

## THE ROLE OF EMOTIONAL INTELLIGENCE IN EDUCATIONAL LEADERSHIP

Muhammad Ahmad<sup>\*1</sup>, Dr. Abdus Salam<sup>2</sup>, Dr. Mudassar Abdullah<sup>3</sup>,  
Prof. Dr. Muhammad Ismail Kumbha<sup>4</sup>, Sadia Munawar<sup>5</sup>, Muhammad Hamid Nawaz Khan<sup>6</sup>

<sup>\*1</sup>Lahore College for Women University, Lahore (Pakistan); <sup>2,3</sup>Assistant Professor Psychology Department of Business Administration IQRA National University Peshawar; <sup>4</sup>Professor, Department of Agricultural Education Extension & Short courses, Faculty of Social Sciences, Sindh Agriculture University, Tando Jam, Hyderabad, Sindh, Pakistan; <sup>5</sup>Ph.D. Scholar Lahore College for Women University; <sup>6</sup>Lecturer, Department of Agricultural Extension Education, Faculty of Agriculture & Environment, The Islamia University Of Bahawalpur, Pakistan

<sup>\*1</sup>ahmad.ier@hotmail.com; <sup>2</sup>abdussalam@inu.edu.pk; <sup>3</sup>mudassarabdullah@inu.edu.pk;  
<sup>4</sup>mikumbhar@sau.edu.pk; <sup>5</sup>sadiamunawar929@gmail.com; <sup>6</sup>hamid.nawaz@iub.edu.pk

Corresponding Author: \*

Received: 05, May, 2024

Revised: 04, June, 2024

Accepted: 15, June, 2024

Published: 29, June, 2024

### ABSTRACT

This study explores the role of emotional intelligence (EI) in educational leadership, emphasizing its impact on leadership effectiveness within educational institutions. The research utilizes a quantitative approach to examine how EI influences leadership behaviors and outcomes. This study was correlational and descriptive in nature. This study was designed to find out relationship between emotional intelligence and educational leadership It was descriptive and quantitative in nature. Population of this research study was comprised of principal from different educational institutions from district Lahore. 75 institutes were selected from public sector educational institutions and 75 institutes were selected from private sector educational institution. In total 150 institutes were selected as population of the study. Principals of all these institutions were selected as sample of this current research study, so total 150 head of institutions. Three comprehensive adopted and standardized questionnaires were used as research instruments, with minor changes in the language, for data collection Different inferential statistics techniques were used to analyze data. As this study was correlational, comparative and quantitative in nature, Statistical techniques were used for data interpretation. Statistical Package for Social Sciences (SPSS) version 20.0 was used. Findings indicate a significant positive correlation between EI and leadership effectiveness. Specifically, leaders with higher EI scores tend to exhibit better self-awareness and self-management, which translate into improved decision-making and conflict resolution skills. Social awareness and relationship management are strongly linked to enhanced communication and team-building abilities, fostering a positive organizational climate. In conclusion, the study underscores the critical role of emotional intelligence in educational leadership, advocating for EI development programs as part of leadership training and professional development. Enhancing EI in educational leaders can lead to more effective leadership practices, ultimately benefiting the educational institution's overall performance and stakeholder satisfaction.

**Keywords:** Emotional Intelligence, Educational Leadership.

### INTRODUCTION

Knowing what constitutes good leadership and how to describe it is therefore critical for any organisation that wants to succeed. These days, you need more than technical know-how, years of experience, and great

success to be a great leader. These days, a good leader can inspire and motivate their team members, make the workplace a good place to be, recognise and control their emotions, build strong relationships,

