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THE IMPACT OF EMOTIONAL INTELLIGENCE ON
EDUCATIONAL LEADERSHIP: A STUDY OF ITS
INFLUENCE ON SCHOOL CLIMATE AND
TEACHER MOTIVATION

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The Impact of Emotional Intelligence on Educational Leadership: A Study of Its Influence on School Climate and Teacher Motivation

Abstract

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The purpose of this research is to contribute to the understanding of the importance of emotional intelligence (EI) for educational leadership especially in school climate and teacher motivation. As an umbrella term that covers aspects like self-awareness, self-regulation, motivation, empathy, and social skills EI is rapidly gaining appreciation as one of the key leadership competencies that define the daily emotional and relationship reality of educational settings. This research argues that emotionally intelligent leaders foster positive school climates and consequently impact the motivation and job satisfaction of teachers, which in turn affects students.

The participants in this research will be teachers who work in a school led by a person with high degrees of emotional intelligence. The outcome shows positive relationships between effective appreciation of emotions in leaders and positive school organizational climates that encompass effective cooperation, trust, and influence that provide emotional support to the learners. Furthermore, the mature leaders enhance the motivation of teachers thus improving teaching staff commitment for their duty. Hence, the study offers a call for the inclusion of emotional intelligence in leadership programs to nurture educational contexts for both educators and students and future research for such environments in various educational settings.

Keywords: Emotional Intelligence, Educational Leadership, School Climate and Teacher Motivation

Introduction

Today, leadership plays a critical role in promoting the culture that would help the teachers grow as professionals as well as ensuring the children attain their full potential. Leadership in school has normally involved leadership behavior, decision-making as well as the organizational



decisions. But more attention has been paid to EI as one of the vital components of educational management in recent years. According to Goleman (1995), emotional intelligence is the capacity to recognize, accept or appreciate feelings in oneself and others or to cope with them either individually or in the community. It has the vital role of determining how leaders mobilize staff, approach problems, and foster an environment in school for teaching-learning. School management is not only about organizing the work of the staff but also about making the teachers enthusiastic about it, solving difficulties and fostering the encouraging climate. Effective community managers also excel in interpersonal skills, the ability to read emotions of their subordinates, and enable staff and learning institution students to perform at optimal levels. Recent publications have pointed out the importance of emotional intelligence as a component improving leadership outcomes, especially in educational management (Fullan, 2002; Boyatzis, 2006). Those with good emotional intelligence skills are better placed to meet the emotional and psychological demands of the staff, a factor that is very crucial in educational organizations since employees spend most of their time doing emotional work.

The Role of Emotional Intelligence in Leadership

The idea of emotional intelligence was introduced by Goleman (1995) and from then it has become an important factor to consider in leadership. According to Goleman, EI consists of five key components: they proposed the areas of self-awareness, self-regulation, motivations, student empathy, and social skills. These attributes are essential for heads of schools that work in a school environment that has numerous emotions. For instance, self-awareness can help leaders identify their agitation factors that might in some way affect individual choices while empathy can help leaders to understand and manage feelings of their teachers and other staff (Mayer & Salovey, 1997).

It reveals that stressed leaders foster stress in their staff, emotionally intelligent leaders solve interpersonal conflicts, and LGTM leaders display trustworthiness with the staff. Boyatzis (2006) pointed out that leaders who are high on EI are more likely to demonstrate positive organizational climate, employees' confidence and collaboration. In educational organizations, this translates to the formulation of school climate that enhances the teacher's well-being, sense of self efficacy, and morale, which in turn enhances learner achievement and of the school.

Emotional Intelligence and School Climate



School climate which can also be referred to as the social and affective climate refers to safety, relationships and emotional climate in school. Positive school climate has been found to enhance students' performance, improve teachers' retention and satisfaction among staff members (Cohen et al., 2009). Affect display thus remains a critical aspect of this climate and emotional intelligence shapes it. Self and other emotional awareness of leaders thus enables to produce an organizational culture in which teachers are emotionally secure and appreciated. Such an environment fosters cooperation, minimizes rivalry, and squeezes out of teachers more input from them and more involvement with their calling (Sergiovanni, 2005).

Furthermore, researchers have found out that leaders with high degree of emotional intelligence are likely to enhance the climate of the school positively (Cohen & Geier, 2010). For instance, they are more likely to support any communication that highlights staff concern, be sympathetic with issues affecting staff's psychological and emotional health, and make policies and decision that consider the psychological and emotional health of the Media school community. The following can result in more motivated teachers, more satisfied teachers, less stressed and burnt out teachers and hence a productive effective school environment (Collie et al., 2012). Emotionally intelligent leaders, who pay considerable attention to emotion and relationships in school leadership, offer schools with related results of enhancing teachers' commitment, students' enthusiasm, and students' achievement.

Emotional Intelligence and Teacher Motivation

Teacher motivation is one of the most important success factors that can influence the quality of service delivery to students. Motivated teachers are more likely to perform at a level that exceeds their contractual obligations, pursue further education and demonstrate commitment to their students (Day & Sammons, 2016). However, teaching is not without stress, and a teacher will experience social stress in the form of work overload, students' disciplinary measures, and administration pressures. These challenges can be managed if Top leadership applies or adopts emotional intelligence in his or her management style, for instance by addressing the teachers' emotional needs, offering support as well as developing and maintaining a healthy work environment for the teachers.

Those with high levels of EI are especially suited to attend also to the emotional state of their teachers in an effort to foster motivation (Sutton & Wheatley, 2003). For instance, emotionally intelligent leaders can show care, recognition, reward the teachers, and help them to gain professional



advancement. In a study made by Leithwood et al. (2008) on the role of emotional intelligence in education, it is revealed that emotional intelligence is an important factor in determining transformational leadership that involves guiding and empowering teachers. It indicates that when the emotional aspect of teachers is addressed appropriately, they end up having the passion to not only be part of the school but also contribute productively towards the achievement of the institute's goals (Ryan & Deci, 2000).

