecided. Motivation is based on a very deep level of what we truly want — an internal force that we can then focus toward the outside world. People who lack enthusiasm have allowed themselves to get so caught up in externals that they have lost touch with that internal fire. Leader can do most things that really want to do. When we understand our purpose and see that it gives our lives meaning, leaders are motivated and strengthened with an internally guided commitment that overshadows external pressure. Motivation keeps the fires going!

The above table illustrates that high mean difference of 3.9355 and 3.5254 both are agreed about provide frequent feedback to employees on how they are doing their job. Use more praise and positive feedback than negative feedbacks in mean difference of 3.7419 principals are agreed. On the other hand, in mean difference of 3.2034 teachers are neutral about use more praise and positive feedback than negative feedback.

Generally in the above table, both teachers and principals are agreed with providing frequent feedback to employees on how they are doing their job. Teachers are undecided on the using more praise and positive feedback than negative feedback. Providing frequent and positive feedback is one of the most fundamental ways of developing employees. Most people receive far too little feedback from their managers, good or bad, yet we know that everyone (managers included) works harder at the things they are encouraged to do.

Table 4.9 Relationship management of school principals

Conflict management		Mean	Std. Dev	No
School principals are taken disciplinary action promptly and fairly, without being overly harsh or demeaning.	Principal	4.03	1.07963	31
	Teachers	2.98	1.17657	121
School principals are made positive use of conflict by encouraging discussion of differing points of view.	Principal	4.06	0.81386	31
	Teachers	3.28	1.22720	121
School principals are refused to tolerate racism or narrow-mindedness among the staff.	Principal	4.06	0.81386	31
	Teachers	3.40	1.26921	121
School principals are helping employees discover their own solutions, without automatically providing answers.	Principal	3.77	1.17501	31
	Teachers	3.32	1.13891	121
School principals are keep conflict among employees from festering or getting out of control, and instead work to reach a common understanding.	Principal	4.19	0.60107	31
	Teachers	3.56	1.10682	121
School principals are trust by others is not built through reliability and validity	Principal	3.11	1.30837	31
	Teachers	3.18	1.2400	121
School principals are not find social networks in the organization, get in the way of delivering performance	Principal	3.38	1.33360	31
	Teachers	3.24	1.29388	121
School principals are not give assignments to people who will grow and develop as a result of the challenge	Principal	3.16	1.31901	31
	Teachers	3.27	1.20924	121
School principals are not communicate in a way that seek mutual understanding and full information sharing	Principal	3.25	0.99892	31
	Teachers	3.44	1.20924	121
School principals are not seek out relationship that will help them achieve their end goal	Principal	3.16	1.55127	31
	Teachers	3.44	1.12164	121
School principals, When they work with a team, they don't make a clear what they expect member to do	Principal	3.19	1.53665	31
	Teachers	3.43	1.21584	121

Range Description- Mean Difference: 1.00-2.50=disagree, 2.51-3.50 = undecided, 3.51-5.00=agree

Table, above illustrates that high mean difference 4.03 principals shows that take disciplinary action promptly and fairly, without being overly harsh or demeaning. In low mean difference of 2.98 teachers result shows that take disciplinary action promptly and fairly, without being overly harsh or demeaning. In mean difference of 4.06 principals agree that make positive use of conflict by encouraging discussion of differing points of view. On the other hand, in mean difference of 3.28 teachers are undecided about making positive use of conflict by encouraging discussion of differing points of view. Refusing to tolerate racism or narrow-mindedness among the staff in mean difference of 4.06 principals is agreed but teachers are undecided in mean difference of 3.40. Help employees discover their own solutions, without automatically providing answers in mean difference of 3.77 principals are agreed but teachers are undecided in mean difference of 3.32. In mean difference of 4.19 and 3.56 both principals and teachers are agreed on keep conflict among employees from festering or getting out of control, and instead work to reach a common understanding.