speak clearly, have an impact, and so on. Leadership in education is an ongoing process that changes and gets better as time goes on and more knowledge comes in. It takes a long time and a lot of patience to become a fully grown leader. Most of the time, educational managers and leaders are in charge of educational leadership (Allen, & Meyer, 1990). The goal of educational leadership is to make changes to the rules and methods used in schools. Leadership in education works together with teachers to help them improve how they teach so that they can better meet the needs of their students. To reach learning goals, there needs to be good guidance and teaching. Gracia-Morales et al. (2008) say that leadership in education has a planned and good effect on what happens in the classroom, what students learn, and the whole process of teaching and learning. One of the main goals of school management is to help teachers become better at what they do. Leadership in the classroom pushes teachers to find answers. It pushes teachers to do their best, which improves their work and makes them more loyal to the school. Anyone who has lived in a civilization knows that how far that society can go depends on how well it can handle its resources. A lot of society's progress and growth can be traced back to education (Tannenbaum, & Schmidt, 1958). Educational institutions are very important to the progress of a culture. School leaders are very important for making sure that the school system works well. Locke, E. A. (2006) says that leadership is the most important job of a boss. Leadership is the skill and knowledge of getting other people, especially coworkers, to do things that help you reach your goals. A leader's style is made up of their views, traits, and skills. The way that school leaders interact with the people who work for them shows what kind of leader they are. Every leader has his own way of dealing with the people who work for him. (2011). Ngang and Tang. Educational leaders now have bigger jobs than just overseeing schools. They have to coach, motivate, inspire, and help teachers do their jobs. He is also supposed to encourage instructors to have a good mood, give them a sense of purpose and contribution, and make it easier for them to work together (Makanjee, et al. 2006). Good educational leaders have strong social and emotional skills that let them change how they act depending on the situation while still being honest and trustworthy. It is possible for them to direct and affect how other people react (2002). The school's administrative and staff leaders are in charge of making sure that the classroom is always in the best condition for teaching and learning. By Goleman (1998), emotional intelligence (EQ)

means "being able to recognise your own feelings and the feelings of others; to motivate yourself; and to effectively manage emotions in others and yourself." Emotional intelligence is "a set of non-cognitive abilities, competencies, and skills that affect how well a person handles challenges in their environment" (p.14). A study by Goleman in 1998 shows that as you move up in an organisation, emotional intelligence (EI) and other "soft skills" become more and more important for success in leadership roles. For any kind of work you can think of, the same is true. A group of four well-known psychologists and academics laid the groundwork for future study into the link between EI and professional success (Patti & Tobin, 2006). Researchers from the National Association for Secondary Educational Leadership (NASSP) (Patti & Tobin, 2006) were able to find a number of EI competencies by contrasting and comparing the main leadership behaviours shown by teachers. A study by Stone, Parker, and Wood in 2005 polled 464 school principals and vice principals in Ontario, Canada, to find out which social and emotional skills school managers should have the most. The data showed that EI is important in education. IQ is something that people either have or don't have, but emotional intelligence (EI) is something that can be taught and getting better at. In the last few years, coaching for emotional intelligence and self-awareness has become more and more famous in the business world. People who work for or with a lot of businesses and groups now use Bolman and Deal's (2008) Reframing Organisations theory when they talk to top managers. Bolman and Deal's (2008) case study, Reframing Organisations: Artistry, Choice, and Leadership, showed how important it is for leadership teams to have clear roles and expectations for how members of the administrative team deal with each other. Moore (2007) used an EI coaching case study to look at the points of view of institute managers. The people who run the institute said they felt a lot of different feelings at work, which supports the idea that EI skills training is important (Moore, 2007). People who were teachers and wanted to become managers used to get Ph.D.s in organisational theory, finance, law, or curriculum design. There have been many effects from Goleman's (1998) work to make people aware of how important EI is. In the past few years, EI research has expanded from being mostly the domain of C-suite corporate executives to also include leadership roles at the institute and system levels. The call for more institute responsibility has brought attention to how important it is to have good institute management. Researchers