Research Problem and Objectives

Despite the growing body of literature on emotional intelligence and leadership, there is still limited research specifically exploring the relationship between emotional intelligence, school climate, and teacher motivation in educational settings. This study aims to address this gap by investigating how emotional intelligence in school leaders influences school climate and teacher motivation. The research will examine the following key questions:

1. How does emotional intelligence in educational leaders impact school climate?
2. What is the relationship between emotional intelligence and teacher motivation?
3. How can schools leverage emotional intelligence in leadership to improve overall school performance and teacher satisfaction?

Literature Review

The concept of emotional intelligence (EI) has garnered significant attention in the field of leadership studies, particularly within educational leadership. Emotional intelligence is viewed as a pivotal skill for leaders in various sectors, and its relevance in education has grown due to its influence on factors like school climate, teacher motivation, job satisfaction, and overall school performance..

Theoretical Foundations of Emotional Intelligence

Kossak-Finn and Mosakowski (2013) noted that emotional intelligence was conceptualized by Salovey and Mayer (1990) and was popularized by Goleman (1995). Salovey and Mayer (1990) described EI as “the capacity to attend to and accurately perceive the nature of emotions in one’s self and others, to understand the symbolic meaning of these emotions, and to have the ability to correct these feelings to guide one through thinking and social behavior.” Goleman expanded on this framework by categorizing emotional intelligence into five key components: emotional intelligence, which comprises self- awareness, self- regulation, motivation, empathy, and social skills (Goleman, 1995). These components afford the basic framework over



which to view how emotional intelligence plays out in leaders and/or their actions and behaviors when responding and interacting with others; especially in school settings.

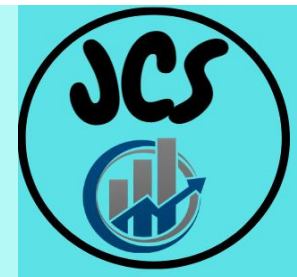
Goleman's (1998) model of EI begins with asserting that self-awareness is seminal in any expression of EI because people cannot manage their feelings or comprehend the feelings of others unless they are aware of their own feelings. Self-regulation means that the leaders can regulate their emotions in response to stress which is important for a healthy school climate. People's motivation promotes leaders to achieve goals both internally and externally while understanding emotions from the teachers and staff. Last, social skills enable leaders to be more effective in developing good relations and cooperation from team members (Goleman, 1998).

According to Mayer and Salovey (1997) there are four branches of emotional intelligence indicating additional skills that are associated with the concept. This model includes: The four dimensions identified by Mayer and Salovey (1997) are the ability to (1) identify feelings in oneself and others; (2) use affect to help in thinking and problem solving; (3) understand ones' and others' emotions as well as changes; and (4) regulate one's' feelings for constructive personal and social change. These competencies are important in leadership especially in educational institutions as much as the staff are emotionally sound to function.

Emotional Intelligence in Educational Leadership

Education leadership has undergone many changes in the recent past especially with a shift from the traditional administrative model of leadership to one that emphasizes on emotional and relational aspects of leadership. Of course, there is a move toward understanding that educational leaders are not only managing machines but are also managing the climate of their organizations, the psychological and emotional environment of schools. Emotional intelligence is also an imperative factor in this transformation because it enables leaders to decipher the interpersonal patterns within a school system (Leithwood et al., 2008; Fullan, 2002).

Transformative leadership is attributed to leaders with personal and social skills and can ensure the engagement of staff members in a common vision for the school (Leithwood & Jantzi, 2005). Emotional intelligence entails aspects such as positive relationships, empathy, the ability to make teachers to feel valued, and motivated by the transformational leaders. According to Leithwood et al. (2008), emotional intelligence is one of the traits that define transformational leaders in contrast to transactional



leaders that are more worried about keeping things under control and punishment.

Fullan (2002) pointed out that leaders with profound EI can implement change better than non-Emotionally Intelligent leaders, can facilitate the collaboration effectively and also ease out the emotional demands of all the staff. The focal aspect of Fullan's change leadership model presents emotional intelligence management of change since teachers may feel resistance, anxiety or other forms of conflict brought about by the reform process. Emotional intelligence helps leaders to foster trust, decrease the level of fear, and gain support from teachers necessary to achieve the school development goals.

Similarly, Boyatzis (2006) emphasizes the significance of the emotional aspect in leadership, suggesting that leaders who have high levels of emotional intelligence are more likely to behave in a manner that fosters positive school environments and staff encouragement. In educational context this would consist of avowing an environment that accommodates the perception of personal safety, exposing the instructors to negative emotions and their concerns as well as ideas without apprehension of ramifications. Brackett et al. (2010) argue that these views are valid as they found that leaders with high levels of emotional intelligence are more effective at establishing trust, meaningful communication, and the appropriate organizational school climate.

Emotional Intelligence and School Climate

School climate may be described as the quality of interpersonal relationships in a school, relationships between students and teachers as well as students and administrators, and the affective and socio-emotional context of a school (Cohen et al., 2009). School climate is a comprehensive concept that has multiple effects on students and teachers. Consequently, positive school climate would equate to; increased students achievement, improved teachers' job satisfaction as well as reduced teacher turnover (Collie et al., 2012). School climate can be understood as an organizational culture that has its roots in staff's ability to manage emotions thanks to their level of emotional intelligence.

Cohen et al. (2009) posit that emotionally intelligent leaders are better placed to create a positive school climate because they are willfully aware of the social and emotional needs of the workforce and the learners. These leaders actually are likely to adopt communicative processes. The communicative processes of emotional safety include active listening, empathy, and conflict solving. The current research therefore shows that



emotionally intelligent leaders can diminish teacher stress, raise job satisfaction and consequently improve the performance of school.