Generally in the above table, teachers and principals are agreed on the keep conflict among employees from festering or getting out of control, and instead work to reach a common understanding. On the other hand teachers are undecided on the area of are made positive use of conflict by encouraging discussion of differing points of view, refused to tolerate racism or narrow-mindedness among the staff and helping employees discover their own solutions, without automatically providing answers. Conflict is a situation where there are at least two differing perspectives, which can lead to non-productive results or can be beneficially resolved and lead to quality final products.

From above table result on relationships management, trust by others is not built through reliability and validity in mean difference of 3.11 principals is undecided. And in mean difference of 3.18 teachers is neutral about trust by others is not built through reliability and validity. In mean difference 3.38 and 3.24 show that principals and teachers undecided on not find social networks in the organization, get in the way of delivering performance. Not communicate in a way that seeks mutual understanding and full information sharing in mean difference 3.25 and 3.44. Not seek out relationship that will help me achieve my end goal in the mean difference of 3.16 and 3.44. In the mean difference of 3.19 and 3.43 show that principals and teachers are undecided about when I work with a team, I don't make a clear what I expect member to do.

Overall the above table, teacher and principals are undecided on the trust by others is not built through reliability and validity, not find social networks in the organization, get in the way of

delivering performance, not give assignments to people who will grow and develop as a result of the challenge, not communicate in a way that seek mutual understanding and full information sharing, not seek out relationship that will help them achieve their end goal and When they work with a team, they don't make a clear what they expect member to do. Nelson and Low (2011) believed that "being positive allows for one to effectively deal with strong emotions such as anger, fear, and sadness". According to George (2000), "the accurate expression of emotion ensures that people are able to effectively communicate with others in order to meet their needs and accomplish their goals or objectives "(p. 1034). In essence, positive communication allows for powerful, positive communication where feelings are expressed helpfully and respectfully.

Table 4.10 Relationship management of school principals

Coaching and training		Mean	Std. Dev	No
School principals are set high performance standards for self and subordinates.	Principal	4.03	0.91228	31
	Teachers	3.54	1.11357	121
School principals are soon as he/she is aware of a problem, sits down with a subordinate who has not met expectations, coach them, and work with them to perform better.	Principal	3.54	0.99461	31
	Teachers	3.33	1.16248	121
School principals are refraining from letting some employees get away with less effort than others.	Principal	3.70	0.97275	31
	Teachers	3.23	1.02680	121
School principals are tried to be patient with staff when implementing a change, knowing that there is an adjustment period.	Principal	4.00	1.18322	31
	Teachers	3.40	1.00628	121
School principals are actively looking for ways to challenge and develop all workers.	Principal	4.12	0.92166	31
	Teachers	3.41	1.10420	121

Range Description- Mean Difference: 1.00-2.50=disagree, 2.51-3.50 = undecided, 3.51-5.00=agree

Table 4D above illustrate that high mean difference of 4.03 and 3.54 shows that principals and teachers strongly agreed that set high performance standards for self and subordinates. In mean difference of 3.54 principals are agreed that soon as he/she is aware of a problem, sits down with a subordinate who has not met expectations, coach them and work with them to perform better. On the other hand, teachers are undecided in mean difference of 3.33. In mean difference of 3.70 principals agreed that refrain from letting some employees get away with less effort those others. But in mean difference of 3.23 teachers are undecided for refrain from letting some employees get away with less effort those other. Try to be patient with staff when implementing a change, knowing that there is an adjustment period in mean difference of 4.0 principals are strongly agreed. On the other hand, in mean difference of 3.40 teachers are undecided that try to be patient with staff when implementing a change, knowing that there is an adjustment period. In mean difference of 4.12 shows that principals are strongly agreed that actively look for ways to challenge and develop all workers. In the mean difference of 3.41 shows that teachers are undecided about actively look for ways to challenge and develop all workers.

