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Relationship between Educational Leaders' Emotional Intelligence and their Leadership Effectiveness at Secondary Level

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ABSTRACT

Leaders have an effective role in the development of any institution. At secondary level the association among educational leaders' Emotional Intelligence and their Leadership effectiveness is determination of this study. This study has correlational in nature. On the way to conduct research survey method was used. Sample selection is done by the Stratified sampling. In the sample of the study there are 294, including 42 educational leaders and 252 secondary schools' teachers. With the help of two instruments named as 'Emotional Intelligence Scale' and 'Leadership Effectiveness Scale' data was composed. The data of educational leaders about their 'Emotional Intelligence' was collected through 'Emotional Intelligence Scale'. The data from teachers about leadership effectiveness of their educational leader was collected by Leadership Effectiveness Scale. Both questionnaires comprised of 31 items. The data analysed by using statistical techniques 'mean', 'standard deviation', 'one-sample T test', and 'Pearson product correlation coefficient'. Outcomes of the study shows that mean score of all factors of Emotional Intelligence Scale and Leadership Effectiveness Scale is high than the mean scale score=3. Relationship of all the factors of 'Emotional Intelligence Scale' and entirely factors of 'Leadership Effectiveness Scale' was positive.

Key Words: Educational Leaders, Emotional Intelligence (EI), Leadership

Introduction

Changing and performance are the rules for work and they are not evaluator simply by one's capability to accomplish an assignment certain however similarly through the capability to handle one's individual identity and others (Goleman, 1995). Certainly, brilliance in job performance does not equate to academic brilliance. Due to which, success cannot be determined by only Cognitive Intelligence or Intelligence Quotient (IQ). In successful life they matter most but there are something else other than IQ correspondingly regulates achievement. Emotional Intelligence (EI) or Emotional Quotient (EQ) are more important for successful life (Bar On, 2007; Goleman, 1995, 1998). Emotional Intelligence defined as the capacity of individuals to understand their own feelings, understand the other's emotions, and recognize emotions properly in personal and social interactions (Goleman, 1998). Emotional intelligence includes four skills stated by the 'Bradberry and Greaves' (2003). 'Self-Awareness', 'Self-Management', 'Social Awareness' and 'Relationship Management' are these skills. The capability to exactly recognize one's sentiments and persist attentive, at the moment they are experienced containing the skill to respond appropriately in different situations and interpersonal contexts is the 'Self Awareness'. The capacity to understand personal emotions and adapt accordingly absolutely through one's actions responses in all situations and with all people to control emotional reactions arising from these feelings is the

self-management. The capacity to correctly to perceive others' emotions, which allows recognize the special influences concerning such emotions, in order to recognize understanding others' emotions and thoughts, even when one does not realize them have the same feeling is the social awareness.

The capability to procedure consciousness of personal and others' emotions in order to effectively manage interactions, i.e., to provide clear communication and effectively handle the conflict is the Relationship management. Research approves that effective educational leader who are efficient instructional leaders' intensification scholar success and educational leaders have a clear sense of guidance and support for those successful schools (Waters, Marzano, & McNulty, 2003; Hessel & Holloway, 2002; Lezotte, 1997; Andrews & Soder, 1987). In Pakistan emotional intelligence of educational leaders is not a much-researched area. Several scholars have done work on the Emotional Intelligence of teachers for instance the quality of teachers' interactions with others (Bhatti, 2009), receptiveness, consistency, sympathy (Naqvi, 2011), work related stress, and career presentation (Hanif, n.d.), struggle (Basit, Fazalur Rahman, Jumani, Chishti & Malik, 2010; Siraj ud Din, Khan, Rehman & Bibi, 2011), employee loyalty to the organization (Chughtai & Zafar, 2006; Malik, Nawab, Naeem & Danish, 2010), commitment also collegiality (Shah, 2012), statement (Butt, 2011) management (Baig, 2011), Self-confidence (Mustaq, Shakoore, Azeem & Zia, 2012; Tabassum & Ali, 2012; Tabassum, Ali & Bibi, 2012).

