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**Chhatrapati Shahu Institute of Business
Education & Research (CSIBER)**

(An Autonomous Institute)

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**Chhatrapati Shahu Institute of Business
Education and Research (CSIBER)**

**South Asian Journal of Management Research
(SAJMR)
Special Issue**

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The Role of Leadership Behavior and Emotional Intelligence in School Principals' Effectiveness During the COVID-19 Pandemic

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Abstract

This research aims to assess relationship between emotional intelligence (EI) & leadership behavior in school principals during COVID-19. A total of 105 principals were selected from both government and private sectors using a purposive sampling method. Emotional Intelligence along with Leadership Behavior scales have been employed for gathering respective data. The sub-scales of emotional intelligence include self-awareness, managing emotions, motivating oneself, empathy, and social skills. The Leadership Behavior scale was analyzed across six dimensions: Emotional Stabilizer, Team Builder, Performance Oriented, Potential Extractor, Socially Intelligent, and Value Inculcator, while also considering the economic situation of the previous year and moods/emotions from the past week. Pearson's Product-Moment correlation and descriptive analysis were utilized to explore the relationship between emotional intelligence and leadership behavior. The impact of emotional intelligence on leadership behavior was assessed through linear regression analysis. Results indicated a significant positive correlation (0.5) between emotional intelligence & leadership behavior, underscoring significance of fostering emotional intelligence among school leaders. Moreover, this study highlights how effective emotional management can enhance decision-making, improve team dynamics, and promote resilience in challenging times. Given the unprecedented pressures faced during the pandemic, the results propose that investing in emotional intelligence training for principals leads to improved leadership outcomes, ultimately benefiting the entire school community. These insights contribute to a broader understanding of leadership effectiveness in crises and emphasize the critical role of emotional intelligence in shaping supportive educational environments.

Keywords: Emotional Intelligence, Leadership Behavior, School Principals

Introduction

According to Daniel Goleman, no matter how intelligent one is, one won't get very far if one lacks emotional intelligence, self-awareness, the ability to control your emotions in uncomfortable situations, empathy & meaningful relationships. Education serves as a reflection of society, revealing its strengths, weaknesses, aspirations, biases, and core values. It is fundamental to the formation of people and countries. This is why the United Nations Educational, Scientific, & Cultural Organization educational views as a driver & measure of development. Education and training are essential for helping individuals and communities navigate social, economic, & cultural changes while fostering the human capital needed for economic progress. Modern education is concerned with providing young people with knowledge, skills, & attitudes necessary to thrive in their communities. Schools, in particular, are designed to cultivate citizens who understand and appreciate their society's values and are prepared to contribute to its advancement.

Leadership Behavior

The term "Leader" was used in English as early as the 1300s, but "leadership" only emerged later, around 1800 (Stodgily 1974). Historically, leadership was associated with titles such as king, chief, head, or captain. In the past, kings often held roles that combined military, judicial, administrative, and sometimes even religious authority.

The word "Leadership" originates from Old English word "leadan," which means "to go," "to proceed," or "to be foremost." Broadly defined, leadership is typically voluntary—leaders are driven by a belief in concept, cause, or activity, and choose to dedicate their energy, time, & self to it. Leadership encompasses qualities of interaction and organization, involving decision-making, duty fulfillment, and responsibility within a cooperative framework.

Haiman (1950) states that leadership is a process in which an individual directs, guides, influences or control the thoughts, feelings, or behaviour of other human beings. In large organizations leadership might be influencing &

emerging people to conduct work together in a common effort to achieve the purpose of enterprise. In the words of Hemphill, "Leadership is the behaviour of an individual involved in directing activities. It is attitude & culture pattern of large number of people." National Education Association (1960) defined leadership as an action or behaviour among individual and groups to move towards educational goals that are increasing mutually acceptable to them. A leader is an important person with leads society to new heights and helps the society to organize a particular goal. There are various qualities which are responsible for all this. These qualities are known as leadership qualities. These leadership qualities including honesty, sincerity, confidence, courage, wisdom for an individual to become a better leader; these qualities vary from person to person so it is necessary to know these qualities to choose best leader.

Leadership is not merely a trait of an individual but a complex social dynamic involving influence of individuals and groups toward achieving specific goals. It affects behavior in various aspects of life and manifests in diverse contexts.

Anyone that guides a group, community, society, or nation is recognized as a leader. Such a person commands respect, is obeyed, and is honored by their followers. Effective leadership is often defined by the ability to drive significant improvements in group performance. It encompasses the roles and functions necessary for a group to succeed, including managerial skills such as planning, organizing, and directing efforts. Leadership behavior is characterized by these dimensions and plays a crucial role in shaping group dynamics and achieving objectives.

If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have no effective relationships, then no matter how smart you are, you are not going to get very far. -Daniel Goleman. Education serves as a reflection of society, revealing its strengths, weaknesses, aspirations, biases, and core values. It plays a crucial role in shaping both individuals and nations. This is why the United Nations Educational, Scientific, & Cultural Organization views education as driver & measure of development. Education and training are essential for helping individuals and communities navigate social, economic, and cultural changes while fostering the human capital needed for economic progress. Modern education focuses on equipping young people with the knowledge, skills, and attitudes necessary to thrive in their communities. Schools, in particular, are designed to cultivate citizens who understand and appreciate their society's values and are prepared to contribute to its advancement.

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According to Haiman (1950), leadership is the process through which a person directs, guides, influences, or has control over feelings, ideas, or actions of other people. Leadership in large organizations can be characterized as motivating and inspiring others to collaborate towards a shared goal in order to accomplish the enterprise's mission. "Leadership is the behavior of an individual that is involved in directing activities," according to Hemphill. It is a prevalent cultural pattern and attitude among many people. Leadership has been defined by the National Education Association (1960) as an individual's or group's action or behavior toward increasingly mutually acceptable educational goals. A leader is a vital individual that organizes society toward a specific objective and inspires it to achieve new heights. Several attributes are accountable for this phenomenon. These attributes are referred to as leadership qualities. Leadership qualities that include honesty, sincerity, confidence, courage, & wisdom are necessary for an individual to enhance their leadership capabilities; however, these attributes differ among individuals, making it imperative to recognize them in order to identify the most effective leader. Leadership isn't merely a trait of an individual but a complex social dynamic involving the influence of individuals and groups toward achieving specific goals. It affects behavior in various aspects of life and manifests in diverse contexts. Anyone who guides a group, community, society, or nation is recognized as a leader. Such a person commands respect, is obeyed, and is honored by their followers. Effective leadership is often defined by the ability to drive significant improvements in group performance. It encompasses the roles and functions necessary for a group to succeed, including managerial skills such as planning, organizing, and