Generally on the above table, teachers and principals are agreed with set high performance standards for self and subordinates. On the other hand teachers are reaming undecided on the area of aware of a problem, sits down with a subordinate who has not met expectations, coach them, and work with them to perform better, refraining from letting some employees get away with less effort than others, tried to be patient with staff when implementing a change, knowing that there is an adjustment period and actively looking for ways to challenge and develop all workers. Training programs support the development of emotional intelligence. The training program should occur over a period of time to allow participants to develop and combine skills. The setting of learning goals, such as focusing on a specific skill or competency, was another technique used by Award that yielded positive results and should be incorporated into a training program. The setting of goals was also supported by Leonard (2008) who found that” participants demonstrated greater improvement on competencies for which they set goals”.

CHAPTER FIVE

5. Summary, Conclusions and Recommendation

In chapter four, data analysis and interpretations has been presented. In this chapter, major findings are going to be summarized and subsequent conclusions are made. Based on the conclusions to study and makes recommendation to address weakness identified.

5.1. Summary

The purpose of this study aimed at finding the state of emotional intelligence of government school principal. The four areas of principals' emotional intelligence examined were (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management.

Result on self-awareness, most of the principals are agreed usually identify the emotion their feeling at any given moment in mean difference of 3.7097 and in mean difference of 3.5802 teachers also agreed. Clear about my own goal and value in mean difference of 4.0645 principals are agreed and in mean difference of 3.7769 teachers agreed. These responses indicate positive self-awareness of the principals in Bole sub city. As same as teachers and principals are agreed on the not learnt most from reflection on past experience and no sense of humor about their self.

Result on self-confidence, by take initiative and move ahead on tasks that need to be done in mean difference of 4.001 principal agreed. In mean difference of 3.5932 shows that teachers agreed take initiative and move ahead on tasks that need to be done. Express their views honestly and thoughtfully, without being pushy in mean difference of 4.2903 and also teachers are agreed in mean difference of 3.6440.

On self-management, respondent's principals and teachers agreed that depending on other confidence in mean difference of 3.5516 and 3.5424. Don't keep their distributive emotions and impulses under control both principals and teachers strongly agreed in mean difference of 3.8065 and 3.5644. Both teachers and principals also agreed on the stand behind employees, backing their decisions and supporting for them to higher management and know how to delegate task but remain available for consultation.

The result of social awareness show as mixed, group difference are not understand and valued, didn't help out based understanding others needs and feeling and other perspective are not understood and sensitivity on this area principals are agreed but teachers are undecided.

Result on empathy, in mean difference of 4.225 and 3.6610 principals and teachers agreed that generally have an accurate idea of how another person perceive me during a particular interaction. Engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signal both teachers and principals are agreed in mean difference of 3.5593 and 4.003. Focus my full attention on another person when I listen to them in mean difference of 4.2581 principals and 3.6949 teachers' are strongly agreed.

On the area of social competency, can easily meet and initiate conversation with new people when I have to in mean difference of 3.7742 principals and 3.5763 teachers. Principals and teachers also agreed with having no trouble making presentation in front of groups or conducting meetings.

On listing part both principals and teachers are agreed with keep employees too informed at all times about things that might affect them in mean difference of 4.000 and 3.5678. Listing well and shows empathy and concern when I have a problem the result in mean difference of 3.9355 and 3.5254 both principals and teachers are strongly agreed.

On the result of relationship management, on the area of motivation in the mean difference of 3.9677 and 3.5673 have several important things my life that I am expected about and I let it show. On the other hand in mean difference of 4.1613 and 33.5085 show that try to find the positive in any given situation.

On the feedback table, the result show us provide frequent feedback to employees on how they are doing their job in mean difference of 3.9355 and 3.5254 principal and teacher have a positive perception.

On the result of conflict management keep conflict among employees from festering or getting out of control and instead work to reach a common understanding in mean difference of 4.1935 and 3.5644 principals and teachers are agreed. Trust by other is not built through reliability and validity in mean difference of 3.1129 and 3.1864 both principals and teachers are positive perception.

