EMOTIONAL INTELLIGENCE AMONG SECONDARY-SCHOOL-HEADS:
A GENDER BASED-COMPARATIVE STUDY

Qaiser Suleman
PhD Scholar, Institute of Education & Research, Kohat University of Science & Technology, Pakistan.

Dr. Ishtiaq Hussain
Associate Professor, Institute of Education & Research, Kohat University of Science & Technology, Pakistan.

Dr. Makhdoom Ali Syed
Chairman Department of Education, University of Kotli Azad Jammu& Kashmir

ABSTRACT
This paper examines and compares the emotional intelligence of secondary-school-heads with respect to gender in Khyber Pakhtunkhwa, Pakistan. A total sample of 402 secondary-school-heads was selected through multistage sampling technique comprising of 260 males and 142 females. Descriptive and quantitative research design was used. A standardized tool i.e., “Emotional Intelligence Scale (EIS)” was used for data collection. For statistical analysis, mean, standard deviation independent samples t-test were employed. The findings revealed that both male and female secondary school heads were emotionally intelligent. Furthermore, the study explored that male secondary-school-heads were found more emotionally intelligent as compared to female secondary-school-heads. Therefore, it is recommended to focus on those activities that contribute to strengthen and maintain emotional intelligence of secondary school heads which will boost their abilities to produce effective and fruitful organizational productivity.

Keywords: Emotional Intelligence; Secondary-School-Heads; A Gender Based Study

INTRODUCTION
Nearly two decades back, emotional intelligence entered the scenario of psychological investigation and since then it has progressively picked up a position in scientific society (Fiori et al., 2014). Emotional intelligence is primarily conceptualized by Salovey and Mayer (2002) who expressed that emotional intelligence is the ability to perceive emotions; to access emotional knowledge; to control emotions thoughtfully; and to strengthen emotional and intellectual growth. Emotional intelligence is related to an understanding of self and others, concerning to individuals, adapting and coping with the instantaneous surroundings and be more effective in accomplishing environmental requirements. Recently, the term emotional intelligence increasingly has been outspreading, particularly in its application in education, individual life, work and business (Pellitteri, 2002). The idea of emotional intelligence has been founded on more extensive build of social intelligence (Bar-On, 2000). Emotional intelligence as indicated by Goleman (2002), is the capability to perceive and deals with one's own feelings and the feelings of others. George (2000) viewed that an individual having high emotional intelligence possesses the capability to recognize and
comprehend the feelings of others and deal with their temperaments in the social environment.

Emotional intelligence has gained its importance in recent few years for its outcomes in different areas like leadership, workplace, and relationships among individuals. Recently, the idea of emotional intelligence has been given extensive and wide-raging consideration which can be accredited to the renowned and famous book "Emotional Intelligence" written by Goleman (1995) in which, he describes that emotional intelligence contributes to people's work accomplishment and success. He perceived IQ as contributing 20% towards life accomplishment and implied that the rest 80% of life accomplishment is due to emotional intelligence. Also, Stein & Book (2000) expressed that 47% to 56% of work/life attainment is the outcomes of emotional intelligence. Even though there is not an agreement among researchers about the degree to which emotional intelligence envisages one's success and achievement but research studies revealed that emotional intelligence is a powerful predictor, substantially more significant than IQ, in determining the achievement and performance of an individual (Goleman, 1995; Stein & Book, 2000; Abraham, 2000). Workforce under the headship of emotionally intelligent leaders are more inclined to give shared support to each other. Their interest is apparent in an exchange of thoughts, exchange of information, and assuming liability for making and completing joint tasks. Emotionally intelligent leaders will have the ability to spontaneously create and develop emotionally intelligent teams because of the social multifaceted quality of today's organizations (Goleman, 2002).