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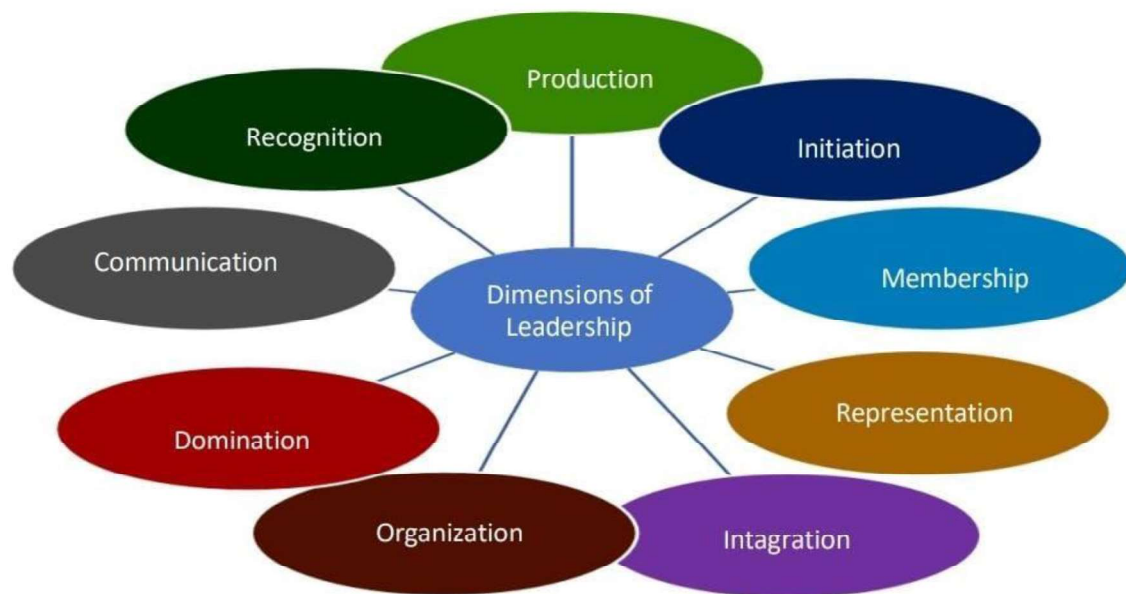


Fig1.2 Dimensions of Leadership

Source: Ohio State University researchers (Stogdill & Coons, 1957)

Henry Harries book ‘The Group Approach to Leadership Testing’ stated,

“Leadership is collective function, a relationship between the leader and group, the authority lies in the situation; it is the situation that creates the imperative and not in the leader or individual.....” This methodology views leadership as a dynamic process that weighs significance of group, leader, and the circumstances surrounding it.

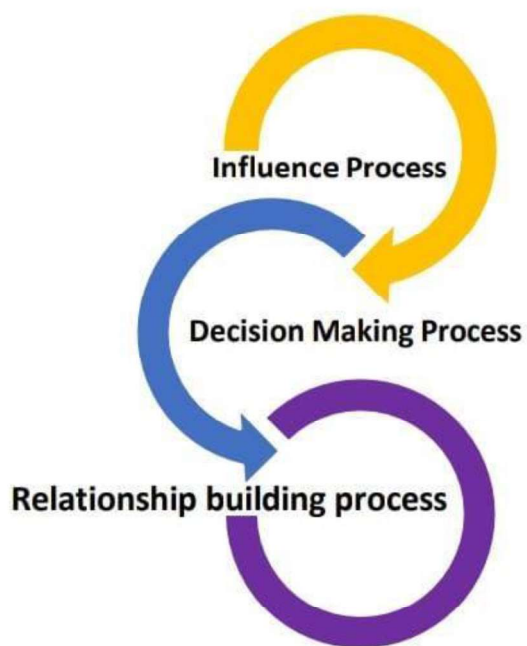


Figure 1.3 Leadership Dynamic Processes

Source: (Hollander & Julian, 1969; Stogdill, 1948, Greene, 1975)

Influence Process

Definition: The influence process refers to how leaders affect the attitudes, behaviors, and performance of their followers. It involves the ways leaders use their power, communication skills, and personal attributes to guide and motivate others toward achieving common goals.

Components:

- **Persuasion and Motivation:** Leaders employ different approaches for inspiring as well as motivating their teams, including establishing a compelling vision, articulating explicit goals, with offering encouragement & recognition.
- **Role Modeling:** Leaders illustrating the behaviors and values they aspire to instill in their followers. Acting as role models, they set standards and expectations for their teams.
- **Communication:** Effective leaders communicate their vision and expectations clearly and consistently, ensuring that their messages resonate with their audience and align with their strategic objectives.

Decision-Making Process

Definition: The decision-making process involves the methods and approaches leaders use to make choices that affect their organizations. This process includes identifying problems, evaluating options, and implementing solutions.

Components:

- **Problem Identification:** Leaders need to accurately identify and understand the issues or opportunities that require decisions.
- **Analysis and Evaluation:** Effective decision-making necessitates data analysis, consideration of diverse perspectives, with assessing the potential consequences of various option.
- **Choice and Implementation:** Leaders make decisions based on their analysis and then implement these decisions, monitoring their impact and making adjustments as necessary.

Impact: The quality of decisions made by leaders directly affects organizational performance and effectiveness. Good decision-making leads to better problem- solving, strategic planning, and adaptability to changing circumstances.

Relationship-Building Process

Definition: The relationship-building process focuses on how leaders develop and maintain positive interactions and connections with others within the organization. It is essential for creating a collaborative and supportive work environment.

Components:

- **Trust and Respect:** Building trust and respect involves demonstrating integrity, reliability, and fairness in interactions with others. Leaders earn the confidence of their team through consistent and ethical behavior.
- **Empathy and Support:** Leaders demonstrate empathy by comprehending along with responding to the requirements & concerns of followers. Providing support and acknowledging contributions help strengthen relationships and boost morale.
- **Conflict Resolution:** Leaders handle conflicts constructively by addressing issues promptly, facilitating open dialogue, and finding mutually acceptable solutions.

Impact: Strong relationships foster a positive organizational culture, enhance teamwork, and improve employee satisfaction and retention. Effective relationship-building is crucial for collaboration, communication, and overall organizational health.