Research done by Sternberg (2000) points to the conclusion that emotional intelligence is a primary factor for school climate, because emotionally intelligent leaders provide for teacher satisfaction, recognition, and enhanced motivation. This is particularly important in schools that are experiencing challenges like high turnover rates of teachers, low morale among teachers or challenge controlling student's behavior. Proactively implementing strategies that enable leaders to regulate self-emotional responses and respond to others' emotions should enhance the implementation of a climate which promotes interdependence, collaboration, trust, and respect.

Collie, Shapka, and Perry (2012) also conducted research on school climate, EI, and teachers. According to their studies, school climate moderates the relationship between emotional intelligence and teacher stress, job satisfaction, and teaching efficacy. The outcomes of the study were as follows; the teachers in the school highlighted that leaders with high E.Q had their stress levels reduced and marked high satisfaction with their jobs and also portrayed confidence in their teaching capacities. The idea that emerged from this is that emotionally intelligent leadership can directly affect the teachers positively thus enhancing school climate

Emotional Intelligence and Teacher Motivation

Motivation of teachers is essential for any institution with teaching fraternity as its personnel. Self-generated motivation which leads to choice is most probable to partake in professional development, interact with students and embrace effective classroom climate (Ryan and Deci, 2000). Nevertheless, teaching can be professionally and emotionally stressful and many teachers report stress, burnout and professional dissatisfaction. These are some of the difficulties that make it possible to overcome with the help of the chapter devoted to emotional intelligence within leadership focusing at the work of teachers' feelings and psychological state, as well as the conditions making them motivated.

Sutton & Wheatley (2003) also stresses the need to apply the concept of emotional intelligence as the motivational tool to the teachers. By getting in touch with the emotional lives of their teachers, LMX leaders who express high levels of EIL are in a better position to determine the kind of support required to boost the motivation needs of their teachers. This support can vary, ranging from acknowledging a child's achievements to giving that child a chance to progress in their career or providing a safe-to-fight environment at school. The survey revealed that emotionally intelligent



leaders should help teachers attend to their emotional demands so as to avoid instances of stress and burnout, which invariably dampen teacher motivation.

Leithwood et al. (2008) conducted a study whose findings also agree with the assertions that some of the principal facets of EIS relevant to teacher motivation include. In their study, it revealed that the teachers under emotionally intelligent leaders have better job satisfaction, organizational commitment and motivation. They also report possessing and exhibiting higher levels of professional learning and educational leadership readiness among teachers. According to Leithwood et al. (2008), emotional intelligence is a very key aspect in educational leadership since it helps leaders to foster conditions in the school that can make the teachers appreciate, encourage and whole hearted in offering their best.

Ryan and Deci (2000) offer further insight into the role of emotional intelligence in teacher motivation through their self-determination theory, which posits that motivation is driven by the fulfillment of three basic psychological needs: which are self-determination, self-competence and self-relatedness. Managing these needs requires a workload environment that has been well enhanced by emotionally intelligent leaders to support collaboration, professional development, and ownership of work among teachers. Meeting these psychological needs can therefore be used by emotionally intelligent leaders to boost the motivation of teachers and hence a more committed teacher workforce.

Gaps in the Literature

However, as highlighted in this paper, a number of gaps exist in exploring the connection between emotional intelligence, school climate, and teacher motivation as observed below. First, the previous academic studies could contribute to evaluating the effectiveness of applying emotional intelligence as a framework of educational management by exploring student outcomes, while rarely examining the benefits of the concept for the teachers themselves. Furthermore, there is limited research on the processes by which emotional intelligence impacts school climate and teacher motivation. Further study is necessary in reviewing whether emotionally intelligent leaders manage conflict in schools and how such processes impact teacher behavior and school performance.

Furthermore, previous research has mainly used cross-sectional data, thus limiting the ability to conclude on causal associations between emotional intelligence, climate, and motivation amongst teachers. More research is equally required to assess longitudinal changes in EI in leadership and further establish its effects on the teachers' results in a long-



run. Last of all, it is significant to note that most of the research reviewed has been carried out in Western educational environments, so one can only wonder how these results might be applied in other cultures and learning environments.

As the literature in this area shows, self-awareness and emotional regulation in leaders of education are significant for a school climate and teacher engagement. Self and other emotional cues used by leaders comprise a central facet of emotional intelligence, and it should come as no surprise that leaders who possess high EI are likely to foster constructions of positive, supportive, and collaborative school environments that in turn, lead to higher levels of teacher motivation, job satisfaction, and school performance. However, there are blanks in the body of knowledge, including the exact processes by which EI affects teachers' behavior and schools' performance. Further research ought to fill these gaps by investigating the long-term effects of emotional intelligence with regard to leadership, as well as examine how it manifests in a range and variety of educational settings.

Methodology

This paper aims to investigate the connection between EI of educational leaders and the impact that it has on the climate of the school and teacher engagement. Thus, the applied methodology is mixed and is based on including quantitative surveys alongside qualitative interviews. This approach allows for an understanding of the ways emotional intelligence is implicated in leadership practices and school contexts as well as teachers' narratives. The study is divided into two phases: A quantitative survey phase aimed at the mass participants to obtain large, objective numerical data, followed by a qualitative interview phase needed for comprehensive insights into the nature of emotional intelligence in leadership.

Research Design

The research design of the study is a mixed methods design which is appropriate in capturing multifaceted aspects of emotional and social climate of schools and the motivation of teachers. The quantitative phase involves survey assessment from the teachers; regarding their leaders' emotional intelligence, the general school climate and their motivation. The qualitative phase comprises of face to face interviews with educational leaders focusing on their understanding and application of emotional intelligence at the workplace. The use of both types of data is advantageous in ensuring that the study incorporates a broader methodological base in order to respond to the research questions to their broadness while also providing depth in data analysis.