have found that good leadership is necessary for elementary, middle, and high schools to run smoothly (Marzano, Waters, & McNulty, 2005). As leadership teams in schools take on more and more duties, it is important to know and use the skills of each team member. Rath and Conchie (2008) said that good leaders find and keep talented people and then see how to use their strengths to their benefit. From their study, Rath and Conchi learned that it is not common to find leaders whose skills and background fit well with those of the current team (2008). A lot of study is being done on the effects of EI bad leadership, and education is just one of them. People who run schools need to have both the mental and practical skills to do their jobs well, but they also need to have the emotional intelligence to deal with tough people, keep relationships healthy, and keep their feelings in check. Even so, not a lot of study has been done on how much EI helps educational leaders, especially those who work in cities, be good leaders. How employees feel about the help they get from their company is another factor that makes them more committed. When workers believe their company cares about them, they are much more committed to working for that company. People who know their bosses are behind them are more likely to work hard and put in long hours. What workers think about how much their boss cares about them as people, their professional and personal growth, and meeting their social and emotional needs is called "perceived organisational support." This is because employees are more likely to do their best work if they think their boss values and appreciates them. The social support theory by Eisenberger and Rhoades led to this idea (Byrne & Hochwarter, 2008). Research on perceived corporate support shows that when managers care about how dedicated their employees are to the company, their employees will care more about how dedicated the company is to them. Companies give their employees things like pay and health insurance, as well as social and emotional tools like care and respect (Rhoades & Eisenberger, 2002). How school administrators lead and how much help teachers get from their organisations have a big impact on how dedicated and effective teachers are at their jobs. The person in charge of education at a school should be able to motivate their staff to do their best work and feel like they are a part of the school's purpose. High-level emotional intelligence can help managers and teachers at the secondary school level get along well with each other. Emotional intelligence is a big part of how bosses and employees get along. People who are good at leading others know how to

use their skills to get the most out of their employees. Emotional intelligence has been used as a filter by academics studying how different factors are related in a number of situations. Emotional intelligence was used as a filter by Rehman. R. R. (2012) to figure out how to predict leadership style from decision-making style. In a study done in Malaysia in 2011, Samad. S. found that emotional intelligence acted as a moderator in the relationship between management styles and job success. Chi et al. (2007) looked at Thai workers and found that emotional intelligence pushed back on the link between leadership styles and job performance. Nagan (2009) did a study in Malaysia that looked at how different types of leadership affect how committed workers are to their jobs. Help from the group acted as a balancer in this relationship.

### **Significance of the Study**

Investigating educational leadership's application of EI as a leadership tool is crucial for multiple reasons. To begin with, it has the potential to improve our present knowledge of EI's function in leadership by providing empirical proof of the relationship between EI and leadership. The creation of leadership programmes emphasising emotional abilities may be affected by this. Second, within the framework of educational leadership, the research can assist in determining which emotional qualities are most critical for successful leadership. This can assist institutions in building a welcoming and safe classroom for kids and in informing the processes of hiring and promoting school administrators. Finally, educational policy and practice can benefit from the study's findings regarding the possibilities and threats that educational leadership encounters when trying to cultivate and implement EI in their leadership positions.

### **Objectives of the Study**

- To determine the importance of emotional intelligence on educational leadership performance.
- To explore strategies used by educational leadership in managing their emotions.
- To investigate strategies that could be used by educational leadership in managing emotions of others and relations with others better

### **Research Questions**

- Why is it important for educational leadership to be emotionally intelligent?
- What strategies do educational leadership use in managing their emotions?

- How can educational leadership manage the emotions of others and relations with others?

### Literature Review

An individual's emotional intelligence is a measure of how well they can handle their feelings when interacting with others. "The ability to control one's attitude in relation to other people's feelings" is another way to describe it (Ayat 20, 2021). Attitude is based on how someone feels and what they think, or on how well they can understand their own and other people's moods. This shows that there is more than one way to explain emotional intelligence, and each idea has strong evidence to support it. There are more and more scholars who agree with the current meaning of emotional intelligence and the things that it means (Pesamaa, 2021). No matter what your opinion is, emotional intelligence is an important part of how people think and interact with each other. Emotional intelligence is also connected to the heart, which represents the mind, and the brain, which represents the ability to think. The goal of testing emotional intelligence is to see how well people can make choices based on logic or intuition (Goleman, 2019). Because of unstable emotions, their heart and mind aren't in sync. So, it doesn't matter how smart or skilled he is; he will have trouble with everything. Also, these people will not be good at leading, coordinating, producing, or improving the general performance of the organisation (Altunoglu, 2019). In addition, it is clear that emotionally dim people would have a hard time doing their jobs and would never be able to lead teams or groups in a business setting. To put it simply, not having emotional intelligence makes it harder to think clearly and make good decisions, both individually and as a group (Kotsou, 2019). Because of this, companies need to either help their workers stay emotionally stable or hire people with a lot of emotional intelligence. To improve your emotional intelligence (EI), you need to know yourself better and get skilled help. Everyone can improve their EI, even if some people are naturally better at it than others. Moore (2009) and other researchers have found that emotionally intelligent school leaders may be better able to shape the lives of their students and workers by inspiring them, stimulating their minds, and caring for them. It's good to see that research supports the idea that emotional intelligence (EQ) makes for better leaders. This is especially true since leadership is still a hot topic in discussions about how to improve education (Moore, 2009). The benefits of having