Secondary level education is very important for students but results of secondary level is not satisfactory. The reason behind is our educational leaders cannot do their work properly. When Emotional intelligence is low, it can contribute to the reason of this. Even though the concept of emotional intelligence continues to be unfamiliar in Pakistan among educational leaders and its association is also unknown with their leadership effectiveness. On these bases, this exploration is intended to measure association among educational leaders' 'Emotional Intelligence' and their leadership efficiency at secondary level.

Review of Literature

The theory of Emotional Intelligence (EI) created by two psychological dimensions, namely intelligence and emotion. The meanings of intelligence and emotion recognized by the most of the psychologists. Abilities to understand information is by the intelligences; emotions are to the environment coordinated responses by the emotions. The sentiments along with the ability to utilize personal and social emotions to aid decision-making is capacity of Emotional Intelligence (Mayer, Roberts & Barsade, 2008).

Several conceptualizations and theoretical models developed, then the concept of emotional intelligence originated in. For instance, on referred to a model named as emotional and social intelligence in 1997 constructed by Reuven Bar but in 2006 shortened it to 'Emotional-Social Intelligence' (Bar On, 1997; Bar On 2006). The concept of 'emotional intelligence' alongside with a model defined by Mayer and Salovey, they initially defined and they enhanced together in 1997 (Salovey & Mayer, 1990; Mayer & Salovey, 1997). A model in 1998 presented by Daniel Goleman, and revised in 2000 (Goleman, 1998; Goleman, 2000a). Several of others scholars work on emotional intelligence and present the emotional intelligence's models as instance 'Education Model of Emotional Intelligence' (Nelson, Low & Nelson, 2005). The encyclopedia of applied psychology (Spielberger, 2004 as cited in Bar On, 2006) is suggested that currently, three significant models have been identified in theory to get clear picture of the situation and to guide individuals in overcoming these challenges: 'the Salovey-Mayer model' (Mayer & Salovey, 1997), 'the Goleman model' (Goleman, 1998; Goleman, 2000a) and 'the Bar-On model' (1997). Although 'Genos Emotional Intelligence' is supported through a

regular Emotional Intelligence presentation viewpoint. That will be incorrect towards classify the 'Genos Emotional Intelligence' register such as Emotional Intelligence 'mixed-model measure', as the 'Bar-On EQ- I' (Bar-On, 1997) takes remained, used such as (see Mayer, Salovey, & Caruso, 2000). Emotional Intelligence mixed-model is conventionally perceived for example an extent that clearly combines a mixture of Emotional Intelligence extents and non-Emotional Intelligence extents (such as, competencies, Dimension or personalities).

On behalf of, the 'BarOn EQ-I' includes a measurement named as 'Reality Testing', that stands appropriate toward the capability to evaluate correlation among what occurs in reality and what is skilled (Bar-On,1997, p.19). This type of measurement can be viewed such as extra carefully associated through a situation which is psychopathological recognized as Psychoticism, as different to emotional intelligence.

Dimensions of specific variance for example reality and conscientiousness analysis can be authentic to measure the psychological variables; however, The Genos EI model of Emotional intelligence involves skills in perceiving, using, and managing emotions abilities through succeeding 7 dimensions of specific variances:

'Emotional Self-Awareness' measures regularity through which an individual carefully recognizes their feelings and emotions at work. The subscale does not highlight both positive and negative emotions (Gignac, 2010).

At work a person expresses their feelings and emotions in a suitable way measures the regularity by 'Emotional Expression'. Suitable, in this way, to the accurate people, uses the good way, at the correct time. The emotional expression does not clearly specify by the subscale, by means of proper expression of a sentiment in nature may be verbal or non-verbal (Gignac, 2010).

A person recognizes the expressed emotions by others in the office or workplace measures the regularity by 'Emotional Awareness'. The description of the emotions that may inspire or influence the actions of others at work is also an importance (Gignac, 2010).

