

# **Emotional Intelligence of Secondary School headteachers and school achievement: A Case Study of Kasenengwa District**

by

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## **Abstract**

*This paper is anchored on findings of a study which investigated the role of Emotional Intelligence in education leadership and its relationship with school achievement of secondary school head teachers in Kasenengwa District. The study was anti-positivistic and adopted the mixed methods research. Targeting Kasenengwa District, 50 respondents: 8 head teachers of all the 8 secondary schools in the District and 42 heads of departments were sampled conveniently. Data collected was analyzed descriptively and thematically. Daniel Goleman's theory of Emotional Intelligence guided this study. The major findings of this study show that secondary school head teachers on the average were poorer in Emotional awareness (EA) than in Emotional Management (EM), Social Emotional Awareness (ESA) and Relationship Management (RM). Nevertheless, the competences of EM, SEA and RM were effectively functioning but only needed further strengthening. Cooperatively and comparatively, the younger head teachers were better in EI than the older ones. Being older did not play advantage on the EI of the secondary school head teachers in Kasenengwa District. Head teachers who served more than 5 in administration irrespective of their ages were better*

*in EI skills than those who had less experience (less than 5 years in administration). The EI of the female was better than the average scores of all the males and superior in academic achievement, fiscal responsibility and teacher well-being. EI had influence on school achievement (academic, fiscal responsibility and teacher well-being). The higher the EI, the better the school achievement. It recommends that MoGE deliberately embark on introducing emotional intelligence in tertiary education integrated in courses of education studies.*

**Keywords:** *Emotional Intelligence, School Achievement, School Leadership and Emotional Competency Skills*

## **Introduction**

This paper demonstrates emotional intelligence and its apparent connections to constructive relationships to influence school achievement. It is anchored on findings of a study which used the competence-based model of emotional intelligence by Goleman (2001) designed specifically for workplace applications. It agrees with the results from another research demonstrating that the school achievement phenomenon was a product of a number of factors such as intellect, emotion and environment. Thus, it has been established that of these factors, the emotional factors like anxiety and environment, which include self-concept and levels of aspiration, determine school achievement (Abu-Hilal, 2012; Indu Bala Tehlan and Monika Dalal, 2018; Rashmi Kadlimatti, 2020).

Promoting well-rounded education leaders capable of knowing their own emotional intelligence, able to manage their own emotions and create a conducive environment for the teachers to positively impact the teaching and learning environment, is the interest of this research. Emotional intelligence (EQ) matters just as much as one's intellectual ability (IQ). Goleman (1995) and (1998) confirms that someone who attests high level of emotional

intelligence, will find it easier to build stronger relationships, create success at work, and achieve set career and personal goals.

There is no general agreement on how Emotional Intelligence is best evaluated or which aspects are most important although it is commonly measured through examinations or continuous assessments or successfully completing the educational benchmarks. In this study, to complete the benchmarks there are indicators of achievement which are specific, observable and measurable characteristics that can be used to show progress towards achieving an objective. The study chose to use the following as indicators of school achievement which typically fall in one of five categories: (a) enrollment (b) student success (c) organizational efficiency (d) fiscal accountability and (e) employee well-being.

### **Statement of the Problem**

Researchers over the past decade have shown that in the business world a positive correlation exists between effective leaders and emotional intelligence (Caruso and Salovey, 2004; Bradberry, and Greaves, 2003; Singh, 2003; Goleman, 1998; Rashmi Kadlimatti, 2020). To date, however, little research has been conducted on emotional intelligence and its effects on educational leadership. Review of the literature shows very few research studies examining the relation between emotional intelligence of school headteachers and school achievement. This is despite the fact that there is evidence that Head teachers are the change agents being held accountable for school achievement (Waters et al, 2005) and that emotional intelligence affects leadership performance in the business sector (Goleman, 1998). Worse still the positive effect which emotional intelligence has, as defined by Goleman (1998), on the nine standards of leadership also defended by DE Franco and Golden (2003) is apparently not known yet in Zambia. There has been minimal literature present on qualitative studies in Kasenengwa, especially single case studies, providing a deep understanding and insight on how individual head teachers demonstrate emotional intelligence competences. This Case

Study explore this missing gap on emotional intelligence of secondary school head teacher and its corresponding impact on school achievement.

### **Research Questions**

1. How does the level of EI of Secondary School Head teachers in Kasenengwa District relate to their marital status, age, years of experience and education level?
2. What are the EI skills that Secondary School Head teachers possess in Kasenengwa District?
3. To what extent does the EI of Secondary school Head teachers relate to school achievement?
4. What are the perceptions of secondary school head teachers on the relationship between emotional intelligence and school achievement?

### **Literature Review**

#### ***Concept of Emotional intelligence***

When psychologists began to think and write about intelligence, they focused on cognitive aspects, such as memory and problem-solving. However, there were researchers who understood that the non-cognitive aspects were also important in intelligence. According to Freedman (2017), Thorndike used the term social intelligence in 1920 to describe the skill of understanding and managing other people. He proposed that humans possess several types of intelligence, one of which was the social intelligence, or the ability to understand and manage men and women, boys and girls, and also to act wisely in human relations. In 1940 David Wechsler, originator of the Wechsler Adult Intelligence Scale (WAIS), referred to both non-intellective and intellective elements of intelligence (Wechsler, 1943 as cited in Cherniss, 2000). He described the effects of non-intellective factors on intelligent behaviour. The non-intellective elements included affective, personal, and social factors. He later hypothesized that

they were essential for predicting one's ability to succeed in life. He further argued that our models of intelligence would not be complete until we can effectively describe these factors.

In 1983, Howard Gardner's reference Frames of Mind (Gardner, 1998) included both Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and Intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, failed to explain cognitive ability fully. Thus, there was a common belief that traditional definitions of intelligence lack the ability to explain performance outcomes completely.

Emotional Intelligence has been defined and redefined in several ways by different scholars. Few of the definitions are presented here: Psychologists Salovey and Mayer (2002) who introduced the concept of EI in the early 1990's, "redefined EI as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth." According to them, emotions are internal events that coordinate physiological responses, cognitions, and conscious awareness. Reuven Bar-On (1996) defines EI as "An array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. The Six Seconds Team (1997) define EI as the "capacities to create optimal results in your relationships with yourself and others." But according to Elias (2001) EI is the set of abilities that we like to think of as being on the other side of the report card from the academic skills.

Goleman (1995) popularized emotional intelligence through his book where he created five factors that are related to effective EI: self-awareness, motivation, self-regulation, empathy and social skills. Goleman is also believed to have been the first scholar to link EI to successful leadership and demonstrated that the key element to differentiate between great and mediocre leaders is EI (Goleman, 2004, 1999).

### ***At the workplace***

Emotional intelligence is critical in the workplace as Bradberry and Greaves (2005) point out:

*The intensity and variety of emotions that can surface over the course of a day is astounding. People experience an average of 27 emotions each working hour. With nearly 17 waking hours each day, one has about 456 emotional experiences from the time he/she gets up until the time one goes to bed. This means that more than 3,000 emotional reactions guide an individual person through each week and more than 150,000 each year! Of all the emotions a person will experience in a lifetime, nearly two million of them will happen during working hours. It is no wonder that people who manage emotions well are easier to work with and more likely to achieve what they set out to do.*

Consequently, the understanding of an organisation's culture largely rests on how the organisation responds to emotions within it and deals with emotional management" (Hothschild 1983). Thus, organizations would be wise to put EI to work.