Emotionally intelligent managers are likely to be more equipped for achieving better outcomes from a smaller number of manpower and seeing the subtleties of dynamic conditions while making constructive outcomes (Dearborn, 2002). More recently, Bar-On and others found that the ability of emotional intelligence to identify working potential accounts for approximately four times (25%) more variance than IQ (6%) when compared with Wagner's broadened meta-analysis of emotional intelligence (Bar-On, 2006). Most of the organizations recognize emotional intelligence as a combination of emotional capabilities that permit individuals to utilize emotions to encourage desired outcomes, for example, leadership potential, positive work attitudes and job fulfillment (Fisher, 2000; Higgs & Aitken, 2003). Emotional intelligence progressively seems to influence vital life accomplishment, for example, framing fulfillment of individual connections and making progress at work (Salovey & Grewal, 2005). Emotional intelligence was found correlated with self-damaging practices negatively. Nevertheless, emotional intelligence has been found interrelated with prosocial behaviours positively and synchronized relationships. Correspondingly, emotional intelligence predicts significant external standards i.e., adjustment and life achievements (Brackett, Mayer, & Warner, 2004). Emotional intelligence demonstrates significant positive relationship with the team process. Average team emotional intelligence anticipates team performance. Team with high emotional intelligence worked at large amounts of performance (Frye, Bennet, & Caldwell, 2006). Jordan and Troth (2004) found significant relationships between team-level measures of emotional intelligence and effective conflict management approaches in team settings. Besides, other investigators noted a positive relationship between the group leader's capacity to comprehend feelings and performance of the group's client service (Feyerherm & Rice, 2002).

Emotional intelligence is exceptionally pivotal in performing leadership positions since leaders want everyone to perform their obligations and responsibilities as excellently as would be prudent. It needs a high level of interpersonal proficiency. Research studies reveal that high degree of emotional quotient distinguishes higher performers from average which may be important in leadership positions. Emotional intelligence has significant effects on the
sucess of employment and leadership roles (Nelson & Low, 2011). Emotional intelligence connects the cognitive abilities of the leaders with their emotional and psychological conditions (Salovey & Mayer, 1990). Other research studies also confirmed that successful leadership is associated with school performance (Brauckmann & Pashiardis, 2009; Kythreotis & Pashiardis, 2006; Kythreotis, Pashiardis, & Kyriakides, 2010; Nettles & Herrington, 2007). Emotional intelligence is the essence and vibrant factor for a successful life (Jorfi, Yacco, & Md-Shah, 2012).

Leaders with large amount of enthusiastic and emotional intelligence positively apply their social abilities to inspire others, make solid associations with employees, and they may be powerful motivators by controlling their feelings and recognizing their shortcomings (Chastukhina, 2002). Emotional intelligence relates to three facets of transformational leadership (i.e., idealized influence, motivational inspiration, and individualized consideration) and conditional rewards while dynamic and passive administration by expectation, and laissez-faire administration were not related with emotional intelligence (Barling, Slater, & Kelloway, 2000). Leaders having high emotional intelligence might be more capable in accomplishing greater profitability from less individuals and perceiving the nuances of dynamic circumstances while making positive results (Dearborn, 2002). Emotionally intelligent leaders are more successful in all areas than leaders who have less abilities of emotional intelligence (Srivastva & Bharamanaikar, 2004). Leaders with high emotional intelligence perceive changes as opportunities for improvement, and they do not appreciate security but uphold development of individual workers as well as the organization itself (Punia, 2005). Emotionally intelligent leaders play such a role that promote and encourage the creativity of their subordinates (Rego et al., 2007).

More recently, Bar-On and others conducted a study to discover the effects of emotional intelligence on job accomplishment and found that the ability of emotional intelligence to recognize working potential records for about four times (25%) more fluctuation than IQ (6%) when compared with Wagner's broad meta-analysis of emotional intelligence (Bar-On, 2006). Most of the organizations recognize emotional intelligence as an amalgamation of emotional proficiencies allowing individuals to utilize emotions to encourage desired results, for example, leadership potential, positive work attitudes and job satisfaction (Higgs, 2003; Fox & Spector, 2000). Individuals with high emotional intelligence will fabricate real social texture inside the associations and between an association and its employees, while those low in emotional intelligence may have a tendency to make issues for the association through their individual practices (Mayer & Caruso, 2002). Frye, Bennet, and Caldwell (2006) has shown evidence that emotional intelligence demonstrates positive and remarkable relationships with the team process. Average team emotional intelligence anticipates team performance. Team with high emotional intelligence works at large amounts of performance.