Emotional Reasoning measures the regularity with which a person includes emotionally related data in procedure in addressing challenges or making decisions at work measures the regularity by 'Emotional Reasoning'. The Emotional Reasoning subscale does not signify a reasonable mood should be recognized by this. Rather, a stable approach to problem solving and includes some application of a person's one's own feelings and those of others while decision constructing on workplace were planned to measure by this subscale (Gignac, 2010).

A person manages their own feelings and emotions at workplace measures the regularity by 'Emotional Self-Management'. An important emphasis is taking on the effective alteration at work to the undesirable expressive situations, while at workplace there is some emphasis related to the commitment in the actions to sustain an optimistic expressive state (Gignac, 2010).

A person manages the feelings and emotions of others at workplace measures the regularity by 'Emotional Management'. Activities occupied toward inspire subordinates or contemporaries remain contained in this subscale, as are demonstrates the modification of the emotions of others for their improvement at the office (Gignac, 2010).

'Emotional Self-Control' measures the regularity with which a person handles and controls their own emotions in a good way at office. A considerable emphasis is taken on the obvious conservation of awareness on the work. While as like to 'Emotional Self-Management', 'Emotional Self-Control' includes some extra importance proceeding social demonstration of controlling solid irritable sentiments on workplace. Like this, emotional self-control exists extra responsive, though emotional self-management exists extra practical (Gignac, 2010).

Directing individuals' behavior toward achieving set goals is the Leadership. Show the way, in this logic, means affecting entities to monitor a particular course or to behave in a specific manner. Perfectly, Elements such as organizational regulations, procedural guidelines, and job explanations are faultlessly consistent with this course. Through people the primary purpose of leadership is to achieve organizational objectives (Certo & Certo, 2007).

Researcher consume stated that 'EI' gives toward individuals ability to effort excellently in groups, accomplish pressure, besides/otherwise central peoples (Ashkanasy & Trevor-Roberts, 2000; Mayer, Salovey, & Caruso, 2004; George, 2000; Goleman, 1998; Goleman, Boyatzis, & Mckee, 2002; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003). Such as, which privileged are not good in identifying their own emotions may mistakenly miss some essential emotional gestures from their followers or workers. In the same way, leaders who are not good in handling emotions may permit their emotions to disturb some important work. For example, when they feel worried or nervous, they may want to not give an essential speech, or when they feel irritated, they may unfortunately shout out at some employees.

The model of Bass and Avolio about transactional/transformational leadership has given the common outline on behalf of maximum of the study and investigation on leadership effectiveness and emotional intelligence (Bass & Avolio, 1990). Those leaders that are capable to make a vision, talk about that vision, make a commitment with the followers to the vision, and work with this vision in the organization are noticed as transformational leaders. In dissimilarity, managers that manages the positions are seen like transactional leaders. That is claimed that 'transformational leaders' remain capable toward manage the problems which came in the planned work and they can also capable to build the work commitment in the workers, and for that reason they can Accomplish the goals of their organization (Bass and Avolio, 1994; McShane & Von Glinow, 2000).

In another research, small investigative research has been conducted by Rosete and Ciarrochi, the topic of research was 'Exploring the association between ability-based emotional intelligence, personality traits, cognitive intelligence, and leadership effectiveness among senior executives. Successful leadership performance remained evaluated by expending both presentation measures of managers and 360 assessments including direct ratings of managers and followers of each leader. The result got by correlational analysis that good Emotional Intelligence remained related through good Leadership Effectiveness (Rosete and Ciarrochi, in press).

Statement of the Problem

Educational leaders should have leadership qualities to run an institution effectively. There are many factors which are important to run an institution e.g., organizational knowledge, scheduling, positive belief and emotional intelligence etc. The present research aimed to explore the level of emotional intelligence among secondary school educational leaders. The study was conducted to examine the association among educational leaders' 'emotional intelligence' and their 'leadership effectiveness' at secondary level.