According to Dulewicz and Higgs (2000), the core of Goleman's findings (1995, 1998a, 1998b) is that EI makes a difference in terms of individual and organizational success. Additionally, Lynn (2005) says that "EI can make a huge difference in both our personal lives and our work satisfaction and performance. EI (EQ) is the distinguishing factor that enables us to work in concert and collaboration with others or to withdraw in dispute". Cherniss (2000) outlines four main reasons why the workplace would be a logical setting for evaluating and improving EI competencies: Firstly, that EI competencies are critical for success in most jobs. Secondly that many adults enter the workforce without the competencies necessary to succeed or excel at their job. Thirdly, employers already have the established means and motivation for providing EI training. Finally, most adults spend the majority of their waking hours at work, the more reason EI should be applied.

## ***The importance of Emotional intelligence in educational leadership***

Spector and Johnson in Murphy (2006) have stated that “there is perhaps no construct in the social sciences that has produced more controversy in recent years” than the EI discussion. Despite having critics, proponents of EI claim that it is more important in life than academic intelligence. For example, Goleman (1995) postulates that EI accounts for 80 percent of work performance and life success. Besides, EI is directly linked to career progression and also results in individuals who make better leaders, who are self-starters and self-motivated (Goleman, 1998). Additionally, there are claims that EI results in individuals who are more altruistic (Cherniss & Adler, 2001) and also contributes to better teamwork (Druskatt & Wolff, 2001). In reference to morality, EI is attributed to lead to better decisions (Jordan, Ashkanasy & Hartel, 2002; Parih Acharya, 2015) and results in individuals who have morally superior values (Cooper & Sawaf, 1997). Gillis, (2004) also adds that EQ is a useful construct for addressing a broad array of behavioural problems. Other proponents propagate the EI results in better coping with stress (Ashkanasy, et al, 2004).

Studies conducted in different aspects of Emotional intelligence prove that it is an important factor in educational leadership (Cliffe, 2011; Ayiro, 2010). The duo argue that there is a positive relationship between effective leadership and EI. Rust, David Allen (2014), Marshall (2011) and Mills and Rouse (2009) also confirm that EI is an important element in the exercise of effective leadership. Stephens and Hermond (2009) in their studies, revealed the idea that general intelligence, IQ, was not the only vital factor in predicting the success of leaders in organizations but also EI. According to them, the EI of a school principal and school performance correlated. However, the current research does not in any way subscribe to the notion that EI, irrespective of general intelligence, is vital in predicting the success of leaders in organisations such as the learning institutions, rather EI minimises distractors and enhances focus, thereby contributing to the effectiveness of a leader.

### ***Emotional Intelligence Misconceptions***

There exist many misconceptions about Emotional intelligence. One of them is that it entails one not being pleasant all the time or having a happy-go-lucky demeanour, which would not represent EI. An emotionally intelligent person may need to be confrontational, yet, do so with an increased perception of others' emotions and can respond in context of the situation while managing and expressing thoughts and emotions appropriately. Emotional intelligence is not personality; however, it may be manifested in personality, and is a quotient which persons possess, can improve upon, and is important to success. Not discounting intelligence quotient, EI abilities can improve the likelihood of a person being successful by as much as 25-45 percent (Goleman, et al., 2002). Gray (2009) purports that there is a genetic impact on EI, yet, the intelligence can be developed and increased over time.

### ***Global perspectives of Emotional Intelligence***

Emotional Intelligence has become a popular construct and global issue attracting a lot of interest, looked at from various angles. One such area is the school set up. The school of the 21st century requires a head teacher who will embrace a multidimensional approach to leadership so as to bring about school improvement and effectiveness. Scholars point out that head teachers play a pivotal role in school settings (Leithwood & Jantzi, 2008; Waters et al. 2003). Duke et al. (2008) observed that low-performing schools have been successfully turned around under strong head teacher leadership. The leadership of school administrators may be an important factor for school effectiveness. For example, the lack of effective ways to select and build the capacity of promising school leaders may eventually undermine the performance of schools. Increased interest in leadership preparation and development is based on the fact that school leaders can make a difference in both the effectiveness and efficiency of schooling (Hackett & Hortman, 2008). Preparation of head teachers is intended to provide a framework within which they can achieve school and



national objectives of education both of which target individual empowerment and the socio-economic wellbeing of the country, respectively. As a result, countries have come up with institutions and programmes for preparation and development of school head teachers. The Commonwealth Secretariat report (1996) cited in Bush and Jackson (2002) shows the connection between quality leadership and school effectiveness stating that, “the head teacher plays the most crucial role in ensuring school effectiveness” (p.417). One of the ways of ensuring that such a role is effectively carried out is through preparing and continuously developing head teachers.

### ***African Perspectives on Emotional Intelligence***

Many studies carried out on head teachers in Africa focus on acquisition of management skills in the areas of financing, human resource, procurement and curriculum contexts. They are devoid of leadership constructs (Harbey & Dadey, 1993; Oduro & MacBeath, 2003; Kitavi and Van Der Westhuizen, 1997). Kenya, for example, incurs one of the highest expenditures on education globally; 6.9% of GDP and 17.2% of public educational expenditure as a percent of overall government expenditure (UNESCO, 2011). It is therefore vital that the returns from this sector are commensurate to the investment. In Kenya, training programmes developed by the Kenya Education Management Institute (a public institution for training school managers) for training of school managers identify factors and strategies that may increase leader capacity in schools.

In South Africa after a shift from the oppressive apartheid rule to a democratic political dispensation, more women have gained leadership positions in this new era. According to Mlangeni (2014) women require to have a higher degree of EI. Mlangeni indicated that female school principals who were emotionally intelligent were able to manage their own emotions and that of others in order to improve the culture of teaching and learning in their schools. Thus, suggesting that the Department of Basic Education (DoBE) needed to provide induction programs and

mentoring of newly appointed school Headteachers in respect of EI.

### ***Zambian Perspective of Emotional Intelligence***

The phenomenon of EI has not been explored both in the private and public sector as evidenced by lack of data. There is so far no known research carried out on EI in Zambia, more particular the education sector. Nevertheless, the phenomenon of EI has traces covered in some universities in Zambia offering courses such as Conflict Management and Resolutions, Organisational Behaviour, Project Management and Organisational Leadership. The modules used, assignments given and examination papers from Universities also show that EI is covered to a considerable extent in private universities in Zambia. An absence of deliberate initiative to include EI or focus on the subject of EI has its implications. Head teachers are not trained at college to be head schools. Their effectiveness is therefore problematic.

### **Theoretical Framework**

This study adopted the conceptualization of a workplace model (also referred to as a competency-based model) of emotional intelligence by Daniel Goleman (2001) designed specifically for workplace applications. It is described as an emotional intelligence-based theory of performance involving 20 competencies (Goleman, 2001: 27) that distinguish individual differences in workplace performance. George (2000) suggests that emotional intelligence plays an important role in leadership effectiveness and proposes that the ability to understand and manage moods and emotions in oneself and in others theoretically contributes to the effectiveness of leaders. Goleman's theory of EI was chosen specifically for the study because his adaptation allows prediction of personal effectiveness in leadership (Curry, 2004). Goleman's theory also offers a broad conceptualization of EI that is fitting to the complex demands of head teachers through the components of self-awareness, self-management, social awareness, and relationship management. These components

of Goleman's theory are essential skills of head teachers for "possessing the ability to influence in the areas of relationships, vision, motivation, and conflict resolution" (Barent, 2005: 49).