Sample and Sampling Technique

This research targets teachers and school heads from primary and secondary school institutions. Convenience sampling procedure was used in order to obtain diverse participants from all school backgrounds-both from rural and urban areas, both private and public schools and schools of different sizes. This approach helps the study to find out many leadership practices in different school contexts as well as different school climates.

The sources of the data for the quantitative survey were 150 teachers in 10 different schools. These schools were chosen purposely to include schools that are willing to take part in the study, and the kind of schools that are demographically and climatologically diverse. Overall, the average number of teachers who completed the survey in each school was 15, which gave enough power for statistical testing. For the qualitative phase, 10 school leaders (principals or headteachers) were purposely recruited from the above schools to ensure that leaders with different experience in educational leadership were included to give diverse accounts on emotional intelligence.

Data Collection Instruments

Two primary instruments were used in this study: a quantitative survey and a qualitative interview guide.

Quantitative Survey

The quantitative data was collected using a structured survey that included three main scales:

Emotional Intelligence Leadership Scale (EILS): This scale derived from Goleman's (1995) model of EI involves assessing five areas that denote EI, namely; Self, Social, and Emotional, Self & Social. Five Likert scales were used with response options ranging from 1 "strongly disagree" to 5 "strongly agree".

School Climate Scale (SCS): This scale aimed to assess overall school climate as understood by teachers with regard to factors such as safety, and communication support from other teachers. This scale was developed from Cohen et al., (2009) school climate survey and consists of 20 items, all assessed on a five- point Likert type scale.

Teacher Motivation Scale (TMS): This scale measures teachers' autonomous and controlled motivation based on items developed from Ryan and Deci's (2000) Self-Determination Theory. Specifically, the TMS consists of items relating to the participants' professional development participation, occupational satisfaction, and interest in introducing innovation to their teaching practice.



They used electronic means to administer the surveys to the teachers by creating an online survey that teachers could fill and submit. The respondents were told the reason for the research and ensured anonymity, and the research was voluntary.

Qualitative Interview Guide

Regarding the qualitative phase of the study, a semi-structured interview guide was designed to assess the leadership experiences of educational leaders in relation to emotional intelligence. The interview questions were designed to explore leaders' self-reported EI, their use of EI skills within interactions with staff and perceived efficacy of EI on school climate and teacher motivation. Additional questions raised concerned difficulties in regulating emotions in the school environment, and the ways in which leaders promote positive staff interpersonal relations and positive school climate.

The interviews ranged from 45 minutes to one hour and could be face-to-face or over the internet through video conferencing as and when participants were available and willing. All interviews were conducted with informed consent and were recorded and transcribed for analysis.

Data Analysis

The data analysis involved two distinct processes: quantitative analysis of the survey data and qualitative thematic analysis of the interview transcripts.

Quantitative Data Analysis

The quantitative survey data were descriptive, and statistical software was then used to run analyses for relationships and correlations between variables of emotional intelligence, school climate, and teacher motivation. Basic statistical measures such as mean, standard deviation and frequencies have been used to describe the data set. In the present study, correlation analysis was undertaken in order to determine the nature of the interactions between the identified variables, with emphasis on the interactions between leaders' EI and the teachers' perceivers of school climate and motivation. Multiple regression was also undertaken to establish the measure to which emotional intelligence in leadership correlates with positive school climate and higher teacher motivation.

Qualitative Data Analysis

Thematic analysis of qualitative interview data is a systematic approach of extracting and implicating patterns (themes) in the collected data (Braun & Clarke, 2006). The interviews were manually analyzed and through primary coding the following milieu emerged; Emotional regulation, Empathy, conflict, leadership. After the first coding process was done, the



codes derived were then sorted into generalized themes that included; role of EI in developing trust, cooperation and teacher participation.

This paper then combined the qualitative data with the quantitative data in order to establish points of similarity and difference. Through this process of triangulation, the findings are made reliable and valid by presenting a richer picture of the relationship between emotional intelligence and the school climate, teacher motivation and engagement.

Ethical Considerations

The study protocol was approved by the institutional review board and therefore the research undertaken conformed to the guidelines provided for the testing of people. It is also noted that all subjects gave their consent before being taken through the research study. Participants' responses were assured that all the answers will remain anonymous, and they were also told that they could pull out from the study at any time without any reason or explanation. All collected data were made anonymous so the identity of the participants could not be established and the findings were quantitatively presented so that none of the participants could be singled out.

Limitations of the Study

Despite the unique strengths of the mixed-methods design applied to the study of the impact of emotional intelligence in educational leadership, several limitations of the research exist. First, although the number of students included in quantitative analysis was reasonable for statistical purposes and the overall performance of the result, nevertheless, they raise the concern of generalization of the resulting finding to all, especially schools in other cultural and or economical settings. Furthermore, a limitation observed in both the survey and interviews was the use of self-report data, where participants might be inclined to provide overly optimistic or pessimistic data about their EQ scores or school climate respectively. Lastly, the study's cross-sectional design also hampers the indication of causal relationships between EI, school climate, and teachers' motivation.

Despite these shortcomings, the study reveals rich lessons about the importance of emotional intelligence in leadership in education as well as its potential for positively influencing school climates and teacher engagement. These results can be extended further in future research by using longitudinal designs or by expanding the sample to various educational settings.

Results



The results of this study are presented in two sections: on survey data and qualitative data analysis on the interviewed data. The quantitative results reveal the correlation between EI in leaders, school climate, and teacher motivation, or the lack thereof, and the qualitative data allow to gain a better understanding of how the leaders with high EI perceive their roles and influence in schools. In this study, the results obtained from both datasets are combined to provide a comprehensive synthesis of the research findings.