Objectives of the Study

The aims of this study included the following:

1. To measure the extent of emotional intelligence among educational leaders in public secondary schools of District Gujrat.
2. To measure the level of leadership effectiveness of the school administrators in public secondary schools of District Gujrat.

3. To find out the association among educational leaders’ emotional intelligence relates to leadership effectiveness among principals and school leaders in public secondary schools of District Gujrat.

Research Questions

This study aimed to address the following research questions:

1. Do educational leaders’ emotional intelligence mean score significantly differ from the mean scale score=3 of emotional intelligence?
2. Do educational leaders’ leadership effectiveness mean score significantly differ from the mean scale score=3 of leadership effectiveness?

Delimitations of the Study

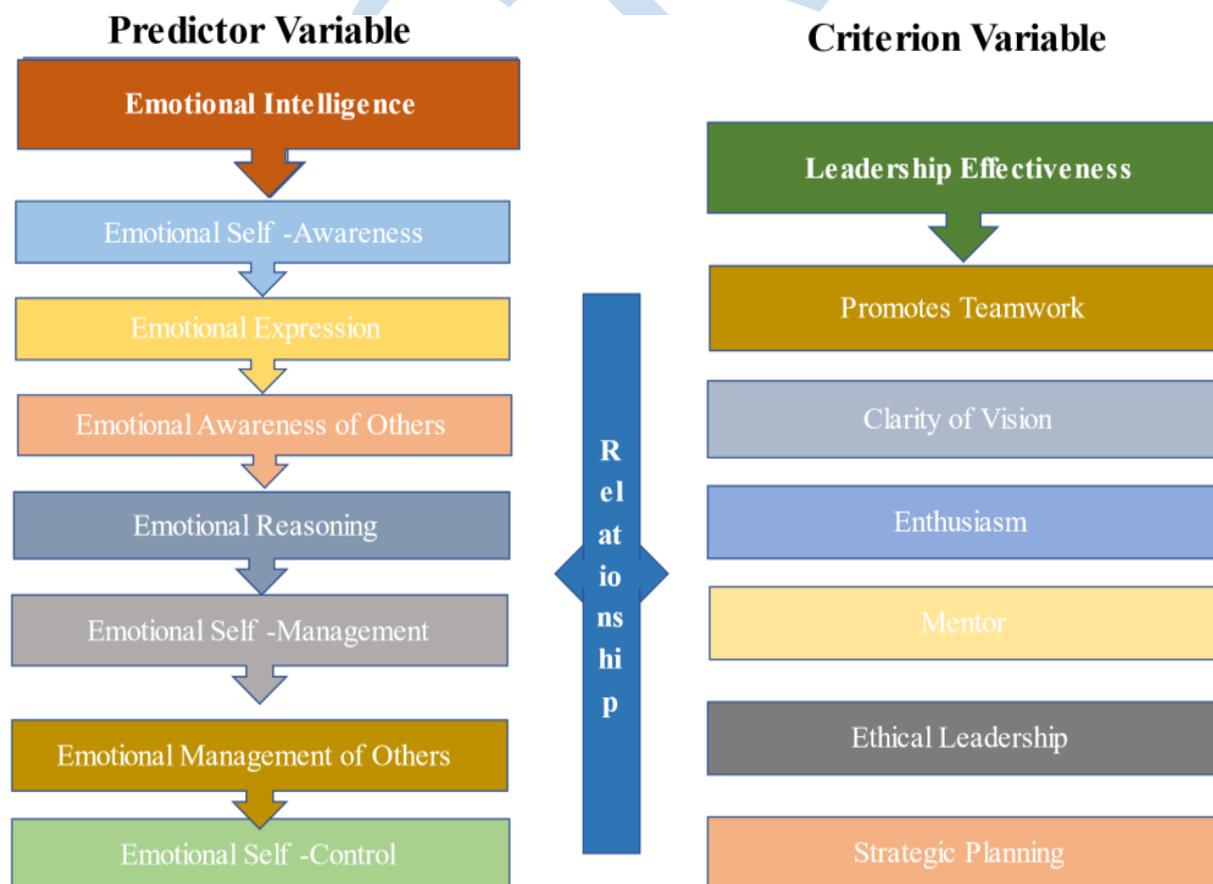
The research is limited to as under due to short time and little resources:

The study is delimited to Tehsil Gujrat, because it is researcher’s accessible population. Secondary level, was preferred because it is important level for students’ life. Only public sector schools were selected, because this study is not comparative in nature.