Competencies of Emotional Intelligence

Interpersonal Competency

The interpersonal competency is the capability to perform wisely in human relationships (Nelson & Low, 2011). The emotional intelligence scale recognized in this competency is assertion; it includes successful communication, emotional self-control, understanding and appreciating disparities in other people. Possessing self-control strengthens the qualities that are recognized through a mindfulness of feelings which consist of comprehension and reacting to one's own particular feelings (Gragg, 2008). An essential thought concerning self-
control is that leaders cannot successfully manage emotions in other people without first taking care of their own emotions. In this way, they themselves must remain quiet and clear regulated under stressful situations. Leaders who have self-control are better prepared to ensure a situation of trust, solace, decency, and impartiality (Goleman, Boyatziss, & McKee, 2002). Assertive communication is the capability to plainly and sincerely convey your considerations and emotions to others in a clear and direct way. Moreover, it is believed that being self-assured takes into consideration one to successfully manage forceful feelings, for example, anger, dread, and sadness (Nelson & Low, 2011). The exact expression of feeling guarantees that individuals can viably speak with others to meet their needs and achieve their objectives or targets (George, 2000).

Leadership Competency

The leadership competency is defined as knowing, comprehending, and regarding the requirements, values, and objectives of others, and being individuals focused. Nelson and Low (2011) expressed that social mindfulness and sympathy are inter-reliant and require an assertive communication style and that thinking and feelings are interactive and both are crucial for effective decisions and individuals focused administration. They designed four emotional intelligence scales in this competency.

Social awareness is the capability to influence others positively and promote trust and affinity in relationships. Particular practices related with social awareness include feeling the emotional requirements of others, making others feel good, demonstrating comprehension, and building positive connections. Social awareness is having the capability to notice tones in body language and hear emotional messages underneath individuals' words (Nelson & Low, 2011). Kunnanatt (2008) depicted social awareness as an individual's capability to genuinely comprehend the emotional personalities of others. Besides having a social awareness of other individuals, there is additionally having a social awareness of the organization as whole. Organizational social awareness is the comprehension of the structure of social and political systems inside the organization (Gragg, 2008) and the capability to distinguish crucial systems and read man power connections (Goleman, Boyatziss, & McKee, 2002). Moreover, it as an attention to the points of interest and the suggestions with respect to the working of the school and the utilization of this information to address present and potential issues (Marzano, Waters, & McNulty, 2005).

Empathy is the ability to precisely comprehend and productively react to the communicated emotions, thoughts, and necessities of others (Nelson & Low, 2011). Empathy as the principal capability of social awareness; and social awareness is the capability to sympathize with others and circumstances. Empathy enables leaders more agreeable and thoughtful, and permits them to perceive and fulfill the needs of others (Goleman, Boyatziss, & McKee, 2002). Empathy includes dynamic listening and recognizing disparate views that permits others to convey their voices to meet their needs (Gragg, 2008). Empathy is a technique for putting one’s self in someone else’s circumstance and review the issue through the other individual’s eyes. Empathy is a leadership ability that takes into consideration positive leading and working connections on the grounds that the leaders acknowledges and comprehends the feelings and inspiration of others (Nelson & Low, 2011).

Decision-making is the capability to utilize critical thinking and conflict resolution successfully to resolve problems and issues. A leader can utilize emotional contribution in decision making and control feelings that interfere with making powerful decisions (Marzano, Waters, &McNulty, 2005). Goleman (1995) expressed that the way to make effective and powerful decisions depend upon being tuned with one's own instinct. A study carried out by Ginsberg (2008) observed that leaders found some consolation in taking
actions they naturally felt were right. Through successful decision making, a leader can manage, devise, initiate, and enforce resolutions that will beneficialize people and the association.

**Leadership** is the capability to emphatically influence, convince, and encourage others toward having a beneficial outcome. Individuals’ competencies having positive impacts can detect or expect reactions of others and can viably impress or convince others toward the planned objectives. The authority that comes with inspiration and encouragement ought to be just shown for the collective goodness of the organization and be not for self-centered improvement. Constructive influence is an impression of a man who has a positive self-regard, high good values, and fearlessness where control and intimidation is not present (Goleman, 1998). The positive impacts make an atmosphere that leads others to accomplish and leaves a feeling of fulfillment in the individuals who gain from it. Positive influence is a key ability of emotional intelligence for building up vision and direction for others in ways that are esteemed and regarded (Nelson & Low, 2011).

