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Emotional Intelligence, Transformational Leadership And Performance of The Higher Secondary Schoolteachers: A Correlational Study

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Abstract

The existence of empirical pieces of evidence suggests the significance of Emotional Intelligence (EI) and Transformational Leadership(TL) on the performance of employees in different organizations. The aim of the study was to analyze the association between EI, TL, and the performance of the teachers (PT). The data was collected from the teachers of Higher Secondary School teachers using a five-point Likert scale survey questionnaire.[1] The questionnaire was comprised of four parts: the first part was related to demographic information; the second part had items related to EI; the third part was related to TL; and the last part had items related to performance of teachers. A sample of the study was 446 teachers, out of which372 respondents submitted their response. For statistical analysis, Spearman's rho correlation, Regression analysis and CFA were used. The findings of the present study confirmed construct and discriminant validity. Results of the study also indicated that there is moderate to strong correlation between EI and the performance of the teachers, a strong correlation between EI and TL. Moreover, a strong and significant correlation between TL and PT was found. EI and TL were also found as significant predictor of the performance of teachers.

Key Words *Emotional Intelligence (EI), Transformational Leadership (TL) and Performance of the Teachers (PT)*

Introduction

In the field of education, the role of the teacher is to groom the students intellectually and emotionally, for better learning outcomes. It is important to understand the elements which enhance the performance of the teachers. The primary focus of this study was to see the association between EI, TL, and teachers' performance with each other.

EI is considered as the capacity to identify, comprehend, and regulate one's own emotions and those of others as well. (Ismail et al., 2020). EI has been associated with some positive results in the field of education along with a wide range of other professional fields. To create a safe and productive learning environment, teachers with high EI have a greater ability to manage the emotional intricacies of the students in the classroom(Jimenez, 2020).

In educational environments, EI and TL go side by side and are considered important components in the success of the students (Yulianti et al., 2021). By motivation and congenial organizational culture, the TL can inspire the teachers which may result in improved workplace morale and output (Paais & Pattiruhu, 2020).

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Research studies carried out on the performance of teachers are considered the center of gravity of the educational process, as it benefits directly or indirectly from EI and the leadership style of the leader. Research conducted by Sharma and Dhar (2016) indicates that educators led by emotionally intelligent and transformational leaders have experienced higher job satisfaction, decreased burnout, and better instructional performance. This study discovers the assumption that EI and the TL Style of the leader are the two major components of the performance of the teachers. Teachers with high Emotional Quotient and leadership styles are expected to produce good results.

Literature Review

As compared to past centuries the working environment in organizations has been changed and growing faster in the present era. Due to the influx of knowledge and connectivity, sharing of knowledge and people from different parts and cultures are working very closely with each other. In this scenario, emotionally intelligent leaders with their leadership style have become vital and extremely important for assurance of the best performance(Sistad Linda, 2020).

Concept of EI

EI is defined as the skill to understand how people feel and react and to use these skills to make good decision for solving those problems or at least avoid them (Cambridge, 2020). Salovey and Mayer (1990) defined EI as the ability to recognize, understand, and manage our own emotions and those of others. Goleman (1998) explained that our capacity to acquire practical skills is determined by EI, which is based on its five primary components. These components are self-awareness, motivation, self-regulation, empathy, and how you manage and adeptness of relationships. Bar-on (1997) gave another famous definition which stated that the emotional, social, personal, and survival dimensions of intelligence are concerned with knowing oneself and other people, adjusting, getting along with the near environment to be more successful in handling the environmental demands. Nelson and Low (2011) defined emotional intelligence in parts. According to them, EI is the capacity to first know yourself, your strengths, weaknesses, and constraints according to one's dignity and value. The second is to create a healthy and effective interpersonal relationship for working together, and the last is an appropriate response to the demands and stress of daily life. From these definitions, it can be summarized that with the help of EI, one can identify and understand other people's feelings, desires, and needs and respond accordingly.