Conceptual Framework of the Study

This research study is correlational in nature. It is designed to explore the association between the emotional intelligence of school administrators and their leadership performance at secondary level. There were two variables in research; emotional intelligence (EI) and leadership effectiveness (LE). The both variables are continuous. Emotional intelligence of educational leaders was determined with Genos Emotional Intelligence Inventory while leadership effectiveness of educational leaders’ measures with Leadership Effectiveness Scale. Figure 1 depicts the conceptual framework for this research

Conceptual Framework of the Study



Methodology Research Design

This study was quantitative in nature. It has two variables one is emotional intelligence and other is leadership effectiveness. The study was designed to find out association among these two variables so, nature of this research was correlational. To find out relationship between these two variables researcher used survey method.

Population of the Study

The target population of this study was entirely educational leaders and educators of the public secondary schools of District Gujrat. Total public secondary schools in District Gujrat are 265. Female public secondary schools are 128 and male public secondary schools are 137 in District Gujrat. The accessible participants of the study comprised all teachers and educational leaders in public secondary schools in Tehsil Gujrat. Total public secondary schools in Tehsil Gujrat are 136. Female public secondary schools are 64 and male public secondary schools are 72 in Tehsil Gujrat.

Sample of the Study

It was difficult for the researcher to have access to large number of schools so the sampling technique for this study was Proportional Stratified sampling. Proportional Stratified sampling used in this study because researcher divided population into two strata; male, and female and 30% female and 30% male public secondary schools was selected from all the schools of Tehsil Gujrat. The sample of this study was 42 randomly selected public secondary schools from Tehsil Gujrat (30% of 136). Twenty female schools (30% of 64) and twenty-two male schools (30% of 72) was selected randomly. Each head was selected from every sampled school. Six teachers were randomly selected from each sampled school i.e., 2 primary school teachers, 2 elementary school teachers, and 2 secondary school teachers. Sample of the study comprised of 42 educational leaders and 252 teachers.

Research Instrument

As the quantitative approach used for research therefore two structured questionnaires were utilized to collect information from sample.

1. Genos Emotional Intelligence Inventory (Genos EII)
2. Leadership Effectiveness Scale (LES)

One questionnaire was for the variable named emotional intelligence. Emotional Intelligence of the educational leaders was determined with the help of the standardized Genos EI tool or Genos EII. It was a 31 items concise version. It was a self-report measure which assessed emotional intelligence in addition to seven factors: emotional self-awareness, emotional expression, emotional awareness of others, emotional reasoning, emotional self-management, emotional management of others, and emotional self-control. This questionnaire was self-reported questionnaire arranged to measure the emotional intelligence level. Using a rational scaling approach, the Genos EI Inventory was developed, grounded in the examination of two aspects: (1) entire statements within a specific scale (or subscale) will correlate positively with each other, and (2) all statements will correlate positively based on the total or subscale scores. The mean Genos Emotional Intelligence total mark inner consistency dependability was assessed on 0.96. The test- retest reliability of the Genos Emotional Intelligence inventory marks has remained evaluated in two samples across two different time periods. The overall Genos Emotional Intelligence scores exhibited stability, with reliability coefficients of .83 at 2 months and .72 at 8 months, suggesting dependable results across time intervals.

The second instrument was used to find out the educational leaders' leadership effectiveness. It was developed by the researcher with the help of literature review. This questionnaire was filled by school teachers.