On coaching and training in mean difference of 4.0323 and 3.5407 principals and teachers are positive perception about set high performance standards for self and subordinates.

5.2. Conclusion

Implementations of emotions intelligently in any organization by a leader to be effective and efficient play a vital role to leader effectively. Effective leaders use their emotional intelligence to effectively manage themselves, others, and their organizations. The results of this study suggests that emotional intelligence does have a significant effect on primary school principals' leadership performance, indicating that emotional intelligence could help pre-school principals improve their leadership performance and it can help them as an instrument in increasing students achievement.

Emotional intelligence can be thought and improved via training and development activities with in the work place. These programs could help pre-school principals increase their emotional intelligence and thus have a positive effect on their leadership performance. The ability to manage one's emotions and the emotions of others has been shown to be an important indicator of successes at work. Results of this study contribute to the body of knowledge in the areas of principal leadership performance and emotional intelligence

5.3. Recommendation

The findings of this study discovered that there was a significant difference among the scores of primary school principals and teachers on the overall emotional intelligence. Primary school principals rate themselves higher than teachers which show a common problem in personality testing is that some respondents attempt to slant their answers to make good impressions.

Results from the analysis of responses to the state of emotional intelligence on primary school principals rate themselves above average on all self- awareness. In addition, when we compare the responses of principals and teachers response a significant difference has been showed across the social awareness and relationship management components. School principals rate themselves higher than teachers. Research has linked educational leadership to improved student success and indicates that emotional intelligence improves educational leadership; thus, the researcher suggests the following recommendations:

- I. Government, school boards and others who works in the education sector need to facilitate the opportunity of training and development programs for primary principals to bring about change in the behavior and practices of school principals and to bring a result in greater focus on improved instruction and student performance, motivated teachers, and more teamwork in planning for overall school improvement.
- II. Principals need to concenter use more approval and positive feedback than negative feedback. As long as frequent and positive feedback is one of the most important methods of developing others. Most people accept far too little feedback from their managers, good or bad, yet we know that everyone (managers included) works harder at the things they are encouraged to do. Social rewards such as respects and thank you's are strong incentives.
- III. Universities and Colleges needs to provide courses on emotional intelligence during course contribution on educational leadership programs to help hopeful principals become aware of and develop their emotional intelligence.
- IV. Our current education structure needs to be reviewed to take in to consideration the importance of EI and the benefits it will bring for our children, if it is properly integrated in their educational program.

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Appendix

Addis Ababa University

School Of Graduate Studies

Department of Leadership and Management

Questionnaires to be filled by Principals

The objective of this study is to analyze the state of emotional intelligence of school principal. Your response has a great importance to achieve the objectives of the study, so you are kindly requested to answer the questions carefully.

Your responses to these questions will be for your eyes only. A true reflection of your emotional intelligence skills depends on your willingness to accurately rate yourself or the school principal.

Confidentiality

I here-by assure you that all information obtained through this questionnaire will be used for only academic purposes and will be handled and stored with the highest order of confidentiality. Please do not write your name anywhere on the questionnaire.

This study is only for academic purpose.

1. Gender : female male

2. Age : 25-34

35-44

45-55

Above 56

3. Level of Education:

- Degree
- Master Degree
- Others, please specify _____

4. How many years' experiences have you had as a primary principal?

- 1 – 5 years
- 6 – 10 years
- 11 – 15 years

- 16 – 20 years
- Above 20 years

Regarding this aspect of the study respondents were required from the statements below indicate your level of agreement or disagreement. There are no correct or wrong answers. Please use the scales indicate below indicates your level of agreement or disagreement.