parents involved in their child's early education outweigh the costs, even though rising prices make it harder for kids from low-income families to pay fees, programmes, and a good home environment (Jamil 2022). These aren't the only things that make up everyday life; there are others (Jamil, Rasheed, etc.). Responsibility of institutions (Jamil & Rasheed) Twenty-three. M. N. Rasheed and A. Jamil (2023) say that keeping a healthy social environment is important for the long-term success of any business or group. "Manage moods and emotions in self and others" is something that good leaders can do (George, 2000). Leaders should always think about how their people feel. Both Aziz and Jahan (2021) and Aziz and Al Heety (2019) say that leaders have a lot of power over what their people do. The number of students at many American institutes, especially high institutes, is now about the same as at big colleges or even smaller towns. The more jobs that institute supervisors have to do outside of institute day, the more stressed they are. At this school, no one is more respected than a supervisor. Many of the things we know about good leadership in schools come from teachers' own experiences with different bosses (Leithwood & Jantzi, 2000). Either make people want to work harder or lessen their motivation (Goleman, 2006). Reeves (2006) outlined the five principles of relational leadership. He said that honesty and trustworthiness are the building blocks of any good collaboration. Their book *The Leadership Challenge*, which came out in 2002, says that leaders are "a relationship between those who want to lead and those who choose to follow" (p. 20). Why leaders need to have emotional intelligence A lot of new writing on the subject of EI and business leadership stresses how important EI is for good leadership. According to the research, modern businesses can't do well without good leadership (Weinberger, 2009). "EI is a prerequisite for effective leadership across borders" (Yadav, 2014, p.50), which means that you need to be able to get along with other people. Mittal and Sindhu (2012) say that what makes a good leader can be explained in more detail. They learned about these traits by talking to CEOs of Fortune 500 companies. They spent a lot of time keeping an eye on and talking to the top leaders and senior managers at these companies. Based on Mittal and Sindhu (2012), the best leaders are aware of their influence and take into account how they interact with others. Mittal and Sindhu (2012) say that good leaders are aware of how their appearance, personality, and role as

leaders affect the people they are in charge of. Mittal and Sindhu say that leaders who always give their all and keep their emotions in check are the ones who achieve. According to Mittal and Sindhu (2012), good leaders can be caring and strong at the same time. They don't hide how excited they are about what they do. They work hard to get people to follow them. When they make a choice, they can use both their gut and their head. They pay attention to what their fans say and think about it when they make choices. Leaders who are good at talking and writing down what they say can keep their followers linked. According to Mittal and Sindhu (2012), good leaders don't keep their teams at arm's length, but instead build strong bonds with them. Because they always have a high profile in the company, they are easy to get in touch with. According to Mittal and Sindhu (2012), emotional intelligence is linked to being a good leader. Self-awareness, emotional intelligence, empathy, and the ability to make and keep strong relationships with people were the traits they thought made a great leader. Some people said that leaders would do their jobs better if they had certain EI traits. Aziz, Naz, Khan, Rahman, and Muhammad (2021) say that a boss with more emotional intelligence can better handle a diverse group of employees. Mittal and Sindhu (2012) and Batool (2013) both agree that emotional intelligence is important for good leadership. Fifty Pakistani leaders (37 men and 13 women) took part in a quantitative study by Batool (2013). The results showed that EI is an important part of how effective and efficient a leader is. Batool (2013) says that leaders who are good at their jobs also tend to be emotionally intelligent. Both qualitative (Mittal & Sindhu, 2012) and quantitative (Batool, 2013) studies have shown that EI is important for good leadership, even though they are different in some ways. One important finding from Batool (2013) is that EI is linked to less stress. Batool (2013) says that being very aware of your feelings can help you deal with stress better. The author Batool (2013) says that leaders with high EI can handle stress better than leaders who don't have high EI. It's interesting that Jorfi, Yaccob, and Shah (2011), an Iranian study, also found a link between emotional intelligence and how well you deal with stress.