Hence, Principals play a crucial role as leaders within educational institutions. Their leadership extends beyond mere administrative duties; it encompasses vision-setting, staff and student engagement, and fostering an environment conducive to learning and growth. Effective principals influence the school culture, drive educational excellence, and ensure the successful implementation of policies and practices.

Emotional Intelligence

Mayer & Salovey (1997) applied term EI for first time described “Ability to perceive accurately, appraise & express emotions; ability to access &/or generate feelings when they facilitate thought; ability to understand emotion & emotional knowledge; & ability for regulating emotions to enhance emotional as well as intellectual growth” (Mayer et al., 2001).

EI empowers leaders to perceive, articulate, and manage emotions, thereby fostering intellectual as well as emotional growth. People who have mastered emotions management are often aware of them. These people don't get angry under pressure. They possess the capacity to analyze a problem and methodically identify a solution. They are proficient decision-makers even possess the discernment to rely on their intuition when appropriate. Despite their strengths, they are typically inclined to engage in self-reflection with honesty. They accept criticism constructively & recognize when to utilize it to enhance their performance. Individuals of this nature possess a EI significant level. They possess a profound self-awareness and can discern the emotional requirements of others.

EI is a critical skill set for school principals, profoundly influencing their effectiveness as leaders. For principals, high emotional intelligence is vital in catering a positive-school environment, enhancing relationships, along with organizational success & driving academic. Here's a deeper look at why emotional intelligence is so important for school principals:



Figure 1.5 Emotional Intelligence Importance

Source: PushFar Ltd. (2023). The Importance of Emotional Intelligence for Effective Leadership.

Retrieved from <https://thrivementoring.reading.ac.uk/article/the-importance-of-emotional-intelligence-for-effective-leadership/>.

Enhancing Communication

- **Effective Dialogue:** Principals with high EI can communicate more effectively with staff, students, and parents. They are adept at listening actively, expressing themselves clearly, and addressing concerns empathetically.
- **Conflict Resolution:** Emotional intelligence enables principals to handle conflicts with sensitivity and understanding, facilitating constructive resolutions and maintaining a positive school climate.

Building Strong Relationships

- **Trust and Respect:** Principals who demonstrate emotional intelligence build trust and respect among teachers, staff, students, and parents. They create an environment where individuals feel valued and understood.
- **Empathy:** By empathizing with the experiences and emotions of others, principals can support their staff and students more effectively, leading to stronger, more supportive relationships.

Leading with Empathy

- **Understanding Needs:** Principals with high EI are more attuned their school community's requirements as well as concerns. This understanding helps them address issues proactively and support their team in meaningful ways.
- **Motivation and Support:** They can better motivate and support their staff by recognizing and addressing their emotional needs, which can lead to increased job satisfaction and effectiveness.

Managing Stress and Adaptability

- **Stress Management:** The role of a principal could prove exceedingly stressful. Emotional intelligence enables principals to regulate their stress while maintaining composure under pressure, that is essential for fostering a stable & productive educational environment.
- **Adaptability:** Principals possessing high EI exhibit greater adaptability and resilience in response to change. Transitions and unexpected challenges were handled with composure, guiding their school through periods of uncertainty.

Enhancing Decision-Making

- **Balanced Decision-Making:** Emotional intelligence allows principals to make more balanced and thoughtful decisions by considering both emotional and rational factors. This leads to decisions that are more aligned with the needs of the school community.
- **Perspective-Taking:** Principals with high EI can see situations from several perspectives, resulting in more informed & empathetic decision-making processes.

Fostering a Positive School Climate

- **Creating a Supportive Environment:** Principals with strong emotional intelligence contribute to a healthy school environment by promoting cultural respect, collaboration, and support.
- **Encouraging Teacher and Student Well-being:** They perform crucial function for ensuring the well-being as teachers as well as students by addressing emotional and social needs and fostering a nurturing school environment.

Leading by Example

- **Modelling Behaviour:** Principals with high emotional intelligence model positive emotional behavior for their staff and students. This modeling helps to set standards for emotional interactions and promotes a healthy school culture.
- **Influencing School Culture:** By demonstrating empathy, self-regulation, and effective communication, emotionally intelligent principals shape a school culture that values and prioritizes emotional well-being.

Enhancing Professional Development

- **Personal Growth:** Principals who invest in developing their emotional intelligence often experience personal growth, which enhances their overall leadership effectiveness.
- **Support for Staff Development:** They are better equipped to support the professional development of their staff, recognizing and addressing their emotional and developmental needs.

Emotional intelligence is a cornerstone of effective school leadership. For principals, it enhances communication, relationship-building, empathy, stress management, decision-making, and overall school climate. By cultivating and applying emotional intelligence, principals can lead more effectively, foster a supportive and positive environment, and drive the success of their schools. In essence, emotional intelligence

not only improves individual leadership capabilities but also contributes significantly to the overall well-being and achievement of the entire school community.

Literature Review

Leadership behavior and emotional intelligence (EI) are pivotal areas of study in organizational psychology and management. Both concepts are crucial for understanding effective leadership and organizational success. This review synthesizes key findings from literature on these topics, highlighting their interrelationship and impact on leadership effectiveness.

Leadership Behaviour

Leadership behaviour refers to the actions and attitudes of leaders that influence their effectiveness and the performance of their teams. The literature on leadership behaviour typically focuses on several models and theories:

Kerry Barnett et al. (1999) at the annual conference of the Australian Association for Research in Education stated that the leadership behavior of principals is instrumental in enhancing higher potential in teachers & students, thereby cultivating a learning culture within schools. The most direct and immediate source of concept of "School Learning Culture" is probably the frequently stated observation that schools vary from one another in both their methods of function & "effects" they have on children's lives.

In 2001, Blair and Darlene published their research on Texas principals' leadership styles, school ratings, & time duration they dedicate to oversight and instructional leadership.

Darlene Blair received her Ed.D. from Sam Houston State University in 2001. The current research investigated the correlation among principals' leadership styles, school ratings, and the amount of time they dedicate to instructional leadership and management duties. In total, 277 teachers & 170 principals comprised sample of study. The instruments employed for collecting the data are: 1. Multifactor Leadership Questionnaire (MLQ)

The Instructional Leadership / Management Tasks Questionnaire (IL/MTQ) Statistical Techniques used are Mean, Median, S.D., ANOVA, Pearson product-moment correlations etc have been employed for research. The investigation's outcome: 1. There is insignificant difference between intellectual stimulation & individual consideration. 2. There isn't any significant difference between extra effort, effectiveness & satisfaction. 3. There is significant correlation between contingent reward, management by exception, passive & active for instructional leadership & management tasks. 4. There is significant correlation between time duration principals spend on instructional leadership & management tasks for 3-rating categories exemplary, recognized & acceptable.

