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THE IMPACT OF PRINCIPALS EMOTIONAL INTELLIGENCE AND EFFECTIVE LEADERSHIP STYLE IN PRIVATE SECONDARY SCHOOLS IN ADAMAWA, NIGERIA

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ABSTRACT

Darwin's theories about the value of emotional expression for survival and second adaptation provide the first foundations for the concept of emotional intelligence. Even while memory and problem-solving skills were prioritized in traditional definitions of intelligence in the 1900s, a number of significant researchers in the field of intelligence studies have started to emphasize the significance of non-cognitive characteristics as well. Regarding leadership qualities, emotional intelligence is becoming a more and more crucial quality for leaders everywhere. According to experts, it should be at least as important as any other skill a leader may have It is the leaders' duty to set the tone for their organization. Emotional intelligence is therefore an equally important skill set as technical and communication skills. In today's complex and cutthroat economic world, a leader must possess emotional intelligence to ensure the company's survival. Visionary principal leaders focus on quality and emphasize research-based programs and strategies to help teacher performance. When teachers perform at their best, students learn better. Therefore, effective principals look for training and skills development opportunities to equip teachers with competencies and knowledge to improve learning outcomes. Out of 300 copies of the instruments, 38 were not returned while 27 were wrongly filled and the remaining 235 copies of the instruments were finally used for the study. Table 1 shows the joint effect of independent variables (principal's Leadership Style and Level of Social Awareness) on employees productivity was significant ($F_{(2,232)} = 102.145$; $R = 0.684$, $R^2 = 0.468$, Adj. $R2 = 0.464$; $P < 0.05$). Table 2 shows that there was relative contribution of each independent variable (principal's Leadership Style and Level of Relationship Management) on dependent variable (Principals' Leadership productivity). The contributions are: Relationship Management ($\beta = .207$, $t = 3.880$, $P < 0.05$) and Principals Leadership Style ($\beta = .567$, $t = 10.635$, $P < 0.05$). Emotional intelligence (EI) is the ability to understand and to regulate emotions in oneself and in others. High EI is associated with more optimism, greater impulse control, better mood, more empathic perspective taking, more closeness and warmth in relationships, more persistence under frustrating circumstances, and other similar outcomes.

AJEMATES
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Keywords: Principal, Leadership Style, Emotional intelligence

Introduction

Darwin's theories about the value of emotional expression for survival and second adaptation provide the first foundations for the concept of emotional intelligence. Even while memory and problem-solving skills were prioritized in traditional definitions of intelligence in the 1900s, a number of significant researchers in the field of intelligence studies have started to emphasize the significance of non-cognitive characteristics as well. For example, E. L. Thorndike coined the term "social intelligence" in 1920 to refer to the ability to comprehend and interact with others (Conger, 1998).

In 1940, David Wechsler expounded on the impact of non-intellective elements on intelligent behavior and contended that our understanding of intelligence would remain incomplete until these aspects could be comprehensively represented in our models. The concept of multiple intelligences was first presented by Howard Gardner in Frames of Mind: The Theory of Multiple Intelligences in 1983. These intelligences comprised interpersonal intelligence, which is the ability to comprehend the intentions, drives, and desires of others, as well as intrapersonal intelligence, which is the ability to comprehend oneself and recognize one's own emotions, fears, and drives. Gardner believes that conventional measures of intelligence, like IQ, fall short in explaining cognitive capacity. Thus, there was a widespread perception that previous definitions of intelligence are inadequate in their ability to completely describe the notion, even though the titles assigned to it varied (Salovey and Grewal, 2005).

A principal is responsible for managing not only operations and curriculum, but also emotions and relationships. Learn about emotional intelligence (EQ) and why it's important for effective school leadership. We've stated it before, but it bears repeating: the principalship is evolving. What was formerly a role centered primarily on operations, discipline, and curriculum has evolved into a much more sophisticated kind of educational leadership. These distinctions were especially obvious during the epidemic, when school leaders had to rely on abilities that are far more difficult to acquire and quantify (New Leaders, 2024).

For aspiring leaders, the pursuit of higher education can help prepare them for vital roles in academic leadership. Graduates of American University's School of Education acquire the competencies to create equitable and excellent learning environments. The online EdD in Education Policy and Leadership program equips senior leaders with advanced knowledge of education policies and methods of education system improvement. The curriculum includes courses such as Collaborative Inquiry

Through Systems Thinking, Education Policy Analysis, Social Justice and Anti-Racism, and Building Teams and Growth Culture (American university of Education, 2020).