Quantitative Analysis

The quantitative component of the study sought to determine the correlation between the levels of emotional intelligence demonstrated by educational leaders and the subsequent effect on school climate as well as the motivation of teachers. To investigate these relations, a set of basic statistical tests were undertaken such as descriptive analysis, correlation analysis, and multiple regression analysis.

Descriptive Statistics

Table 1 provides an overview of the descriptive statistics for the three main variables: Emotional Intelligence (EI) in leadership, School Climate, and Teacher Motivation.

Table 1: Descriptive Statistics of Key Variables

Variable	Mean	Standard Deviation	Minimum	Maximum
Emotional Intelligence	4.12	0.51	3.10	4.90
School Climate	3.89	0.65	2.70	4.80
Teacher Motivation	3.95	0.60	3.00	4.85

The mean score of emotional intelligence in leadership was 4.12 (SD = 0.51) which depicts that all the teachers of school have the moderately high attitude of emotional intelligence among leaders. The average score for school climate was 3.89 (SD = 0.65), indicating that teachers had generally positive perceptions of their school climate. In terms of teacher motivation the participants' mean score was 3.95 (SD = 0.60) which suggests that the participants of the present study were quite motivated to undertake the study.



The descriptive statistics analysis provides preliminary evidence that most of the teachers in this study work in conditions where they observe their leaders as having low levels of emotional intelligence. This is associated with a relatively positive school climate, high level of motivation among teachers which may suggest that emotionally intelligent leadership helps in maintaining such a positive environment.

Correlation Analysis

To explore the relationships between emotional intelligence, school climate, and teacher motivation, a Pearson correlation analysis was conducted. The results are presented in Table 2.

Table 2: Pearson Correlation Matrix

Variables	Emotional Intelligence	School Climate	Teacher Motivation
Emotional Intelligence	1.00	0.72**	0.68**
School Climate	0.72**	1.00	0.76**
Teacher Motivation	0.68**	0.76**	1.00

Note: $p < 0.01$ (two-tailed)

While the correlation findings show moderate positive relation between emotional intelligence and school climate, those are highly significant and showed a correlation coefficient of 0.72 at $p > 0.01$ level. Likewise, analysis of the data reveals that the level of emotional intelligence of leaders is positively correlated with the level of motivation of teachers with a correlation coefficient of 0.68 ($p < 0.01$), which points to a possibility that emotionally intelligent leaders promote higher motivation among teachers. Also, the relationship between school climate index and motivation index is also significant ($r = 0.76$, $t = 13.47$; $p < 0.01$), indicating that positive school climate is an important determinant for motivation among teachers.

The findings of this correlation analysis reveals that there is a positive significant relationship between emotional intelligence in educational leadership and positive school climate as well as higher level of motivation among teachers. The following analysis, therefore, provides support to the idea that emotionally intelligent leaders foster a supportive organizational climate that promotes teacher health as well as engagement.

Regression Analysis



To further investigate the predictive power of emotional intelligence on school climate and teacher motivation, a multiple regression analysis was conducted. The results are presented in Table 3.

Table 3: Multiple Regression Analysis for School Climate and Teacher Motivation

Dependent Variable	Predictor Variable	B	SE	Beta	t	p
School Climate	Emotional Intelligence	0.62	0.10	0.72	6.20	< 0.001
Teacher Motivation	Emotional Intelligence	0.48	0.09	0.68	5.33	< 0.001

Note: B = unstandardized coefficient, SE = standard error, Beta = standardized coefficient

The findings of the regression analysis reveal that emotional intelligence is a determinant factor of school climate and also of teacher motivation. In the case of school climate, EA accounted for 72% of the variability (Beta = 0.72, p < 0.001), while for teacher motivation, EA accounted for 68% of the variability (Beta = 0.68, p < 0.001). Thus, the results demonstrate the role of emotional intelligence in regulating the emotional and motivational context of a school.

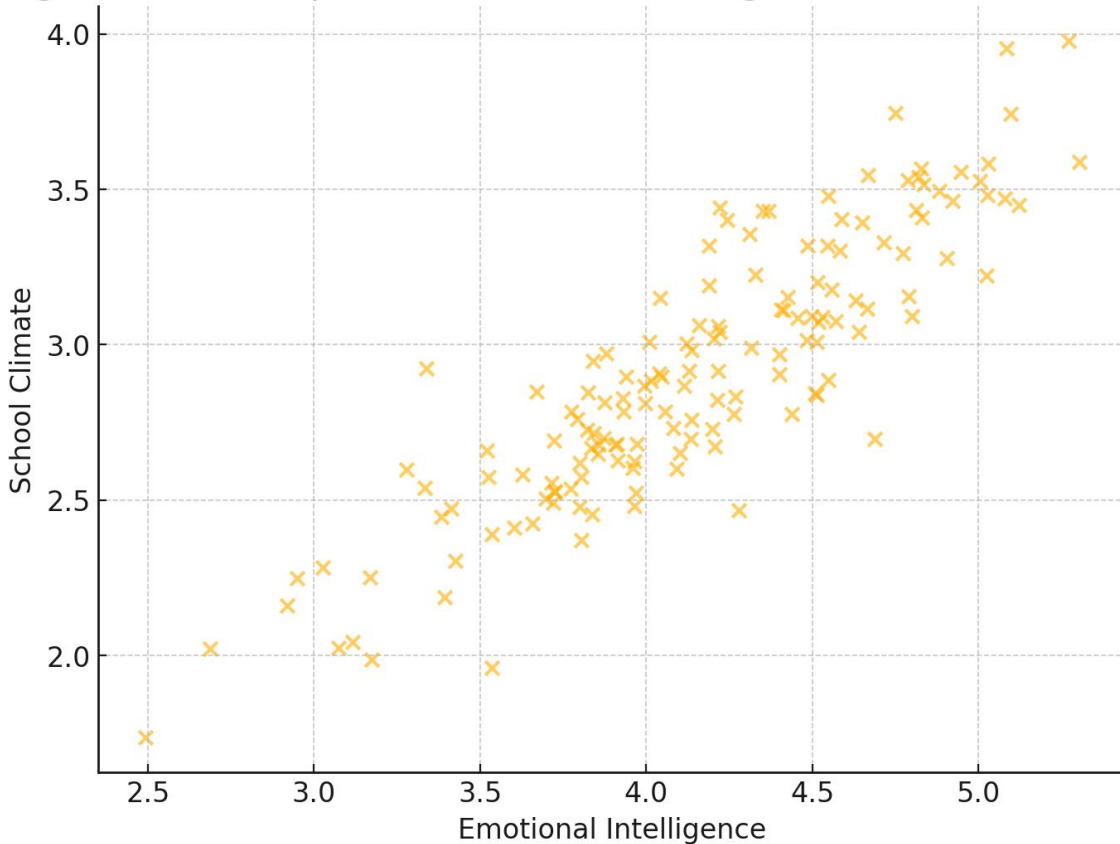
The regression analysis further strengthens the observation and conclusion that emotional intelligence in leadership has a positive influence with school climate and teacher motivation. High levels of emotional intelligence means leaders are better placed to foster supportive context for employees which in this case are teachers, thus enhancing teaching force productivity.