## **Methodology**

### ***Research Design***

The study was anti-positivistic and adopted the mixed methods research. The Case Study research design was used to answer the research problem. This research design was also useful for testing whether the Goleman Model of emotional intelligence and models actually worked in secondary schools as the real world. Kasenengwa is both a constituency and a recently declared District with a limited population hence, the approach and the case study design were appropriately employed. Furthermore, the research design was used because of the need to obtain an in-depth, multi-faceted appreciation of EI as a phenomenon occurring in secondary schools in its natural real-life context. Besides, this type of research looks in depth at particular issues with a single or small number of subjects (Brumfit & Mitchell, 1989).

### ***Sample Size***

Participants comprised all the 8 Secondary schools in Kasenengwa District. The secondary school head teachers whose EI competences were assumed to have a relationship with their schools' achievements. Additionally, heads of departments in all the 8 secondary schools were sampled, particularly, those whose teaching experiences were more than 5 years though some could have been longer at the same school from the time they were upgraded and could be familiar with trends in their schools.

### ***Inclusivity, Exclusivity and Sampling Technique***

The whole population of head teachers was sampled because Kasenengwa only has 8 secondary schools. Inclusivity of participants meant being in departments offering subjects in the academic pathway such as Mathematics, Languages, Social

Sciences, Business Studies and Natural Sciences departments. These departments are found in all the eight secondary schools. Thus, the secondary schools targeted had an equal chance of participating in the study. Departments offering vocational subjects were excluded because they vary from one secondary school to the other. Therefore, 8 head teachers and 40 HoDs gave the study a total sample of 48. These were sampled conveniently. Brumfit and Mitchell (1989) uphold use of this type of sampling technique, a view also supported by Calmorin and Calmorin (2012) who contend that the use of the total population is advisable for a population of a hundred or less and more than a hundred requires sampling.

### ***Data Collection tools***

Data was collected using face-to-face interviews. The quick emotional intelligence self-assessment was used to assess the Emotional Quotient of the Head teachers. The assessment tool was administered to all the secondary school head teachers. They were given the Emotional Intelligence Appraisal Tool to fill in and return in a stamped self-addressed envelope. This was followed by in-depth face-to-face interviews with each head teacher to collect in-depth information on the leadership skills of the head teachers and their subsequent achievements. Focus group interviews were administered to the 5 Heads of Departments (HoDs) per school.

Desk review was also undertaken, concentrating on literature and unpublished materials such as minutes from Parent Teachers Associations and School Education Boards. Staff Councils were also consulted for information on the performance of secondary schools. The School Strategic Plans were also consulted to get information on achievements of schools. The statistical databases (school result analyses), the Examinations Council of Zambia, Curriculum Implementation Framework were also consulted for information. These were required to evaluate the schools on how close they were achieving their goals, the ministry goals and set targets.

The Quick Emotional Intelligence Self-Assessment tool

was used to ascertain the EI of secondary School Head teachers based on Goleman Framework: EI – four learned competencies: Emotional Awareness, Emotional Management, Social Emotional Awareness and Relationship Management.

### ***Data Analysis***

The data collected from the interviews was narrative and hence qualitatively analysed thematically to derive themes used to document the perspectives of the participants regarding the influence of emotional intelligence on school achievement or performance. Codes, categories, and patterns into a comprehensible set of themes as recommended by Creswell (2007) and Saldana (2009) was done. The researcher coded the transcripts, looked for common characteristics in the codes, and placed them into categories and themes using the research questions as a guide. Qualitative results were synthesized to discuss the relationship between the emotional intelligence of a Head teacher and school achievement. The excel spreadsheets, tables, pie and bar charts were used to present quantitative data, which was analysed descriptively

### ***Data Quality Control***

In order to maintain quality of data, data collectors and supervisors were trained and the Quick Emotional Intelligence Self-Assessment tool guide was prepared. Pre-test was done on 5% of the total sample and based on the findings of the pre-test the questions were modified. At every night of data collection day, the collected data was checked for completeness and consistency by the principal investigators and supervisors, whose observations were communicated to data collectors. The reliability of the emotional intelligence scale was found by test-retest method. In terms of validity, the items in the scale had 100% against educational and psychological express regarding their suitability to measure wished to establish the level of the Emotional intelligence skills or competences amongst the secondary school head teachers' emotional intelligence. Therefore test possess high

face validity. In addition, attempts were also made to establish construct validity.

Research ethics were upheld in this study. For example, the field test consisted of a full test of the instrument and procedures, including the introduction, explaining the participant's rights based on ethics requirements, consent, conducting the interview, and closing the interview.

## Findings and Discussion

*The Emotional Intelligence (EI) skills that Secondary school Head teachers possess in Kasenengwa District.*

The study wished to establish the level of the Emotional intelligence skills or competences amongst the secondary school head teachers with the view of linking them to other variables under investigation. The Quick Emotional Intelligence Self-Assessment used herein was based on Goleman's EI Framework, which covers four learned competencies: Emotional Awareness, Emotional Management, Social Emotional Awareness and Relationship Management. The marks for each competence were scored out of 40. The results were averaged, and presented in figure 1 below.

**Figure 1: Figure 1: Average EI skills that Head teachers possess in Kasenengwa District**

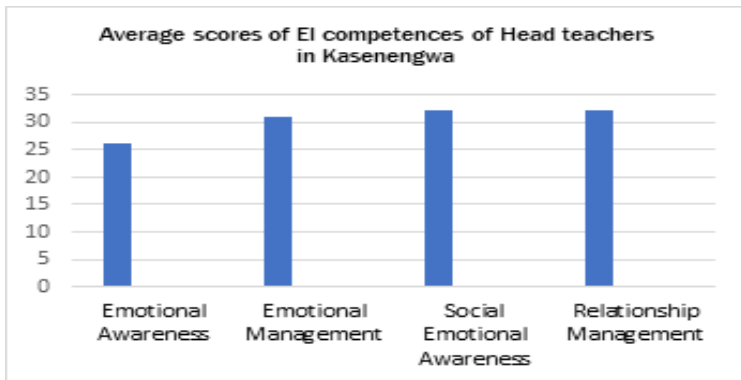


Figure 1 shows that head teachers on average scored higher on relationship management than in emotional awareness. Low results in emotional awareness in reference to other skills, showed that generally there was poor self-awareness. This entails, to some extent, that head teachers' inability to recognise their feelings and possibly failure to understand their habitual emotional responses to events affected their behaviour and performance.

According to Poskey (2000) emotional awareness is the competency which is important in the workplace because it enables us to recognize our emotions, their effects and impact on those around us. In supporting this idea, Fuge (2014) stipulated that emotional awareness is about understanding your emotions and the emotions of those around you. It is about knowing yourself and your feelings so well that you are able to manage them effectively at any moment in any given situation. Thus, one's ability to manage his or her emotions makes one better himself or herself in the workplace. To a larger extent, this includes working well under stress and handling the relationships one creates with co-workers, employers, and employees in a personal, yet professional manner.