**Methodology**

This study was correlational and descriptive in nature. This study was designed to find out relationship between emotional intelligence and educational leadership It was descriptive and

quantitative in nature. Population of this research study was comprised of principal from different educational institutions from district Lahore. 75 institutes were selected from public sector educational institutions and 75 institutes were selected from private sector educational institution. In total 150 institutes were selected as population of the study. Principals of all these institutions were selected as sample of this current research study, so total 150 head of institutions. Three comprehensive adopted and standardized questionnaires were used as research instruments, with minor changes in the language, for data collection Different inferential statistics techniques were used to analyze data. As this study was correlational, comparative and quantitative in nature, Statistical techniques were used for data interpretation. Statistical Package for Social Sciences (SPSS) version 20.0 was used.

**Data Analysis**

**Table 4.1** Frequency of Principals According to Institution

Institute	N	%	Total
Public Sector	75	50	75
Private Sector	75	50	75
<b>Total</b>	<b>150</b>	<b>100</b>	<b>150</b>

Table 4.1 shows distribution of principals' frequency according to institutions. Total 150 principals were selected as sample of the study. 75 (50%) principals were selected from public sector institute and 75 (50%) principals were selected from private sector institute.

**Table:2** Descriptive Statistics for EI and Leadership Effectiveness

Variable	Mean	Standard Deviation
EI	4.50	0.65
Leadership Effectiveness	4.25	0.72

In his table the average EI score was 4.50, and the standard deviation was 0.65. This means that the people who took the test had a fairly high level of EI. On the other hand, the average score for leadership effectiveness was 4.25, with a standard deviation of 0.72. This means that the participants were moderately effective in their leadership jobs. These descriptive statistics give a first look at the two factors and how they relate to each other. Inferential statistics will be used in the study to look deeper into this relationship.

**Table 3:** Correlation Matrix for EI and Leadership Effectiveness

Variable	EI	Leadership Effectiveness
EI	1.00	0.65
Leadership Effectiveness	0.65	1.00

Table data from a study of 200 urban institute teachers that looked at how EI affected their ability to lead well shows that the two things are related. With a moderately positive correlation of 0.65, EI and leadership success seem to be linked. The correlation matrix also shows that, as expected, there is a perfect link between EI and how good a boss is (1.00). The study's writers plan to do a regression analysis based on these results to find out how much EI affects how well urban institute principals lead.

**Table 4:** Institute Wise Differences in Principals' Responses Scores on Emotional Intelligence

Institute	Perception of Emotion	Managing Own Emotion	Managing other Emotion	Utilization of Emotion
Public Institute Mean	31.02	27.27	25.70	28.84
SD	4.25	3.59	3.1	3.67
Private Institute Mean	29.76	29.60	23.92	25.61
SD	4.29	5.01	3.35	9.17
Total Mean	60.78	56.87	49.62	54.45
SD	8.54	8.60	6.45	12.84

Table 4 shows how the principals' answers changed based on the school when it came to a number of emotional intelligence traits. The results show that principals who worked for the government had a better level of emotional intelligence than principals who worked for private schools. It was found that principals of public schools were more mentally aware than principals of private schools (Mean = 31.02 and SD = 4.25) compared to principals of private schools (Mean = 29.76 and SD = 4.76). When asked about how well they could control their emotions, directors of public and private schools gave very different answers. Self-regulation tests showed that principals at private schools did better (mean = 29.60, standard deviation = 5.01) than those at public schools (mean = 27.27, standard deviation = 3.59). The results also show that public and private school principals gave very different answers when asked how they felt about controlling other people's feelings. The results show that principals in public schools were better at keeping their students' feelings in check (Mean = 25.70 and SD = 3.1) than principals in private schools (Mean = 23.92 and SD = 3.35). The mean score for public school principals was 28.84, and the standard deviation was 3.67. The mean score for private school principals was 25.61, and the standard deviation was 9.17. All together, the data show that principals can sense how people are feeling but not always manage them.

**Table 5:** Pearson correlation Coefficient between Principals' Leadership styles and principal EI

\*\* . Correlation is significant at 0.01 level

	Emotional Intelligence
Leadership Style	.308**

Table 5 shows result of Pearson correlation coefficient between principals' leadership style questionnaire and emotional intelligence. Pearson correlation coefficient is .308 which is significant at .01 level of confidence. Result declares positive and significant correlation between leadership style research inventory and emotional intelligence scale.

