

Emotional Intelligence and Leadership Effectiveness in Jordanian Schools: An Inclusive Study Using Structural Equation Model

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Abstract

This research explores the relationship between emotional intelligence and leadership effectiveness within Jordanian public schools, aiming to enhance educational outcomes. Using a quantitative approach with a sample of 193 school principals, the study reveals that emotional intelligence dimensions, including self-awareness, self-management, social awareness, and relationship management, significantly and positively impact leadership effectiveness. Notably, emotional intelligence levels among school leaders are high, while leadership effectiveness is moderately rated. As a result, the research underscores the importance of school leaders prioritizing their development in emotional intelligence through tailored training programs. However, it recognizes potential limitations and highlights the need for future research to explore context-specific nuances, employ more objective measurement methods, and investigate the long-term impact of emotional intelligence initiatives on educational outcomes and school culture.

Keywords: Emotional Intelligence, Leadership Effectiveness, Public Schools, Jordan.

Introduction

In the current epoch characterized by dynamic educational reforms and innovations, the paramount significance of effective leadership within the realm of schools remains an unassailable truth. It serves as the very cornerstone upon which the edifice of success and the trajectory of growth for educational institutions are meticulously constructed. This assertion finds its resonance in the profound impact that leadership effectiveness wields within educational institutions, be they schools or universities, in sculpting the essence of education and shaping the holistic learning odyssey of students (Freeman & Fields, 2023). Consequently, a profound mantle of responsibility falls upon the shoulders of educational leaders, comprising individuals in roles such as school principals, superintendents, and board members. Their mission is to steer educational institutions towards their overarching objectives, ensuring that students are the beneficiaries of a high-caliber education within the multifaceted landscape that characterizes modern education (Cheng, 2022).

Yet, the tapestry of leadership in this context is woven with threads that transcend the realm of mere administrative tasks. It is an intricate fusion of abilities that encompasses

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the profound capacity to ignite inspiration, kindle motivation, and empower both educators and students to ascend to the zenith of their potential (Brinia et al., 2022). In alignment with this multifaceted perspective, Stringfield and Teddlie (2022) emphasize that effective school leaders deftly wield a kaleidoscope of qualities and competencies. These include the gift of insightful thinking, the mastery of resolute communication, the finesse of astute decision-making, and a profound comprehension of pedagogical nuances. This skillful orchestration serves as the cornerstone for nurturing a positive school culture—one that incubates collaboration, fosters innovation, and fosters an abiding sense of belonging among all constituents within the educational community.

Amidst the ceaseless momentum and dynamism inherent to the contemporary educational landscape, the trait of emotional intelligence takes center stage as an indispensable attribute for leaders who aspire to cultivate vibrant, inclusive, and emotionally nurturing school environments. As elucidated by Al-Elaimat et al. (2020), leaders endowed with high emotional intelligence exhibit a remarkable aptitude for nurturing positive relationships and facilitating effective communication. This, in turn, gives rise to a school culture that prizes emotional well-being, collaboration, and inclusivity. Furthermore, the manifestation of emotional intelligence among school leaders extends its benevolent sway to the faculty, inspiring and motivating them to new heights of dedication and commitment, as expounded upon by Merida-Lopez et al. (2022). This heightened job satisfaction and a sense of purpose ripple through the academic landscape, resulting in a more impassioned and devoted workforce. Concurrently, leader's adept in emotional intelligence wields their skills to navigate the intricate terrain of conflict resolution, attending to the social and emotional needs of students, and making judicious decisions informed by data, all of which coalesce to prioritize the holistic development of learners (Sekaryanti et al., 2022).

Examining the impact of emotional intelligence on leadership effectiveness within Jordanian schools is of critical significance in the context of Jordan's unique education system. Despite the global recognition of the importance of EI in leadership, there is a notable dearth of research specific to Jordan's educational landscape. This research gap impedes the development of targeted strategies for enhancing leadership effectiveness, which is vital for improving education quality and fostering a conducive learning environment. Addressing this gap through rigorous research can offer valuable insights for educational policymakers, school administrators, and educators in Jordan. It has the potential to inform evidence-based strategies and training programs aimed at cultivating emotional intelligence among school leaders, ultimately promoting more effective and empathetic leadership practices in Jordanian schools, thereby enhancing the nation's education system.

Literature Review and Research Hypotheses

Emotional intelligence

Emotional intelligence is increasingly acknowledged as a pivotal determinant of both personal and professional success, exerting its influence across a wide array of life domains encompassing interpersonal relationships, decision-making proficiency, and overall psychological well-being. Cece et al. (2022) provides a comprehensive definition of emotional intelligence as the capacity to discern, comprehend, govern, and judiciously harness one's own emotions effectively, all while remaining attuned to the emotional states of others. Goleman's model, as demonstrated by MacCann et al. (2020), underscores the salience of interpersonal dimensions within the realm of emotional intelligence, delineating it as the proficiency in recognizing, comprehending, and regulating one's own emotions, alongside the ability to discern, comprehend, and wield influence over the emotions of others. In contrast, personal emotional intelligence, as articulated by Rasiah et al. (2019), is framed as the capability to recognize an individual's

emotional states, comprehend their implications on cognitive processes and behaviours, and adeptly manage these emotions to attain optimal outcomes.

