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## Examining the Effect of Head Teachers' Emotional Intelligence on School Performance in District Gujrat

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### ABSTRACT

*The current research addressed the impact of emotional intelligence of head teachers on the performance of schools in the primary level in District Gujrat. The study design was a quantitative, correlational research design where all the primary school heads in the district were the target population with 100 representatives chosen through purposive sampling. Two structured scales were used to collect the data; the Primary School Heads Emotional Intelligence Scale that measured five dimensions of emotional intelligence including; self-awareness, managing emotions, motivating oneself, empathy, and social skills and the Primary School Performance Observation Schedule that evaluated schools' performance in terms of student admission, retention and dropout, co-curricular activities, school cleanliness, and classroom achievement. The levels of emotional intelligence and school performance were determined using descriptive statistics whereas the Pearson correlation analysis was applied to determine the relationship between the two. The results found out that primary school head teachers have moderate to high emotional intelligence with motivating oneself and social skills being the most powerful dimensions. The overall performance of the school was moderate with the comparatively better performance in student admission and classroom achievement as compared to the co-curricular activities and student retention. It was also shown in the results that there was a significant positive correlation between emotional intelligence of the head teachers and all school performance dimensions, and overall emotional intelligence was most correlated with overall school performance. The research paper finds that the emotional intelligence leadership style is very important in improving the academic and organizational outcomes of school performance. It is advisable that emotional intelligence should be incorporated in leadership training, evaluation and professional development programs to enhance effective reduced-schools.*

**Keywords:** Emotional Intelligence, Head Teachers, School Performance, Primary Schools, Educational Leadership

### Background of the Study

The quality and effectiveness of schools depend on educational leadership. Head teachers because they are the key leaders in the schools not only have an administrative role but also create a favorable learning environment, lead teachers and even impact the student performance. Out of all the competencies that effective leadership needs, the emotional intelligence (EI) has received significant attention in recent decades as a key factor that can

improve the performance of the school. Emotional intelligence is the capacity to identify, interpret and appropriately regulate personal emotions besides being able to accurately perceive and influence the emotions of other people (Goleman, 1998). In the case of head teachers, the high EI can be converted to better decision-making, conflict management, employee motivation, and school climate, which are essential to high school performance.

School performance is also very broad in its number of indicators which includes; academic performance, retention of students, school cleanliness, co-curricular activities and the environment at the school. It has been demonstrated that the leadership behaviors have a direct influence on the following aspects of school performance. When they have high emotional intelligence, principals can cope with stress better, establish positive relationships with other teachers and students, and help them create a positive environment that fosters student learning and engagement (Leithwood and Sun, 2012; Bush, 2020). The study of emotional competencies of school heads has been shown to have an impact on the outcomes of school heads and the performance of school teachers as well as the effectiveness of the school in question, which has promoted the importance of researching the topic.

School leadership comprises of a number of dimensions that constitute emotional intelligence which include; self-awareness, emotion management, self-motivation, empathy, and social skills. Leaders who are self-aware are able to understand their strengths and weaknesses and will most likely adopt reflective practices that will enhance their leadership. Leaders that are good at managing their emotions can find a way of remaining calm when in pressure, deal with conflicts positively, and give their employees stable directions. Motivation enables head teachers to be ambitious in their standards, never give up and influence both the teachers and the students. Empathy helps the leaders to grasp the views and the needs of the teachers, students and parents and create a working environment. Social skills allow leaders to effectively communicate, develop work networks, and develop a good school culture (Salovey and Mayer, 1990; Goleman, 2005). The combination of these emotional competencies has a direct impact on the decision-making process, instructional leadership, and school organization. Under the Pakistani setting, the heads of primary and secondary schools are experiencing various issues among them being limited resources, high number of students to teacher ratio and social-economic differences among learners. Such challenges do not only require technical and administrative skills but also emotional competencies to effectively go through the complicated situations. The higher the emotional intelligence, the better the head teacher can adjust to these challenges and translate them into achieving better school performance. Research done in other developing nations shows that school heads who have developed emotional intelligence can enhance teacher motivation, teacher engagement, and school performance even in adverse environments (Day et al., 2016; Heck and Reid, 2020).

Although there is an increased acknowledgement of the role in the application of emotional intelligence in leadership in the educational sector, there is a dearth of empirical studies that have been conducted to identify the direct connection between the emotional intelligence of head teachers in Pakistan and the performance of the school. The research has been done on the emotional intelligence of teachers or on the leadership practices in general, making the lack of knowledge on how emotional competencies of school heads affect measurable school outcomes. Furthermore, the issue of gender differences in emotional intelligence and their possible impact on the performance at school has not been discussed in the Pakistani setting in a systematic way, yet there is the international evidence indicating that men and women leaders might have different leadership and emotional styles (Eagly and Carli, 2018).

