



**EMOTIONAL INTELLIGENCE AND LEADERSHIP EFFECTIVENESS: A STUDY OF EDUCATIONAL LEADERS IN PUBLIC SECONDARY SCHOOLS OF DISTRICT GUJRAT**

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**Abstract**

*The purpose of the present study was to investigate a correlation between emotional intelligence and leadership effectiveness in educational leaders working in the Tehsil Sialkot in the public secondary schools. Data were gathered via a quantitative correlational research design using a sample of educational leaders (n=86) and teachers (n=344) in the form of structured questionnaires, one of which was Genos Emotional Intelligence Inventory (Genos EII), and another was a researcher-administered Leadership Effectiveness Scale (LES). According to descriptive statistics, educational leaders reflected high emotional intelligence on all the variables assessed, especially emotional reasoning, self-control, and the ability to manage the emotions of others. Equally, the leaders were effective leaders particularly in fostering collaboration, vision of purpose and passion. Correlation analyses indicated that all sub-factors of emotional intelligence had a positive and significant relationship between overall leadership effectiveness, and there was a moderate positive relationship between overall emotional intelligence of leaders and their leadership effectiveness. These results indicate that emotional intelligence can be a major predictor of leadership efficacy in schools, and the training of emotional capabilities should be guided to improve the leadership performance in schools. The paper gives a policy implication to the policy-makers and education administrators to prioritize emotional intelligence training as a policy to enhance educational leadership and school performance.*

**Keywords:** Emotional Intelligence, Leadership Effectiveness, Educational Leaders, Secondary Schools, School Leadership, Emotional Competencies, Teacher-Administrator Relationship

**Introduction**

The modern world of work has been greatly altered where performance is not only determined by how well one is able to perform the given tasks but also the ability to handle personal emotions and interpersonal relationship (Goleman, 2001). It is no longer enough to be brilliant academically and predict that one will succeed professionally since even people with great cognitive intelligence cannot be effective in an organizational context. As a result, researchers and practitioners have placed more importance on non-intelligence quotient (IQ) competencies, especially emotional intelligence (EI) or emotional quotient (EQ) as the key or determinants of success (Bar-On, 2006).

Emotional intelligence can be defined as being able to perceive, understand and control emotions and the ability to apply emotional insight to the behavior and decision-making in oneself and in others (Goleman, 1998). Bradberry and Greaves (2006) argue that emotional intelligence has four fundamental skills, namely, self-awareness, self-management, social awareness, and relationship management. Such skills help people to react positively to emotional situations, communicate effectively, handle conflict, and develop a productive



relationship. Such competencies are especially critical in leadership situations, where leaders have to control other people, handle intricate social forces, and develop cooperative conditions.

A commonly used definition of leadership is the act of influencing people or groups of people in a way that leads to accomplishment of an organizational objective. The study of leadership effectiveness has been developed to test the traits, behaviors, abilities, situational, and influence sources that may qualify a leader as effective or less effective (Yukl, 2012). Modern theories of leadership are coming to appreciate the fact that leadership is no longer a purely cognitive or strategic process but an emotional one. Good leaders manage emotions and evoke good emotional climates to influence others by inspiring, motivating and guiding them (Boyatzis, & McKee, 2002).

An increasing amount of literature confirms the importance of emotional intelligence in leadership. Leaders who are emotionally intelligent are more likely to cope with stress, conflict resolution, communication of vision and change adaptation thus increasing the performance of the institution especially where emphasis is laid on team work, innovativeness, and continuous improvement (Cherniss and Goleman, 2001).

Leadership performance is particularly important in schools. Studies have continually shown that leadership in education has led to better performance and achievement of schools and students. Thriving schools have a strong sense of direction, leadership in instruction and facilitative administrative practices (Hessel and Holloway, 2002). Educational leaders are at the center stage of influencing the school culture, teaching motivation and providing an environment that promotes academic success to the students.