The general performance of the head teachers in emotional management, social emotional awareness and relationship management was above 75% but less than 87.50%. Scores above 35 or 87.50% were considered as enhanced skills and seen as leverage to develop weakness. The performance for the subsequent domains was much better than the domain for EA. There were many factors which included: how sociable and age of the head teachers. Most of the teachers found the head teachers of their age approachable, friendly and accommodating. Much more importantly, the head teachers were found to be more understanding. These peer-to-peer relationships with their head teachers resulted in a mutual bond leading to trustworthiness and confidentiality. This ultimately resulted into effective relationships and management, possibly resulting into higher scores in RM than EA. On the contrary, the old head teachers found it difficult getting submissions to act on from younger teachers.

The submissions from the HoDs in schools where the head teachers were born in the 60s as will be discussed later revealed that most of these head teachers remained rigid and were not taking advice willingly. This made the younger head teachers appear more sociable than the elderly ones. Additionally, the elderly head teachers looking down on the younger and less experienced teachers created some hostilities and resentment and shunning the elderly head teachers. This hostility could have made it difficult for headteachers to identify power relationships in the schools as claimed by the submissions of the HoDs. Furthermore, there was a belief in the secondary schools with elderly head teachers that many teachers could not rely on their head teachers who also had little empathy for their families.

In reference to the other domains such as emotional management, social emotional awareness and relationship management, the scores were much better than the emotional awareness on the average. Suffice to say that individually, there were scores above 35 in few cases showing that in terms of social emotional relationships the situation was positive except that the scores were computed as mean scores. Social emotional awareness and relationships management are also valuable at the workplace. Poskey Mike (2013) has argued that these have also proven to contribute more to workplace achievement than technical skills, cognitive ability, and standard personality traits combined.

### ***EI skills that Head teachers possess in relation to their Ages in Kasenengwa District.***

In order to constructively show the results of the relationship between age and emotional intelligence, the ages were categorized into two: those who were born between 1960 and 1969 and those born between 1970 and 1979. Data for all the head teachers born between 1960 and 1969, and those born between 1970 and 1979 were isolated in reference to the Goleman learned skills or competences and computed. Furthermore, submissions from the interviews and focus group discussions were also compiled and analysed in the light of the head teachers' age categories.



From Table 1, it is understandably clear that the trend seemed to be the same of scoring highly on Social Emotional Awareness and Relationship Management from both age groups and least on emotional awareness. It was clear from the findings that there was still a problem of self-awareness but significantly that the older head teachers were better on self-awareness than the younger ones. The lowest scores on emotional awareness 15 marks out of 40 total scores which were from those born between 1970 and 1979.

Additionally, personal interactions with each of those revealed that there overrating or underrating themselves between the categories. However, overrating was prominent amongst the younger category.

**Table 1: EI skills of head teachers according to age in Kasenengwa District**

SN	EMOTIONALINTELLIGENCECOMPENTENCE	AVERAGE SCORE (40 Marks)	
		Born between 1960 - 1969	Born between 1970 - 1979
1	Emotional Awareness	27	25
2	Emotional Management	29	32
3	Social Emotional Awareness	30	34
4	Relationship Management	30	32

The explanation for the higher scores on emotional awareness by older head teachers than the younger ones could have been the effect of age on emotional intelligence. From the focus group discussion, interactions with the HoDs and the head teachers, age provided differences in the period of interactions and with different experiences. The older the person was, the longer and wider the interactions with vast experience which could have led to deeper introspection and some discovery about oneself. It is this insight about oneself which results into more self-emotional awareness.

Participants also revealed that ‘the older the person, the better the emotional awareness’, an argument supported by Atkins and Stough (2005), who purports that studies of affective processing across the lifespan suggest that older adults may be more adept at regulating their emotions than younger adults. These findings suggest that particular aspects of emotional intelligence may increase with age. The trendy argument here is that older adults face a variety of challenges that might be expected to induce negative effect such as the loss of loved ones, diminished health and unrealised expectations. Yet, the evidence suggests that older people are more able to maintain and even increase subjective well-being than younger people. Salovey and Mayer, (1990) have shown that EI developed with increasing age and experience. In a series of longitudinal studies, it was discovered that people can change their EI competencies over time (Goleman, 1996; Mayer et al., 2000; Boyatzis, 2000; Wong and Law, 2002).

Findings relating to the other domains i.e. EM, SEA and RM show that the younger ones were generally better than the older counterparts. The explanation couldn’t be different from the one mentioned earlier to similar age grouping, approachability, sociability and accommodability of the younger head teachers. The age difference might not be so wide as to bring up significant and remarkable variations for the subsequent domains of EM, SEA and RM.

### ***Comparison between school certificate performance and age grouping of head teachers in Kasenengwa***

The results for the performance of schools headed by those born between 1960 and 1969 were compared with those born between 1970 and 1979. The academic achievement of schools managed by head teachers born between 1970 and 1979 were grouped together and compared with those managed by those born in the 60s. It should be noted here that head teachers born in the 70s had generally slightly higher scores in EM, SEA and RM domains than those in the 60s. They generally were better though slightly in three competences than those born in the 60. The comparison

ascertained whether EI and age had any influence on academic achievement or not. Head teachers born in the 60s were also better in emotional awareness than those born in the 70s. Something worth noting also is the age difference which is not huge and therefore the experiences might be similar to some extent.

**Figure 2: Average school academic achievement for head teachers according to the age groups**

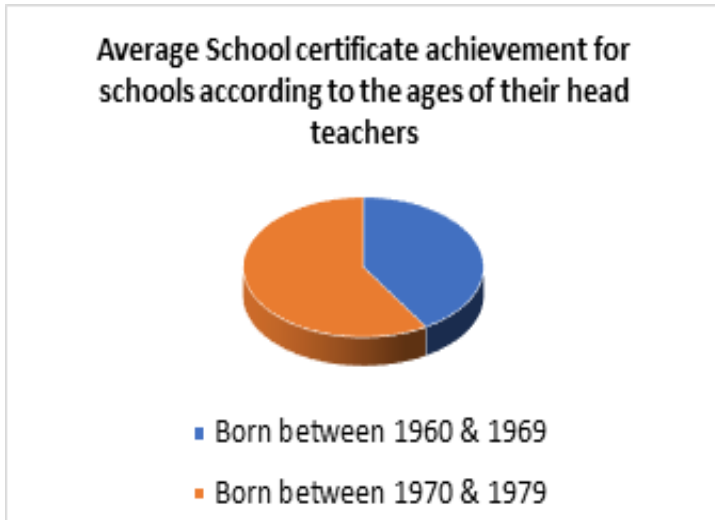


Figure 2 above shows the average results or performance of the schools headed by those born between 1970 and 1979 who generally had higher EI skills and were better than those who slightly had a lower EI in spite of being slightly older than them. The schools could have similar conditions except for Secondary School B which was a Boarding School. The rest of the schools were similar in many aspects. One of them was the difference in age. Consequently, difference in EI only in the domains of EM, SEA and RM. The ability to manage their own emotions and being socially conscious of the emotions of other could have helped these head teachers in the proper management of their

relationships with their teachers in their own institutions. This have been brought about a remarkable difference.