Models of Emotional Intelligence

Various models of EI have been developed by researchers covering different components of EI. Some of the models are highlighted in subsequent paragraphs. According to Mayer and Salovey (1999), Ability Models have a conceptual foundation that EI is a form of cognitive ability that impacts one's capacity to process emotional information and use it in reasoning. Goleman (1998) further elaborated and popularized this concept in the Mix Model by considering EI beyond cognitive abilities. This includes personal qualities and competencies that affect one's ability to handle emotions and navigate social complexities. A few years later this model was modified by explaining that EI comprises four components which include a number of competencies and skills helpful in the improvement of performance

The Trait model was developed by Petrides, who proposed EI as perception within the broader context of personality traits, focusing on how emotional abilities are perceived by us (Petrides & Furnham, 2001). This model was considered a construct by Petrides, comprised of four significant components: emotionality, sociability, well-being, and self-control (Lubbadeh, 2020).

There are five components in Bar-On's Emotional Social Intelligence Model. These are interpersonal, intrapersonal, adaptability, stress management, and general mood. These five components further consist of numerous competencies and skills that focus on the potential for success (Bar-On, 2004). Nicole Schutte’s EI Scale, known as the Schutte

Self-Report Emotional Intelligence Test (SSEIT), is a technique to find out general EI using four sub-scales, i.e. perceiving the emotion, organization one's own emotions, managing emotions of other and utilizing emotions. This scale has a close association with the EQ-I model of EI (Schutte et al., 2009)

Leadership

The success of any institution depends on the capabilities and competencies of its human capital. Similarly, the quality of institutional performance, in principle, is in the leadership of the institution. The primary function of leaders in organizations is to inspire and stimulate followers' intellectual faculties, develop their capacities, and enable them to make sound decisions and choose the best course of action to achieve organizational goals(Baba et al., 2021).With the passage of time, leadership theories have also evolved and can be divided into four main categories. The first one was the trait era, in which great man and trait theories were developed. The focus of these two theories remained on the identification of traits and characteristics of natural-born effective leaders. The second era was a behavioral era in which behavioral theory was presented whose focus remained on the action and skills of the leaders. The third was situational era in which contingent and situational theories were presented. The focus of these two remained on adopting a style as per the requirements of the environment. In the last era, transactional and transformational leadership theories were the two main theories. The focus of transactional leadership theory was on reward and punishment principles whereas, transformational leadership theory on inspirational and motivational styles for the achievement of desired goals and objectives (Benmira & Agboola, 2021).

Historical Review of TL

Historically, in 1978, Burns defined transformational leadership as a process through which one or more individuals work with each other in a way that both followers and leaders take one another to higher levels of motivation and morality(Yulianti et al., 2021).

Bass (1985)described transformational leadership as a style that transforms and inspires followers to exceed their limitations with a mutual relationship that raises human conduct and motivation of both the leader and followers. Leithwood and Jantzi (2006) found that transformational leadership practices among school leaders significantly influence teacher satisfaction, commitment, and job performance. Transformational leadership models are further divided into four components, also known as the "Four I's." These are, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration(Reza, 2019).

The meaning of the word “transform” is to completely change the outlook or nature of somebody or a thing, especially, in a way so that the individual or thing is in improved form TL changes the individual values of their followers in a way that supports the vision and goal of the organization by fostering an environment of trust in which they can articulate their vision and mission clearly(Stone et al., 2004). The focus of transformational school leaders remains on the restructuring of the school by bringing improvements to the school conditions and environment. To fully understand the idea of transformational leadership, an insightful examination of its evolution is extremely essential. According to Burns, leadership is the cooperative process of engaging individuals with specific goals and beliefs, as well as different economic, political, and other resources, in a setting of rivalry and conflict, to accomplish goals that are either collectively or independently held by leaders and followers (Bailey & Axelrod, 2001).

The importance of both EI and TL has been highlighted by different researchers. An emotionally intelligent person becomes a useful member of the team and can deliver to his maximum capacity. Just like in other professional fields, both EI and TL are also significant ingredients in the personality of the leaders in the field of education. Hence, the intricate relationship among EI, transformational leadership style, and performance of the teachers may have a substantial impact on creating a favorable environment for the students to achieve the desired results. Teachers act as leaders in their respective classrooms and

with the amalgamation of a good emotional quotient and leadership style they may perform as per the requirements of the system. In the context of education, Maamari and Majdalani (2019) said that EI is important for educators because it allows them to regulate their negative feelings and emotions, which helps them to become effective teachers. Latif et al. (2017) concluded that the teachers with high EI have a high level of job satisfaction as compared to others. They are more devoted to their institution and could stay with the school for longer periods. Hence, knowledge of EI, along with its traits, is crucial for the training of professional teachers (Kovalchuk et al., 2022).