School administrators "had to learn to listen to burned-out teachers' concerns without becoming defensive about the policies and routines they helped create." They've walked a tightrope between parents' clashing expectations during an unprecedented period in education. They've forced themselves to pause throughout hectic days, ensuring that both adults and children are heard during critical occasions (New Leaders, 2024). You've probably entered a much more vulnerable place than usual as school leaders who have worked to inspire staff and students both during and after COVID-19. In this situation, it's critical to your daily work to recognize and address your lack of knowledge about certain aspects of your role as well as to understand and respond to emotions. Put simply, you've needed to become far more emotionally intelligent than you ever were. However, exactly what does "emotional intelligence" mean? And why is it that, as part of their leadership practice, school administrators must focus on and strive to improve their EQ? All of this is examined below.

There are several definitions of "emotional intelligence," but we really like this one from co-author of Emotional Intelligence for School Leaders: Robin Stern, PhD. As she puts it, "Emotional intelligence is knowing when to say when to stop." "It's utilizing your emotions to guide your cognitive life and your thinking to guide your emotional life." This is two-pronged thinking. Understanding, interpreting, and reacting to the emotions of others is just as crucial as being able to communicate and regulate our own feelings (New Leaders, 2024).

Statement of Problem

Regarding leadership qualities, emotional intelligence is becoming a more and more crucial quality for leaders everywhere. According to experts, it should be at least as important as any other skill a leader may have. So why has the discussion of emotional intelligence, especially in leadership, become more popular overnight? The paradigm shift in leadership is the main reason for the increased focus on emotional intelligence, or EQ. The leaders of today are not the same as those of the past, who could inspire a group of people. Because they are self-aware, they care about forming relationships rather than just doing as they are told. Leaders of today understand emotions and are more responsible, insightful, and sensitive to their colleagues and subordinates. This understanding and empathetic approach are closely associated with emotional intelligence. In a nutshell, emotionally intelligent leaders are accountable, self-aware, value and foster trustworthy relationships, and have the ability to identify and manage their emotions in the most positive ways. For these reasons,

AJEMATES
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VOL.13 (2), September-December, 2024 https://ajemates.org

research examines the relationship between an effective leadership style and an emotional intelligence of principals in private secondary schools.

Aim and Objectives

The aim of this research is to assess the impact of Principals Emotional intelligence and effective Leadership Style in Private secondary schools, while the objectives are;

1) To determine the impact of principal's Leadership Style and Level of Social Awareness.
2) To determine the impact of principal's Leadership Style and Level of Relationship Management.

Research Hypotheses

1) There is no significant relationship between Principals Leadership Style and Level of Social Awareness.
2) There is no significant relationship between Principals Leadership Style and level of Relationship Management.

Literature Review

Employee Emotional Intelligence

Many positive outcomes in the workplace are linked to emotional intelligence, including: leadership (Scott-Halsell, et al 2008); resistance to stress (Bar-On et al, 2007); (Mikolajczak et al, 2007); work attitude (Carmeli, 2003); job satisfaction and performance (Kafetsios and Zampetakis, 2008; Law et al, 2008; Wong and Law, 2002); creative employees (Zhou and George, 2003); and career accomplishments (Dulewitz and Higgs, 1999). Subsequent research indicated that employees' emotional intelligence was positively correlated with job satisfaction and performance (Sy et al, 2006); managers' emotional intelligence can have a significant impact on work outcomes such as productivity (George, 2000; Goleman et al, 2002; Day and Carroll, 2004). employees' emotional intelligence was positively associated with job satisfaction and performance (Sy et al, 2006).

According to (Bar-On, 2003) and (Bar-On et al, 2006), there is a moderately significant correlation between social and emotional intelligence and productivity levels. Additionally, employees with high emotional intelligence are better equipped to handle stress at work and deal with the emotional behavior of their colleagues. It is expected that these skills will significantly increase job satisfaction. Furthermore, additional research has demonstrated the link between emotional intelligence and successful work performance (Druskat et al, 2006), long-term mental health (Ciarrochi and Godsell, 2006), improved outcomes in work groups and leadership traits (Lopes et al, 2006), and organizational success (Mount, 2006).

According to (Ejikeme, 2010), high-risk behavior is a result of low or weak emotional intelligence, which is typically characterized by deficiencies in emotion regulation, low frustration tolerance, and

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

inadequate emotional self-control. According to research by Brackett, Mayer, and Warner (2004), low EI ratings were linked to low productivity and bad peer relationships. According to (Suliman and Al-Shaikh ,2007), workers who scored better on emotional intelligence also reported being more prepared to innovate and create. According to (Carmeli's ,2003) research, managers who possess emotional intelligence typically exhibit high levels of professional and affective commitment to the firms in which they are employed. Additionally, workers who score better on emotional intelligence also typically report decreased intra-individual conflict. He came to the conclusion that behavior and attitude are influenced by an employee's emotional intelligence.