Rasiah et al. (2019) delineated emotional intelligence into four distinct dimensions, each playing a crucial role in interpersonal interactions and personal development. Self-awareness involves the adept recognition and comprehension of one's own emotions as they manifest. It encompasses an acute awareness of one's emotional states, behavioural tendencies, strengths, weaknesses, core values, and motivating factors. Self-management pertains to the effective regulation and monitoring of one's emotions, behaviours, and driving motivations. This dimension encompasses a diverse array of skills and practices that contribute to individual well-being and professional achievement. Social awareness extends beyond recognizing one's own emotions and encompasses the capacity to perceive and understand the emotions, needs, perspectives, and behaviours of others. It embodies a form of interpersonal emotional intelligence that entails recognizing and empathizing with the emotional experiences of individuals within one's social sphere. Finally, relationship management involves the skilful construction, maintenance, and nurturing of relationships with others. This dimension encompasses a set of competencies and behaviours that foster positive interactions and the cultivation of meaningful relationships with both individuals and groups.

Leadership effectiveness

Leadership effectiveness is not a static attribute but an ongoing journey of growth and refinement. Effective leaders continuously assess and enhance their leadership competencies to align with the evolving requirements of their teams or organizations. According to Brinia et al. (2022), leadership effectiveness hinges on a leader's ability to not only attain their objectives but also exert a positive influence on their team, organization, or community. Soardi et al. (2023) assert that self-awareness serves as the foundation of leadership effectiveness, enabling leaders to comprehend their strengths and weaknesses and lead with authenticity. Simon Sinek's philosophy, as elucidated by Kimani and Scott (2023), underscores the importance of a clear sense of purpose or "why" in effective leadership. Sinek contends that leaders who can articulate their "why" can inspire and motivate others more effectively, thereby catalysing action and achieving meaningful results.

Leadership effectiveness, as defined by the Integrated Competitive Values Framework (ICVF), encompasses five fundamental roles that empower leaders to effectively guide, influence, and inspire others (Cameron et al., 2022). The innovator role revolves around the capacity to introduce novel ideas or approaches that result in positive and meaningful advancements within the realm of education and society. Innovators are characterized by their creativity, visionary outlook, and readiness to challenge existing norms to address problems or create opportunities for enhancement. The broker role pertains to individuals who act as intermediaries, bridging gaps between various parties to facilitate transactions, negotiations, or the exchange of information. This role assumes a pivotal function in fostering collaboration among a diverse array of individuals. The deliverer role pertains to the responsibilities and actions of educational leaders in ensuring the effective delivery of educational services, programs, and initiatives to students, teachers, parents, and the broader school community. The developer role involves the endeavours of educational leaders to enhance the educational environment and overall learning experience for all stakeholders, including students, teachers, and the school community. It encompasses proactive measures aimed at improving the educational program, resources, and facilities within the school. The integrator role entails educational leaders' efforts to harmonize different facets of school operations, curriculum, and resources to establish a cohesive and efficient learning environment. This integrator role encompasses the coordination of diverse elements within the school community to ensure their collaborative pursuit of common educational objectives.

Self-awareness and leadership effectiveness

Self-awareness plays a pivotal role in the realm of educational leadership, particularly in the identification and understanding of personal strengths and weaknesses. Leaders who possess a heightened sense of self-awareness are better equipped to recognize areas where improvement is needed and subsequently take proactive measures to address these aspects, ultimately enhancing their ability to influence and guide their subordinates effectively. Tosh and Doss (2020) shed light on the significance of alignment between principals' self-perception and how their subordinates perceive them. This alignment was found to be directly related to improved leadership effectiveness within educational institutions. Furthermore, Da Fonseca et al. (2022) underscored a critical point - leaders with lower levels of self-awareness are prone to exhibiting behaviors often associated with toxic and destructive leadership styles, which can have detrimental effects on their subordinates' well-being and overall performance.

On a more constructive note, Brandmo et al. (2021) offered an encouraging perspective by showcasing how group coaching interventions can effectively enhance leaders' self-efficacy and provide them with a clearer understanding of their roles as school leaders. Such interventions empower educational leaders with the necessary tools and insights to navigate the complex landscape of educational leadership more adeptly. Similarly, Katewa and Heystek (2019) delved into how school principals' harness self-leadership approaches, such as instructional and distributed leadership, as strategies to enhance academic quality within their respective institutions. These studies collectively underscore the paramount importance of self-awareness in the educational leadership context, highlighting its positive and far-reaching impact on leadership effectiveness within schools and educational organizations. Therefore, the following research hypothesis was proposed:

Hypothesis 1 (H1): Self-awareness positively impacts leadership effectiveness.

Self-management and leadership effectiveness

Self-management stands as a pivotal and indispensable facet of effective leadership within the dynamic and multifaceted realm of educational institutions. Leaders endowed with strong self-management skills are not only adept at navigating the intricate and ever-evolving challenges that characterize the educational landscape but also exhibit the capacity to do so with composure, decisiveness, and emotional intelligence. In the context of education, where decisions bear substantial consequences for students, educators, and the broader school community, the ability to exercise sound judgment and maintain equilibrium is of paramount importance. Consequently, the cultivation of self-management abilities assumes a critical role in shaping the trajectory of educational leaders, not merely as individuals but as key influencers who have the potential to positively impact the entire school community.