Although there has been a lot of research conducted on emotional intelligence and leadership across different countries, research on educational leaders in Pakistan is sparse. Pakistani studies that have been done to date have many focused on the emotional intelligence of teachers and other professional groups and the connection that exists between emotional intelligence and job stress, organizational commitment, communication, conflict management and performance. Nonetheless, the emotional intelligence of educational leaders, especially secondary school leadership, has not been comparatively well studied. Admittedly, the role of secondary education cannot be overestimated, and the issue of poor academic performance is topical, which is why it is necessary to examine aspects that can potentially affect the performance of leadership in this area.

Also, emotional intelligence as a leadership competency is a relatively new topic among educational leaders in Pakistan, and the connection between emotional intelligence and leadership effectiveness has not been clearly defined. It is against this gap that the current research intends to investigate the connection between emotional intelligence and effectiveness in leadership among educational leaders in the public secondary schools of District Gujrat. This study is likely to make an addition to the available body of literature and present empirical evidence to inform leadership development and policy efforts in the educational sector.

### **Rationale of the Study**

Leadership is a key to improving school performance, teacher motivation, and student achievement. Contemporary educational leaders not only need administrative and instructional skills but also the emotional ability to cope with relationships, conflict management and good school climates. Despite being one of the most important leadership skills, emotional intelligence and its impact on leadership effectiveness remain understudied in most of the developing settings. In Pakistan, emotional intelligence research has been more

on teachers and non-educational professionals, with little emphasis on leaders in the secondary school, although they play a crucial role in the performance of the institution and student achievement. The country also does not incorporate emotional intelligence in leadership training programs. Empirical evidence that can inform the development of leadership, policy, and professional practice can be acquired by investigating its relationship with leadership effectiveness. This paper, hence, explores the connection between emotional intelligence and leadership performance among educational leaders in the District Sialkot secondary schools, with a view to addressing a research gap and providing practical information on enhancing leadership and educational performance.

### **Statement of the Problem**

Leadership holds great significance in secondary schools because leaders influence the climate in schools, teacher support and improvement of student performance. Although traditionally associated with administrative capabilities and cognitive skills, recent studies have placed emphasis on emotional intelligence to manage emotions, develop relationships as well as solve organizational challenges. The studies on emotional intelligence in Pakistan, especially at the secondary level, have concentrated on teachers and non educational professionals but little has been done to the school leaders. As a result, the contribution of emotional intelligence in leadership performance is not well-researched, which leaves a research gap. The investigation of this correlation among the educational leaders of the public secondary schools of District Sialkot may offer useful information to contribute to the effective development of leadership, better management of the school, and increase educational results.

### **Research Objectives**

The objectives of the present study were to:

1. Determine the level of emotional intelligence of educational leaders in District Sialkot, in the secondary schools.
2. Determine effectiveness level of educational leaders in the public secondary schools in the District of Sialkot.
3. Investigate the correlation between emotional intelligence and leadership effectiveness in educational leaders in the secondary school level.

### **Research Questions**

1. What is the level of emotional intelligence of educational leaders in the district of District Sialkot in high-school educational institutions?
2. What is the level of effectiveness among educational leaders in the public secondary schools in District Sialkot?
3. Does emotional intelligence have a significant correlation with leadership effectiveness among educational leaders in the secondary school level?

### **Review of Literature**

Emotional intelligence (EI) has proved to be a significant construct that incorporates the arenas of intelligence and emotion. Traditionally, intelligence is the ability to think and solve a problem, whereas emotions are affective reactions that impact the behavior and decision-making. Emotional intelligence can fill in these areas since it focuses on how emotions contribute to adaptive functioning and performance. It points out the way in which people process emotional information and use it to inform thought, behavior and socializing (Mayer, Roberts and Barsade, 2008).

The theoretical bases of emotional intelligence date back to the initial theories of intelligence and emotion. Darwin has also placed a stress on the importance of the expression of emotions



during evolution in terms of survival and adjustment implying that emotional expression has a functional value in human behavior. Thorndike later introduced the concept of social intelligence which he defined through the understanding and manipulation of people. Likewise, Wechsler held that intelligent behavior of non-intellective factors were fundamental elements, and only cognitive interpretations of intelligence were made difficult (Thorndike and Stein, 1937).