(b) Workers Productivity

Workers' Productivity at Work Productivity, as defined by (Motowidlo et al, 2003), is the total expected value to the organization of the discrete behavioral episodes that a person engages in over a standard period of time; in other words, it is the outcome of actual behaviors rather than deliberate behavior. The definition of productivity varies throughout individuals. Productivity is generally defined as the ratio of output to input. According to trade unionists, productivity is a process of constant development in the creation or provision of high-quality goods or services via the economical and efficient use of inputs, with a focus on cooperation for the benefit of all.

According to (Clements-Croome, 2000), there are four categories of variables that influence productivity: personal factors, like a person's stage in life, occupation, or skill set; social factors, like relationships with coworkers; organizational factors, like management style or organizational structure; and physical environment factors, like indoor climate (temperature, lighting, and acoustics), air quality (humidity, draughts, and pollution), and workplace layout. Globalization, laws enacted by governments and commercial organizations, the job market, and other external factors will also have an impact.

According to (Cummings, 2005), (Whetten and Cameron, 2004), and others, performance is essentially an individual phenomena, and external factors largely affect an individual's performance capacity and motivation, which in turn affects productivity or performance. This suggests that both the number and quality of results from individual or collective effort accomplishment are factors in job productivity (Schermerhorn et al, 2005).

In a similar vein, (Robbins, 2000) defined job productivity as the level of effort a person will put out at work. Furthermore, the demands of the job, the objectives and missions of the organization, and the organization's views of the behaviors that are most valued all play a role in the essence of job productivity. Therefore, an observer must assess the degree to which the person being evaluated is acting in a way that

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

advances the objectives of the organization in order to calculate job productivity.

Educational leaders have certain qualities that enable them to make an impact. Common traits include a sense of purpose, a desire to relentlessly work for students, clear vision, and an ability to build relationships with the surrounding community. The ability to work with people and build collaboration, balance strategic and operational objectives, and adjust to change are crucial for successful school principal leadership. Leaders look to build the skills of others as well because they understand the ultimate goal: to enable students to succeed.
While the aims of all leaders may be the same, principal leadership styles vary. Below are examples of five principal leadership styles.

(c) Effective Principal Leadership Styles
Establishing Vision
Effective principal leaders define the path to improved school performance, but they need to set a vision first. For example, a middle school principal introduces an evidence-based program that can help turn around the school's performance. However, the principal needs the backing and buy-in of the faculty to ensure the program achieves its goal. In championing the idea that every student can succeed and raising expectations for academic performance, principals can establish a vision centered on learning improvement. When teachers adopt the vision, they set out on the path to improved performance. Setting the vision of high expectations for all students has been a key to improving student achievement and closing the achievement gap, according to a report by the Wallace Foundation (American university of Education, 2020).

Involving Others
Improving academic performance and learning environments is a team effort. Principals who empower teachers and other leaders in the improvement process help increase the chances that ideas will bear fruit. How principals involve others may vary. Some encourage collaboration, whereby teachers and other leaders proactively and jointly make decisions on school programs and changes. Other principals may be inclined to use a participative leadership style. For example, a principal may decide on the efficacy of a program after learning about it in detail. Then, he or she works with teachers and administrators to implement the program and experiment, providing guidance and development throughout the process. As the program is put into practice, everyone involved shares suggestions for improvement (American university of Education, 2020).

Improving Academics
Visionary principal leaders focus on quality and emphasize research-based programs and strategies to help teacher performance. When teachers perform at their best, students learn better. Therefore, effective

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

principals look for training and skills development opportunities to equip teachers with competencies and knowledge to improve learning outcomes. They proactively track student progress to determine how well the curriculum is working, addressing gaps to improve academics. They also spend time with teachers and students in the classroom to assess instruction and to determine what areas need adjusting. Teachers are critical to the improvement process, so goal-minded principals discuss their findings with teachers and collaborate with them on implementing instruction improvements (American university of Education, 2020).

Cultivating Leaders

Leaders not only serve but also prepare others for leadership. Through the cultivation of future leaders, principals empower teachers, parents, and administrators to help carry out the school's vision and mission. The willingness to lead and cultivate leaders provides better outcomes for students. A study by the Wallace Foundations reports, "Effective leadership from a variety of sources—principals, teachers, staff teams and others—is associated with better student performance on math and reading tests." Successful principals understand that working with others and preparing them to take the lead in some areas does not weaken their leadership standing. Indeed, researchers have found the opposite, that principals who cultivate leaders gain influence (American university of Education, 2020).