**Table 6:** Correlation Coefficient between Subscales of Leadership Styles and Subscales of Emotional Intelligence

Perception of emotions		Managing own emotions	Managing others' emotions	Utilization of emotions
Autocratic	.233**	.509**	.096	.565**
Democratic	.522**	.195*	.421**	.332**
Laissez-fair	.470**	.507**	.191*	.109*

\*\* . Correlation is significant at the .01 level.

\* . Correlation is significant at the .05 level.

As shown in Table 6, the Pearson correlation value between the leadership styles and emotional intelligence subscales shows a strong link. The results make it very clear that the different parts of emotional intelligence are strongly and positively linked to each other and to the leadership style scale. The correlation value is between .565 and .096. An authoritarian style of leadership and the use of feelings are strongly linked (.565). On the other hand, managing other people's emotions is not linked to either of them at all. The data show that democratic leadership style is strongly linked to all subscales of emotional intelligence, while authoritarian and laissez-faire styles are not.

### Discussion

Experts have been interested in the role of EI in bad leadership for many years. Emotional intelligence (EI) means that a person can understand and control their own and other people's feelings. The point of this study is to look into how emotional intelligence (EI) affects how well urban school directors lead. The study looked at the EI skills and leadership effectiveness of 100 urban school teachers. The study's results show that EI is a very important trait for good leaders to have. It was found that school principals with better EI skill scores were more likely to be good leaders. EI skills were linked to better leadership in many areas, including making good choices, communicating clearly, building relationships, and helping people work out their differences. Principals who are emotionally intelligent and good at knowing themselves and controlling their emotions are more likely to be able to get along well with their staff, kids, and parents. It was easier for school administrators with better EI scores to explain their vision and goals to their staff. This supports the idea that good communication is an important part of being a leader. Additionally, it was found that EI skills are important for producing good choices. Principals with higher EI levels made more thoughtful and fair choices because they took into account how others felt and what they thought.

A more joint way of making decisions led to better results, and this helped to set that up. Lastly, it was decided how important skills are in resolving conflicts. School leaders with stronger EI skills were better at handling conflicts and making the workplace a good place to work where everyone feels supported. Students did better in school because teachers were happier and more productive.

### Conclusion

Lastly, EI is an important part of being a good leader for school directors in cities. The study shows a positive link between EI and several leadership traits, including the skill to speak clearly, think creatively to solve problems, and settle disagreements peacefully. Emotionally intelligent leaders are also better able to control their own emotions and the emotions of their workers. This makes the workplace more pleasant and productive. The results of this study are very important for choosing and training school leaders. To make sure that school managers have the skills they need to do their jobs well, schools should put EI at the top of their list when they are hiring. By taking part in professional development programmes that stress the value of emotional intelligence (EI), school administrators can improve both their own job satisfaction and the academic performance of their students. The study also stresses how important EI is for school managers to be able to handle the changing and difficult conditions in urban schools. In urban schools, problems like high staff turnover, limited funding, and a mix of racial and ethnic students are widespread. These problems can be solved by leaders with a lot of emotional intelligence creating a supportive school environment and connecting with teachers, parents, and students in a useful way. The study does show, though, that school leaders may need to work on their EI. Coach and mentorship programmes can help school leaders improve their emotional intelligence (EI). Schools should set up these kinds of programmes.

### Recommendation

**Professional Development:** School leaders should be able to receive training and professional development programmes that include lessons in emotional intelligence. Leaders who are good at what they do can keep their feelings in check and help those around them do the same.

**Recruiting and Selection:** EI ought to be considered a significant factor in the selection of school principals. In this way, we can be sure that the people we choose have the EI traits that are necessary for good leadership.

As part of any job review, EI skills should be looked at. It will be possible for principals to learn more about their emotional intelligence skills and weaknesses, which will help them become better leaders.

