

## ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE AND INSTRUCTIONAL LEADERSHIP PRACTICES OF SECONDARY SCHOOL TEACHERS

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### ABSTRACT

*The primary goal behind conducting this research was to explore the association between the factors of Emotional Intelligence and Instructional Leadership practices of Secondary School Teachers. The quantitative survey method was used to explore the factors of variables. The population of study were all male and female teachers of district Lahore public secondary schools of Punjab Province in Pakistan. Random sampling technique was used. The sample of the study was consisting 100 teachers. Two adopted instruments on 5-point Likert scale were used for data collection. After validation of the instruments through experts opinion, the reliability was measured by calculating Cronbach's alpha .780, .8258 respectively. Collected data were analyzed by descriptive statistics and inferential statistics for data analysis. The results of study showed that there was a significant positive moderate correlation and association exists among teachers at secondary school level. The study recommended that teachers should pay attention to share the emotions with students in an appropriate way.*

**Keywords:** Instructional Leadership, Emotional Intelligence, Secondary School Teachers

### INTRODUCTION

Emotional intelligence entails monitoring one's own and others' emotions, discriminating between them, and using this information to guide thinking and behaviors (Salovey & Mayer, 2007). Emotional intelligence refers to our ability to understand and express ourselves, sustain relationships, deal with obstacles, and use emotional information effectively and meaningfully. It predicts success in both personal and professional spheres. Leaders with high emotional intelligence (EI) and excellent leadership skills are generally in great demand. Research suggests that emotional intelligence (EI) improves performance by recognizing and managing emotions in ourselves and others (Abdul & Ehiobuche, 2011). Emotional intelligence (EI) is becoming increasingly seen as a crucial aspect of effective leadership. These emotional talents enhance one's ability to build.

Mayer and Salovey (2007) define emotional intelligence as the ability to recognize, analyze, manage, and adapt to one's own and others' emotions. Emotional intelligence can be defined broadly as the ability to effectively communicate emotions (Goleman, 1995), while others (Caruso, 2000) focus on cognitive aspects such as suggest that greater responsibility and autonomy, academic work load, and emotional management abilities may contribute to this phenomenon.

Therefore, the attainment of emotions appropriately has a close linkage with academic performance but it is necessary to have a content knowledge for smooth learning (Dolev and Leshem, 2017). Thus, enhancement of emotional intelligence of the learner plays a pivotal role to attain the success at social and education levels. It has a major contribution to retain and overcome the stress while engage him/her self in various activities. Especially, for the learner

emotional intelligence involved in academic process for psychological well-being to obtain desired grades and better knowing about learning environment. Thus, it helps to continuous improvement for the overall growth of the students (Petrides, 2016).

Following are factors /dimensions of Emotional Intelligence:

- Perception of emotions
- Managing emotions in self
- Social skills
- Utilizing of emotions

### **Instructional leadership**

Instructional leadership is generally defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement of the 1980s, which revealed that the key to running successful schools lies in the principals' role. However, the concept of instructional leadership is recently stretched out to include more distributed models which emphasize distributed and shared empowerment among school staff, for example distributed leadership, shared leadership, and transformational leadership. Globally, scholars agree that instructional leadership (IL) is one of the most useful tools for creating an effective teaching and learning environment (Pustejovsky, Spillane, Heaton & Lewis, 2009; Hallinger & Walker, 2014).

The concept of instructional leadership emerged and developed in the United States within the effective school movement of the 1980s. The research resulting from this movement revealed that a principal is critical to success in children's learning within poor urban elementary schools. This research revealed that the personality characteristics of the ideal principal are strong mindedness, directness, top-down management and charisma. During the 1990s, a strong instructional leadership model was still at the center of the educational leadership discussion, because of its effectiveness in the schools. However, since then this concept has been criticized for focusing too much on the individual principal's heroic role (Hoy & Miskel, 2008). The main Objective of the Study was **to** find out the association between the level of Emotional Intelligence (perception of emotions, ii managing emotions in self, iii social skills and iv utilizing of emotions) and instructional leadership practices of Secondary School Teachers.

### **Hypotheses**

H<sub>0</sub>: There is no significant relationship between Emotional Intelligence and Instructional Leadership of Teachers in public secondary schools.

### **RESEARCH METHODOLOGY**

The nature of study was descriptive and survey method was used to collect the data. It was quantitative research. Emotional intelligence and Instructional Leadership scale as data collection tool was used. The population of this study consisted of all public school teachers of Lahore. Random sampling technique was used to collect the data from teachers. The respondents to the survey were 100 (40 male and 60 female). The data was collected through a survey instrument entitled "Schttte Self-Report Emotional Intelligence Test 1998 (SSEIT) and Instructional Need for Teachers in General Education Questionnaire (INTGEQ) for instructional leadership practices was adopted by DrYahya as a questionnaire. This instrument was developed Schttte in 1998. A structured questionnaire were adopted for the study. This instrument was consists of 4 principles of Emotional Intelligence. These principles are

- i. Perception of emotions,

- ii. Managing emotions in self,
- iii. Social skills and
- iv. Utilizing of emotions.

**Validity and Reliability**

Validity of the instrument was insured by the expert opinions. The reliability of the instrument was 0.961 which were checked by applying Cronbach’s Alpha.