According to HoDs, head teachers who were emotionally intelligent, had the ability to handle well teachers, proper conflict resolution strategies, were democratic and valued contributions of all members of staff. This increased teacher participation, consequently leading to stronger team work. These were a source of motivation for staff who ultimately put in the best resulting good academic achievement. This corroborates with the set of five emotional intelligence competencies that that Poskey (2013) believes have proven to contribute more to workplace achievement than technical skills, cognitive ability, and standard personality traits combined. Key among them is people development which refers to the ability to sense what others need in order to grow, develop, and master their strengths and these constitute social emotional awareness and relationship management of Goleman competences. He further believes that social emotional awareness skills were important in the work place because they also enhanced conflict resolution strategies of negotiating and resolving disagreements with people. Thus, these attributes of EM, ESA and RM could have enhanced achievement in the school.

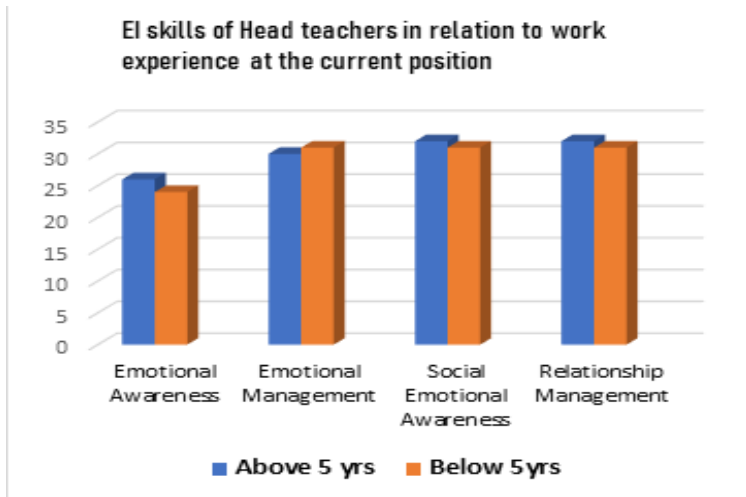
***EI skills that Head teachers possess in relation to their work experience in the current position in Kasenengwa District.***

To determine the influence work experience had on EI, the head teachers were grouped into two categories: those who had experience on their current position for more than five years and those who had less than five years of experience irrespective of their age. The EQ scores in terms of domains were then compared.

Figure 3 below shows that there was generally a relationship between work experience in administration and emotional awareness. Significantly, head teachers with above five years' experience were better in Emotional Awareness, Social Emotional Awareness and Relationship management than those below 5 years of work experience. Although it may appear that age could

have played a bigger role but that was not the case as there were older head teachers who were promoted later than some younger ones. It is worth noting that the trend remained similar like other findings except that in the case under discussion the headteachers with fewer years of experience appeared to have higher EQ scores in emotional management. Generally, work experience could have played a role in varying the EQ scores where the head teachers with 5 years and above were on the better side in terms of EI. The longer the work experience as head teacher the broad and longer the interaction with several people with various backgrounds this on its own could have harnessed better training ground as submitted many participants in our interactions through interviews.

**Figure 3: EI skills of Head teachers in relation to their work experience in their current position in Kasenengwa District**



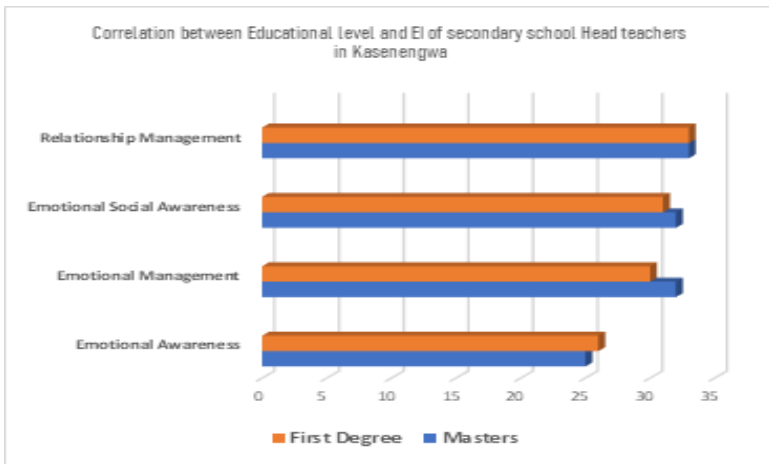
This explanation is also supported by Daniel Goleman (1998) who takes emotional competence as learned capability based on emotional intelligence that results in outstanding performance

at work. Therefore, work experience provides such learning. The longer and appropriate work experience the better the EQ (Goleman, 1998). Unlike Intelligence Quotient (IQ), which changes little after our teen years, emotional intelligence seems to be largely learned, and it continues to develop as we go through life and learn from our experiences-our competence in it can keep growing. Studies that have tracked people's level of emotional intelligence through the years show that people get better and better in these capabilities as they grow more adept at handling their emotions and impulses, at motivating themselves, and at honing their empathy and social adroitness.

### ***Effect of education level on Emotional intelligence of teachers in Kasenengwa***

To compare the correlation between education level and Emotional Intelligence, the average scores of EI of Head teachers with Masters degrees were compared with their counterparts with first degrees.

***Figure 4: Showing the effect of education level on Emotional intelligence of teachers in Kasenengwa***



The results showed that on emotional awareness, degree holders had on average a slightly higher score than Master's holders. But the latter have advantage on emotional management and emotional social awareness. However, there was no difference in RM of EQ between them. Since EI consists of intrapersonal (own personal awareness of emotions and managing them) and interpersonal (identifying and controlling other peoples' emotions) attributes, there was no advantage between the two groups to ascertain education level of the participants played a major role in either EA comparison with EM due to inconsistency. Basing only on EA scores then first-Degree holders were better at emotional awareness and slightly poorer at EM and ESA but the same at RM. And true for Masters holders as well. The results show negligible advantage of the Masters holders over the first-degree holders. Therefore, it was very difficult to generalize and ascribe the higher scores of Master's Degree holders in EM and ESA to their education level just as it is difficult to explain why there were poorer scores for Masters holders for EA than the first-degree holders. Submissions from HoDs through interviews and focus groups brought about mixed ideas. Some suggested that institutions of learning as social factors, the length and broader interactions could bring about experiences which may be cardinal in emotional intelligence building. Others, opposed the idea of the more educated a person could be the higher the EI citing the repeated disruptions and strikes which are rampant at highest institutions of learning. If these arguments could relate to our current discussion, the difference of two years interaction between first degree and masters to bring about much change is minimal. Much more importantly, some postgraduate studies could be by distance or on-line and therefore the social factor does not apply. There is no significant impact that education has on emotional intelligence. This is supported by Goleman (1995) who contends that academic intelligence has little to do with emotional life. The brightest among us can be found on the shoals of unbridled passions and unruly impulses and people with high IQs can be stunningly poor pilots of their private lives.

***Extent to which EI of the Secondary Head teachers relates to the school academic achievement.***

The school certificate results were considered as they depicted the maximum nurturing of the pupils from their respective schools. The results were computed and compared with the EI skills of the respective scores of the head teachers the results for grade nine were also extracted for the secondary schools to find out if the school certificate performance correlated with the grade 9 performance. Since there were schools without school certificate examination centre numbers and others still didn't have grade 12 candidates in the period under investigation, grade 9 results were used to ascertain correlation between EI and grade nine academic performance.