This relation is especially significant to the ongoing school quality enhancement. The schools that have emotionally intelligent leaders will be at a better position to create a positive school climate, increase teacher satisfaction, and eventually lead to better student learning outcomes. This research will help to give meaningful contributions to the policymakers, school managers and teacher training initiatives by examining the impact of the emotional intelligence of the head teachers on performance in schools within the District of Gujrat. The results can be used to develop specific interventions, training, and development strategies that put primary emphasis on emotional competencies while focusing on technical and administrative abilities. To sum up, emotional intelligence is a very important but understudied determinant of school performance. The measurement of the association between EI of head teachers and the school performance will not only add to the body of knowledge but will also provide useful recommendations on enhancing the performance of schools in Pakistan. This paper aims at bridging this research gap by the systematic investigation of the scores of emotional intelligences in primary school heads and its influence on various aspects of school performance such as student performance, administrative effectiveness, and the quality of the learning environment.

### **Rationale of the Study**

School leadership is one of the determinants of the quality of education and student success. The emotional intelligence that is the capacity to recognize and deal with personal emotions as well as to recognize and deal with the emotions of others is more and more being identified as a necessity to leaders in school. Highly emotionally intelligent head teachers can make sound decisions, conflict resolution, teacher motivation and a positive and supportive school atmosphere, which would lead to an improved school performance.

Head teachers in Pakistan are known to be faced with many challenges that include scarcity of resources, large classes, and social-economic inequalities among students. These problems need not only administrative abilities but also good emotional and interpersonal skills. Although it is an important aspect, scanty research studies have been conducted on the direct impact of emotional intelligence of head teachers on school performance, which could be in terms of academic performance, teacher performance, as well as quality of learning environment. Further, the possible gender variations in emotional intelligence and their impact on performance in school have not been explicitly examined.

This paper will explore the influence of emotional intelligence of head teachers on school performance in District Gujrat. The results should give significant feedback to school administrators and policymakers, as it will assist in formulating leadership development programs in which emotional competencies are indeed considered as instrumental as the administrative abilities. The research aims to fill this gap so as to facilitate the contribution of not only achieving better school effectiveness, but also developing a better professional capacity of school leader.

### **Statement of the Problem**

The quality of leadership by head teachers has a great impact on the performance of the school as they are not only in charge of the administrative duties but also to provide support and to create a favorable and effective learning environment. Although technical and managerial skills are significant, emotional intelligence is essential as it helps the head teachers to control their emotions, comprehend and manipulate the emotions of teachers and pupils, and promote positive relationship in the school fraternity.

The problems that schools encounter in District Gujrat are inadequate resources, high student to instructor ratio, and socio-economic differences between the students, which makes a great

leadership even more important. Though the significance of emotional intelligence in leadership is an accepted research topic, few empirical studies have been carried out to explore the impacts of the emotional intelligence of head teachers on the school performance in this respect. Moreover, the possible effect of gender variations on emotional intelligence and its effects on school achievement have not been rigorously studied.

This paper attempts to fill such gaps by researching the impact of emotional intelligence of the head teachers on the school performance in a bid to present knowledge that can guide leadership growth, school performance and student and teacher performance.

### **Objectives of the Study**

1. To determine the level of emotional intelligence of primary school head teachers in District Gujrat.
2. To assess the level of school performance of primary schools in District Gujrat.
3. To establish the correlation between emotional intelligence of head teachers and the performance of schools in primary schools.

### **Research Questions**

1. How emotionally intelligent are primary school head teachers in District Gujrat?
2. What is the school performance of the primary schools in District Gujrat?
3. How does the emotional intelligence of the head teachers relate to the performance of schools in primary schools?

### **Review of Literature**

Leadership in the education field has come to lay more importance on emotional intelligence (EI) as a defining variable in the success of school heads. Emotional intelligence is the capacity to sense, acknowledge, manage and apply emotions to both self and interpersonal relationships. Head teachers who are highly EI are more competent to address the interpersonal relationships, promote teamwork, and establish a supportive and conducive environment that facilitates learning in the school setting. They can be empathetic to the needs of teachers and students, solve the conflicts positively and be able to calm down in difficult situations. Research has established that emotionally intelligent leaders make a contribution towards creation of trust, improved communication, and general organizational climate, which is a very important factor in defining the performance of schools (Goleman, 2005).