Data Collection

The researcher visited the sampled institutions personally. Researcher introduced herself and ask from the respondents if they were agreeing to fill the questionnaires. Researcher debriefed the information about the questionnaires and guided the respondents about confidentiality of the questionnaires. Researcher distributed the questionnaires herself among the respondents, and got fill questionnaires back from the respondents.

Data Analysis

Statistical methods used for data analysis. 'Mean' and 'Standard Deviation (SD)' and 'One Sampled t-Test' calculated to know level of emotional intelligence of educational leaders and level of leadership effectiveness. To discover the association among educational leaders' emotional intelligence and their leadership effectiveness Pearson-r test was used. The collected data were processed through SPSS software for statistical analysis. Description is as under:

Research Question 1: Do educational leaders' emotional intelligence mean score significantly differ from the mean scale score=3 of emotional intelligence?

Comparison of Educational Leaders' Emotional Intelligence Mean Score from the Mean Scale Score=3

| Emotional Intelligence Factors | N | Mean | S.D | Mean Difference | df | t- value | Sig. (2-tailed) |
|----------------------------------|----|------|------|-----------------|----|----------|-----------------|
| 'Emotional Awareness' Self- | 42 | 4.11 | .769 | 1.11 | 41 | 9.424 | .000 |
| 'Emotional Expression' | 42 | 4.07 | .583 | 1.07 | 41 | 11.976 | .000 |
| 'Emotional Awareness of Others' | 42 | 3.97 | .540 | 0.97 | 41 | 11.706 | .000 |
| 'Emotional Reasoning' | 42 | 4.40 | .239 | 1.40 | 41 | 37.953 | .000 |
| 'Emotional Self-Management' | 42 | 4.17 | .598 | 1.17 | 41 | 15.247 | .000 |
| 'Emotional Management of Others' | 42 | 4.27 | .316 | 1.27 | 41 | 26.102 | .000 |
| 'Emotional Self-Control' | 42 | 4.32 | .555 | 1.32 | 41 | 15.411 | .000 |

'One sample t-test' stayed employed to seek variance of secondary school educational leaders' Emotional Intelligence mean score from the mean scale score i.e., 3. Significant difference was found for all the factors of Emotional Intelligence Scale. T-value was found significant at ($p=0.000 < \alpha=0.01$). The mean score of all factors of EI is high than mean scale score=3.

Research Question 2: Do educational leaders' leadership effectiveness mean score significantly differ from the mean scale score=3 of leadership effectiveness?

Comparison of Educational Leaders' Leadership Effectiveness Mean Score from the Mean Scale Score=3

| Leadership Effectiveness Factors | N | Mean | S.D | Mean Difference | df | t-value | Sig. (2-tailed) |
|----------------------------------|-----|------|------|-----------------|-----|---------|-----------------|
| Promotes Teamwork | 252 | 3.85 | .297 | .85 | 251 | 18.700 | .000 |
| Clarity of Vision | 252 | 3.77 | .286 | .77 | 251 | 17.612 | .000 |
| Enthusiasm | 252 | 3.82 | .276 | .82 | 251 | 19.292 | .000 |
| Mentor | 252 | 3.73 | .214 | .73 | 251 | 22.089 | .000 |
| Ethical Leadership | 252 | 3.70 | .229 | .70 | 251 | 19.789 | .000 |
| Strategic Planning | 252 | 3.79 | .287 | .79 | 251 | 17.809 | .000 |

'One sample t-test' stayed employed to seek variance of secondary school educational leaders' Leadership Effectiveness mean score from the mean scale score i.e., 3. Significant difference was found for all the factors of Leadership Effectiveness Scale. T-value was found significant at ($p=0.000 < \alpha=0.01$). The mean score of all the factors of leadership effectiveness is high than mean scale score=3.

Discussion

The major aim of the research was to find out association of educational leaders' emotional intelligence and their leadership effectiveness. Analysis and interpretation of the study lead us towards following discussion.