According to research conducted by Ismail et al.(2020) EI also plays a significant role in vocational education institutions. Stakeholders of the vocational institution can establish guidelines for the teachers in vocational institutions incorporating components of EI. Similarly, EI is a trait that appears to be a predictor of performance when it is judged through both objective and subjective ratings. One of the rationales for this positive relationship between EI and performance is the overall character of individuals with high trait EI as being less impulsive or more self-controlled (Udayar et al., 2020).

EI and leadership are closely linked to each other. A well-accepted leadership style will have a strong influence on EI. The EI of the leader, coupled with the transformational leadership style, has a direct, association, and positive relationship with the job performance of the individual(Lee et al., 2023). According to research by Noori et al. (2023), teachers who comprehend the psychological and behavioral aspects of their students in the class can effectively guide and motivate them for better understanding and learning, which results in improved academic achievement.

Different researchers have highlighted that emotional quotient(EQ) plays an important role in leadership, but these researchers did not mention what is considered a suitable score of EQ for effective leaders (Lubbadeh, 2020). When a leader manages his emotions and feelings, it allows him to manage other factors such as stress, fear, and delight in the institutions (Caruso et al., 2014). Leaders with high emotional intelligence are more capable of handling the intricacies of contemporary businesses, such as stress management, dispute resolution, and cultivating a healthy work atmosphere. Moreover, while working in a team, conflict among the members may arise at any time. This is the time when, EI of the leader plays its role, as it needs the important skill of not only controlling one's own emotions but he also being able to mediate between the parties before the situation gets worse (Sistad Linda, 2020). It is worth mentioning that the effects of a principal's aptitude for identifying emotions on the emotional reframing of their teachers are indirect and are influenced by TL behaviors. It calls for the two additional interactive EI skills of awareness and expressing demands and changes, in addition to the ability to recognize and control emotions(Gómez-Leal et al., 2022). According to Alhamami et al. (2020), the success of an individual in an organization depends on EI and TL behaviors, and become more prevalent in a conflicting environment. Recent empirical research has further solidified this connection, demonstrating that EI significantly predicts TL behaviors(Miao et al., 2018). The organizational TL has a mediating effect on the institutional health and cultural intelligence of the leaders of the schools. To perform well in difficult circumstances, the teachers should get essential training in the discipline of emotional skills and education (Valente et al., 2020).

In the teaching-learning process, students are the key element. They may also be helped to know how to manage their emotions, which may assist students in learning how to manage their own emotions and abstain from disruptive behaviors. They should focus on classroom management, a better school atmosphere, and discipline(Martínez-Martínez et al., 2020). Similarly, the EI of the teachers plays a key role in predicting effective classroom management and teaching quality, which are crucial for effective teaching. Moreover, the instructional leadership of principals also has a direct influence on teaching quality.(Bellibaş et al., 2021).

According to a research study by Top (2020),TL has a sound and positive association with the performance of employees, which is influenced by the two important components i.e. inspirational motivation and individual consideration. Weller et al. (2020),

highlighted in their research, based on a link between staff and client panel, that TL has a positive relation to high-performance work system consensus. Close for leadership settings (low span of control), the overall links of TL are stronger as compared to distant ones.

After going through the literature related to all the variables understudy, it can be said that both EI and TL are counterparts of one another. In the fast-growing world, there is a dire need to enhance the potential of the teacher, especially, in a country like Pakistan. In this regards EI along with the leadership style of the teachers, may bring the desired results. Various studies have been conducted on the EI and leadership style of the Principals and their association with performance but very few have discussed the EI and TL of the teachers and their link with the performance of the teachers in Pakistan. For example, research was conducted on the EI and contextual performance of the teachers of higher education(Deeba et al., 2021). Another study mentioned the role of EI in the effective leadership of principals in Urban areas(Afzal et al., 2023). One more research study mentioned the effect of principal's emotional intelligence practices on teachers' organizational commitment in Pakistan(Bano et al., 2023). The Current study is required when there is limited research mentioning the relationship among the constructs regarding teachers instead of principals. Considering the importance of the relationship between these constructs and the existing gap, there is a dire need to conduct this study.