**Self-Management Competency**

Self-Management competency is setting and achieving important objectives, managing time and resources, and figuring out how to be adjustable when starting demands or changes occur (Nelson & Low, 2011). Goleman et al. (2002) expressed that a vital thought with self-management is that leaders cannot successfully manage feelings in others without first taking care of their own feelings. Leaders who have mastered their own particular feelings are better prepared to deal with changes and help associations to adjust. Nelson and Low (2011) documented three emotional intelligence scales related to self-management.

**Drive strength** is the capability to accomplish important objectives that outcomes in positive emotions. It is the drive from inside, an inner power, which inspires one to adhere to the objectives when impediments emerge. Drive strength desires inspiration and intensive vitality that empowers a leader to deal with his/her self and accomplish objectives (Nelson & Low, 2011). Goleman [96] depicted that leaders with drive strength having a high drive to accomplish the goals, willing to face possible hazards, and discovering approaches to enhance performance.

**Commitment ethic** is the capability to accomplish assignments and duties constantly and effectively. Leaders with a high commitment ethic demonstrate inner-direction, self-inspiration, and determination when accomplishing assignments, notwithstanding when hindrances emerge (Nelson & Low, 2011). Leaders who demonstrate strength in their commitment to accomplish thought-provoking objectives have high individual standards for themselves as well as for the ones they lead. They further expressed that the more personal the commitment to objective fulfillment, the more probable one is to accomplish or achieve objective. They further stated that the more personal the commitment to goal attainment, the more likely one is to achieve or complete the goal (Goleman, Boyatziss, & McKee, 2002).

**Time administration** is the capability to effectively manage time instead of responding to the demands of time. Time is a valuable source to leaders and figuring out how to utilize it viably in a fundamental self-management expertise. Leaders must figure out how to manage time limitations. One approach to manage these limitations or restrictions is to sort out assignments into a gainful time timetable and use time successfully to accomplish the tasks. Nelson and Low (2011) further expressed that successful time administration implies expanded self-management and self-direction. These self-managing and self-directing practices take into consideration for the achievement of objectives effectively and with least stress.
Intrapersonal Competency

Nelson and Low (2011) defined intrapersonal competency as a recognition of the perceptions, values, and improvement of one's self and also managing demands, anxieties, and pressures of life. He proposed two emotional intelligence scales under this competency. Self-esteem is the capability to understand one’s self as positive, capable, and effective. An additional part of self-esteem is having optimism – self-assurance and positive self-worth (Nelson & Low, 2011). Identifying and capitalizing on one’s strengths help in promoting a positive and constructive self-esteem and builds a man's positive thinking and self-esteem.

Blase and Kirby (2000) identified in his study optimism as a basic constituent for viable and successful leadership. They presented that the leaders set the emotional attitude or tone for good or undesirable outcomes within the organization. Besides, Marzano, Waters, & McNulty (2005) expressed that a particular demeanor of optimism is having the ability to convey an inspirational attitude about the capability of others to achieve things. As indicated by Goleman, Boyatziss, and McKee (2002), a leader who demonstrates optimism perceives an opportunity rather than a risk or hindrance, and has an uplifting viewpoint that makes changes for the betterment.

Stress management is the aptitude or capability to select and practice sound self-control in upsetting occasions. Stress management needs regulation of emotional levels and utilization of adapting techniques when confronted with distressing or troublesome circumstances (Nelson & Low, 2011). Attributes of positive stress management are composed of positive self-esteem, capability, solid decision-making aptitudes, assertive communication, positive impression, and successful time management. As expressed by Nelson and Low (2011), profession effectiveness enhances when a man learns and practices positive stress management. Nelson and Low (2007) have spent decades exploring emotional intelligence and have explored that emotional intelligence abilities are the important factors in individual, scholastic, and profession brilliance. Furthermore, building up these competency areas and the emotional intelligence scales inside every competency are vital for the powerful and successful leadership. Goleman et al. (2002) strengthened this thought and confirmed that breathtaking leadership works through the feelings. They expressed that emotional intelligence is a key part of viable and successful leadership.