The multiple intelligences theory also broadened the knowledge of abilities of human beings by suggesting that intelligence is multidimensional. Gardner found interpersonal and intrapersonal intelligences to be the key factors in good social functioning. Interpersonal intelligence is the skill of understanding others and intrapersonal intelligence is the skill of knowing the self and being in control of it. These scales are very similar to subsequent conceptualizations of emotional intelligence and offered a theoretical foundation of the identification of emotions as components of intelligent behavior (Gardner, 2005).

Emotional intelligence was a term first coined by Payne in 1985 and then elaborated into a system of theory by Mayer and Salovey. Their conceptualization of EI utilizing ability as a model views EI as a collection of mental aptitudes pertaining to emotional perception, emotional facilitation of cognition, emotional understanding and emotional control. The model highlights that emotional intelligence fulfills all the classical standards of intelligence and is objectively evaluated by the performance-based tests (Salovey and Grewal, 2005).

In order to operationalize the ability model of emotional intelligence, Mayer and Salovey designed a number of tests such as Multifactor Emotional Intelligence Scale (MEIS) and later the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT). These tools determine the capacity of the individuals to resolve emotion related issues as opposed to self reporting scales. Though popular in research, researchers have expressed some concerns on the scoring process and predictive validity of the measures in organizational context (Caruso, Mayer, and Salovey, 2002).

Unlike the ability approach, Goleman developed a composite model of emotional intelligence that incorporates emotional skills with social and motivational ones. He theorized emotional intelligence as a series of skills that can be learned and this provides high-performance especially in leadership and organizational settings. The model of Goleman covers self awareness, self regulation, motivation, empathy, and social skills but focuses more on how they can be applied at the work place (Chan, 2006).

The other influential mixed model was created by Bar-On that characterized emotional-social intelligence as a group of emotional and social capabilities that determine the effectiveness of dealing with environmental demands in individuals. The Bar-On model consists of intrapersonal skills, interpersonal skills, stress management, adaptability and general mood. To measure this construct, the Emotion Quotient Inventory (EQ-i) has been constructed, and it has been extensively used in applied and organizational studies (Brackett and Mayer, 2003).

More recently, conceptually oriented theories of the workplace like the Genos Emotional Intelligence system have been proposed to take care of conceptual criticisms of mixed models. Genos model only restricts emotional intelligence to observable behaviors at the workplace based on emotional awareness and emotional management. This method makes emotional intelligence more practical in developing leaders and in assessing their performance because attention is placed on behavior and not on personality characteristics (Palmer et al., 2002).



Studies have always shown that emotional intelligence is correlated with desirable life and work results. The more emotionally intelligent individuals are, the more they are likely to have a better psychological state, increased job satisfaction, better interpersonal relationships, and stress management. Emotional intelligence has also been attributed to improved teamwork, flexibility and conflict resolution, which is imperative to organizational effectiveness (Schutte et al., 2002).

Research on leadership embraces more viewpoints of emotions as core to effective leadership. The traditional theories of leadership were devoted to traits and behaviors, whereas the contemporary approaches are devoted to relation and emotional processes. Emotional intelligence is a core leadership skill since transformational leadership theory emphasizes the role of the leader in inspiring, motivating and emotionally engaging the followers (Bass, 1994).

There is empirical evidence that emotionally intelligent leaders are effective. It has been found out that leaders who possess greater emotional intelligence tend to portray more transformational leadership behaviors and attain greater follower satisfaction and performance. Emotional intelligence has been identified to determine leadership performance even more than cognitive intelligence and personality characteristics (Barling, Slater, and Kelloway, 2000).

Leadership effectiveness within the educational setting was found to be one of the most important factors that help to improve the schools and enhance the performance of the students. Successful educational leaders create effective instructional objectives, promote collaborative cultures and facilitate the quality of instruction. It has been found that leadership practices can largely influence the climate and performance of teachers within schools and as such, emotional competent leadership in schools is very important (Leithwood and Jantzi, 2006).

Although there is increased evidence in the international sphere, there is a scarcity of research concerning emotional Intelligence and leadership performance in education settings in Pakistan. Available literature has mostly concentrated on the educator or professionals in the non-education field, thus creating a huge gap in terms of the emotional competency of the educational leaders. Because secondary school leaders play a vital role in determining the effectiveness of the institution, there is a high demand of empirical research on the topic of emotional intelligence and the effectiveness of leadership in this subject.