One crucial dimension of self-management, within the educational leadership context, is self-efficacy, a concept that transcends personal attributes to become a defining force in leadership effectiveness. Kesuma and Ridwan (2021) offered insights into how self-efficacy serve as a pivotal mediator, influencing variables such as emotional exhaustion, job satisfaction, and commitment among educational leaders. Moreover, Yavaş (2022) established a significant nexus between the self-management beliefs held by school administrators and the manifestation of sustainable leadership characteristics within educational institutions. These findings underscored the transformative potential of self-management, particularly as manifested through self-efficacy beliefs, in shaping leadership practices that endure and promote positive change within the educational sphere. Likewise, Ma'mun and Suryana (2019) delved into the subtle yet noteworthy influence of instructional leadership on teaching self-efficacy, underscoring the intricate relationship between self-management, self-efficacy, and instructional leadership practices. Furthermore, Mammadzada (2021) reinforced the interconnectedness of self-

management and leadership effectiveness, illustrating how leadership roles, particularly those aligned with transformational leadership styles, have the capacity to bolster teachers' self-efficacy and enhance their performance within the classroom. In summation, self-management, with a specific emphasis on self-efficacy beliefs, emerges as a pivotal determinant of leadership effectiveness within educational settings. Consequently, it is apt to formulate the research hypothesis in the educational context as following:

Hypothesis 2 (H2): Self-management positively impacts leadership effectiveness.

Social awareness and leadership effectiveness

Educational leaders who possess the indispensable trait of social awareness exhibit a profound capacity to navigate the intricate dynamics of the school environment with sensitivity and acumen. They are adept at forging strong and meaningful relationships within their school communities, thus fostering an environment of trust and collaboration. Moreover, leaders with keen social awareness are champions of inclusion and equity, advocating vigorously for the diverse needs and perspectives of their school constituents. The development of social awareness assumes paramount importance for educational leaders aspiring to create a supportive, inclusive, and ultimately successful learning environment for all stakeholders.

Yusuf et al. (2020) underscored the role of social communication as a tool for creating empowered learning communities and engaging stakeholders in meaningful discourse on school affairs. Similarly, Miller et al. (2023) introduced innovative approaches, such as online communities like Reddit, to connect school leaders and enhance collective efficacy, exemplifying how social awareness can extend into the digital realm to facilitate collaboration and information exchange. Tran (2021) underscored the centrality of socially just education and the cultivation of an inclusive schooling culture in leadership practices, emphasizing the broader societal implications of social awareness. Furthermore, Mydin and Amran (2019) delved into the development of socially responsible leadership among student leaders, emphasizing the need for leadership training that instils values associated with social change. Collectively, these research endeavours underscore the pivotal role of social awareness in effective leadership within educational contexts, as it fosters collaboration, addresses pressing social issues, and promotes inclusive practices that ultimately enhance the learning experiences of all students and stakeholders. Consequently, the research hypothesis can be aptly framed in light of these insights, reflecting the integral relationship between social awareness and effective leadership in schools as follows:

Hypothesis 3 (H3): Social awareness positively impacts leadership effectiveness.

Relationship management and leadership effectiveness

School leaders who excel in the domain of relationship management exhibit a remarkable ability to establish, cultivate, and sustain positive, productive, and collaborative interactions with a diverse array of stakeholders within the school community. Their adeptness in this realm enables them to build trust, navigate and resolve conflicts skilfully, facilitate open and effective communication, and foster an atmosphere of cooperation and shared purpose among all members of the school community. The mastery of relationship management is intrinsic to the successful leadership of educational institutions, as it serves as a linchpin for cultivating an environment conducive to learning, growth, and positive outcomes for all stakeholders.

A comprehensive body of research substantiates the pivotal role of relationship management in bolstering leadership effectiveness within educational settings. Phuc et al. (2020) proposed a theoretical model to argue a holistic perspective that considers leadership competencies, styles, and various external and internal factors as determinants of leadership effectiveness, underscoring the intricate interplay between leadership skills

and successful relationship management. Likewise, Su (2022) underscored the centrality of interpersonal relationships in school management, emphasizing the cultivation of a harmonious atmosphere as a catalyst for productive educational environments. The findings of Moshood et al. (2020) revealed a positive correlation between principals' adoption of transformational leadership styles and school effectiveness, as perceived by teachers, highlighting the transformative potential of leadership practices that prioritize relationship management. Additionally, Işık (2020) delved into the mediating role of affective commitment and job satisfaction in the relationship between ethical leadership and school effectiveness, illuminating how ethical leadership practices are inherently intertwined with effective relationship management. In culmination, these research insights collectively underscore the paramount importance of relationship management in enhancing leadership effectiveness within the intricate context of educational leadership. Consequently, the fourth hypothesis is aptly framed, reflecting the profound impact of relationship management on leadership effectiveness within schools as follows:

Hypothesis 4 (H4): Relationship management positively impacts leadership effectiveness.

Research Framework

Figure 1 offers a concise diagrammatic representation that illustrates the research hypotheses, providing clarity on the interconnections among crucial facets of emotional intelligence, which are self-awareness, self-management, social awareness, and relationship management. Moreover, it elucidates how these dimensions exert influence on the enhancement of leadership effectiveness, within the context of public schools in Jordan.