Managing Academic Settings

Principal leaders and others establish the basics: achievement, orderliness, and safety. Working together, principals, teachers, and administrators manage the academics of students; this involves data and process management at the school. Parents have to be part of the education process as well, so principals and other leaders focus intently on forging positive relationships with parents built on trust and open communication. Schools must also be cooperative and safe to optimize student outcomes and engagement, and students must be involved in setting the tone of the school. A recent Brookings Institution article reports that schools that promote "listening, choosing, co-authoring, and co-responsibility" help to improve student engagement (American university of Education, 2020).

Implement Leadership Styles

Teachers, principals, administrators, and other leaders share a common vision for every student: to achieve academically. Yet, without strong leaders committed to establishing environments that are conducive to high achievement, that aim will remain out of reach for low-performing schools. Effective leaders look to do more than manage the daily operations of schools; they seek out opportunities to establish a vision, improve academics, and cultivate leaders. Quality education not only improves

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

the chances of students having successful adult lives but also impacts society as a whole (American university of Education, 2020).

Research Method

Research Design: The research design used for this study is a descriptive survey research design which is aimed to accurately and systematically descript the population of the selected schools, the teachers and their students.

Study Population, Sample and Sampling Technique: The study population consists of all the Teachers of selected Private secondary schools in jimeta Yola North Local Government Area of Adamawa state in Nigeria. The population is specific on private secondary Schools within Jimeta-yola. From the selected private secondary schools Three Category of Private secondary schools were selected. From each selected Private Schools a simple random sampling technique was used to select one Hundred (100) Teachers to make a total of Three Hundred (300) Teachers. The final respondents used for data analysis were made up of one Hundred and Forty Seven (147) male and Eighty Eight (88) Female, with the least educational qualification been NCE school Degree and the highest been masters degree. Their ages ranged between 21and 57 with mean of 30.3 years and a standard deviation of 5.4.

Research Instrument: Questionnaire tagged "Emotional Intelligence, Job Satisfaction and Workers' Productivity Questionnaire (EIJSWPQ)" with four sections was used to collect data. Section A measured demographic variables, while Sections B the independent variables and the dependent variable.

Section B: Emotional Intelligence Scale (EIS) The scale consists of one Hundred (40) items measuring emotional intelligence. The items were drawn from the 40 items in Emotional Intelligence Scale constructed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998). The tool contains 40 items. The items of the scale are directly related to the concept of emotional intelligence. It includes self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development and value-orientation. 100 items that are most suitable for Private schools were selected from the scale. The adapted scale has a good internal consistency of Cronbach alpha of .85.

Administration of the Instrument: A total of one hundred (300) questionnaires were administered in the Three (3) Category of selected Private Schools for the study. The instrument was personally administered by the investigators with the help of two research assistants. Out of 300 copies of the instruments, 38 were not returned while 27 were wrongly filled and the remaining 235 copies of the instruments were finally used for the study.

Category A: the schools that their school fee is between ₦0 to ₦ 30,000

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

Category B: the schools that their school fee is between ₦31,000 to ₦ 120,000
Category C: the schools that their school fee is between ₦ 120,000 to ₦1000,000
The reason why three categories are analyzed based on the amount of school fees paid.

Procedure of Data Analysis: Frequency counts and simple percentage distribution were used to analyze the demographic characteristics of the respondents while Multiple Regression Analysis were used to analysis the research hypotheses.

Findings and Discussions

Hypothesis 1: There is no significant relationship Style between Principals Leadership and Level of Social Awareness.

Table 1: ANOVA showing joint effect of independent variables (principal's Leadership Style and Level of Social Awareness) on Teachers' productivity R=0.684 R^2 =0.468 Adj. R2 = 0.464 Std. Error of the Estimate = 1.5934

Model	Sum of Squares	DF	Mean Square	F	Sig
Regression	518.687	2	259.343 2.539	102.145	0.000
Residual Total	589.041	232			
	1107.728	234			

Table 1 shows the joint effect of independent variables (principal's Leadership Style and Level of Social Awareness) on employees productivity was significant ($F_{(2,232)}$ = 102.145; R =0 .684, R^2 = 0.468, Adj. R2 = 0.464; P < 0.05). This implies that there is significant relationship between Principals Leadership Style and Level of Social Awareness. In workplaces where inter and intra-personal interactions are inevitable, Private Secondary Schools require Principals and Teachers to be emotionally intelligent so as to serve those people they are interacting with in a better way and to create and maintain a lively work environment to enhance greater productivity and sustenance of Schools objectives. This is in line with the finding of (Bagshaw, 2000) that effectively harnessing emotional intelligence helps to contribute positively to employees' productivity and organizational success. It implies therefore that productivity is determined largely by the competencies pertaining to emotional intelligence. (Adeyemo and Ogunyemi, 2006) found that emotional intelligence level explains why, despite equal intellectual capacity, training or experience, some managers excel while others of the same caliber lag behind.