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

1	I am aware of the physical reactions (aches, sudden changes) that signal unconscious reaction.					
2	I take a break or use another active method of increasing energy when I sense that my energy level is getting low.					
3	I take time every day for quiet reflection.					
4	I usually identify the emotion I am feeling at any given moment.					
5	I am clear about my own goals and values.					
6	I readily admit mistakes and apologize.					
7	I have little trouble taking practical risks.					
8	I take initiative and move ahead on tasks that need to be done.					
9	I am generally comfortable in new situations.					
10	I express my views honestly and thoughtfully, With-out being pushy.					
11	I let go of problems, anger, or hurts from the past and I move beyond these.					
12	I open-up with people appropriately — not too much but enough so that I don't come across as cold and distant.					
13	I refrain from making up my mind on issues and expressing my opinion until I have all the facts.					

14	I neither bury my anger nor let it explode on others.					
15	I am good at managing my moods, and I seldom bring negative emotions to work.					
16	I generally have an accurate idea of how another person perceives me during a particular interaction.					
17	I engage in an interaction with another and pretty well size-up that person's mood based on non-verbal signals.					
18	I have a number of people I can turn to, and I ask for their help when I need it.					
19	I show understanding and match my feelings with those of another person in an interaction.					
20	I focus my full attention on another person when I listen to them.					
21	I have several important things in my life that I am excited about, and I let it show.					
22	Others usually feel inspired and encouraged after talking to me.					
23	I try to find the positive in any given situation.					
24	I can keep going on a big project, despite obstacles.					
25	I believe the work I do day-to-day has meaning and value to society.					
26	I can easily meet and initiate conversation with new people when I have to.					
27	I have no trouble making presentations in front of groups or conducting meetings.					
28	I can deal calmly, sensitively, and proactively with the emotional displays of others.					
29	I am respected and liked by others, even when they don't agree with me.					
30	I can effectively encourage others to adopt my point of view without forcing them.					

1	I stand behind employees, backing their decisions and supporting for them to higher management.					
2	I know how to delegate tasks but remain available for consultation.					
3	I can persuade others to adopt his/her point of view without pressure					
4	I take the long-term view, without getting too focused on strictly short-term results.					
5	I keep employees to informed at all times about things that might affect them.					
6	I listens well and shows empathy and concern when I have a problem.					
7	I have an open-door policy and make himself / herself available to the staff when needed.					
8	I open up to others appropriately — not too much, but enough to assure them that he/she is not cold and distant.					
9	I provide frequent feedback to employees on how they are doing their job.					
10	I use more praise and positive feedback than negative feedback.					
11	I take disciplinary action promptly and fairly, without being overly harsh or demeaning.					
12	I make positive use of conflict by encouraging discussion of differing points of view.					
13	I refuse to tolerate racism or narrow-mindedness among the staff.					
14	I help employees discover their own solutions, without automatically providing answers.					
15	I Keep conflict among employees from festering or getting out of control, and instead work to reach a common understanding.					

16	I set high performance standards for self and subordinates.					
17	I soon as he/she is aware of a problem, sits down with a subordinate who has not met expectations, coach them, and work with them to perform better.					
18	I refrain from letting some employees get away with less effort than others.					
19	I try to be patient with staff when implementing a change, knowing that there is an adjustment period.					
20	I actively look for ways to challenge and develop all workers.					
31	I have a voice views that are disliked and go out on a member for what the right is					
32	I don't like to take on a new challenges					
33	I depend on others confidence					
34	I don't keep my disruptive emotions and impulses under control					
35	I don't as I say I will do					
36	When I am under pressure, get easily distracted in other things					
12	Group difference are not understood and valued					
13	I didn't help out based understanding others needs and feeling					
14	I am not listen well and am attentively to emotional cues					
15	Other perspective are not understood and sensitivity					
16	Trust by others is not built through reliability and validity					
17	I am not find social networks in the organization, get in the way of delivering performance					

18	I am not give assignments to people who will grow and develop as a result of the challenge					
19	I am not communicate in a way that seek mutual understanding and full information sharing					
20	I am not seek out relationship that will help me achieve my end goal					
21	When I work with a team, I don't make a clear what I expect member to do					