Models of Emotional Intelligence

Mayer and Salovey’s Model

Salovey and Mayer initially introduced the term "emotional intelligence" in 1990 (Salovey&Mayer, 1990) and have since kept on directing explorations on the construct’s essentialness. Their emotional intelligence theory coordinates important thoughts from the arenas of intelligence and feelings. The idea comes from intelligence theory includes the ability to perform abstract reasoning or thinking (Mayer, Salovey, & Caruso, 2002). They expressed that individuals’ contrast in their capability to channelize knowledge of an emotional nature and in their aptitude to relate emotional processing to a more wide-ranging understanding. Then they propose that the same ability apparently shows itself in certain useful and multipurpose practices (Mayer, Salovey, & Caruso, 2000). The idea of emotional intelligence presented by Mayer and Salovey is based on a model of intelligence, viz., it endeavors to depict emotional intelligence inside the cutoff points of the standard norms for new intelligence (Mayer et al., 2003). Emotional intelligence is linked with two areas: experiential (ability to comprehend, react, & control emotional knowledge without comprehending it) and strategic (ability to identify and control feelings without fundamentally understanding feelings well or totally encountering them). Each area is
additionally arranged into four divisions ranging from elementary psychological procedures to more multifaceted procedures coordinating feeling and comprehension. *Emotional Perception* is the first branch and refers to the ability to act normally, mindful of feelings and to demonstrate feelings and emotional perceptions require precisely to others. Emotional perceptions are comprised of the capability to differentiate between fair and deceitful notions of emotions. *Emotional assimilation* is the second branch and deals with the capability to differentiate among various emotions and to recognize emotions affecting their perspectives. *Emotional understanding* is the third branch which deals with the capability to comprehend multifaceted emotions, (for example, feeling two emotions at once) and the capability to perceive changes from one to the next. Finally, *emotional management* refers to the ability to interface or separate from a feeling relying upon its usefulness in a given circumstance (Mayer & Salovey, 1997).

<table>
<thead>
<tr>
<th>Table 1. Mayer and Salovey’s (1997) Model of Emotional Intelligence</th>
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<tbody>
<tr>
<td><strong>Emotional Intelligence Dimensions</strong></td>
</tr>
<tr>
<td>1. Perception, appraisal and expression of emotion.</td>
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<tr>
<td>2. Emotional facilitation of thinking</td>
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<tr>
<td>3. Understanding and analyzing emotions and employing emotional knowledge.</td>
</tr>
<tr>
<td>4. Reflective regulation of emotions to promote emotional and intellectual growth.</td>
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</table>

*Bar-On’s Model*

The chief of the Institute of Applied Intelligences in Denmark and professional expert for many organizations and institutions in Israel, Reuven Bar-On developed one of the fundamental constructs of emotional intelligences that introduced the articulation "Emotion Quotient". Bar-On's model manages the potential for accomplishment and performance instead of performance itself, and is regarded process-oriented instead of outcome-oriented (Bar-On, 2002). Bar-On's model of emotional intelligences highlights the capability of an individual requires to accomplish and succeed. It underscores on a person's capability to handle problems and issues of a social and personal nature. It concentrates on a variety of emotional and social capabilities, including the capability to know about, comprehend, and present oneself, the capability to know about, comprehend, and cope with others, the capability to manage forceful feelings, and the capability to adjust, change and tackle issues of a social or individual nature (Bar-On, 1997).

The model encourages considerations with respect to different social and emotional abilities. The primary considerations among them are the aptitudes and the aptitude to think about and understand one own’s self and to have the skill to communicate. Moreover, it is comprised of the abilities to understand others and to have relations and interaction with them. The model accentuates the significance of the procedure instead of outcomes (Bar-On, 2002). Ba-On (2006) claims that emotional intelligence develops with the passage of time and can be enhanced though training. He expressed that people with above normal degree of emotional intelligence are mostly more fruitful and efficacious in taking care of natural
demands and pressures and that an insufficiency in emotional intelligence can create lack of accomplishment and emotional issues. Bar-On supposes that individuals having more than usual EQ’s are normally more powerful, successful and efficacious in satisfying the environmental requirements and pressures. Correspondingly, he perceives that an insufficiency in emotional intelligence causes lack of advancement and the occurrence of intense emotional issues. Issues in managing one’s surroundings is thought, by Bar-On, to be especially general among those individuals who are inadequate in the subscales of reality testing, critical thinking, impulse control and stress tolerance (Bar-On, 2002).