Research Hypothesis

H_1: There is a significant positive relationship between emotional intelligence and the transformational leadership style of the teachers

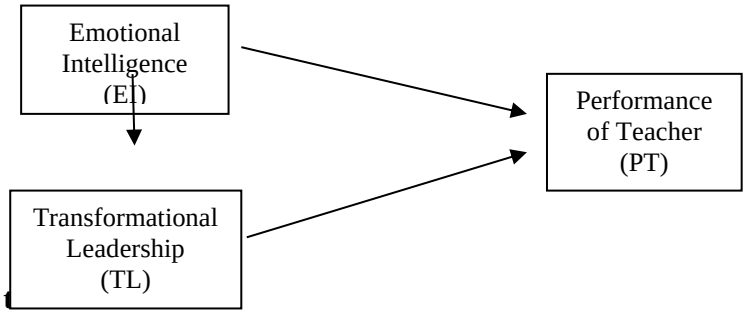
H_2: There is a significant positive relationship between emotional intelligence and the performance of the teachers.

H_3: There is a significant positive relationship between transformational leadership and the performance of the teachers.

H_4: There is a significant predictive relationship of EI and TL with PT.

Research Design

The study followed quantitative correlational research design for checking the association between the variables. A sample of 446 teachers of Federal Government Education Institutions in Pakistan was selected, using a purposive sampling technique. For data collection, a questionnaire on a five-point Likert scale was prepared. The five options started from "1"as Strongly disagreed to "5" as Strongly agreed. The questionnaire has four parts: Demographic information, Emotional Intelligence Items by adopting SSEIT, items related to TL, and items related to the job performance of the teacher. Formal permission from the author was obtained through email. Data was collected according to the research ethics by giving assurance of confidentially of the data and explaining the aim of the research. In this study, proposed theoretical framework is as under



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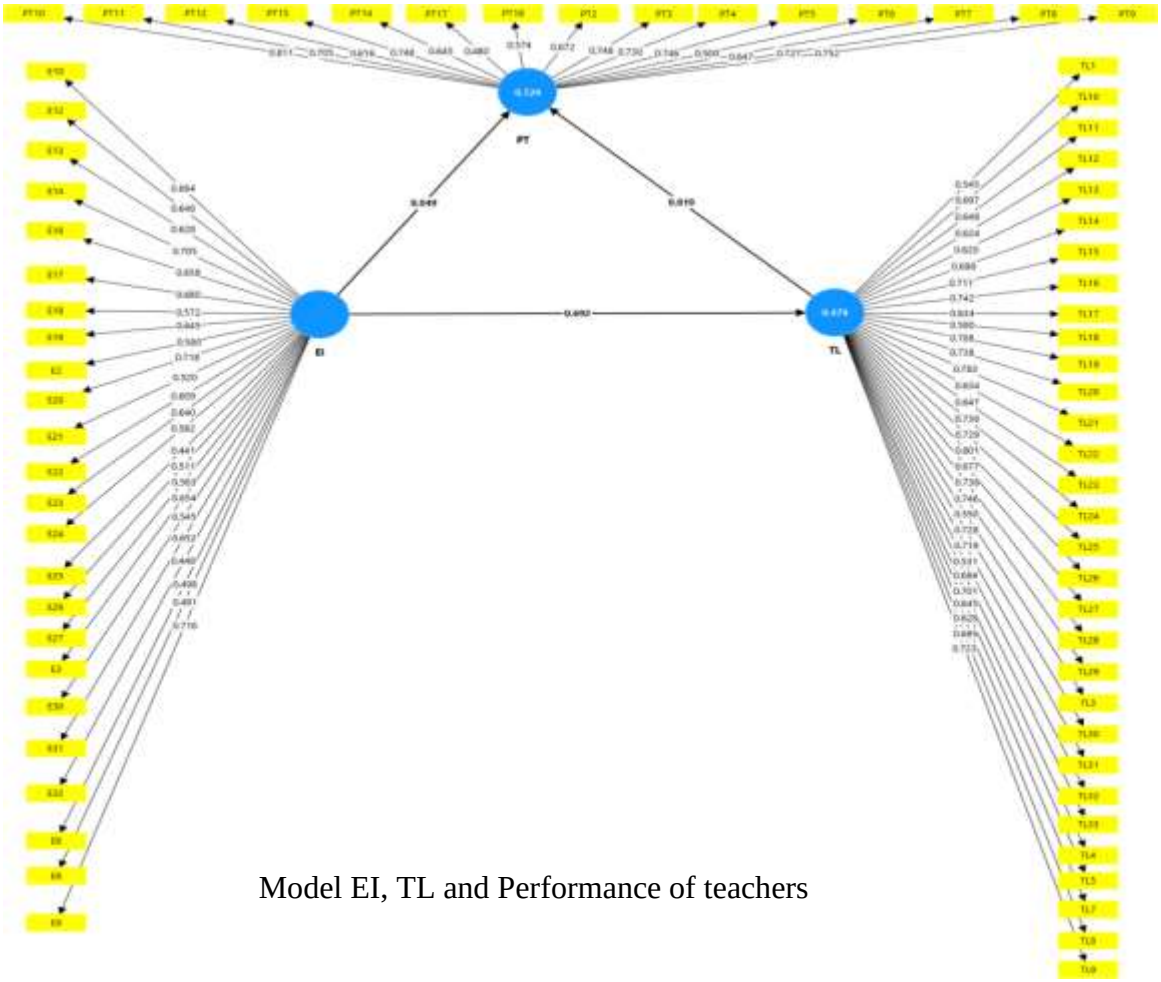