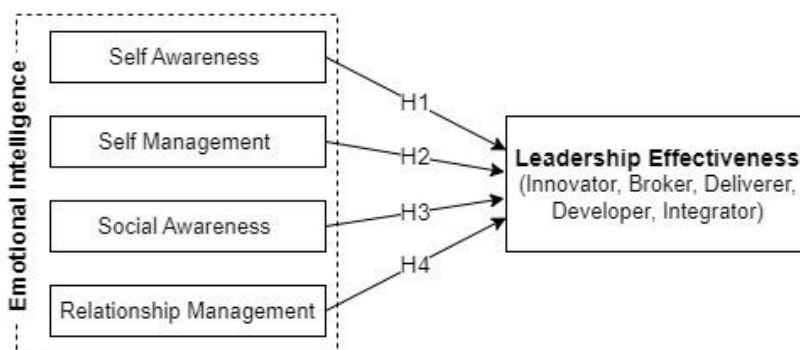


Figure 1. Research model.

Research Methodology

Research population and sample

The educational system in Jordan comprises around 4,000 government schools, 3,100 private schools, and 170 UNRWA schools, collectively catering to approximately 2.24 million students, as reported by the General Department of Statistics DoS (2022). The efficacy of this system plays a crucial role in the local economy, necessitating the presence of intelligent and effective leaders. Consequently, this study focused on school principals as the research population to investigate the influence of emotional intelligence on their leadership effectiveness.

Since the funding and access constraints, it was not feasible to gather data from all schools across the various governorates of the Kingdom. Therefore, a sampling methodology was employed in the data collection process, with a specific focus on public school principals, as they serve approximately 73% of the student population. The

research instrument was administered by 260 principals of a government school in Amman, the capital city. The total number of responses collected amounted to 225, with 32 responses containing incomplete answers to certain questions being excluded from the final sample. Consequently, the data analysis in this research was based on 193 responses, yielding a response rate of 74.2% from the total surveys distributed.

The findings of the demographic analysis unveiled key findings within our research sample. Initially, 117 (60.6%) of the surveyed principals identified as male, while 76 (39.4%) identified as female. In terms of educational level, the majority of principals, accounting for 131 (67.8%) of the respondents, held a bachelor's degree, while 62 (32.2%) possessed a postgraduate degree. Regarding professional experience, the data indicated that 79 (40.9%) principals had accrued professional experience ranging from 10 to 15 years, followed by 50 (25.9%) individuals with over 15 years of experience, 36 (18.6%) with 5 to 10 years of experience, and 28 (14.6%) with less than 5 years of experience. According to age group, a substantial portion of the principals, specifically 140 (72.5%), fell within the 40 to 50 age categories. Additionally, 40 (20.7%) principals belonged to the greater than 50 age category, and 13 (6.8%) were in the less than 30 to 40 age categories.

Research design and instrument

The current research adopted a cross-sectional study approach, as defined by Wang and Cheng (2020), which involves the collection of quantitative data within a specific timeframe, with the research instrument distributed simultaneously to the sample during that timeframe. Consequently, the research instrument was electronically disseminated to school principals during the time span from Aug 15, 2023, to Sep 21, 2023. In this research, the main instrument for gathering quantitative data was a self-administered questionnaire. The questionnaire items were developed following a comprehensive review of models used for measuring the variables under investigation. It comprised three sections for data collection and an introductory section that underscored the authors' commitment to research ethics and the confidentiality of data. The first section focused on gathering demographic information from the respondents, including gender, educational level, years of professional experience, and age group. The second section pertained to the independent variable, while the third section was dedicated to the dependent variable. Respondents were asked to evaluate the items on a five-point Likert scale, with anchors ranging from "1 = strongly disagree" to "5 = strongly agree".

Emotional intelligence served as the independent construct in the research, which encompassed 16 items adapted from Rasiah et al. (2019). This framework comprises four distinct first-order constructs. Self-awareness was assessed using a set of four items, exemplified by the statement: "I have an understanding of my strengths and areas where I may require further development." Self-management was evaluated through a quartet of items, illustrated by the statement: "I demonstrate the capacity to adapt and respond effectively to changes in administrative situations or circumstances." Social awareness was gauged using a series of four items, as indicated by the statement: "I possess the ability to identify tension within the educational environment or school climate." Relationship management was determined based on four items, as demonstrated by the statement: "I am capable of maintaining personal friendships with my colleagues in a professional setting."

Leadership effectiveness served as the dependent construct for this research, which contained 18 items according to the integrated competing value framework (ICVF) suggested by Cameron et al. (2022) in order to determine the roles of effective leaders. This framework includes five first-order constructs. The innovator role was assessed using a set of four items, exemplified by the statement: "I am open to dedicating both time and resources to exploring novel and creative concepts." The broker role was evaluated through a triple of items, illustrated by the statement: "I have the ability to

choose an appropriate approach that aligns with the existing culture within the school." The deliverer role was gauged using a series of three items, as indicated by the statement: "I can accommodate special requests or address urgent needs from teachers, staff, or students." The developer role was determined based on four items, as demonstrated by the statement: "I proficiently integrate technology and educational tools to enhance and facilitate teaching and learning." The integrator role was assessed using a set of four items, exemplified by the statement: "I play a role in fostering a harmonious educational experience by facilitating coordination among various educational initiatives and programs."