### **Research Methodology**

The research design used in the current study was a correlational one to examine the association between emotional intelligence and leadership effectiveness in educational leaders and teachers. The survey method was used to gather quantitative data. All educational leaders and teachers in District Sialkot in public secondary schools were the target population and the accessible population was limited to Tehsil Daska. Random sampling was used to select 30 percent of schools making 86 schools up as the sample. Four teachers and one head were randomly selected out of every school, producing a total sample of 86 educational leaders and 344 teachers.

### **Instrumentation**

In this quantitative research, two structured questionnaires were used to gather data: Genos Emotional Intelligence Inventory (Genos EII) was to be used to measure the emotional intelligence of educational leaders and Leadership Effectiveness Scale (LES) was to be used to measure the leadership effectiveness of educational leaders. The Genos EII 31-item data collection includes seven dimensions of emotional intelligence, and it has high reliability

(Cronbachs 0.96; test retest 0.83 and 0.72). The LES is based on literature and measures six sub-factors of leadership including teamwork, vision clarity, enthusiasm, mentorship, ethical leadership, and strategic planning on the basis of teacher responses. It was found to have a high content validity (CVI = 0.78) and was pilot tested on 50 teachers, with a good reliability resulting in a Cronbach alpha of 0.845 (sub-factors 0.528-0.734). Collectively, these validated measures offered quality measures of emotional intelligence and leadership effectiveness to be correlated.

### Data Collection

The researcher herself visited the sampled schools in person to collect data whereby she introduced herself and had the informed consent of the participants which guaranteed the voluntary nature of the participation. The researcher informed the respondents of the study objective before the administration of the questionnaires, and informed them about the instructions to be followed in filling the instruments and guaranteed them of confidentiality and anonymity of the answers provided. The researcher administered the questionnaire and collected it, thus, the researcher had control over the data collection process hence the high response rate minimized the possibility of missing or incompleting the responses.

### Data Analysis

**Table 1: Comparison of Educational Leaders' Emotional Intelligence Mean Score from the Mean Scale Score=3**

Emotional Intelligence Factors	N	Mean	S.D	Mean Difference	df	t-value	Sig. (2-tailed)
Emotional Self-Awareness	86	4.11	.769	1.11	41	9.424	.000
Emotional Expression	86	4.07	.583	1.07	41	11.976	.000
Emotional Awareness of Others	86	3.97	.540	0.97	41	11.706	.000
Emotional Reasoning	86	4.40	.239	1.40	41	37.953	.000
Emotional Self-Management	86	4.17	.598	1.17	41	15.247	.000
Emotional Management of Others	86	4.27	.316	1.27	41	26.102	.000
Emotional Self-Control	86	4.32	.555	1.32	41	15.411	.000

Table 1 results show that emotional intelligence scores among educational leaders are high in all the seven factors. The mean score of the Emotional Self-Awareness (M = 4.11, SD = 0.769), Emotional Expression (M = 4.07, SD = 0.583) and Emotional Awareness of Other (M = 3.97, SD = 0.540) are all far beyond the neutral middle (3),  $t(41) = 9.424, 11.976$  and  $11.706$  respectively, indicating that leaders can be sensitive to understand The highest mean was on Emotional Reasoning (M = 4.40, SD = 0.239), which means that the respondent has a high level of using emotional reasons to solve problems and make decisions,  $t(41) = 37.953, p < .001$ . Likewise, Emotional Self-Management (M = 4.17, SD = 0.598), Emotional Management of others (M = 4.27, SD = 0.316), and Emotional Self-Control (M = 4.32, SD = 0.555) were well above the middle range (all  $p < .001$ ), which demonstrates the ability of the leaders to control their emotions and the emotions of others positively. The t-values are very significant and the mean difference between the scores of all factors is significant and this implies that the scores observed are not as a result of chance and therefore educational leaders in the study have high emotional intelligence especially in emotional reasoning, self-control and dealing with the emotions of others which are key attributes of successful leadership in any educational establishment.