Model EI, TL and Performance of teachers

Table-1: Reflective construct Reliability and Validity of the tool

Construct	Item	Factor Loading	Cronbach Alpha	Composite Reliabilty(CR)	AVE	Items Dropped
Emotional Intelligence	EI2	0.580	0.919	0.928	0.337	EI1, EI4, EI5 EI7, EI15,EI11, EI28and EI29
	EI3	0.654				
	EI6	0.498				
	EI8	0.491				
	EI9	0.716				
	EI10	0.664				
	EI12	0.646				
	EI13	0.628				
	EI14	0.705				
	EI16	0.658				
	EI17	0.680				
	EI18	0.572				
	EI19	0.645				
	EI20	0.718				
	EI21	0.520				
	EI22	0.609				
	EI23	0.640				
	EI24	0.582				
	EI25	0.441				

	EI26	0.511				
	EI27	0.563				
	EI30	0.545				
	EI31	0.652				
	EI32	0.448				
Transformational leadership	TL1	0.545	0.914	0.923	0.462	TL1andTL6
	TL3	0.550				
	TL4	0.701				
	TL5	0.645				
	TL7	0.628				
	TL8	0.695				
	TL9	0.723				
	TL10	0.697				
	TL11	0.649				
	TL12	0.624				
	TL13	0.620				
	TL14	0.698				
	TL15	0.711				
	TL16	0.742				
	TL17	0.634				
	TL18	0.580				
	TL19	0.788				
	TL20	0.738				
	TL21	0.783				
	TL22	0.634				
	TL23	0.647				
	TL24	0.736				
	TL25	0.729				
	TL26	0.801				
	TL27	0.678				
	TL28	0.738				
	TL29	0.746				
	TL30	0.728				

	TL31	0.719				
	TL32	0.531				
	TL33	0.684				
Performance of Teachers	PT2	0.672	0.962	0.963	0.469	PT1
	PT3	0.748				
	PT4	0.730				
	PT5	0.746				
	PT6	0.500				
	PT7	0.647				
	PT8	0.727				
	PT9	0.752				
	PT10	0.811				
	PT11	0.705				
	PT12	0.616				
	PT14	0.645				
	PT15	0.748				
	PT17	0.480				
	PT18	0.574				

To justify the measurement model confirmatory factor analysis (CFA) was carried out, with three variables. According to the results, item less than 0.5 were dropped. In total eight items of EI, two of TL and one item of PT were dropped. After eliminating these items, the validity of the model was improved to the desired level. Few items lower than 0.5 were included because validity of the model was not affected (Lam, 2012). The convergent validity was checked through internal consistency, CR and AVE. For convergent validity minimum required value of AVE is 0.5 but in this case the values are less than 0.5. Now if composite reliability is greater than 0.6 then convergent validity will measure any concept with AVE less than 0.5. (Shafi et al., 2021) Thus according to Table 1, convergent validity is established.