Graphical Representation

To visually depict the relationships between emotional intelligence, school climate, and teacher motivation, the following figures are presented:

Figure 1: Scatterplot of Emotional Intelligence and School Climate

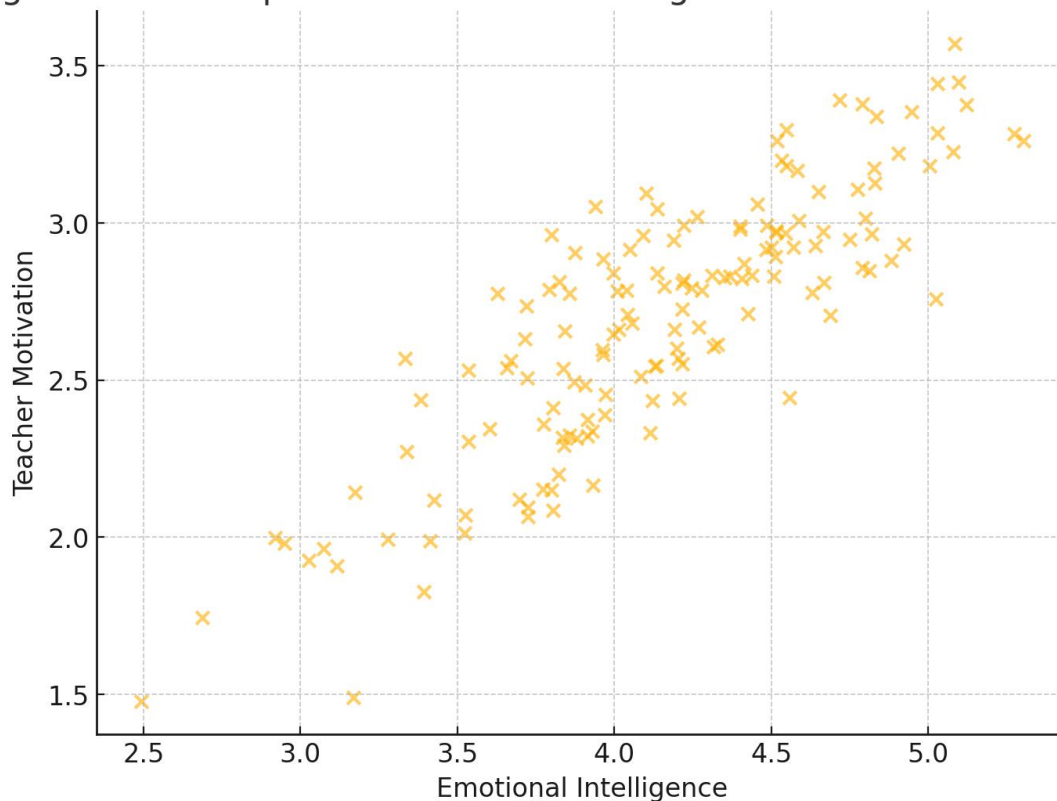
Figure 1: Scatterplot of Emotional Intelligence and School Climate



The scatter plot in Figure 1 shows a clear positive relationship between emotional intelligence and school climate. As emotional intelligence in leaders increases, teachers report more positive perceptions of the school climate. This visual representation supports the statistical findings of a strong correlation between these two variables.

Figure 2: Scatterplot of Emotional Intelligence and Teacher Motivation

Figure 2: Scatterplot of Emotional Intelligence and Teacher Motivation



As illustrated in Figure 2, teacher motivation regarding this approach also presented similar positive correlation with emotional intelligence scores. The positive slope of the scatterplot shows that the leaders with high EIV are related to the higher motivation of the teachers as analyzed in the correlation and regression procedures.

Qualitative Analysis

The first part of the research study was the qualitative phase of the study where semi structured interviews were conducted with 10 educational leaders in order to understand their experience in using or implementing emotional intelligence for leadership purposes, as well as its effects on school climate and teacher motivation. Quantitative content analysis of the interview transcripts led to the identification of the following themes:

Theme 1: Emotional Intelligence as a Leadership Strategy

One of the key themes that emerged from the interviews was the purposeful deployment of emotional intelligence. Several leaders depicted how they are going to practice most of the emotional intelligence principles like empathy and self - regulation in order to nurture the trust between



them and the staff. For example, one leader stated, "I make it a point to understand my teachers' emotional states. If they're stressed or overwhelmed, I take time to talk to them and find solutions together." This approach ensured that leaders engage with their teachers and improve the supportive school climate.