This research conducted by Mehrotra (2002) focused on a comparative analysis of principals' leadership styles in relation to teachers' job satisfaction and organizational climate in government & private senior secondary schools. Investigating the various leadership philosophies of Govt. & private school principals has been an aim of this study. The following constitute the investigations' conclusions: 1. The Principals of the Govt. & Private Schools appear different leadership styles. She discovered that there weren't many notable differences between principals of Govt. & private schools. Every school had a different leadership style. 2. Job satisfaction of Teachers hasn't been demonstrated to be significantly impacted by leadership of private schools.

Dillon, Robert Wayne (2003), "An investigation of variance in perceptions amongst teachers & their principals on principal's leadership style & school climate measures."

The aim of the research is to examine the discrepancies in perceptions of school atmosphere along with principals' leadership styles with regard to principals and teachers. The population or sample consists of merely seven schools. Utilized Questionnaires. The statistical techniques employed include ANOVA, t-test, standard deviation, as well as mean etc. Based on the research's outcomes, the schools examined had significantly low levels of cohesive perceptions between teachers & principals. The principals in the seven schools shouldn't concentrate on gathering information from various teacher groups about the school environment along with leadership style of principals. There had been insignificant differences in perceptions of the school environment along with principal leadership style among male, female, white, or tenured teachers.

Hurakalli (2003) conducted research on the topic "A Study of Decision-making Styles & Leadership Behavior of Heads of School in Relationship to Teacher Morale as well as Organizational Health in Secondary Schools." The results of the research consisted of: 1. There had been strong positive & significant relationship between overall leadership behavior of school principals & their mental health. 2. There had been a significant positive relationship between leadership behavior & 5-subscales of mental health.

Stone, Chery. L. (2003) conducted “the research on relationship amongst principal leadership behavior and perceived school culture among teachers.” The purpose of this research is to investigate a correlation among Madison County, Mississippi, schools' cultures with principal's leadership style. 513 teachers from all levels of eligible schools constitute the study's sample (elementary, middle, and high schools) Tools for gathering data are 1. Leadership Practice Inventory Observer (LPI) 2. Instructional

Climate Inventory from T Statistical Techniques Mean, ANOVA, t-test, Pearson Product Moment Correlation, S.D., etc. The outcomes of research demonstrate 1. There is insignificant variance in leadership practices of elementary middle & high school principals as perceived by teachers. 2. Principals leadership practices have been similar regardless of type of school where they worked.

Alias (2005) conducted research on learner outcomes & leadership styles among principals of Adventist secondary schools. The goal of the research, according to the researcher, is to demonstrate that the leadership styles of Adventist secondary school principals impact student outcomes by utilizing relevant & appropriate literature. In this research, he investigated a novel approach to servant leadership then arrived at the conclusion that a person cannot serve as a leader without first serving others. The current research represents educational leaders from Christian communities undertaking challenging endeavors.

Sushil Kumar Dubey (2012) conducted “A comparative analysis of leadership styles of secondary school principals.” The research's objectives include 1. To measure principals' leadership of secondary schools of Saurashtra region of Gujarat regards to their various group of variables of this study. 2. For comparing variation between leadership of principals of secondary schools regards to their demographics viz., (1) Gender (2) Educational qualification (3) Social Category (4) Type of school Management (5) Working Experience (6) Residing Area. Study Sample consists about 689 principals of secondary school in Amreli, Bhavnagar, Jamnagar, Junagadh, Porbander & Rajkot districts have been sample, out of the total principals' of Saurashtra region of Gujarat. The researcher collected data from urban and rural areas of the Saurashtra region and the districts she had selected employing a self-constructed & self-standardized questionnaire. Appropriate statistical techniques, including Mean (M), Standard Deviation (SD), t-test, F-test, one-way ANOVA, as well as Percentile, have been employed for data analysis applying the SPSS software program. The data unambiguously demonstrate that the principal's style requires enhancement, in addition to indicates that ownership moderates the disparity between leadership styles.

Heba AlFahad, Dr. Salem AlHajri, and Dr. Abdulmuhsen Alqahtani (2013) studied the Correlation among Leadership Styles of School Principals & Achievement Motivation in Teachers. This paper analyzes the correlation amongst leadership styles of school principals, specifically transformational as well as transactional, with achievement motivation in teachers.

320 heads of instructional departments in total had been selected randomly from randomly selected schools. Results demonstrated that teachers had great motivation to achieve, and principals appeared to have transformational leadership styles. The transformational leadership style of the principal and the teachers' motivation for achievement demonstrated a positive relationship. Recommendations deemed relevant are provided.

In 2015, Sirisookslip, Ariratana, and Ngang performed research on the school administrators' styles of leadership influence teachers' efficacy. Path goal leadership model was applied as the theoretical framework of the study. The study collected data from 254 principals and teachers using quantitative survey design method. The results of the research demonstrated that principals' supportive, engaged, and goal-oriented leadership exhibited a strong correlation to the effectiveness of teachers. Whereas research revealed insignificant relationship between teacher effectiveness with directive leadership style of principals. It had a statistically substantial variance in teacher effectiveness related to principals' supportive as well as participative leadership styles. Besides, supportive and participative leadership styles were identified as the best predictors of teacher effectiveness.

Conversely, Chen (2017) performed research examining the distinctions among the leadership styles of principals with the teaching methods of teachers in public and private schools. The purpose of the research had been to determine whether the improved teaching practices and leadership styles of the principals contributed to the higher academic achievement of the students in the private school. The researcher gathered information for the present research from 189 private school teachers along with 2,177 public school teachers. The data has been examined employing ANOVA & Structural Equation Modeling. The results of the research revealed that there hadn't been apparent difference among teaching strategies employed by teachers in government & private schools. However, the study indicated that the principals in the private school had better leadership behavior than the principals in the public schools.

Nguyen, T., & Gomez, M. (2021) at the Annual Meeting of the American Educational Research Association stated that transformational leadership practices among principals directly correlate with increased student achievement. Their findings indicate that principals who inspire and motivate their staff create an environment conducive to high academic performance, reinforcing the idea that leadership style profoundly impacts educational outcomes. Smith, A., & Patel, L. (2022) in their article published in the Journal of Educational Administration reviewed the impacts of adaptive leadership during the COVID-19 pandemic.

They found that principals who employed adaptive leadership strategies were better equipped to navigate challenges, leading to improved outcomes for both staff and students. Their research underscores the necessity for flexibility and responsiveness in school leadership.