Statistical analysis

Given that the research data primarily consisted of quantitative data, the statistical analysis leaned toward the utilization of a descriptive-analytical approach to investigate the impact of emotional intelligence on leadership effectiveness. This approach allowed the researchers to examine each variable within the research individually, as well as to assess potential causal relationships among these variables (Zhang, 2022). To execute this analysis, the structural equation modeling (SEM) method was employed utilizing the AMOS version 25 software. Initially, the research was focused on evaluating the validity and reliability measures of the research instrument, which is pivotal for the generalizability of its findings. Subsequently, descriptive statistics were extracted for the dimensions of emotional intelligence and leadership effectiveness. Finally, the structural model was constructed and derived the coefficient values that signify the impact of the independent variables, represented by the various dimensions of emotional intelligence, on the dependent variable, which is the measure of leadership effectiveness. This approach allowed us to comprehensively explore the relationships and associations among these key constructs within the current research.

Research Findings

Validity and reliability

The measurement model was evaluated using the confirmatory factor analysis (CFA) manner. This analysis is crucial in determining the reliability and validity of the constructs represented by the dimensions of emotional intelligence and leadership effectiveness (Marsh et al., 2020). Table 1 contains a variety of statistical parameters extracted to evaluate the validity and reliability of each construct in the research.

Table 1. Results of Measurement model evaluation.

Constructs	Loadings	AVE	MSV	\sqrt{AVE}	CR
Self-awareness	0.715-0.806	0.586	0.445	0.766	0.850
SEA1	0.715				
SEA2	0.775				
SEA3	0.806				
SEA4	0.764				
Self-management	0.685-0.816	0.575	0.471	0.758	0.844
SEM1	0.782				
SEM2	0.685				
SEM3	0.816				
SEM4	0.744				

Social awareness	0.703-0.801	0.569	0.462	0.754	0.840
SOA1	0.715				
SOA2	0.703				
SOA3	0.792				
SOA4	0.801				
Relationship management	0.674-0.822	0.584	0.488	0.764	0.848
REM1	0.822				
REM2	0.748				
REM3	0.805				
REM4	0.674				
Innovator	0.725-0.786	0.561	0.503	0.749	0.836
INV1	0.733				
INV2	0.751				
INV3	0.786				
INV4	0.725				
Broker	0.748-0.814	0.606	0.512	0.778	0.821
BRK1	0.814				
BRK2	0.748				
BRK3	0.771				
Deliverer	0.719-0.768	0.550	0.498	0.742	0.786
DEL1	0.719				
DEL2	0.768				
DEL3	0.737				
Developer	0.677-0.831	0.596	0.509	0.772	0.854
DEV1	0.814				
DEV2	0.677				
DEV3	0.831				
DEV4	0.756				
Integrator	0.711-0.823	0.581	0.510	0.762	0.847
INT1	0.724				
INT2	0.786				
INT3	0.711				
INT4	0.823				

Table 1 exhibits the outcomes derived from the assessment of the measurement model in a scholarly and systematic fashion. The factor loadings unveiled valuable insights regarding the degree of association between observable indicators and the latent constructs they signify. The factor loadings, spanning the range from 0.674 to 0.831, serve as substantiation of the extent to which the measured variables align with the

intended constructs, surpassing the prescribed minimum threshold of 0.50 (AL-Qudah et al., 2022). The computation of the Average Variance Extracted (AVE) facilitated an appraisal of convergent validity. The AVE values for the diverse constructs, falling within the range of 0.550 to 0.606, exceeded the established minimum threshold of 0.50, indicating the degree to which each construct encapsulates variance and attains convergent validity (Al-Abadi et al., 2021).

The evaluation of discriminant validity in the research was conducted through multiple indicators. Maximum Shared Variance (MSV) was employed to assess the degree of shared variance among constructs, with a preference for constructs to exhibit lower MSV values than their Average Variance Extracted (AVE) values to signify distinctiveness (AlTaweel & Al-Hawary, 2021). The MSV values, ranging from 0.445 to 0.512, indicated the independence of the constructs. Additionally, the Square Root of AVE (\sqrt{AVE}) was utilized to further confirm discriminant validity, with \sqrt{AVE} values ranging from 0.742 to 0.778, providing support for the unique characteristics of the constructs (Mohammad et al., 2020). Lastly, Composite Reliability (CR) values, ranging from 0.786 to 0.854, were presented to gauge the instrument's reliability in consistently representing the latent constructs, thus enhancing the overall rigour of the research (Bader et al., 2022).

Descriptive statistics

The assessment of the adoption levels of emotional intelligence and leadership effectiveness constructs within public schools in Jordan was conducted by gathering insights from school principals and employing descriptive statistics. Averages and standard deviations were utilized to provide a clear depiction of the extent to which respondents agreed on the application of these constructs and the extent to which they deviated from the prevailing trends. Additionally, correlation coefficients were employed to ascertain the direction and strength of the relationships between these constructs and to confirm the absence of multicollinearity among the emotional intelligence variables. Table 2 presents the findings derived from the descriptive statistics concerning emotional intelligence and leadership effectiveness within Jordanian public schools.

Table 2. Mean, standard deviation, and correlation.