Table -2: Discriminant validity

Heterotrait-monotrait ratio (HTMT) - Matrix	**EI**	**PT**
EI		
PT	0.658	
TL	0.729	0.899

In discriminant validity Heterotrait-monotrait ratio (HTMT) is assessed with the view that constructs are distinct from each other or not. This is true when values of HTMT less than 0.9. So, in this case, table 2shows that all the values are less than 0.9. It means respondent believed that all the constructs in the study were different from each other. Thus table 2 shows that value in the diagonal is greater than the preceding value, confirming the discriminant validity(Shafi et al., 2021).

H_1: There is a relationship between EI and the TL of the teachers.

Table 3: Relationship between EI and TL of the Teachers

			EI
Spearman's rho	TL	Correlation Coefficient	0.601**
		Sig. (2-tailed)	0.000
		N	372

Table 3, Shows that the correlation coefficient between EI and TL is 0.601 with a p-value of 0.000, showing that there is strong positive correlation between EI and TL. The relationship is statistically significant, which means that the probability that this correlation occurred by chance is very low (less than 1%). Hence, with the response size of 372 respondents, the findings are reliable and can be generalized. Thus, based on the results, it can be confidently said that higher EI is associated with higher TL among the individuals studied.Hence$H_1$is accepted.

H_2: There is a relationship between EI and PT.

Table 4: Relationship between EI and Performance of Teachers

			PT
Spearman's rho	EI	Correlation Coefficient	0.535**
		Sig. (2-tailed)	0.000
		N	372

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

Table 2, shows that the correlation coefficient between EI and PT is 0.535witha p-value of 0.000, showing that there is a moderate to strong positive correlation between EI and PT. The relationship is statistically significant, which means that the probability that this correlation occurred by chance is very low (less than 1%). Hence, with the response size of 372 respondents, the findings are reliable and can be generalized. Thus, based on the results, it can be confidently said that higher EI is associated with higher performance of the teachers among the individuals studied. Hence, $H_2$is accepted.

H_3**:** There is a relationship between the TL and PT of the teachers.

Table 4: Relationship between TL and Performance of Teachers

			PT
Spearman's rho	TL	Correlation Coefficient	0.833**
		Sig. (2-tailed)	0.000
		N	372

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

In Table 3, the correlation coefficient between TL and PT is 0.833witha p-value of 0.000, showing that there is strong positive correlation between TL and the performance of the teachers. The relationship is statistically significant, which means that the probability that this correlation occurred by chance is very low (less than 1%). However, at the same time Correlation Coefficient higher than 0.833 may have multicollineanrity issue. To overrule this assumption multicollineanrity was checked and it was found that the value of VIF is 1which shows absence of multicolleanrity Hence, with the response size of 372 respondents, the findings are reliable and can be generalized. Thus, it can be confidently said that higher TL is significantly associated with higher performance among the individuals studied. Hence H_3 is accepted.

H_4**:** There is a significant predictive relationship of EI and TL with PT.

Predictive relationship of EI and TL with Performance

Table 5:ModelSummary[b]

Model	R	R Square	Adjusted R Square	SE of the Estimate	F	Sig
1	0.881[a]	0.776	0.775	6.18589	638.397	0.000

a. Predictors: (Constant), TL, EI
b. Dependent Variable: PT

The multiple correlation coefficient 'R' with a value of 0.881[a]showsa strong positive predictive relationship between the independent variables (EI and TL) and the dependent variable (PT). The value of R^2is0.776 shows that approximately 77.6% of the variability in PT can be explained by EI and TL combined, indicating a strong model fit. The value of Adjusted R Square is 0.775 for the number of predictors involved in the model, providing an accurate measure when multiple independent variables are involved. An adjusted R^2 value of 0.775 is very close to the R^2 value, showing that our predictor is good at predicting the performance of the teachers. This value of the standard error of the estimate is 6.18589 representing the standard deviation of the residuals (prediction errors), providing a measure of the average distance that the observed values fall from the regression line. F = 638.397 and p=.000 show fitness and significance of the model. Overall, the regression model indicates a strong and significant relationship of EI and TL with PT.