**Table 2: Comparison of Educational Leaders' Leadership Effectiveness Mean Score from the Mean Scale Score=3**

Leadership Effectiveness Factors	N	Mean	S.D	Mean Difference	df	t-value	Sig. (2-tailed)
Promotes Teamwork	344	3.85	.297	.85	251	18.700	.000
Clarity of Vision	344	3.77	.286	.77	251	17.612	.000
Enthusiasm	344	3.82	.276	.82	251	19.292	.000
Mentor	344	3.73	.214	.73	251	22.089	.000
Ethical Leadership	344	3.70	.229	.70	251	19.789	.000
Strategic Planning	344	3.79	.287	.79	251	17.809	.000

According to the findings of Table 2, educational leaders are highly effective leaders in all the six factors measured. The means of Promotes Teamwork (M = 3.85, SD = 0.297), Clarity of Vision (M = 3.77, SD = 0.286), and Enthusiasm (M = 3.82, SD = 0.276) demonstrate considerably higher values than the neutral mean of 3,  $t(251) = 18.700, 17.612$  and  $19.292$  respectively, which implies that the leaders are active supporters of teamwork, uphold In the same way, Mentor (M = 3.73, SD = 0.214), Ethical Leadership (M = 3.70, SD = 0.229), and Strategic Planning (M = 3.79, SD = 0.287) are also significantly above the middle ( $p < .001$ ) indicating the success of leaders in guiding and developing personnel, ethical leadership, and strategic planning towards the objectives of an institution. Altogether, the considerable t-values and the positive difference in the means show that educational leaders in this research actively possess the high effectiveness in their leadership and especially in the areas of teamwork, enthusiasm, and strategic planning that is essential to manage the school successfully.

**Table 3: Correlation between Sub Factors of Educational Leaders' Emotional Intelligence and Leadership Effectiveness**

Emotional Intelligence Sub-Factor	Leadership Effectiveness (r)	Sig. (2-tailed)
Emotional Self-Awareness	0.509	0.030*
Emotional Expression	0.577	0.014*
Emotional Awareness of Others	0.656	0.008*
Emotional Reasoning	0.537	0.017*
Emotional Self-Management	0.565	0.012*
Emotional Management of Others	0.495	0.022*
Emotional Self-Control	0.604	0.010*

Table 3 shows the relationship between the sub-factors of the emotional intelligence of educational leaders and the overall effectiveness of the leadership. The findings indicate that the sub-factors of emotional intelligence have a positive and significant correlation with the leadership effectiveness. The relationship with Emotional Awareness of others ( $r = 0.656, p = 0.008$ ) demonstrates that the higher the leaders are aware of the emotions of others, the more leadership effectiveness is likely to manifest itself. On the same note, Emotional Self-Control ( $r = 0.604, p = 0.010$ ), Emotional Expression ( $r = 0.577, p = 0.014$ ), Emotional Self-Management ( $r = 0.565, p = 0.012$ ), and Emotional Reasoning ( $r = 0.537, p = 0.017$ ) have high positive correlations indicating that those leaders who are in control of their emotion,

express themselves, manage personal emotions and Emotional Self-Awareness ( $r = 0.509$ ,  $p = 0.030$ ) and Emotional Management of Others ( $r = 0.495$ ,  $p = 0.022$ ) are moderately, but significantly correlated, and demonstrate the significance of being aware of personal feelings and how these affect the feelings of other people in boosting leadership performance. On the whole, these results denote that the greater the levels of emotional intelligence of educational leaders, the greater the level of leadership effectiveness.

**Table 4: Correlation between Overall Educational Leaders' Emotional Intelligence and Overall Leadership Effectiveness**

Independent Variable	Dependent Variable	Pearson r	Sig. (2-tailed)
Emotional Intelligence (overall)	Leadership Effectiveness (overall)	0.573	0.008*

Table 4 shows the correlation of the emotional intelligence of educational leaders with their leadership performance. The findings show that there is a positive and statistically significant correlation between the two variables ( $r = 0.573$ ,  $p = 0.008$ ). This implies that leaders who possess more overall emotional intelligence are more likely to be more effective as leaders. That is, it is the capability of educational leaders to perceive, comprehend, and handle their emotions and those of others that adds value to their performance in leadership. The relative intensity of this correlation indicates that in spite of the fact that emotional intelligence is a significant predictor of the effectiveness of leadership, other variables are also likely to determine leadership performance in education.