Constructs	M	SD	1	2	3	4	5	6	7	8	9
1. Self-awareness	3.77	0.902	1								
2. Self-management	3.63	0.857	0.425	1							
3. Social awareness	3.74	0.841	0.438	0.552	1						
4. Relationship management	3.70	0.913	0.506	0.493	0.537	1					
5. Innovator	3.65	0.682	0.634	0.573	0.655	0.575	1				
6. Broker	3.52	0.715	0.627	0.611	0.617	0.642	0.536	1			
7. Deliverer	3.61	0.882	0.558	0.628	0.672	0.657	0.599	0.558	1		
8. Developer	3.72	0.803	0.534	0.640	0.633	0.636	0.502	0.537	0.539	1	
9. Integrator	3.58	0.762	0.607	0.638	0.618	0.620	0.571	0.511	0.528	0.546	1

Table 2 provided critical insights into the central tendencies and variability among the examined constructs. The table results demonstrated that most of the emotional intelligence constructs were at a high level, except for self-management (M= 3.63, SD= 0.857), which was at a moderate level and ranked last. On the other hand, the rest of the

dimensions were at a high level, with self-awareness (M= 3.77, SD= 0.902) ranked first, followed by social awareness (M= 3.74, SD= 0.841) ranked second, and relationship management (M= 3.70, SD= 0.913) ranked third. As for the dimensions of leadership effectiveness, they were at a moderate level, except for developer (M= 3.72, SD= 0.803), which was at a high level and ranked first. Innovator (M= 3.65, SD= 0.682) was ranked second, followed by deliverer (M= 3.61, SD= 0.882) ranked third, integrator (M= 3.58, SD= 0.762) ranked fourth, and broker (M= 3.52, SD= 0.715) ranked fifth and last.

The correlation coefficients provided insight into the strength and direction of the relationships between the emotional intelligence constructs and leadership effectiveness. These coefficients ranged from a minimum value, $r= 0.534$, to a maximum value, $r= 0.672$, which means that they were strongly correlated. Furthermore, the correlation coefficients among the emotional intelligence constructs were observed to be at a moderate level, within the range of $r= 0.425$ to $r= 0.552$, indicating their independence from one another and confirming the absence of multicollinearity within these constructs according to Kim (2019).

Structural model

Once the validity and reliability of the measurement model were confirmed, a structural model, depicted in Figure 2, was formulated to examine the impact of emotional intelligence on leadership effectiveness. AMOS software was employed to extract goodness-of-fit indicators. These indicators will help determine the degree to which the conceptual model aligns with the observed data in the research.

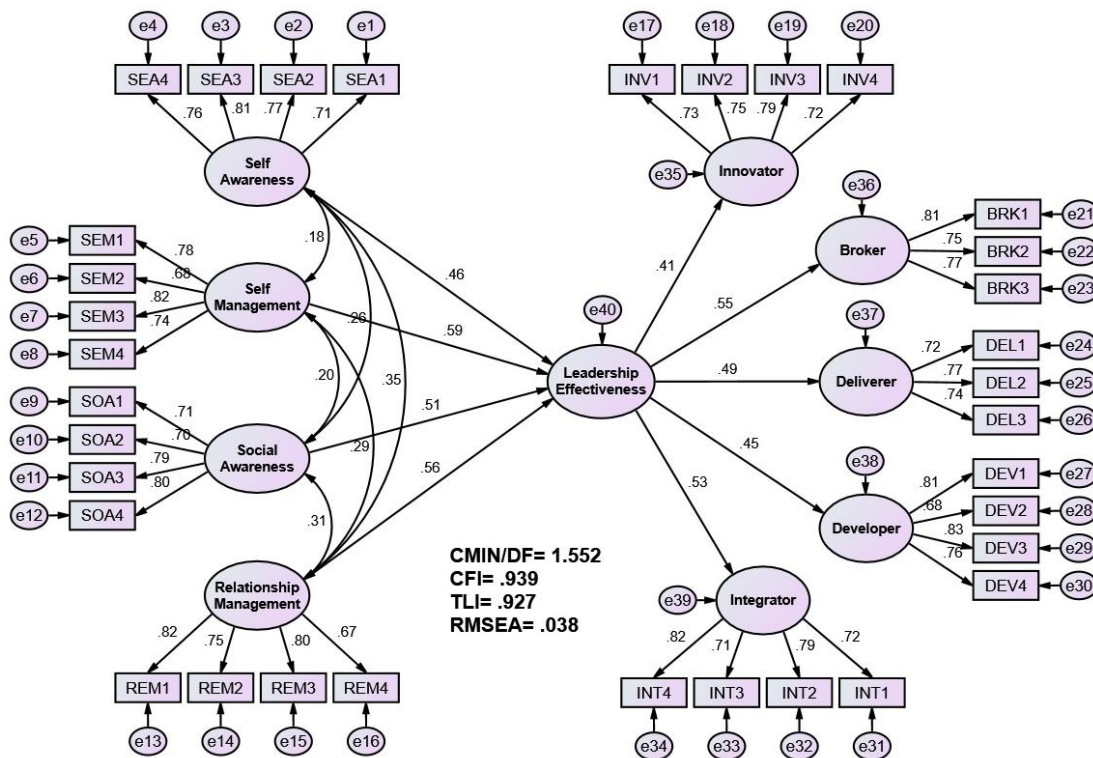


Figure 2. Structural equation model of emotional intelligence on leadership effectiveness.

The findings from Figure 2 reveal that the absolute fit indicators for the structural model met acceptable criteria. The chi-square to degrees of freedom ratio (CMIN/DF) was smaller than the upper limit of 3 (Sarairoh et al., 2022) and the root mean square error of approximation (RMSEA) with a value of 0.038 did not exceed the upper threshold of 0.08 (Kurdi et al., 2023). Additionally, the incremental fit indices, including the comparative fit index (CFI) and the Tucker-Lewis index (TLI), had values of 0.939 and 0.927, respectively, surpassing the minimum threshold of 0.90 (Tariq et al., 2022). These results

signify a strong alignment between the conceptual framework and the observed data in the research, thereby supporting the proceeding examination of the hypotheses, the outcomes of which are presented in Table 3.