***School Certificate results for the secondary schools between 2016 and 2018 in Kasenengwa District***

To ascertain the relationship between EI and academic achievement, results from all secondary schools with grade 12 learners were collected and an average computed. The secondary schools F, G and H did not have school certificate candidates in the period under discussion. The identity of the schools was concealed to enable the researchers compare the emotional intelligence of their respective head teachers anonymously and uphold confidentiality of the findings. The arrangement of the schools assigned letters of alphabet did not follow the alphabetical order arrangement of the secondary schools in the District.

***Table 2: Average of results for grade 12 of secondary schools in Kasenengwa from 2016 - 2018***

NAME OF SECONDARY SCHOOL	RESULTS (%)
A	97.67
B	96.97
C	77.33



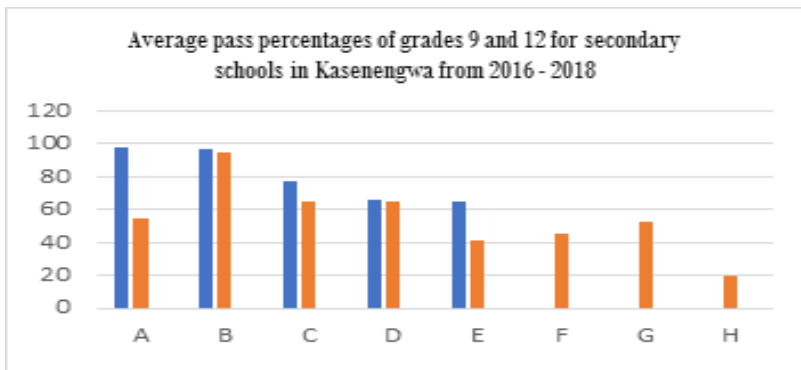
D	65.67
E	65.00
F*	00.00
G*	00.00
H*	00.00

Results in table 2 indicate that only two schools scored above the district target of 80 % for three consecutive years but the rest did not although School C reached the target in 2018 but had very poor results in 2016 and 2017.

***Average pass percentages of grades 9 and 12 for secondary schools in Kasenengwa from 2016 -2018***

Results for grades 9 and 12 were compared for the same schools except for the schools without candidates or examination centers in the period under investigation. This was to ascertain whether the results at grade 9 were replicated at grade 12 and vice versa. Only school B had been consistent both at grade 9 and grade 12. Grade 9 results were replicated at grade 12 as compared to school A whose grade 12 results for the previous three years were not replicated at grade 9.

***Figure 5: Average pass percentages of grades 9 and 12 for secondary schools in Kasenengwa from 2016 -2018***



Secondary School H had the poorest results even compared with primary schools. The results show that there was generally better performance at grade 12 than at grade 9 in all schools except for school B. Emotional intelligence of the head teachers in reference to academic achievement should apply at all levels of learning. Academic achievement of any secondary school embraces the progression rate of all learners from grades 8 to 12.

***Average Grade 12 School Certificate quantitative results between 2016 and 2018 by category in Kasenengwa***

The results in figure 5 were (the school certificate) between 2016 and 2018, categorised into groups; the schools above the target and the schools below the targets. The district and provincial targets 2016, 2017 and 2018, were 75%, 80% and 80% respectively. The names of the schools were not disclosed and hence the use of averages. The average EI Scores for the Head teachers for schools above the targets were compared with those below the target. The figure shows the findings and relationship.

***Figure 6: Average Grade 12 School Certificate quantitative results between 2016 and 2018 by category in Kasenengwa District.***

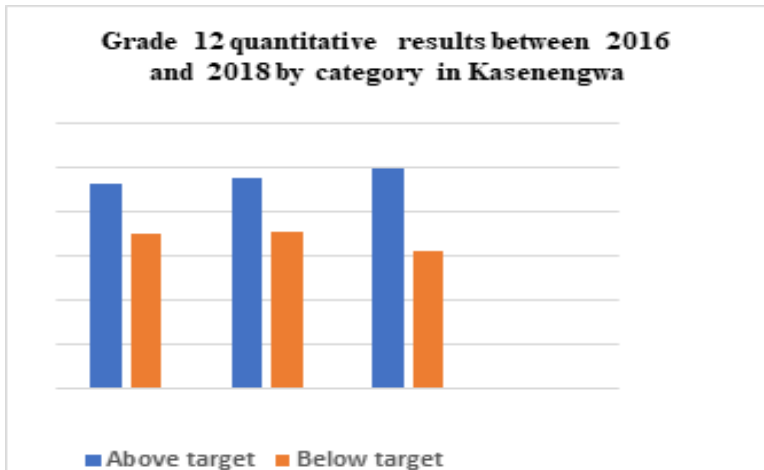


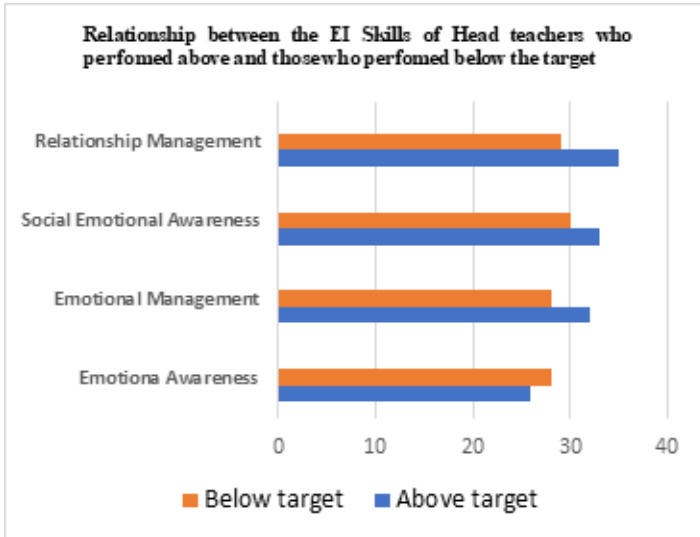
Figure 6 shows Average results of Grade 12 School Certificate quantitatively by percentage between 2016 and 2018 categorised into above and below the provincial target. The average of 96.14% was the school above the target of 75% in 2016; 80% in 2019; 2018, respectively. 67.67% as average for the schools below the targets in the same period.

***The relationship between the EI skills of Head teachers' achievement below and above the target in Kasenengwa***

The EI skills of the Head teachers for the school above the target were then compared with the EI skills of the head teachers whose schools performed below the target. Figure 9 below shows the relationship between the EI skills of head teachers' performance below and above the target in Kasenengwa.

The results from figure 7 showed that the EQ score for the head teachers whose schools exceeded the target were higher than those whose schools were below the target. The scores in EM, SEA and RM were higher than the Head teachers whose schools were below the target except for the EQ scores in EA where the head teachers with schools below the target had higher scores. This entails that scoring highly in EA only, may not be beneficial but also scoring highly in other domains. From the interactions held with the participants, EM, SEA and RM of the head teachers were deemed inevitable for the school achievement in various ways.

***Figure 7: Showing the relationship between the EI skills of Head teachers' achievement below and above the target in Kasenengwa***



Head teachers who were able to manage their own emotions were also good at soberly making decision as well as maintaining relationship. This also applies to the other competences of SEA and RM. Most of the HODs submitted that the Head teacher's ability to read their people's emotions helps in relating very well to others, enhances empathy, brings about motivation of the subordinates and less conflicts in the school. Furthermore, there is maximum cooperation and teachers concentrate on their core business and therefore put in their best.