The instrument was pilot tested at smaller scale. Ten male and sixteen female’s school teachers were randomly selected at equal ratio. The researcher finds out strengths, and weakness of instruments through pilot testing. The additions and deletions were made after pilot testing and expert opinions. The reliability of instrument was ensured through Cronbach Alpha. The detail of reliability is under below in tables.

**Table 1**

*Reliability of Emotional Intelligence and instructional leadership practices*

	Variables	No of Items	Alpha-values
1	Emotional intelligence	33	.780
2	Instructional leadership	24	.825

**Data Collection Procedure**

After finalizing the statements of questionnaires, the data was personally collected, but she got the help of four secondary school teachers and two Ph.D. scholars to collect data from far away schools.

**Result and discussion**

Collected data were analyzed by SPSS software. Descriptive statistics was applied for detailed examination such as to explore respondents’ demographic information in terms of gender, teaching experience and age. The age of teachers 20-25 were only 1 teacher and 26-30 age were 10 teachers, 31-35 age of teachers were 32, 36-40 were 22 teachers, 41-45 were 22 teachers and 13 teachers were above 46. Total teachers were 100 and 40 were male and 60 were female. Qualification of teachers was as under.10 teachers were B.A, 14 teachers were B.SC, 38 were MA, 32 were M.SC and 6 were M.PHIL. Teaching experience was as under:10 teachers were having 1-5 years’ experience,26 teachers were having 6-10 years’ experience, 24 teachers were having 11-15 years’ experience, 21 teachers were having 16-20 years’ experience, 19 teachers were having 21-or above years’ experience.

**Table 2:**

*Association between the Dimensions of Emotional Intelligence and Instructional Leadership Practice*

Variables	1	2	3	4	5
Perception of Emotions	1	.151(*)	.073(*)	.152(*)	.383(*)
Managing Own Emotions	.151(**)	1	.082(*)	.031	.189(*)
Managing Other Emotions	.073(**)	.082(*)	1	.108(*)	.153(*)
Utilization of Emotions	.152(**)	.031(*)	.108(*)	1	.148(*)
Instructional Leadership	.383(**)	.189(*)	.153(*)	.148(*)	1

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

Pearson Correlation was conducted in order to investigate the relationship between the dimensions of emotional intelligence and instructional leadership practice. The statistical analysis was found that there was a moderate correlation of perception of emotions with instructional leadership practice with r value of .383 while there was a weak relationship of managing own emotions with instructional leadership practice with r value of .189. Moreover, there was also a weak relationship between managing other emotions and instructional leadership practice with r value of .153 and there was also a weak correlation between utilization of emotions and instructional leadership practice with r value of .148. It found that all the dimensions of emotional intelligence had positive and significant association with instructional leadership practice.

### Discussion and Conclusion

The objective of the present study was to explore association between emotional intelligence and instructional leadership practices of secondary school teachers. It is concluded that there is mostly teachers qualification was B.A, B.SC and very rarer were PhD. It is also showed that there is no differences of opinions existed between the opinions of male and female teachers about emotional intelligence and instructional leadership practices in terms of gender. The null hypothesis was rejected :There is no significant relationship between Emotional Intelligence and Instructional Leadership of Teachers in public secondary schools. it was concluded that there exist a significant and modest association between variables.

The aim of the study was to investigate the emotional intelligence of teachers at secondary school level. The analysis of the results shows that teachers have less awareness regarding the emotional intelligence. Besides, teachers were not disagree with them, however, their practice are less about the emotional intelligence at public schools. Besides, teachers were not disagree with them, however, their practice are less about the emotional intelligence factors at secondary school level. From the four factors (Perception of emotions, utilizing of emotions, Managing emotions in self, Social skills), teachers were aware with readiness to learn, motivation to learn and orientation to learning for their studies.

The emotions have major contribution in our social life for effective communication with other individuals and have impact on our gesture and posture according to the various conditions (Bornhofen& McDonald, 2008). It required an effective abilities to function the numerous activities either he or she has Psychiatric disorders or not (Angélico, 2004). Moreover, social capabilities refer to the interpersonal behavior of an individual towards the specific situation (Del Prette& Del Prette, 2001;Argyle et al., 1981).

### Recommendations

Based on the findings of the study following recommendations are made. Researcher made some point which is described below:

- Teachers might be adopt more factors of emotional intelligence rather than perceptions of emotions, managing emotions in the self, social skills and utilizing of emotions.
- Teachers might be explore more factors of classroom culture rather than students learning, students centered classroom, classroom management, motivation, and rewards and punishment.

- Teachers might be explore more factors instructional leadership rather than preplanning of teachers, cooperative group teaching , peer tutoring ,cognitive strategy instruction, memory strategies and reciprocal teaching.
- Teachers should pay attention to share the perception of emotions of their class with students in an appropriate way and spread social skills, managing emotions in self,
- Utilizing of emotions which may increase the student's classroom culture and instructional leadership.
- Secondary school teachers' emotional intelligence has a positive moderate relationship with instructional leadership.

It is recommended that the emotional intelligence style should be practiced by the teachers of all educational institutions (primary schools, colleges, and universities) and other organizations to improve employees' physical and mental health and make them more committed, engaged, and productive

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