Table 3. path coefficients for the structural model.

Relationships	B	β	S.E.	T	P
Self-awareness → Leadership effectiveness	0.488	0.465	0.055	8.87	0.007
Self-management → Leadership effectiveness	0.625	0.593	0.058	10.77	0.000
Social awareness → Leadership effectiveness	0.537	0.512	0.059	9.10	0.003
Relationship management → Leadership effectiveness	0.583	0.557	0.060	9.72	0.000

Table 3 offered an extensive examination of the path coefficients within the structural model, elucidating the intricate relationships between the emotional intelligence constructs and their consequential influence on leadership effectiveness. The analysis revealed a significant relationship between self-awareness and leadership effectiveness. An increase in self-awareness corresponds to a positive and moderate improvement in leadership effectiveness, as indicated by a standardized path coefficient (β) of 0.465. This relationship is statistically significant, supported by a high t-value of 8.87 and a low p-value of 0.007. In summary, the first hypothesis (H1), which posited a positive association between self-awareness and leadership effectiveness, is substantiated by the data. It also revealed a substantial and statistically significant relationship between self-management and leadership effectiveness. An increase in self-management is strongly associated with an improvement in leadership effectiveness, supported by both an unstandardized of 0.625 and a standardized path coefficient of 0.593. The high t-value of 10.77 and very low p-value of 0.000 confirm the statistical significance of this relationship, providing robust support for the second hypothesis (H2), which posited a positive connection between self-management and leadership effectiveness.

Moreover, the path from social awareness to leadership effectiveness demonstrated a notable relationship. The unstandardized path coefficient (B) of 0.537 indicated that a one-unit increase in social awareness corresponds to a significant 0.537-unit increase in leadership effectiveness. The standardized path coefficient (β) of 0.512 signified a positive and moderate impact of social awareness on leadership effectiveness. A high t-value of 9.10 underscored the statistical significance of this relationship, with a low p-value of 0.003, firmly supporting the third hypothesis (H3). Lastly, the analysis underscored a significant and moderating relationship between relationship management and leadership effectiveness. The unstandardized path coefficient (B) of 0.583 implied that a one-unit increase in relationship management corresponds to a significant 0.583-unit increase in leadership effectiveness. The standardized path coefficient (β) of 0.557 affirmed the positive impact of relationship management on leadership effectiveness. A high t-value of 9.72 underscored the strong statistical significance of this relationship, supported by a low p-value of 0.000. This provided robust confirmation for the fourth hypothesis (H4), which postulated a positive connection between relationship management and leadership effectiveness.

Discussion and Conclusion

This research endeavour was undertaken with the overarching goal of shedding light on the intricate relationship between emotional intelligence and leadership effectiveness

within the context of Jordanian public schools. The findings of this study paint a compelling picture, revealing that the level of emotional intelligence dimensions is notably high among leaders in Jordanian public schools. This discovery underscores the profound realization among school administrators that emotional intelligence constitutes the bedrock upon which a positive and nurturing school culture is constructed. Educational leaders in Jordan aspire to cultivate an educational environment where both students and staff members experience a profound sense of value, safety, and respect. To realize this vision, they are steadfastly committed to promoting key attributes such as empathy, cultural sensitivity, and open communication, as advocated by Mullen et al. (2019).

Furthermore, the commitment of school principals in Jordan extends to the realm of equipping students with the essential skills for managing their emotions and motivations effectively. This includes imparting strategies for handling stress, frustration, and anger in a constructive manner, as elaborated upon by MacCann (2020). Such endeavours find their foundation in mindfulness practices and social-emotional learning (SEL) programs, both of which are instrumental in nurturing self-regulation among students. Simultaneously, school administrators recognize the pivotal role of effective communication skills and interpersonal competencies as cornerstones of their leadership practices. Al-Elaimat et al. (2020) provided empirical evidence of their dedication to developing these skills among educators and students alike. By providing opportunities for collaboration, conflict resolution, and effective teamwork within the school environment, public schools in Jordan pave the way for improved social relationships between students and teachers, as well as among teachers themselves. This collective effort contributes to the formation of a more harmonious and cohesive school community. In essence, the research underscores the profound commitment of Jordanian public-school leaders to the holistic development of emotional intelligence, fostering an inclusive and supportive educational ecosystem that extends its benefits to all members of the school community.

The observed moderate level of leadership effectiveness within Jordanian public schools, as perceived by school principals, reflects a judicious and balanced approach to educational leadership. It signifies a leadership ethos that acknowledges both the strengths and areas for growth within the realm of school leadership. Principals with this moderate level of effectiveness demonstrate a multifaceted commitment to their educational institutions. They are characterized by their ability to articulate and actualize a clear and compelling vision for their schools, with an unwavering focus on the delivery of high-quality education and the enhancement of student outcomes. Furthermore, these educational leaders prioritize the cultivation of effective communication channels, fostering open dialogue with staff, students, and parents, and actively soliciting feedback from various stakeholders, as aligned with the research by Leithwood et al. (2020). While they excel in communication, there remains room for improvement in ensuring that communication processes are consistently transparent and reliable.