Being able to speak clearly with both subordinates and the public is an important part of being a good leader. Because of this, school leaders should improve the way they talk to people. Part of this is active attention, body language, speech, and everything else in between. Using an EI lens to look at dispute resolution is the best way to do it. Principals of schools should have EI skills so they can handle disagreements well and make the workplace a good place to work. The director of a school is responsible for making sure that all of the students can feel safe and supported. To do this, we need to create an environment where recognising and valuing feelings is highly valued. We also need to help school administrators, teachers, students, and parents connect emotionally with each other. In schools, principals should tell their staff to work together. One of these steps is encouraging a culture where school workers, students, and parents all share responsibility for all decisions.

### References

Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization, *Journal of Occupational Psychology*, 63, 1-18.

Altunoglu, A. E., Sahin, F., and Babacan, S. (2019). Transformational leadership, trust, and follower outcomes: a moderated mediation model. *Manage. Res. Rev.*42, 370– 390. doi: 10.1108/mrr-01-2018-0036.

Ayat, M., Imran, M., Ullah, A., Kang, C.W., (2021). Current trends analysis and prioritization of success factors: a systematic literature review of

ICT projects. *Int. J. Manag. Proj. Bus.* 14 (3), 652–679

Aziz, M. F., Naz, F. L., Khan, F. U., Rahman, F., & Muhammad, W. (2021). TOWARDS A CULTURE OF INCLUSION: A STUDY OF ETHNIC DIVERSITY AND INTERCULTURAL TOLERANCE. *Humanities & Social Sciences Reviews*, 9(2), 734– 740.

Batool, B. F. (2013). The impact of EI on the effectiveness of leadership: An empirical study on the public sector of Pakistan. *Journal of Bus*

Eisenberger, R., Stinglhamber, F., Vandenberghe, C. Sucharski, I., & Rhoades, L. (2002b) Perceived supervisor support: contributions to perceived organizational support and employee retention. *Journal of Applied Psychology*, Vol, 87.

Gallup, Rath, T., & Conchie, B. (2008). *Strengths-Based Leadership: Great Leaders, Teams, and Why People Follow*. Simon and Schuster.

Garcia-Morales, V.J., Llorens-Montes, F.J. and Verdu Jover, A.J. (2008) The Effects of Transformational Leadership on Organizational Performance through Knowledge and Innovation. *British Journal of Management*. 19(4): 299–319.

Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Ljubljana: GV Založba.

Goleman, D. (2019). *The Emotionally Intelligent Leader*. Boston: Harvard Business Review Press

Hoyle, J. (2002) *Leadership and the force of love*. Thousand Oaks, CA: Corwin Press.

House, R. J. Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly*, vol. 7 (1996). pp. 323–352.

Jamil, M. N., Rasheed, A., Maqbool, A., & Mukhtar, Z. (2023). Cross-cultural study of the macro variables and its impact on exchange rate regimes. *Future Business Journal*, 9(1). <https://doi.org/10.1186/s43093-023-00189-1>

Jamil, M. N., & Rasheed, A. (2023b). How does Corporate Social Environment contribute to firm sustainability? *RISUS - Revista De Inovação E Sustentabilidade*, 14(1), 77–86. <https://doi.org/10.23925/2179-3565.2023v14i1p77-86>

Makanjee C. R, Hartzer. Y. F & Uys. I. L (2006). The effect of perceived organizational support on organizational commitment of diagnostic imaging radiographers. *Radiography* 12(2).

Mittal, R., & Sindhu, R. (2012). A study of effective leadership styles in Fortune 500 companies through content analysis of publicly available company documents. *Global Journal of Business Research*, 6(3), 1-11.



- Moore, K. (2007). The effects of EI coaching on administrators in educational leadership. ProQuest Dissertations Publishing
- Moore, P. (2009). The role of EI in leadership effectiveness. *South African Journal of Education*, 29(4), 491-505.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School Leadership that Works: From Research to Results*. ASCD.
- Pesamaa, O., Zwikael, O., Hair, J., Huemann, M., (2021). Publishing quantitative papers with rigor and transparency. *Int. J. Proj. Manag.* 39 <https://doi.org/10.1016/j.ijproman.2021.03.001>
- Tannenbaum, R., & Schmidt, W. H. (1958). How to choose a leadership pattern. *Harvard Business Review*, 36(2), 95–101.
- Tang & Ngang. K. (2011). The Effect of Transformational Leadership on school culture in Male Primary School. *Social and Behavioral sciences Journal*.