1. Promotes teamwork was positively and significantly correlated with all factors of Emotional Intelligence Scale named as Emotional Self-Awareness, Emotional Expression, Emotional Awareness of Others, Emotional Self-Management, Emotional Management of Others, and Emotional Self-Control except Emotional Reasoning. The findings of the study support the previous researches conducted in Pakistan and Australia (Batool, 2013; Rosete & Ciarrochi, 2005). While results of some researches got negative results of these variables. These researches were conducted in Unites States of America (Guillen & Florent-Treacy, 2011; Trabun, 2002; Weinberger, 2003).
2. Clarity of Vision was positively and significantly correlated with all factors of EI Scale named as Emotional Expression, Emotional Awareness of Others, Emotional Reasoning, Emotional Management of Others, and Emotional Self-Control except Emotional Self- Awareness, and Emotional Self-Management. The Outcomes of the research are reliable by prior researches conducted in Pakistan and Australia (Batool, 2013; Rosete & Ciarrochi, 2005). The Outcomes of research do not endorse the outcomes of the researchers was conducted in Unites States of America (Guillen & Florent-Treacy, 2011; Trabun, 2002; Weinberger, 2003).
3. Enthusiasm was absolutely and significantly correlated with all factors of EI Scale. The results of this research almost comparable to the outcomes of prior investigations in Pakistan and Australia (Batool, 2013; Rosete & Ciarrochi, 2005). The outcomes of my

research stand reverse to results of some studies. These researches were conducted in Unites States of America (Guillen & Florent-Treacy, 2011; Trabun, 2002; Weinberger, 2003).

4. Mentor was positively and significantly correlated with all factors of EI Scale. The outcomes of the research support the previous researches conducted in Pakistan and Australia (Batool, 2013; Rosete & Ciarrochi, 2005). While results of some researches got negative results of these variables. These researches were conducted in Unites States of America (Guillen & Florent-Treacy, 2011; Trabun, 2002; Weinberger, 2003).
5. Ethical leadership was positively and significantly correlated with all factors of EI Scale. The outcomes of the research are consistent by prior researches conducted in Pakistan and Australia (Batool, 2013; Rosete & Ciarrochi, 2005). The outcomes of research have not provision the outcomes of the researchers was conducted in Unites States of America (Guillen & Florent-Treacy, 2011; Trabun, 2002; Weinberger, 2003).
6. Strategic Planning was absolutely and expressively associated by all factors of EI scale. The outcomes of this research almost similar to outcome of the research conducted in Pakistan and Australia (Batool, 2013; Rosete & Ciarrochi, 2005). The outcomes of my research are opposed to outcomes of some studies. These researches were conducted in Unites States of America (Guillen & Florent-Treacy, 2011; Trabun, 2002; Weinberger, 2003).

Conclusion

Conclusions are drawn according to the research results.

1. Educational leaders have above average (3) EI level on all the factors of the Emotional Intelligence Scale.
2. Educational leaders have above average (3) level of Leadership Effectiveness on all the factors of the Leadership Effectiveness Scale.
3. Relationship between entire sub factors of Emotional Intelligence by entire sub factors of Leadership Effectiveness Scale stays positively substantial. Educational leaders' Emotional Intelligence is positively correlated with their leadership effectiveness.

Recommendations

1. Some factors of Emotional Intelligence Scale were moderately correlated with factors of Leadership Effectiveness Scale. Literature is evident that emotional intelligence can be bettered though training. So, there should be some seminars, training sessions and workshops arranged for educational leaders for emotional intelligence training to improve their leadership.
2. Training of emotional intelligence should be made a part of educational leaders' pre- service and in-service training.
3. The policy maker may consider the findings of the study while planning emotional intelligence reforms to improve the leadership effectiveness of educational leaders.
4. Similar researches should be conducted in other districts on emotional intelligence and leadership effectiveness.
5. Future Researchers may conduct this study by using qualitative approach.

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