There are studies that show that emotional intelligence is closely associated with teacher performance and motivation. High EI leaders offer a conducive environment that fosters teacher satisfaction and teaching standards. Indicatively, one study conducted in high schools found out that principals who exhibited empathy, social awareness, and self-regulation had a large impact on teacher engagement and teaching effective. Energetic educators with emotionally intelligent leaders were more inclined to innovate and collaborate thus achieving superior learning outcomes in students (Mayer and Salovey, 1997). These results indicate that EI does not only have a direct influence on teacher actions and indirectly on student achievement and school performance.

Studies have been conducted on secondary school head teachers in Pakistan in order to highlight the role of emotional intelligence in educational leadership. A study at Punjab discovered that the relationship between EI of head teachers and job performance of teachers is positive and that female heads generally portrayed high levels of EI compared to male heads. Here, it is important to highlight the fact that emotional intelligence does not only enhance the quality of leadership but also creates implications of gender in leadership behavior, which in turn could determine the overall performance of the school (Shahzad et al., 2024). These

conclusions demonstrate the topicality of EI research in the local school setting since leadership skills are frequently influenced by socio-cultural and organization-specific issues.

Instructional leadership, which is one of the main elements of the school performance, is also improved by emotional intelligence. High EI leaders are better at formulating goals, keeping track of the quality of the teaching, positive feedback, and establishing teamwork among teachers. Research has indicated that emotionally intelligent head teachers can enable the enhancement of instruction by encouraging employees, supporting reflexive behaviors, and establishing an environment that encourages learning that focuses on students. The effects of these competencies are cascading, and hence enhancing the teacher practices and eventually leading to improved student achievement (Bar-On, 2006).

The role of EI in leadership practices is also supported by qualitative evidence. In a phenomenological investigation of principals in private schools, it was found that high emotional intelligence leaders were able to manage relationships among their staff, conflict resolution, and context of a positive school culture. They also empathized and made use of social skills to grasp the views of the teachers and students, and this enhanced communication and partnership. These types of relationships are critical towards the establishment of a conducive learning atmosphere and the overall performance of schools (Cherniss, 2010).

The school climate including teacher satisfaction, student involvement, and efficiency of the administration, is largely dependent on the emotional intelligence of the head teachers. It has also been established that emotionally intelligent leaders can create positive organizational climates that can help promote academic achievement and comprehensive school development. Head teachers can create inclusivity, collaboration, and motivation by identifying and addressing the emotional needs of both teachers and students who are important in ensuring that the level of school performance is kept high (Brackett et al., 2010).

Additional research proves that EI is also conducive to fruitful school management and monitoring practices. Leaders that have a higher EI are strategic, thoughtful, and problem-oriented. These practices increase the efficiency of the administration, accountability of the teachers, and performance of the organizations. Indicatively, a study done in Azad Jammu and Kashmir found out that emotionally intelligent school heads were better placed to roll out monitoring systems, check the performance of the staff and overall improvement of the school (Zeidner et al., 2012).

Although there are extensive studies correlating emotional intelligence and leadership performance and achievement in schools, there still has been a significant research gap on primary schools in Pakistan especially in District Gujrat. The majority of the available research focuses on secondary education or single-subject results, e.g. teacher performance or instructional leadership, but does not cover overall school performance, such as academic success, the quality of the learning environment, and administrative effectiveness. This gap demonstrates the need of empirical studies to examine how the use of EI by the head teachers seemingly influences various aspects of primary school performance that can be used in professional development initiatives and policy intervention to enhance educational performance (Day et al., 2016).

To sum up, emotional intelligence is the key to improvement of school leadership and general performance of school. High EI head teachers facilitate positive teacher and student outcomes, better instructional practices, and organizational climates. Given the problems that have been experienced in primary schools in Pakistan; lack of resources, high student to teacher ratios and socio-economic inequalities; the problem of building EI among head teachers can be considered as a way of strategizing the school performance. The study of EI in District Gujrat

will help in developing valuable knowledge of the leadership practice, training programs, and evidence-based educational policies.

**Research Methodology**

This research utilized a correlational, quantitative research design to investigate the impact of emotional intelligence of head teachers in District Gujrat on the school performance. Correlational design is suitable because it enables the study of the correlation between two continuous variables, emotional intelligence and school performance, without controlling them. This method allows one to know how emotional intelligence changes by head teachers are linked to overall school performance.