Research Hypothesis 2: There is no significant relationship between Principals Leadership and level of Relationship Management.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

Table 2: showing relative contribution of independent variables (principal's Leadership Style and Level of Relationship Management) on Teachers' productivity.

Model	Unstandardized Coefficient B	Unstandardized Coefficient Std. Error		T	Sig
(Constant)	4.880	2.363		2.065	0.040
Relationship Management	0.138	0.036	0.207	3.880	0.000
Principals' Leadership style	0.344	0.032	0.567	10.635	0.000

Table 2 shows that there was relative contribution of each independent variable (principal's Leadership Style and Level of Relationship Management) on dependent variable (Principals' Leadership productivity). The contributions are: Relationship Management (β = .207, t = 3.880, P < 0.05) and Principals Leadership Style (β = .567, t = 10.635, P < 0.05). This shows that the effects of the two independent variables are significant. There is significant relationship between Principals Leadership Style and level of Relationship Management.

The finding is confirmed by the findings of Lise, Saari and Timothy (2004) that Social awareness is directly correlated to Relationship Management. It was also consistent with the findings of Luker, Austin, Caress and Hallett (2000) that proficiency in intrapersonal and interpersonal skills in the areas of self-awareness, self-regulation, self-motivation, social awareness and social skills which are attributes of emotional intelligence helps the Principals to interpret concerns, anticipate Teachers' needs, relate very well with others in the Schools with a positive effect on job satisfaction and enhance productivity.

Summary of Findings

Emotional intelligence (EI) is the ability to understand and to regulate emotions in oneself and in others. High EI is associated with more optimism, greater impulse control, better mood, more empathic perspective taking, more closeness and warmth in relationships, more persistence under frustrating circumstances, and other similar outcomes. In education, EI is increasingly regarded as plus in a Principal and teacher's qualifications, both as a self-management tool, a perception enhancement device and the basis for a more balanced rapport with young people and other adults.

In addition to overseeing operations and curriculum, managing relationships and emotions is a part of being a principal. Discover what emotional intelligence (EQ) is and why it's crucial for effective school leadership. Because the EQ principles offer a fresh perspective on how to comprehend

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.13 (2), September-December, 2024 https://ajemates.org

and evaluate people's behaviors, management styles, attitudes, interpersonal skills, and potential, emotional intelligence (EQ) is becoming more and more important in organizational growth and human development. Planning for human resources, job profiling, recruiting, interviewing, and selection, management development, customer interactions, customer service, and other areas all heavily weigh emotional intelligence. It is crucial to comprehend this subject since, on an individual basis, it may deepen our knowledge of how people behave and adjust to their social surroundings.

Recommendations

1) There is need to be present and listen more. That can also be tough for school leaders like you who are constantly being pulled in many different directions, but it's critical for relaying that you care about the people in your school community.
2) As a school principal, your role is that of "a lead relationship builder" and strong relationship management skills go a long way toward fostering collaboration, resolving conflicts, and creating a sense of unity and collective action within your school community.
3) Not only is it essential to be able to express and control *our* own emotions, but it's equally important to understand, interpret, and respond to the emotions of *others*.

Conclusion

This research shows schools with emotionally intelligent leaders and teachers tend to have higher levels of student engagement and improved academic performance. The concept of emotional intelligence is broad. But it's the small, everyday interactions—such as saying hello to students in the morning, passing by in the hallway, and striking up conversations with parents, staff, and teachers—that offer you the opportunity to demonstrate and develop your emotional intelligence.
The concept of emotional intelligence is broad. But it's the small, everyday interactions—such as saying hello to students in the morning, passing by in the hallway, and striking up conversations with parents, staff, and teachers—that offer you the opportunity to demonstrate and develop your emotional intelligence.
Being able to recognize and manage your own emotions as well as those of those around you gives you the chance to not only set an example for the behavior you want to see in your school community, but it can also have a significant influence on every student who enters your building.

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