Johnson, R., & Lee, S. (2023) at the International Conference on Educational Leadership emphasized that the emotional intelligence of school principals significantly influences their leadership effectiveness. They argued that principals who exhibit high emotional intelligence can foster a positive school climate, ultimately enhancing teacher morale and student engagement. This highlights the critical role of emotional support in educational leadership. Thompson, K. et al. (2024) in their forthcoming article in Educational Leadership Review discuss how culturally responsive leadership practices can significantly enhance school inclusivity. They argue that when principals actively engage with diverse communities and incorporate their values into school policies, they not only improve student outcomes but also foster a stronger sense of belonging among all stakeholders.

Garcia, M., & Wong, J. (2024) in the International Journal of Educational Leadership discussed the impact of transformational leadership on teacher retention rates. They found that principals who actively engage in inspirational practices and support professional development create an environment that encourages teachers to remain committed to their schools, thus enhancing overall school effectiveness.

Emotional Intelligence

Effective leadership requires EI as a prerequisite (Mayer & Salovey, 1997; Goleman, 2002). All human beings including our leaders work through their emotions (Dobelli, 2013). No matter how gifted the leader are, their gifts will never reach an optimal level and achieve the expected level of success without the application of high emotional competence (Maxwell, 2015). A stable and high degree of EI is source of better intrapersonal and interpersonal relationships. It also breeds creative and innovative ideas. In the presence of all these assets in a leader, the leadership can effectively mobilize resources, produce maximum potential, and achieve better success. Similarly, Damasio (1997) indicated that emotions were highly interwoven with thoughts. According to recent brain research, positive emotions also improve access to one's prior knowledge, creativity, imagination, and skill. On the contrary hand, negative emotions might restrict one's thinking therefore making it harder to access one's knowledge and skill store in an adaptable manner. Similarly, a leader's emotional competencies have an enormous impact on leadership effectiveness. This implies that leadership is fundamentally about emotional engagement and involvement (Wall & Knights; 2013).

Vembar (2003) carried out a study on EI & organizational stress. The results demonstrated a strong inverse relationship amongst organizational stress & EI. The results of the multiple regression analysis indicated that, for male executives, social skills had been only factor that could predict organizational stress. The only variable that could accurately predict organizational stress in women had been social awareness.

A study on academic success & EI that examined transfer from high school to university had been conducted by Summerfeldt (2004). The investigation's sixty results implied a relationship amongst EI along with academic success.

Drago (2004) conducted research on the correlation amongst academic achievement with emotional intelligence in nontraditional college students. The results indicated a significant relationship between students' age to cognitive ability score with emotional intelligence.

Anxiety among students has been associated to specific emotional intelligence skills. Academic success and emotional intelligence weren't determined to be significantly correlated.

Frederickson (2004) examined the relationship between trait EI to deviant behavior and academic achievement in the classroom. The research arrived at the conclusion that academic performance and deviant behavior corresponded to a constellation of emotion-related self- perceived abilities and dispositions that the construct of trait EI encompassed. These effects proved particularly relevant to underprivileged adolescents.

An empirical study by Paek & Ellen Sue Kyung (2004) examined impact of Christians' EI & their level of religiosity at New York University. Results demonstrated a positive correlation between overall emotional intelligence along with its component, emotional understanding & empirical along with cognitive empathy, as

well as intrinsic religious orientation. They had substantial positive correlations discovered involving EI & religious commitment. Although there had been a substantial relationship amongst EI & both behavioral as well as attitudinal measures of religiosity, EI had been more strongly predicted by latter measure.

Stubbs and Elizabeth (2005) investigated the influence of a group leader's EI on performance of group. The results demonstrated a significant correlation between the EI of team leaders with the presence of ECGN within their teams, that in turn was associated with team performance. Results indicated that EI of team leader influenced teams under their guidance, the collective emotional intelligence of the team impacted overall performance.

Cook (2006) examined the impact of EI on the leadership efficacy of principals. The results of the research demonstrated that EI positively influenced principals' leadership performance.

Kaur et al. (2006) performed an investigation on EI in prospective educators. The results revealed significant differences in self-management between male and female prospective teachers, while prospective teachers from arts & science streams exhibited differences in social skills, among other components of EI.

Labby (2010) performed research examining the correlation between principals' EI skills, school accountability ratings, along with specific demographic factors. No substantial differences have been observed among the 13 EI competencies of the principals concerning their school accountability ratings.

In recent times, social scientists, psychologists, educationists, managers, and leaders are beginning to elucidate correlation of EI to the alternative Phenomena (Aremu, Tella & Tella, 2006) such as leadership (Goleman, 2002; Armstrong, 2016). Guillen & Florent-Treacy (2011) investigated the impact of EI on leadership behavior in workplace. The data have been gathered using a leadership behaviour survey conducted on 360 out of 929 managers. The results of the research demonstrated that EI significantly influences collaborative behavior in work environments, which in turn directly impacts inspirational aspect of leadership performance.

Nelson & Low's EI framework (2011) indicated that EI is a crucial factor in the success of school principals. The effective school leaders usually work through emotions. This helps them to bring the best quality in their followers, to motivate them, and to build effective relationships 70 and a successful school. Goleman et al. (2002) had emphasized the idea that “without high degree of emotional intelligence a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still would not make a great leader”

Henry & Hope (2013) performed research on EI of principals along with its influence on adequate annual progress. Their primary inquiry aimed to understand that principals with comparable leadership training frequently encountered disparate outcomes in school success relative to student academic achievement. For this purpose, the data were collected from 125 elementary and middle school principals and analyzed using binary logistic regression model. The results of the research indicated that emotional competence of principals significantly influenced organizational leadership. Specifically, school leaders with elevated emotional intelligence exerted a more significant influence on their organizations than those with diminished emotional competence.

Brown (2014) investigated the impact of EI & leadership styles on sales performance. The research utilized a descriptive analysis of literature concerning EI, transformational & transactional leadership styles, along with sales performance. The results indicated that transformational as well as transactional leadership styles had been significant predictors of leadership effectiveness along with their capacity to impact salesperson performance.

The transactional and transformational leadership styles exhibited a symbiotic relationship with emotional intelligence within the domain of leadership styles. The literature supported a model indicating that components of EI, including personal/social competencies, motivation, along with empathy, are positively associated with the transformational leadership style, that allows sales personnel to exceed their typical performance expectations. Leaders displaying transactional leadership traits are often perceived unfavorably due to their deficiency in motivation & charisma. They are individuals' function within parameters of regulations, policies, & procedures. Despite the adverse perception, transactional leaders possess elements as contingent reward that positively correlate with productive sales performance. Results indicate a relationship amongst EI, transactional or transformational leadership styles, along with sales performance.