### Conclusions

According to the study findings, emotional intelligence and leadership effectiveness of educational leaders are high. They show high competencies in knowing and regulating their own emotions, in identifying and reacting to the emotions of other people, and in using emotions to make decisions. Other areas of significant strength by leaders include building a team spirit, having a clear vision, being enthusiastic, mentoring employees, ethical practices, and being a strategic planner.

In addition, the results show that emotional intelligence and leadership effectiveness are positively correlated. Leaders who are sensitive to the feelings of others, who are able to control their emotions and are able to express themselves and reason with their emotions are more likely to have higher leadership effectiveness. Emotional awareness and manipulation, whether individually or towards others, comes out to be a major predictor of successful leadership in a school context. These findings underscore the importance of emotional competencies in improving the school leadership outcomes, and this implies that emotional intelligence is a pillar characteristic of producing a good and effective school leadership.

### Discussion

The fact that the educational leaders have high degree of emotional intelligence is confirmed by the results of the research proving that EI is the primary competency of the effective leader. EI leaders are in a better position to notice and control their own feelings as well as those of others and this improves the decision making process, the way leaders interact with others, and conflict management, among other behaviors associated with success in leadership in all settings. Emotionally sensitive leaders will have a higher chance to create a positive school atmosphere and encouraging relationships with teachers and students in educational settings, which explains the suggestion that EI is a factor in successful school leadership (Chaudhary et al., 2024).



In line with the high leadership effectiveness recorded in this study, studies found out that emotional intelligence enhances crucial leadership behaviors including fostering cooperation, expressing a concise vision and involving stake holders in the process of achieving institutional objectives. Research in schools shows that emotionally competent leaders can be more effective in encouraging employees, establishing teamwork cultures, and setting a course of action that enhances school performance and teacher results (Shabbir et al., 2025). These results are consistent with the general literature that proves that EI is a complement to other conventional leadership skills that increase the adaptability of communication and behavior of leaders in the face of complicated interpersonal interactions that frequently arise in schools.

Empirical evidence that supports the positive relationships between EI sub factors and leadership effectiveness is considerable in the present study and proves the importance of specific emotional competencies in leadership performance. It has been found that self awareness, empathy, self regulation and social skills have a correlation with increased leadership efficacy, such as better team building and communication, which are crucial in educational leadership (Paschal et al., 2025). It is these competencies that allow leaders to respond positively to emotional signals of staff and students to promote trust and commitments which form the basis of the best leadership practices.

Lastly, the general positive correlation between emotional intelligence and leadership effectiveness in the present study coincides with the empirical studies conducted on educational leadership studies. Indicatively, research has established that EI is a strong predictor of leadership performance and teaching leadership among educational administrators in schools, which corroborates the idea that emotionally capable leaders are better equipped to handle complex issues in schools, address teacher motivation and enhance school outcomes (Chaudhary et al., 2024). These findings, when used together, underscore the need to foster emotional intelligence by undertaking leadership preparation and professional development courses in order to reinforce leadership potential within a learning environment.

### **Recommendations**

School leaders need to have specific training programs and workshops that will increase emotional intelligence in educational institutions and concentrate on such skills as emotional regulation, empathy, and interpersonal communication. These competencies can be developed to enhance the leadership practice, positive school climate, and staff motivation. The selection, promotion, and performance appraisal of leaders in schools should also entail the inclusion of emotional intelligence in the selection and promotion process so that the future leaders not only have technical and managerial skills but also have emotional abilities that are needed to promote collaboration, leadership among teachers and improve institutional performance. Additionally, the emergent leaders need to be mentored by the experienced leaders who are highly emotionally intelligent to give them a practical advice on the management of the staff, conflict management and decision making based on emotions as a way of enhancing leadership within the institution. Lastly, schools ought to create formal feedback mechanisms that would allow teachers and other staff members to measure leadership behaviors associated with working as a team, having a clear vision, engaging in ethical behavior, and the leaders should be able to constantly improve their emotional skills and leadership practices as a result of which the management of the school can continuously improve.



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