These, consequently, enhance strong team work and maximum discipline among the pupils. This coincides with the assertion by Fuge (2014) regarding skills that managers and employees need to thrive in this environment. The skills are part of the competences of SEA and RM and among the four main skills needed to develop in order to harness one's emotional intelligence in the workplace (Ibid). To substantiate on EQ and its role in organisational achievement, Fuge (2014) describes Social Emotional Awareness (SEA) and Relationship Management (RM)

leading to the conclusion that the influence that SEA and RM have on achievement is remarkable in team building and effective performance of any institution. This is supported by Suci, Pect and Gherhes (2010) who argue that leaders' emotional competencies have overwhelming influence on the climate of the institution. This is also in line with Malos (2011) and Goleman (1995) in that leaders who can control their emotions are able to create a conducive environment built on trust and fairness. Leaders' emotional intelligence positively affect the overall mental and physical health and wellbeing of an organisation (Ayiro, 2009). Fullan (2001) also highlights that high emotional intelligence enables a leader to create interpersonal trust thereby enhancing the workplace climate and business outcomes.

It is also revealed that if head teachers are in control of their emotions, healthy working environments are built then teaching and learning is effective. This is in line with Connelly (2007) who posits that emotional intelligence provides leaders with skills to create positive work environments for themselves, and for others. Leithwood, et al, (2003) agree with this in that school leadership has direct influence on school conditions, classroom conditions and teachers, which, in turn, have direct impact on student learning and school achievement.

### ***Average Grade 9 quantitative results between 2016 and 2018 by category in Kasenengwa***

The grade 9 results were also extracted to ascertain academic achievement on both levels since other schools had no school certificate candidates in the period under investigation. Only school certificate for 5 schools were taken into consideration and not all the eight secondary schools in the District. The schools were grouped into two: above and below the target of 80%. The EI competences were then matched to the average pass percentages for the period of three years.

**Table 3: Grade 9 average results from 2016 – 2018 by category in reference to EI skills of the secondary school head teachers in Kasenengwa.**

Category	Average Grade 9 pass percentage in 3 yrs	Emotional Intelligence skills				Average EI Score
		EA	EM	ESA	RM	
Above target	94.67 %	23	32	34	35	31
Below target	49.24 %	26	30	31	30	29

Results from table 3 shows that the school which constantly scored above the target (94.67%) for the last three years also had the head teacher who had slightly higher scores in emotional intelligence especially in Emotional Management (EM), Emotional Social Awareness and as well as Relationship management. However, there was a lower score in Emotional awareness than the average score of the head teachers whose schools could not reach the target. The head teacher whose school exceeded the target was better in emotional management, Emotional Social Awareness and Relationship management than the head teachers whose schools did not reach the target on the average. This finding is consistent with researches by Pareh Acharya (2015) and Indu Bala Tehlan and Monika Dalal (2018). Plausibly, the results are a replicate of the school certificate results. The higher the emotional intelligence of the head teacher, the higher the academic achievement of the school both at grades 9 and grade 12 levels. The major competences at play involve EM, SEA and RM agreeing with many major findings which attributed to their importance.

***Extent to which EI of the Secondary Head teachers relates to Gender***

The results on correlation between EI and gender were also computed, although they looked similar to those computed earlier which scored above the target headed by a female with the rest of the schools headed by male head teachers. The grade 9 results

were used for computation since all schools had candidates in the years under investigations.

There could have been other factors involved but results show that school headed by a female head had performed very well during the 2016 to 2018 and coincidentally her EI competences were also generally higher than the average of all the male counterparts. For now, we would conclude that there is influence played by gender on emotional intelligence and subsequent good school achievement.

**Table 4: Relationship between EI, academic Achievement and gender in Kasenengwa**

Gender	Average Grade 9 pass percentage 3 in yrs	Emotional Intelligence skills				Average EI Score
		EA	EM	ESA	RM	
Female	94.67 %	23	32	34	35	31
Males	49.24 %	26	30	31	30	29

Sanchez-Nunez et al (2008) suggest that many studies have affirmed that women tend to be more emotionally expressive than men, that they understand emotions better and that they have a greater ability as regards certain interpersonal skills. Research also shows that women are slightly superior to men in perceiving emotions (Mayer and Geher, 1996; Wong and Law, 2002; Joseph et-al, 2000). Again, women demonstrated slightly greater abilities in social and emotional intelligence, greater doubt about feelings and decisions, and less emphasis on the intellect. Participants also argued that there was much evidence indicating that women generally have a higher EI index than men, though their self-perception tends to be lower than that of men. The latter also explains why there was the lowest score in EA in our study about the head teachers.

Studies further suggest that women are better managers to

enhance high achievement. The New York Times concluded that “no doubts: women are better managers” (Smith, 2009), and an article in the Daily Mail agreed (“Women in Top Jobs Are Viewed as ‘Better Leaders’ Than Men,” 2010). An article published in Psychology Today reported new data exploring “why women may be better leaders than men. [Is] women’s leadership style more suited to modern organizations?” (Williams, 2012). The arguments for a “female advantage” in leadership generally stem from the belief that women are more likely than men to adopt collaborative and empowering leadership styles, while men are disadvantaged because their leadership styles include more command-and-control behaviours and the assertion of power. In this study, common sense would lead us to conclude why schools headed by a female performed better than those managed by men.

***Extent to which EI of the Secondary Head teachers relates to their Fiscal responsibility***

In discussing indicators of achievement, Lockley (2017) stipulates fiscal responsibility as an indicator. The school certificate achievements were used to compare the fiscal responsibility because basically running the grade 12 examinations was very expensive and required a lot of investment. Achievement of better results determines how much monetary investment has been done. Through the interview with the headteachers, there were submissions on the performance of the secondary schools in monetary investments. Good performing schools were grouped together and schools which did not reached the target were also grouped together. The results came from the submissions of head teachers using the fiscal responsibility indicators if they exceeded (4), met (3), partially met (2) or did not meet the standards.

***Table 5: Fiscal performance of the schools whose academic school certificate is above 80 % target***

S/n	Fiscal Responsibility Indicator	Standards (Mean)
1	Discretionary funds (Petty cash)	3



2	Endowment fund (Inherited school assets)	3
3	Fundraising targets	3
4	Alumni participation	2
5	Community participation in sponsored events	3

**Table 6: Fiscal performance of the schools whose academic school certificate is below 80% target**

S/n	Fiscal Responsibility Indicator	Standards (Mean)
1	Discretionary funds (Petty cash)	
2	Endowment fund (Inherited school assets)	1
3	Fundraising targets	1
4	Alumni participation	1
5	Community participation in sponsored events	3

Results from Table 6 above show that all fiscal indicators considerably met the standards except for the participation of the former or ex-pupils of their respective schools. This coincides with the finding that head teachers whose schools performed above the target were generally higher in emotional intelligence than those whose schools failed to meet the target. From the results, the schools which failed to meet the target (Table 6) submitted that they generally failed to meet the standards of all fiscal indicators except for community participation in sponsored events. But they were also generally lower in Emotional intelligence scores. There is a relationship between high emotional intelligence as well as a corresponding indication of improved fiscal responsibility to school academic achievement and other projects. It is clear that factors for improved achievement of schools could be EI and effective fiscal responsibility. Findings also indicate that head

teachers of the good performing schools had a slightly higher emotional intelligence generally in the areas of EM, SEA and RM.