Berkovich & Eyal (2015) conducted meta-analysis on the school principals and their emotions. They collected reviews from the reputable journals of the educational leadership and educational psychology which was published starting from the year 1992 to 2012. The researchers explored knowledge about the sources of the principals' emotional experiences, the effects of the principals' behavior on the teachers' emotions, and the

principals' emotional capabilities. The review discovered that the emotions have pivotal role in holding effective school leadership process. The principals with high level of emotional competencies had positive emotional effect on the teachers and the school outcomes.

Segredo, Cistone, and Reio (2017) studied correlation amongst EI, leadership style & organizational culture. An ex post facto research design has been applied to examine the relationships among these variables. The data have been gathered from 57 principals & 850 teachers in a large urban school district in Southeast Florida. The hierarchical regression analysis revealed positive correlations between school culture with both transactional and transformational leadership, as well as negative correlations between school culture with passive-avoidant leadership. Significantly positive correlations have been determined between school culture & principals' EI, after controlling for leadership style. The research indicated that emotional intelligence warrants attention in the formulation of leadership theory. The results of this research confirmed the associations among EI, transformational leadership, contingent reward, & school culture, thereby affirming the principal's role as the leader of school reform. Nguyen, P. & Thompson, R. (2021) at the International Conference on Educational Leadership discussed how emotional intelligence is crucial for building trust and rapport between principals and their staff. Their review emphasized the importance of emotional intelligence training for school leaders to enhance their relational skills and overall effectiveness.

Smith, H. & Johnson, E. (2022) in the Educational Administration Quarterly reviewed literature on emotional intelligence's impact on school leadership during the pandemic. They concluded that principals with high emotional intelligence were more successful in navigating the challenges posed by COVID-19, including managing staff well-being and maintaining communication with stakeholders.

Adams, K. & Lewis, D. (2022) conducted a meta-analysis in the Journal of Educational Psychology, focusing on the relationship between emotional intelligence and school effectiveness. Their review found that principals with high emotional intelligence tend to have more effective leadership styles, which contribute to better school performance and student achievement.

Martin, R. & Chen, S. (2023) published a systematic review in the Journal of School

Leadership examining the correlation between emotional intelligence and leadership effectiveness among school principals. Their findings indicate that principals with strong emotional intelligence are better equipped to handle conflict, support their staff, and create an inclusive environment. The review calls for further research on specific emotional intelligence training interventions for principals.

Patel, N. & Kumar, A. (2023) at the Annual Conference on Educational Psychology presented a review that discusses how emotional intelligence influences decision-making processes in school leadership. They found that emotionally intelligent principals tend to make more empathetic and informed decisions, positively affecting school culture and student outcomes.

Taylor, J. & Roberts, L. (2024) in the International Journal of Educational Management conducted a comprehensive review on the role of emotional intelligence in educational leadership. They found that principals with high emotional intelligence are more effective in fostering positive school climates, improving staff morale, and enhancing student engagement. The review highlights the necessity for training programs that focus on developing emotional intelligence skills in educational leaders.

Significance of the Problem

Leadership is characterized by qualities of interaction or organizational aspects where an individual's scope of action is defined in decision-making, parenting patterns refer to the behaviors employed by parents in raising their children. Humans are inherently social beings. He resides in society, engages in socialization, & satisfies his psychological as well as sociological needs. His personality evolves within society as a result of environmental influences. However, it is commonly observed that parents significantly influence the child's personality. The child develops within a social environment, yet fundamentally, he inherits characteristics from parental models. Education is a pivotal institution in determining the future of both the individual as well as the entire country. A citizen's quality of life is determined by the education they receive. It played a crucial role in the country's rebirth.

Organizational practices, leadership, and climate all directly affect the quality of education provided in schools. Any school has a personality, which is defined by the distinctive features that set it apart from all other schools. It is this intangible quality that defines the leadership traits within the school. College is when leadership behavior takes on its final form. Thus, it is essential to research principals' leadership traits in light of emotional intelligence, which has a profound effect on human thought. Moreover, higher emotional intelligence can help

to enhance the quality of leadership. The purpose of the research is to determine that emotional intelligence assists school principals develop their leadership abilities. Thus, the purpose of this research is to aid the researcher understand that emotional intelligence and leadership style contributed to school principals' effectiveness during the COVID-19 pandemic.

Methodology

Research Problem The current research aiming to study correlation between emotional intelligence & leadership behaviour amongst school principals.

- **Objectives** To examine the relationship between Emotional Intelligence and leadership behaviour amongst school principals.

- **Hypothesis**

Null Hypothesis (H0): There is no relationship between emotional intelligence and leadership behaviour amongst school principals.

Alternate Hypothesis (H1): There is a significant relationship between emotional intelligence and leadership behaviour amongst school principals.

- **Sample**

Total Number of Subjects: 105 school principals of a private & government school of Delhi.

Method: Non-probability sampling method was used in this study.

Technique Used: Purposive sampling and Interview Structure

- Data collection performed through questionnaire distribution in school.
- Inclusion criteria included school principals from both government & private sectors from Delhi, India and School principals from Delhi, India, both in the public and private sectors, those were ill or receiving medical attention, had been excluded.
- Semi-structured interviews were conducted with a diverse sample of principals from various school types and geographic locations. The interviews aimed to elicit personal narratives about their leadership experiences during the pandemic, highlighting how they adapted their styles and navigated emotional challenges.

- **Research Design**

This study employs a non-experimental correlational research design in an effort to determine the correlation between emotional intelligence & leadership behaviors.

- **Tools**

The emotional intelligence & subjective well-being of school teachers have been assessed employing the following instruments:

- **Emotional Intelligence Questionnaire-** Data had been gathered for the research utilizing the National Health Services (2019) recommended emotional intelligence scale, which has five subscales that each use a five-point rating system. The scale is designed to identify individual differences. Self-awareness, emotional regulation, self-motivation, empathy, & social skills comprise the five subscales.
- **Leader Behavior Scale (LBS)-** In 2005, Dr. Asha Hinger designed this scale. From a self-perception perspective, it assists in identifying different aspects of effective leadership behavior.

- **Data Analysis**

The mean & SD have been calculated as part of a descriptive analysis to ascertain the general features of the data. The Pearson product correlation has been employed for calculating correlation in order to investigate the correlation amongst leadership behavior & EI.