Additionally, school principals operating at this moderate level of leadership effectiveness are proponents of teamwork and provide valuable opportunities for professional development and growth in their school community. However, they may encounter certain challenges in achieving complete unity and cohesion. Nonetheless, they remain cognizant of the imperative for ongoing improvement and adaptability, often implementing changes based on feedback and evaluation processes. These actions underscore their commitment to the principle of continuous improvement, a concept emphasized by the research conducted by Freeman and Fields (2023). In essence, the moderate level of leadership effectiveness perceived by Jordanian school principals encapsulates a holistic approach to educational leadership that champions quality education, effective communication, collaboration, professional development, and a

steadfast commitment to ongoing enhancement and adaptability within the educational landscape.

The perspectives articulated by principals within Jordanian public schools underscore the profound and constructive impact of emotional intelligence dimensions on leadership effectiveness. Principals who exhibit a high degree of emotional intelligence demonstrate remarkable prowess in both expressing themselves and actively listening to the viewpoints of others, thereby enabling them to effectively communicate their ideas and expectations to staff, students, and parents with clarity and empathy. This adept and empathetic communication serves as a cornerstone for cultivating trust and mutual understanding within the school community, a sentiment corroborated by the research conducted by Miller et al. (2023). Moreover, emotional intelligence equips school leaders with the invaluable skills to navigate conflicts and disagreements adeptly. Leaders who possess a keen understanding of emotions and effective emotional management are well-equipped to mediate disputes among staff members, students, or parents in a composed and constructive manner. This, in turn, contributes to the preservation of a harmonious and cooperative school environment.

Furthermore, emotional intelligence empowers principals to authentically empathize with the needs, concerns, and emotions of their teachers, students, and parents, as highlighted by the research by Katewa and Heystek (2019). It enables them to forge meaningful connections across diverse backgrounds and perspectives within the school community, thereby fostering stronger relationships and a heightened sense of inclusion among all stakeholders. The recognition that leadership roles within educational institutions often entail significant stress further underscores the significance of emotional intelligence. Principals endowed with robust emotional intelligence are not only adept at managing their own stress but also possess the ability to support their staff in coping with the pressures of their roles, thereby fostering a healthier work environment and reducing burnout among educators. These multifaceted dimensions of emotional intelligence align closely with the findings highlighted by Su (2022), accentuating its pivotal role in enhancing leadership effectiveness within the complex and demanding domain of educational leadership. In summation, the consensus among Jordanian public-school principals emphasizes the profound and holistic influence of emotional intelligence on leadership effectiveness, encompassing communication, conflict resolution, empathy, stress management, and the overall cultivation of a positive and inclusive school community.

Research Implications

The implications drawn from the research findings regarding the influence of emotional intelligence on leadership effectiveness hold significant promise for the advancement of educational practices within Jordanian public schools. Firstly, it is imperative that principals and school leaders prioritize their personal development in the realm of emotional intelligence. Engaging in targeted training programs and workshops that focus on emotional intelligence can serve as a means to enhance their competencies in critical areas such as empathy, communication, and conflict resolution. By investing in their own emotional intelligence growth, educational leaders can set a compelling example for their school communities and more effectively lead by fostering a positive and empathetic school culture. Secondly, the integration of emotional intelligence development into the school curriculum emerges as a compelling strategy. Lessons and activities that promote self-awareness, empathy, and interpersonal skills can be seamlessly incorporated into the educational framework. This proactive approach can imbue students with the emotional intelligence competencies essential for their personal growth and the cultivation of harmonious relationships, thereby preparing them to become responsible and empathetic citizens.

Furthermore, providing continuous professional development opportunities for teachers and staff to enhance their emotional intelligence skills is instrumental. This can be achieved through the provision of workshops, seminars, or coaching that enables educators to better connect with students, collaborate effectively with colleagues, and manage stress in a healthy manner. Such initiatives have the potential to elevate the overall emotional climate within the school community and enhance the overall well-being of both educators and students. Collectively, the implementation of these implications offers the potential to augment leadership effectiveness and emotional intelligence dimensions within Jordanian public schools. These endeavours hold the promise of nurturing a more positive, inclusive, and supportive educational environment that benefits students, teachers, and parents alike. Ultimately, the outcomes are anticipated to encompass improved academic achievements, reduced conflicts, and enhanced overall well-being within the school community, fostering a holistic and thriving educational climate.

Limitations and Future Directions

The research findings offer valuable insights into the link between emotional intelligence and leadership effectiveness in Jordanian public schools. However, there are important limitations to consider and potential avenues for future research. Firstly, the conclusions and recommendations are based on a general understanding of leadership effectiveness and emotional intelligence, but the unique context of Jordanian schools with its specific cultural, social, and organizational factors may impact the applicability of these findings. Future research should delve deeper into these context-specific nuances for a more contextually relevant understanding of this relationship. Secondly, the research relied on subjective self-reporting for assessing emotional intelligence and leadership effectiveness, which may be influenced by biases. Future research could explore more objective measurement methods like observational assessments or 360-degree feedback to enhance accuracy and validity. Thirdly, the recommendations in the study primarily address short-term or hypothetical outcomes. Longitudinal studies are needed to investigate the lasting effects of implementing emotional intelligence initiatives in Jordanian public schools, including their impact on student performance, teacher retention, and school culture over time. This long-term perspective can shed light on the sustainability and enduring benefits of nurturing emotional intelligence among educational leaders and their school communities.

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