The sample population of this study comprised all primary school head teachers in District Gujrat both male and female heads in the public sector schools. A sample of 100 head teachers was determined by purposive sampling using their availability and willingness to participate in the study. The purposive method of sampling was used to make sure that the sampled participants are relevant to the research objectives and have the experiences necessary in running primary schools.

**Instrumentation**

Two structured instruments, designed and adapted to fit this study, were used to gather data on this study which are the Primary School Heads Emotional Intelligence Scale PSHEIS and the Primary School Performance Observation Schedule PSPOS. The PSHEIS measured the level of emotional intelligence of primary school heads on five dimensions, self-awareness, managing emotions, motivating oneself, empathy, and social skills on a five-point Likert scale, which is a five-point scale, with high scores representing high level of emotional intelligence. This scale was modified based on known EI scales so that it would be clear, relevant, and suitable in the leadership of primary schools. The PSPOS generated five indicators of school performance; student admission, student retention and dropout, co-curricular activities, school cleanliness and classroom achievement. Administrative variables, including cleanliness and co-curricular practices, were directly measured and rated on a five-point Likert scale between Excellent and Poor, whereas student admission, retention and classroom performance were measured by use of school records and achievement tests, they provided a systematic and complete assessment of school performance. The two instruments were tested by a group of five education experts to establish content validity, and factor analysis was done to establish construct validity. The reliability analysis showed a high level of internal consistency as Cronbach Alpha is 0.89 in PSHEIS and 0.87 in PSPOS.

**Data Collection**

The researcher's selected schools were contacted after obtaining the official consent of the District Education Office, Gujrat, and the head teacher was informed about the study purpose and procedures. The questionnaires were administered face-to-face and gathered within a period of one week in order to maximize the response rates. The PSPOS was assessed systematically with observations and record-based assessments when visiting schools. The participants were assured confidentiality, and informed consent was received before data collection.

**Data Analysis**

The data that were collected were analyzed with SPSS (Statistical Package for Social Sciences) version 26. Descriptive statistics such as mean and standard deviation were calculated to find out the extent of emotional intelligence and performance in school. The Pearson correlation was applied to test the correlation between emotional intelligence of the head teachers and school performance.

**Table 1: Primary School Heads' Emotional Intelligence Level**

| Emotional Intelligence Factor  | N   | Mean   | S.D.  |
|--------------------------------|-----|--------|-------|
| Self-awareness                 | 100 | 21.65  | 4.35  |
| Managing emotions              | 100 | 21.72  | 4.30  |
| Motivating Oneself             | 100 | 24.05  | 5.25  |
| Empathy                        | 100 | 22.80  | 4.90  |
| Social Skill                   | 100 | 23.95  | 4.85  |
| Overall Emotional Intelligence | 100 | 114.17 | 21.40 |

The table 1 shows the emotional intelligence levels of 100 primary school head teachers in District Gujrat in five major dimensions of self awareness, emotion management, self motivation, empathy, and social skills, and the general emotional intelligence dimension.

The scores suggest that the head teachers were rated the highest in the dimension of Motivating Oneself (Mean = 24.05, SD = 5.25), meaning that the head teachers are mostly competent in terms of setting certain personal goals, perseverance through difficulties and motivating themselves and their personnel to accomplish the school goals. The second position was related to Social Skills (Mean = 23.95, SD = 4.85), which means that the head teachers are efficient in establishing the relationships and communicating with the staff and students and promoting collaboration in their schools.

The empathy was moderate (Mean = 22.80, SD = 4.90) which means that head teachers empathize and can address the needs and emotions of teachers, students and other stakeholders. Self-awareness (Mean = 21.65, SD = 4.35) and Managing Emotions (Mean = 21.72, SD = 4.30), on the other hand, were slightly lower than those of the other dimensions, which implies that head teachers are largely aware of their own emotional state, but there is an area of improvement in dealing with emotional triggers and managing emotions when under the pressure.

The emotional intelligence of the overall population of the head teachers was found to be 114.17 (SD = 21.40); this indicates that emotional intelligence of primary school heads in District Gujrat is moderate to very high. It implies that these leaders, on the whole, have the required emotional competencies to control the relations between people, to inspire employees and to contribute to the establishment of positive climate in the school, whereas certain areas (self-awareness and emotion management) could use additional professional development and training.