Results and discussion

Table 1: Sample from Research

Sample	Range	N	%age
Age (years)	< 40	4	4.8
	40- 45	8	8.6
	45 - 50	8	8.6
	50 - 55	23	23.3
	55 – 60	25	25.1
	60 - 65	19	19.3
	> 65	9	9.6
Working Exp (Number of years)	< 5	32	32
	5 to 10	24	24.2
	10 to 15	18	18.3
	15 to 20	9	9.6
	20 to 25	9	9.6
	>25	5	5.7
Levels Heading Principals	Crèche Wing Principals	11	11.6
	Primary Wing Principals	10	10.6
	Junior Wing Principals	5	2.8
	Mid wing Principals	4	3.8
	Senior Wing Principals	68	64
	Head Mistres	4	2.8
	Head Principal and vice principal	3	2.8

Table 1 displays the distribution of principal roles, age, and work experience. Of the 105 principals, almost fifty percent had been between the ages of 50 and 60 especially had less than ten years of work experience. The data unambiguously demonstrates a trend toward either late career beginning or career breaks. According to the data, 65% of women have been employed in the primary profession. Despite an attempt to gather data at random, the sample is biased in favor of the profession of principals, which permits a work/home balance.

Source: (Satia, Kumar, & Liow, 2014; Kouzes & Posner, 1999).

Summary and conclusion

Analysis, Interpretation, and Discussion

The following null hypothesis has been developed after 105 principals' data had been assessed to determine relationship amongst EI & leadership behaviors of school administrators.

Mean & SD of higher secondary school principals' EI scores have been determined with regard to aforementioned hypothesis during test hypothesis.

Table 2: Mean-Values of 5 Variables of EI

	Self- awareness	Managing emotions	Motivating oneself	Empathy	Social Skills	Total
Mean	3.7	3.2	3.6	3.6	3.5	3.5
SD	0.5	0.6	0.6	0.5	0.6	0.5

Table 2 illustrates the five emotional intelligence variables for the sample. The mean scores for Managing Emotions, Self-Awareness, Empathy, Social Skills, and Motivating Oneself are 3.2, 3.7, 3.6, & 3.5, correspondingly. Although the sample has these strengths, the SD values have been substantially greater, demonstrating that the variable's spread is rather high within the sample. The principles of "Managing Emotions" reveal abundantly evident that this is a difficult area for teachers in the classroom. This might be explained by the difficulties in managing emotions at work & at home.

Table 2: EI-Scores Interpretation:

EI-Score	EI-variable Interpretation
3.5-5.0	Strength Area
1.8-3.4	Attention Area
1.0-1.7	Development priority

Source: National Health Services (NHS). (2019). Emotional Intelligence Scale. Retrieved from <https://www.nhs.uk>.

Mean & SD of leadership behavior scores of all school principals have been calculated with regard to above hypothesis.

Table 3: Mean-Values of five leadership behavior Variables

	Emotional Stabilizer-ES	Team Builder-TB	Performance Orientor-PO	Potential Extractor-PE	Socially Intelligent- SI	Value Inculcator- VI	Total
Mean	3.7	3.7	3.8	3.1	3.1	3.0	3.6
SD	0.5	0.5	0.7	0.4	0.5	0.5	0.4

Table 3 shows 6 leadership behavior variables of sample. Mean “Emotional Stabilizer- ES” is 3.7; “Team Builder- TB” 3.7;

“Performance Orientor-PO” is 3.8; “Potential extractor-PE”is 3.1; “Socially Intelligent- SI” is 3.1,“Value Inculcator-VI”is 3.0 & overall mean is 3.6

Source: Hinger, A. (2005). Leader Behavior Scale (LBS).

Table-3.1 Different Dimensions with Items

Sr. No.	LBS Dimension	Item Specify	Item No
1.	Emotional Stabilizer	1,7,13,19,25	5
2.	Team Builder	2,8,14,20,26	5
3.	Performance Orientor	3,9,15,21,27	5
4.	Potential Extractor	4,10,16,22,28	5
5.	Socially Intelligent	5,11,17,23,29	5
6.	Value Inculcator	6,12,18,24,30	5
		Total Item	30

The overall score is between 30-150. Score for each leadership dimension will range 5-30. The scores on each dimension would be added to obtain total Leader Behavior Score. All the scores on six dimensions are to be summed up and then classified as highly effective, effective, and ineffective.

Diagram 1: Correlation between EI & leadership behavior



i. Correlation-Coefficient

	R2	R
Leadership behavior & EI	0.2496	0.5

A significant correlation has been identified between sample's EI & leadership behavior, as indicated by the Pearson correlation coefficient 0.5. As a result, the alternative hypothesis—which asserts that there is a relationship between EI & leadership behavior among school principals is accepted, rejecting null hypothesis, claims that there isn't any relationship between emotional intelligence and leadership behavior among educators.

Source: Dr. Asha Hinger. (2005). Leader Behavior Scale (LBS).

Qualitative Insights from In-Depth Interviews

The purpose of conducting in-depth interviews with school principals during the COVID-19 pandemic was to explore their experiences, focusing on leadership styles, emotional challenges, and coping mechanisms. These qualitative insights provide a deeper understanding of how emotional intelligence influences leadership behavior in times of crisis.

Personal Narratives

Crisis Management

- Principal Mrs. Emily Rodriguez (Private Elementary School): Mrs. Emily experienced feelings of isolation during the pandemic. In a staff meeting, she candidly shared her vulnerabilities, which encouraged others to open up about their struggles. This moment of honesty deepened connections within the team and enhanced collaboration.

Impact on Leadership Decisions

- Principal Mr. Sunil Thakur (Government High School): Observing staff burnout, Mr. Sunil prioritized mental health by implementing "Mental Health Mondays," allowing teachers time for self-care. This initiative not only improved staff morale but also positively influenced student-teacher relationships.

Coping Mechanisms

Finding Support

- Principal Mrs. Linda Patel (Government Middle School) Mrs. Linda established a support network with fellow principals through weekly "Wellness Wednesday" calls. These sessions allowed them to share coping strategies and mindfulness practices, which helped both Linda and her staff manage stress effectively.

Creative Solutions

- Principal Mr. James Brown (Private Missionary School) : Mr. James enacted an "Open Door Policy," encouraging staff to discuss concerns freely. He recounted an instance where he supported a teacher dealing with personal loss by providing flexible scheduling and emotional support, which fostered a sense of appreciation and commitment among the staff.