Table 6: Coefficients

Variable	**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
	B	**Std. Error**	**Beta**		
EI	0.293	0.026	0.026	11.269	0.000
TL	0.514	0.021	0.862	24.476	0.000

a. Dependent Variable: PT

In Table 6,EI coefficient of 0.293 implies a small positive effect of EI on the performance of teachers, but its standard error suggests that this effect may not be statistically significant. TL coefficient of 0.514 indicates a substantial positive effect of TL on teachers' performance, and its low standard error suggests this effect is likely statistically significant.

The coefficient for beta value of 0.26 Beta value of 0.026 indicates that one unit change in predictor will result in positive change of 0.026 in outcome indicating significant predictive relationship of EI with the performance of the teachers. EI is statistically significant at p = 0.000 indicating that EI has a significant impact on teachers' performance in this model. Beta value of TL is 0.862highly statistically significant at p = 0.000, indicating that TL has also a strong and significant positive predictive relationship with teachers' performance. Overall, EI and TL are significant predictors of teachers' performance. Hence H_4 is accepted.

4.2 Discussion

The study investigated how EI and TL and the performance of teachers are related to each other. SPSS and smart PLS 4 were used for analysis of the data. First of all, convergent validity and discreminant validity were assessed. On the basis of the results of CR and AVE convergent validity was confirmed. Table 2 shows that all the values of HTMT were less than 0.9 and in value in diagonal are greater than the preceding entries, hence confirming discriminant validity. For answering the first research hypothesis it is deduced that there is a moderate to strong positive correlation between EI and TL. The relationship is statistically significant, meaning that the probability of this correlation occurring by chance is very low. In the next research hypothesis, it was concluded that there is a moderate to strong positive correlation between EI and PT the relationship is statistically significant. In answer to the third research hypothesis, it was concluded that there is a strong positive correlation between TL and PT. In predictive relationship EI and TL are significant

predictor of the performance of the teachers. Findings of the study are aligned with the results of the study carried out by Alwali and Alwali,(2022) and Qalati et al. (2022) highlighting the reliability of construct and discremnant validity. Other findings of this study are aligned with the results of the research carried out by Deeba et al. (2021), Latif (2017), and Jimenez (2020) indicating a significant relationship between EI and PT. Similarly, research studies conducted by Lee et al. (2023) and Khan et al.(2020)highlighted that there is a significant relationship between EI,TL, and performance of the teachers. This study highlighted how teachers' EI is associated with the TL and PT. It means that a teacher with a good EI score will have a better TL style which will be significantly associated with the performance of teachers. The combined effect of EI and TL is discussed in many studies and it was found that these two constructs have a significant relationship with the performance of the teachers. Baba et al. (2021) in their research highlighted that there is a significant and direct association between EI and TL, which further supplement our third research hypothesis that TL has a significant association with the performance of teachers. The relation between EI and performance remained moderate to strong. This might be because of factors like the multiple job rules as it is a mixture of emotional, technical, and cognitive skills. Likewise, the findings of Siddique et al. (2020) and Kovalchuk et al. (2022) are aligned with the finding of this study that EI and TL have significant relationship with the performance of teachers.

Conclusion and Recommendations

EI plays an important role in the performance of teachers. Though the relationship between these two may vary from strong to weak, depending upon the many factors. Teachers with high EI Scores may have improved classroom management, good relations with students, and better emotional resilience, which may help in improving their performance. Similarly, TL also boosts the performance of teachers through motivation and inspiration. Traits of transformational leaders can motivate students and educators to provide a constructive work environment, which will play an important role in the performance of the teachers. It is worth mentioning that the combined effect of both EI and TL leads to a significant improvement in their performance. For improvement, it is recommended that EI and TL training workshops for the teachers and other school leaders be arranged by experts of respective fields. They should focus on the skill development of EI and TL of the teachers. Teachers and school leaders may be trained and encouraged to follow Transformational Leadership Style and foster a supportive culture in the school.

Although this research study yielded valuable information for the body of research, there are some limitations that may be addressed in future research. For more accurate results and generalizability of the findings, a study may be conducted with an increased sample size at University level. Due to Time limitation data was collected in one point in time. To avoid biasness in the response it is suggested that Longitudinal study may be conducted. Existing study was conducted with transformational leadership style. Future studies can also be conducted with other leadership styles. Future research may address these limitations while conducting research related to the topic.

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