**Table 2: Primary School Heads' Performance Level**

| School Performance Indicator | N   | Mean  | S.D. |
|------------------------------|-----|-------|------|
| Admission                    | 100 | 18.05 | 3.10 |
| Retention & Dropout          | 100 | 9.10  | 4.85 |

|                                    |     |       |      |
|------------------------------------|-----|-------|------|
| <b>Co-Curricular Activities</b>    | 100 | 0.50  | 1.60 |
| <b>School Cleanliness</b>          | 100 | 11.80 | 3.05 |
| <b>Classroom Achievement</b>       | 100 | 16.00 | 4.55 |
| <b>Overall, School Performance</b> | 100 | 55.45 | 9.85 |

Table 2 shows the level of performance of 100 primary schools as led by head teachers in District Gujrat, in terms of five indices of performance namely: student admission, retention and dropout, co-curricular activities, school cleanliness and classroom achievement, and the overall school performance index.

The findings indicate that Admission had the highest of the mean score (Mean = 18.05, SD = 3.10), which means that the majority of schools are able to admissions and keep the high rates of admission. The classroom Achievement was also relatively high (Mean = 16.00, SD = 4.55) which makes the students to be performing satisfactorily in academic tests given under the present leadership. School Cleanliness was rated moderately (Mean = 11.80, SD = 3.05) as the basic administrative and hygiene standards are followed however there is a possibility of doing something better in terms of ensuring an optimal learning environment.

Conversely, Retention & Dropout had a low mean score (Mean = 9.10, SD = 4.85) which means that there are difficulties in keeping students in school and reducing the rate of dropping out of school. The Co-Curricular Activities indicator registered the lowest mean score (Mean = 0.50, SD = 1.60) and this indicates that schools headed by such teachers seldom plan or otherwise execute co-curricular activities that are essential in the all-round development of students.

The overall score of the school performance was a medium level of 55.45 (SD = 9.85), which indicated moderate performance of the primary schools in District Gujrat. This shows that although the academic achievement and admission processes are comparatively well under control, there is a need to make dramatic changes in terms of student retention, co-curricular engagement, and school management are to be in place to ensure overall better performance.

**Table 3: Correlation Between Head Teachers' Emotional Intelligence and School Performance**

| <b>Variables</b>                      | <b>Admission</b> | <b>Retention &amp; Dropout</b> | <b>Co-Curricular Activities</b> | <b>School Cleanliness</b> | <b>Classroom Achievement</b> | <b>Overall, School Performance</b> |
|---------------------------------------|------------------|--------------------------------|---------------------------------|---------------------------|------------------------------|------------------------------------|
| <b>Self-awareness</b>                 | .45**            | .30*                           | .28*                            | .35**                     | .40**                        | .48**                              |
| <b>Managing Emotions</b>              | .42**            | .25*                           | .20                             | .38**                     | .36**                        | .44**                              |
| <b>Motivating Oneself</b>             | .50**            | .35**                          | .30*                            | .45**                     | .48**                        | .52**                              |
| <b>Empathy</b>                        | .48**            | .32**                          | .25*                            | .40**                     | .42**                        | .50**                              |
| <b>Social Skills</b>                  | .55**            | .38**                          | .35**                           | .50**                     | .50**                        | .58**                              |
| <b>Overall Emotional Intelligence</b> | .60**            | .40**                          | .35**                           | .52**                     | .55**                        | .65**                              |

**Note:** \*p < 0.05, \*\*p < 0.01



Table 3 results suggest that emotional intelligence (EI) of head teachers is highly positively related to different performance indicators at schools. Of the EI dimensions, social skills were the most highly associated, as they correlate with admission (.55), retention and dropout (.38), co-curricular activities (.35), school cleanliness (.50), classroom achievement (.50) and overall school performance (.58), indicating that effective interaction among leaders is likely to enhance better school performance. Motivation of self also showed good correlations, with co-curricular activity at the lowest at .30 and overall school performance with the highest correlation at .52. Other dimensions of EI like self-awareness (.45 with admission, it is .48 with overall performance), managing emotions (.42 with admission, it is .44 with overall performance) and empathy (.48 with admission, it is .50 with overall performance) had a positive effect on school performance though their impact was moderate. The overall emotional intelligence was the most correlated among all the indicators with the values of .60 in admission, .40, in retention and dropout, .35, in co-curricular activities, .52, in school cleanliness, and .55, in classroom achievement, and .65, in overall school performance. The results indicate that emotional intelligence in leadership especially good social skills and self-motivation is important in promoting academic achievement, student involvement, school climate, and success of the entire institution.