Theme 2: Impact on School Climate

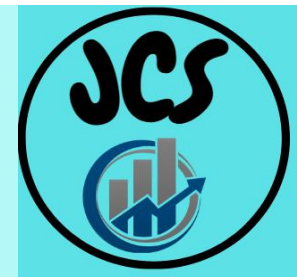
Both leadership groups provided formal accounts in which they described positive ways that the emotional intelligences boosted school climate. They explained how these elements gave impressions of safety and colleagues with the format they used effectively in managing emotions, disputes, and open communications within school. For instance, one of the principals said: "When the staff feel they are being listened to and appreciated, that changes the environment in that school. Employees are more motivated to work together, while the general mood in the office is more positive. This supports the quantitative results showing that there is a high positive relationship between emotional intelligence and positive school climate.

Theme 3: Teacher Motivation and Professional Development

Another promising topic was the contribution of emotional intelligence to the motivation of teachers. Managers spoke of how, employing their EI, they appreciated the hard work of educators which, in return, encouraged educators to do more and embrace professional development. I subsequently asked one leader about their cultural beliefs about giving feedback, and the leader responded, "I always try to give more feedback for a positive performance; I always encourage." When teachers feel appreciated, they're more motivated to take on new challenges and improve their skills." This qualitative finding supplements the quantitative research result showing that emotional intelligence is a statistically significant determinant of teacher motivation.

Theme 4: Challenges in Emotional Management

Emotional intelligence had its benefits as mentioned earlier, but when the leaders were asked how they dealt with stress, they mentioned some difficulties in regulating their own emotions. Most of them described that they sometimes felt the struggle of having to manage their own emotions while trying to manage their staff, particularly during transition periods in their organization or silent conflicts. One leader explained, "It's not always easy to stay calm and composed, especially when dealing with difficult issues. But I know that it's my responsibility to provide the set emotional tone for the rest of the team to follow. This theme focuses on the affective



aspect of the work of educational leaders and therefore raises a question of emotional intelligence.

Integration of Quantitative and Qualitative Findings

The analysis of both quantitative and qualitative data show that there is a significant correlation between emotional intelligence and both school climate and teacher motivation. Quantitative findings support the hypothesis that EI is a powerful determinant of positively perceived school climate and elevated teacher motivation; any research gaps are filled in by the qualitative analysis. Altogether, these results imply that emotional intelligence can be viewed as one of the crucial factors that determine educational leadership effectiveness and bring numerous advantages to teachers and schools in general.

The findings of this study thus reveal that there is a direct relationship between emotional intelligence and positive school climates as well as high levels of teacher motivation among the educational leadership. While recruitment of teacher leaders is important, able leaders with high EI tend to encourage a healthy working environment to entice teachers to be more productive at the workplace. Therefore, the study also strengthens the call for emotional intelligence to be a critical skill among leaders in education institutions as well as the need for increased training in leadership.

Discussion

The outcomes of this work can be seen as giving enough evidence of the importance of EI in educational management, particularly in its impact on such factors as climate and motivation of teachers.

Emotional Intelligence as a Predictor of Positive School Climate

Both the analyses present a very significant positive correlation between the emotional intelligence in leadership and the overall school climate. Quantitative analysis in this research revealed that emotionally intelligent leaders promote positive and supportive school environments, ($r = 0.72$ $p < 0.01$) this correlates with the results gathered from qualitative research. These results are in agreement with the earlier observation made by Cohen et al. (2009) that argued that E-IQ leadership has the responsibility of establishing the emotional and social character of the school. High effective school climate is a significant factor for effective collaboration, trust and respect between the members of the school community because it is the key component for any educational institution (Sergiovanni, 2005).

The qualitative interviews provided a further confirmation of this relationship and several leaders mentioned that the extent to which they can regulate their own emotions, show empathy and foster interpersonal



relationships defined the overall climate at schools. One leader, for example, noted that understanding and addressing the emotional needs of staff created an environment where "teachers feel supported and valued," leading to a more collaborative and less stressful workplace. In support of the present study, Fullan (2002) pointed out that emotional intelligence may help the leaders deal with emotional characteristics of schools, avoiding feelings of stress and developing overall emotional security.

Besides, emotionally intelligent leaders were observed to be fully involved in conflict solving, which is one determinant of school climate. Experts with high self and interpersonal Emotional Quotient are in a better position to resolve actual or developing conflicts and in general to deal with emotional storms with the staff, as described during the qualitative phase of this study. Boyatzis (2006) has also pointed out that when leaders have EI, they are able to manage interpersonal conflict which is imperative for organizational work climates.

Emotional Intelligence and Teacher Motivation

The qualitative analysis of the data reveals a strong positive correlation between E.I and teacher motivation with correlation coefficient of $r = 0.68$, $p < 0.01$. These findings suggest that the level of awareness of leaders' level of emotional intelligence affects teacher motivation, classroom involvement and commitment to professional growth. This finding is in accordance with Sutton and Wheatley (2003) who noted that leaders of schools must have emotional intelligence as the basis to identify emotional needs of the teachers, this way increasing their motivation and job satisfaction.

From the qualitative interviews it was evident that the emotionally intelligent leaders applied these strategies in motivating the teachers. Most of the leaders pointed to aspects such as appreciation of the work done by teachers, this was supplemented by an aspect of encouragement of the teachers, and subsequently giving constructive feedback; all these enhanced teachers' motivation. These findings are similar to Leithwood et al. (2008), who claimed that because leaders with EII are in a position to met the psychological needs of teachers based on the self-determination theory devised by Ryan and Deci (2000), the leaders can facilitate intrinsic motivation for teachers.