***Extent to which EI of the Secondary Head teachers relates to the (teacher-well-being) school climate***

The teacher-wellbeing is another indication of school achievement and an institution which does well in this area does well in other areas. The results regarding teacher well-being were extracted and computed based on the submission either meeting the standards or failing to meet the standards with ordinal coding.

Table 7: Teacher well-being of the schools whose academic school certificate was above 80

S/n	Teacher Well-being Indicator	Standards (Mode)
1	Continuous Professional development hours	3
2	Job satisfaction (Teacher’s contentment)	3
3	Work climate (How does it feel to work in this school)	3
4	Incentives (Things that motivate teachers)	3
5	Work Culture (How things are done at this school)	3
6	Labour day awards	4

Table 7 shows that schools where academic achievement was above target (80%), generally they reached the set standards and significantly exceeded the standard in Labour Day awards. Schools which generally academically achieved below the target partially met the standards in work climate, incentives which culminates in Labour Day awards. However, the met the standards in Continuous Professional Development hours and job satisfaction. There was better achievement on teacher well-being for schools which

exceeded the target than those which failed to reach the target. The head teachers for schools which exceeded the target (80%) had slight superior emotional intelligence compared to those which failed the target. It was revealed that head teachers with higher emotional intelligence contributed immensely to teacher well-being and subsequently to better achievement academically and fiscal responsibility. The effect of emotional intelligence on academic success is well documented in the literature (Fatum, Barbara, 2008; Berglas, 2011; Rust, David Allen, 2014; Rashmi Kadlimatti, 2020).

***Perceptions of secondary school head teachers and heads of departments on the relationship between emotional intelligence and school achievement?***

All head teachers who participated in the study submitted that emotional intelligence contributes significantly to better leadership and school achievement. All of them subscribed to the perception that ability to be aware and manage one's own emotions and those of others could help in being effective in decision making, collaboration and team building as well as in conflict resolution. However, the perception of the heads of departments (HoDs) on the Emotional Intelligence was quite different. From the schools which exceeded the target (80%), 66.67% of the HoDs agreed that their head teachers had the ability to identify, regulate and control their emotions and those of others. While 33.33% opposed the idea. Moreover, on the idea that it was because of the emotional intelligence of the head teacher that their schools had achieved a lot in the three years under investigation, 91.67 % agreed with this notion. Therefore, more than 90% of the HoDs ascribed the high achievement of the school to the emotional intelligence. This corroborates with what research points too (Pirkhanefi and Rafeeian, 2012; Jenaabadi, 2012; Rust, David Allen, 2014; Isazadegan, Jenaabadi and Sa'adatmand, 2014; Rashmi Kadlimatti, 2020).

The submissions of the HoDs also indicate that from the schools which failed to reach the target, only 54.84% agreed

with the idea that it was because of the emotional intelligence of the head teacher that their schools had achieved a lot the three years under investigation and 45.16% disapproved. On the other hand, 64.52% of the HoDs agreed that their head teachers had the ability to identify, regulate and control their emotions and those of others. However, 45.16% disagreed. The percentage of disapproval is higher against the head teachers whose schools achieved less.

The findings in table 3 showed that the head teachers for the schools which scored above the target had generally superior EI compared to those who did not reach the target. It can therefore be deduced that HoDs perceive that the higher the EI of the head teacher the better the school achievement.

## **Conclusion and Recommendations**

### **Conclusion**

The following are the major conclusions drawn from this study:

- i. The Quick Emotional Intelligence Self-Assessment was used in this study and it was based on Goleman Framework, which houses four learned competencies: Emotional Awareness, Emotional Management, Social Emotional Awareness and Relationship Management. This instrument can be easily obtained from various sources online and is easy to adapt and adopt.
- ii. Throughout the study (the introductory part and the findings), the paper has ably shown how Goleman's theory offers a broad conceptualization of EI that is fitting to the complex demands of head teachers through the components of self-awareness, self-management, social awareness, and relationship management.
- iii. Secondary school head teachers on the average were poorer in Emotional awareness (EA) than in Emotional Management (EM), Social Emotional Awareness (ESA) and Relationship Management (RM). Emotional awareness is a personal competence in one's ability

to stay aware of his or her emotions and manage ones behaviour and tendency. It is concerned with recognizing and understanding emotions of self as well as others. Nevertheless, competences of EM, SEA and RM were effectively functioning though further strengthening of these important elements should be considered.

- iv. In reference to the impact of age on Emotional intelligence, head teachers born in the 70s were better in EM, SMA and RM than their counterparts born in the 60s who only had better advantage in EA. Cooperatively and comparatively, the younger Head teachers were better in EI than the older ones. Generally, being older did not play advantage on the EI of the secondary school head teachers in Kasenengwa District.
- v. Work experience in the current position of Head teacher, had influence on EI. Head teachers who served more than five (5) years in administration irrespective of their ages were better in EI skills than those who had less experience (less than 5 years in administration).
- vi. The level of education of the head teachers had insignificant influence on EI and subsequent school achievement.
- vii. Gender had influence on the EI with the corresponding impact on school achievement. There could have been various interfering factors, but the EI of the female was better than the average scores of all the males and superior in academic achievement, fiscal responsibility and teacher well-being.
- viii. The Head teachers whose schools exceeded the target (80%) also had a higher advantage in EI than those whose schools failed to reach the target. Besides, the achievement in fiscal responsibility and teacher well-being was equally better. EI of the head teacher had influence on school achievement (academic, fiscal responsibility and teacher well-being). The higher the EI the better the school achievement.
- ix. One may wonder how these measurements might be

helpful in hiring teachers and promoting them to heads of departments and head teachers. Taking a leaf from the findings, it is easy to trace the invaluable viewpoint of the Head teachers and Heads of Departments (HODs) whose perception was that Emotional Intelligence could lead to effective leadership, enhanced achievement, strong team building and strategic conflict resolution. This is reason enough to use EI in promotion and hiring teachers.

- x. The findings further point to a possibility of higher education institutions being instrumental in propelling EI by refashioning the teacher education curriculum. For example, findings reveal that unanimously advocated for colleges and university to improve EI by integrating in courses of education studies EI subjects like the way courses of Special Education Needs and comprehensive sexuality have been integrated.
- xi. Even though the purpose of this study was to demonstrate the role of Emotional Intelligence in education leadership and its relationship with school achievement of secondary school head teachers taking Kasenengwa District as a case study, it is easy to see how the findings transcend Kasenengwa and impact other schools. For example, conducting the current study has helped bring out the role emotions play in the teaching and learning process in schools.

## **Recommendations**

1. The Ministries of Higher and General Education should deliberately embark on introducing emotional intelligence in tertiary education.
2. Government and schools should re-introduce aptitude tests for promotions with the infusion of emotional intelligence competences.
3. Government and schools should redesign the current PAS forms used for promotion or confirmation of teachers to positions of leadership to include elements of Emotional

intelligence.

4. Institutions of higher learning should design Educational Leadership courses to include emotional intelligence just as it is covered in organizational Behavior courses under Business Studies.

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