### Conclusions

The conclusion made is that the level of emotional intelligence of the primary school head teachers in District Gujrat is moderate to high. Their most powerful aspects are the motivating oneself and social skills, which means that they can set goals, work through the difficulties, motivate their employees, and develop positive relationships at school. The empathy is also moderately high as it indicates the understanding of the needs and emotions of teachers and pupils. Nevertheless, a little bit of lower scores in self-awareness and emotion management imply that it can be improved to recognise and control emotions during stress. In general, these results suggest that head teachers are armed with the necessary emotional competencies to be effective leaders though specific professional orientation in some directions might contribute to the increase in the effectiveness of their leadership.

The overall performance of the primary schools with these head teachers is moderate. Schools were also doing well on pupil admission and classroom performance meaning that admission procedures are effective and students are recording good academic results. The level of school cleanliness was moderate, and it implied that the current standards of hygiene and administration are ensured, yet they could be enhanced. Conversely, there exist problems in terms of student retention and dropouts, and co-curricular activities are especially poor, reflecting scarce possibilities of holistic student development. All in all, although head teachers can effectively address important aspects of academic and school administration, there is an evident necessity to reinforce the retention strategies, co-curricular programs and general school management practices in order to improve the general school performance.

Moreover, the emotional intelligence of head teachers positively influences the school performance in a number of ways. Out of all the dimensions of EI, social skills have the most significant impact, which implies that effective communicators who establish effective relationships with others are more likely to contribute to the overall school performance. Self-motivation is also positively related, which implies that self-motivated leaders are associated with increased academic success and improved school management. Other dimensions such as self-awareness, emotion control, and empathy are moderating in relation to school performance showing the significance of knowing and controlling emotions in leadership. The general emotional intelligence shows that it is the most related to all the performance

measures, and the results of the study help to conclude that more emotionally intelligent head teachers have a better chance to enhance student performance, create a favorable school climate, and provide effective school management. Such results highlight the importance of emotionally intelligent leadership in facilitating academic as well as organizational achievement in educational institutions.

### **Discussion**

The results of this research indicate that primary school head teachers in District Gujrat tend to have an average to high degree of emotional intelligence and especially have strong competencies in self-motivation and social abilities. These abilities are presumably helpful in terms of creating a collaborative school culture and maintaining the motivation of teachers (Ismail et al., 2024). The studies show emotional intelligence among educational leaders positively influences the job performance of teachers as it positively affects emotional well being, collective efficacy, and engagement (Asmamaw & Semela, 2023), implying that head teachers capable of motivating themselves and others are in a good position to create a positive working environment.

These strengths notwithstanding, slightly reduced scores of self awareness and emotion managements are indicators of where development can help improve leadership. The management of emotions is also significant to help leaders in managing stress and conflict in a constructive way and, as a result, decrease burnout and ensure a stable school atmosphere (Hiluf et al., 2024).

In line with average performance in schools under the leadership of these head teachers, admission procedures and performances in the classrooms were fairly good, co-curricular activities and student retention need to be looked at. This trend could be due to the fact that emotionally intelligent leaders are more concerned with the fundamental academic and administrative activities, and less interested in holistic development programs. The previous studies highlight the positive effects of the influence of emotionally intelligent educational leaders on the school climate and instructional practice that facilitates the increased engagement and achievement of students (Chaudhary and Singh, 2024).

The significant positive relationships between the emotional intelligence of head teachers and the different indicators of school performance portray the relevance of EI to the success of the institution, especially in the social skill and self motivation. This can be compared with the research findings that show that the higher the emotional intelligence of leaders, the more they can promote collaboration, inspire teachers, and improve the overall school operation (Jamal et al., 2024). General emotional intelligence showed the highest degree of positive correlation with better performance in various measures highlighting the significance of emotionally intelligent leadership in promoting academic success, encouraging school climate, and successful school processes.

### **Recommendations**

Depending on the results of this analysis, it can be suggested that the focus of professional development and in-service trainings of the primary school head teachers should be on a more emotional intelligence improvement, in particular, on the aspects of self-awareness and emotion control, where the comparatively lower levels were identified. Emotional intelligence ought to be included as part of leadership training and head teacher assessment since robust social expertise and self-drive were discovered to positively influence the progression of schools to a large degree. Employees in leadership positions should also be advised to adopt emotionally intelligent leadership styles that help improve student retention strategies and increase co-curricular activities that will enhance comprehensive development of students and

dropout rates. Also, the policy makers can consider using emotional intelligence skills in the selection and promotion of head teachers in order to achieve long-term changes in school climate, teacher performance, and school performance.

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