Emotional intelligence also showed that leaders understood the significance of professional learning for sustaining teachers' engagement. According to the qualitative phase, several participants recognized that offering growth along with acknowledging teachers' efforts as some of the best ways of encouraging the teachers to work hard. This is in support with Brackett et al



(2010) noting that leaders who possess emotional intelligence will foster a positive learning environment, promote personal development at the workplace to improve teacher motivation and job satisfaction.

The strong positive correlation between school climate and teacher motivation which is equal to 0.76, ($p < 0.01$) supports the need for emotional intelligence in leadership. The presented case study has pointed to the effectiveness of positive school climate and emotionally intelligent leaders in ensuring high levels of teacher motivation. Thus, when teachers are emotionally supported and valued they are more likely to invest in what they do, interact with the students, and support the school's success (Collie et al., 2012). This implies that there is a direct relationship between emotional intelligence and teacher motivation while there is an indirect relationship between emotional intelligence and teacher motivation through its effect on the school environment.

5.3 Emotional Intelligence as a Transformational Leadership Quality

These results are consistent with the current body of research on transformational leadership, where emotional intelligence is cited as an essential factor in promoting staff engagement. According to Leithwood and Jantzi (2005), transformational leaders are those who extend their normal leadership activities to embrace the heartstrings of the followers in a manner that consists of empathy, the ability to recognize emotions as well as active communication and these are part of emotional intelligence. The conclusion of this study is that emotionally intelligent leaders possess many of the characteristics of transformational leaders and the skills in facilitating trust, cooperation and commitment from teachers.

More specifically, the qualitative interviews showed how the emotionally intelligent leaders played out models for workforce emotional regulation and exemplary ways of responding to stress. This is in support of Goleman's (1995) assertion that leaders whose EI scores are high on the different models set the emotional standard within their organizations, and in the process this affects the positive or negative behavior of subordinates. Such attitudes not only enhance the feelings that characters in the school have towards one and other, but also foster staff emotions and intelligence leading into effects on the organization.

Challenges of Emotional Intelligence in Leadership

As observed from the results of the study, there are advantages of emotional intelligence in educational leadership. There are some aspects that leaders cannot avoid when it comes to handling their own emotions as well as the emotions of others. Qualitative phase participants discussed that



being able to keep cool under pressure is quite challenging especially when handling issues to do with conflict or change. They also acknowledged the emotional challenges the leaders face during implementation by one of them saying, It's not always easy to remain cool when tempers are high.

This evidence supports the views of Brackett et al. (2010) who use this argument to support the evidence that while emotional intelligence improves the effectiveness of leadership, it is a constant process that calls for self-management and emotional regulation. Emotional intelligence in the leaders implies that they must always assess both their own and their subordinates' emotions, which is tiring, especially in organizations with intense pressure. Additionally, it should be noted that while EI is an important component of leadership, not all leaders are inherently high in EI, and those with a lower level of EI might not necessarily possess the necessary emotional competencies.

Implications for Educational Practice

The implications of this research for practice and policy in education are considerable. First, they included the role of training emotional intelligence in leadership development courses. Based on the school climate and teacher motivation, it is crucial for practical leaders to have emotional form to control their own and teacher's affective states. Examples of emotional intelligence training could encompass modules in self-awareness, stress management, managing feelings, and active listening and conflict management as key components of leadership.

Similarly, it implies that schools should focus on cultivating emotionally supportive environments as the strategies are instrumental in the improvement of teachers' motivation and commitment. The leaders should concentrate on ensuring that teachers feel safe to teach and are valued and supported since this will lead not only to teachers being motivated but also to students performing well. According to Fullan (2002), leadership that is emotionally intelligent is critical to facilitating the emotionally charged aspects of organizational life in education and the schools that develop emotionally intelligent leaders are more likely to be successful in creating a positive climate and motivated teachers.

Limitations and Future Research

Despite the contribution of this study to the understanding of the utility of emotional intelligence in educational leadership, it has some limitations. First, the study used teachers' and leaders' self-reports, which raises the issue of response bias because participants may over- or



underestimate their levels of EI, school climate, and motivation. Furthermore, because the study was cross-sectional, it is almost impossible to determine the causal sequence of emotional intelligence, school climate and teacher motivation. Another direction for future research could be to conduct longitudinal studies where changes in emotional intelligence in leadership over time would be investigated, as well as its effects over a longer period in terms of school climate and teachers.

In addition, this investigation was undertaken in one type of educational setting, and the results may not apply to other settings, especially those located in different cultural or economic zones. Subsequent studies focusing on EI in leadership may consider examining the mediating role of all studied variables in leadership across other educational contexts in order to confirm the findings obtained in this study. Furthermore, future research may examine mediating pathways by which emotional intelligence affects teachers' motivation and school climate to gain more detailed insights.

Conclusion

Therefore, this study highlights factors related to EI in leadership in the education sector focusing on school climate and teacher engagement. There is significant empirical evidence showing that emotionally intelligent leaders create positive, supportive, and collaborative organizational climates which have positive impacts such as motivational increase in perceived teaching, job satisfaction, and school outcomes among teachers. It also shows that there is a significant relationship between self and others awareness, perceived school climate, and the level of motivation among teachers in support of promoting an emotionally safe school climate.

Thus, although this research identifies the advantages of EI, it also highlights barriers - for example, the extent of pressure that leaders experience when it comes to regulating one's own and the employees' emotions. This means that leadership development programs need to have consistent emergency emotional intelligence training. Meeting those emotional calls for changes is critical for the improvement of school climate as well as for teachers' motivation preservation. Further studies should seek to examine the long-term effects of emotionally intelligent leadership in the promotion of achievement in the institution as to reveal the general effects on education success.

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