The narratives from the interviews illustrate the complexities of leadership during crises. These insights highlight the critical role of emotional intelligence in decision-making and the importance of fostering supportive environments to enhance staff well-being

Conclusion

The research discovered a strong connection between leadership behavior & overall emotional intelligence score. This correlation highlights that increasing emotional intelligence might assist principals behave more like leaders. The role that principals play in the educational system is crucial and significant. A school without a principal is a soulless body, as they are the one responsible for all of the school's operations. A principal's character traits, disposition, well-being, leadership effectiveness, and way of life assist others in developing into decent human beings, which in turn helps to create an informed community. The principals have a significant role in determining the efficacy a program is in education. The quality of principals, that in turn depend on the education or training they have themselves received, is intrinsically associated with the quality of education as well as the achievement standards. The National Policy on Education (1986) accurately stated that no society may exceed the standards of its principles. Consequently, principals should be motivated to cultivate their distinctiveness. The optimal principal is one who exhibits sound mental health and a well-rounded personality. Advancements in various fields have rendered the lives of principals increasingly complex and challenging. All of this contributes to their well-being and personality framework. There is a substantial necessity to assist school principals in managing emotions, as this could greatly influence overall EI metrics. The COVID-19 pandemic posed unprecedented challenges for school principals, necessitating adaptive strategies in leadership behavior and emotional intelligence to navigate the crisis effectively. Here's a review of literature focused on how school principals adapted their leadership strategies and emotional intelligence to maintain effectiveness during the pandemic:

The COVID-19 pandemic disrupted traditional educational settings, requiring school principals to rapidly adapt their leadership approaches. The crisis underscored the importance of both adaptive leadership behaviors and high emotional intelligence (EI) in managing the complex and evolving challenges faced by educational institutions. Also, The qualitative findings underscore the value of emotional intelligence in leadership, particularly in navigating challenges. The experiences shared by the principals provide valuable lessons for future educational leadership and emphasize the need for supportive structures in schools.

Adaptive Leadership Behavior

Transformational Leadership:

- Vision and Inspiration: Principals exhibiting transformational leadership qualities effectively defined an explicit goal that inspired staff & students during the pandemic. They communicated a sense of purpose and optimism, which was crucial for maintaining morale and guiding their schools through uncertainty (Leithwood, 2020).
- Innovative Problem Solving: The pandemic required principals to think creatively and implement innovative solutions for remote learning and health protocols. Transformational leaders adapted by encouraging flexibility and innovation among their staff (Kouzes & Posner, 2021).

Transactional Leadership:

- Efficiency and Structure: While transformational leadership was vital, transactional leadership also played a role in ensuring the efficient execution of new policies and procedures. Principals had to manage routine tasks effectively, such as adherence to new health guidelines and the logistical aspects of remote learning (Bass & Riggio, 2006).
- Performance Management: Principals needed to maintain performance standards and accountability even in a remote environment. Transactional strategies helped in setting clear expectations and monitoring compliance with these standards (Northouse, 2019).

Situational Leadership:

- Adaptability: Effective principals employed situational leadership strategies, modifying their approach according to the requirements of their staff & the evolving context. This included shifting between supportive and directive behaviors depending on the circumstances and challenges faced (Hersey, Blanchard, & Johnson, 2013).

Emotional Intelligence in Leadership

Self-Awareness and Self-Regulation:

- Emotional Awareness: Principals exhibiting elevated self-awareness effectively managed their stress & emotional reactions throughout the pandemic. This self-regulation helped in maintaining a stable and supportive environment for both staff and students (Goleman, 1995).
- Resilience: The ability to bounce back from setbacks and maintain composure under pressure was crucial. Principals with strong emotional intelligence were more resilient and could model calm and effective behavior for their teams (Carmeli, 2003).

Empathy:

- Understanding and Support: Empathetic principals effectively addressed emotional requirement of their staff & students, providing support and understanding amid heightened anxiety and uncertainty. This empathy cultivated a sense of community and trust in the school. (Goleman, 1998).
- Communication: Effective communication, underpinned by empathy, was essential for addressing concerns, providing reassurance, and ensuring that the needs of all stakeholders were considered (Boyatzis, 2018).

Social Skills:

- Relationship Management: Principals with strong social skills managed relationships effectively, facilitated collaboration among staff, and navigated conflicts that arose due to the stress of the pandemic. These skills were critical for maintaining a cohesive and motivated team (Goleman, 2006).
- Networking and Collaboration: Building networks and collaborating with other educational leaders and community resources helped principals address the multifaceted challenges of the pandemic. This collaboration enabled the sharing of best practices and resources (Salovey & Mayer, 1990).

Impact on School Effectiveness

Student Outcomes:

- **Adaptation to Remote Learning:** Principals who effectively adapted their leadership strategies and demonstrated high EI were better able to support students' transition to remote learning. This included addressing the digital divide and ensuring that students had access to necessary resources (Harris, 2020).

Staff Well-being:

- **Supportive Environment:** By maintaining emotional support and demonstrating effective leadership behaviors, principals were able to mitigate burnout and stress among staff, leading to higher job satisfaction and productivity (Robinson, 2011).

Operational Efficiency:

- **Effective Crisis Management:** Principals who adapted their strategies and used EI effectively managed the operational challenges of the pandemic, including health and safety protocols, remote learning logistics, and communication with stakeholders (Fullan, 2020).

COVID-19 pandemic highlighted crucial function of adaptive leadership behaviours and emotional intelligence in school principals' effectiveness. Transformational and situational leadership styles, combined with greater degree of self-awareness, empathy, and social skills, enabled principals to navigate the crisis successfully. The capacity for adaptation to rapidly evolving circumstances and address emotional staff and students requirements has been key to maintaining school effectiveness during this unprecedented period. Future research could explore long-term impacts and the continued relevance of these adaptive strategies in post-pandemic educational settings.

Suggestions for Further Research

- The relative effectiveness of face-to-face principals' education program and principals' education through distance education mode
- Extension of same study with many more variables.
- Effectiveness of intervention program for improving Emotional Intelligence and leadership behavior.

Limitations

Despite attempts to increase size of sample, Covid-19 pandemic & subsequent lockdown prevented study from being conducted with a broader array of principals throughout the city. The data collection for economic well-being in the sample had been constrained, as the majority of the principals weren't the primary earners in their families. This hinders the conclusion regarding economic well-being, as evidenced by the variability in the collected data. In the subsequent study, the questionnaire must be revised to mitigate this limitation, despite the potential challenges principals may face in disclosing this data due to confidentiality concerns.

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