<table>
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<tr>
<th>Table 2. Bar-On’s (1997) Model of Emotional Intelligence</th>
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<tbody>
<tr>
<td>Emotional Intelligence Dimensions</td>
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<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td>1. Intrapersonal Skills</td>
</tr>
<tr>
<td>2. Interpersonal</td>
</tr>
<tr>
<td>3. Adaptability</td>
</tr>
<tr>
<td>4. Stress Management</td>
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<td>5. General Mood</td>
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**Goleman’s Model**

Daniel Goleman, a psychoanalyst has formerly written on behaviour and mind related research for the New York Times, but found the findings of Salovey and Mayer in the 1990’s. After studying their research outcomes, he was inspired and commenced to work himself and wrote the innovative book “Emotional Intelligence”, which updated individuals in general and public with the concept of emotional intelligence. Goleman’s model supported in the conspicuous confirmation of four main constructs of emotional intelligence i.e., self-awareness, self-management, social awareness and relationship management. Self-awareness is the capability to examine one’s emotions and view their effects while using emotional feelings to make decisions. Self-management comprises of controlling one’s emotions and driving forces and ensuring adjustment in accordance with evolving conditions. Social awareness consists of the abilities to distinguish, appreciate, and react to the emotions of others while understanding social linkages. Finally, the fourth construct, relationship management includes the ability to stimulate, influence, and develop other individuals while overseeing strife (Goleman, 1998).

Goleman consolidates various emotional capabilities inside each paradigm of emotional intelligence. Emotional capabilities or competencies are not natural endowments, but rather learned abilities that must be worked on and developed to perform excellent performance. Goleman communicates that individuals are perceived with a general emotional intelligence which reflects their strength to learn emotional intelligence. Organizing skills under the distinctive construct is not sporadic, they appear in synergistic clusters that empower each other (Boyatzis & Goleman, 1999).
Recently, Goleman (2001) additionally built up his own model of emotional intelligence. Based on statistical investigation, the initially developed twenty-five competencies were merged into 20 and the five domains into four. This updated and redesigned model of emotional intelligence is displayed in detail in the following table 4:

<table>
<thead>
<tr>
<th>Personal Competencies</th>
<th>Emotional Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-Awareness</td>
<td>Emotional awareness, accurate self-assessment and self-confidence</td>
</tr>
<tr>
<td>2. Self-Regulation</td>
<td>Self-control, Trustworthiness, consciousness, adaptability and innovation</td>
</tr>
<tr>
<td>3. Motivation</td>
<td>Achievement drive, commitment, Initiative and optimism</td>
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</tbody>
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<table>
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<tr>
<th>Social competencies:</th>
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</thead>
<tbody>
<tr>
<td>4. Empathy</td>
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<tr>
<td>5. Social Skills</td>
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</tbody>
</table>

Purpose of the Study

The study under investigation was conducted to examine and compare the emotional intelligence of male and female secondary-school-heads in Khyber Pakhtunkhwa.

Hypotheses of the Study

Hypothesis 1. There is no significant difference between the overall emotional intelligence of male and female secondary-school-heads.

Hypothesis 2. There is no significant difference between the subscales of emotional intelligence of male and female secondary-school-heads.

METHODS AND MATERIALS

Research methodology is a systematic, organized and logical way of collecting information from the participants in order to understand a phenomenon and to generalize the
facts and results from a larger population (Cohen, Manion, & Morrison, 2000). According to Dane (2010), research methodology is process of obtaining scientific knowledge through numerous objective methods and procedures. This section outlines research methods and procedures of carrying out research study i.e., study area and population; sample and sampling techniques; research design; development of research instruments; pilot testing; validity and reliability of research instrument; data collection procedure and statistical analysis.

Population

The study was carried out in the province of Khyber Pakhtunkhwa (Pakistan) which is located in the northwestern region of the country. It is divided into seven divisions and 25 districts. Peshawar is the provincial capital and largest city of Khyber Pakhtunkhwa. It was formerly known as North-West Frontier Province (NWFP). The study in hand was conducted in 10 out of 25 districts namely, Karak, Kohat, Hangu, Peshawar, Bannu, Abbottabad, Nowshera, Charssada, Lakki Marwat, and Malakand. In educational research, it is imperative to ensure an accurate depiction of the population of the subjects or elements under investigation i.e., persons, objects, organizations etc. (Ross, 2005). Population refers to the entire group of individuals to which the investigator generalizes the results (Aron, Aron, & Coups, 2008). Similarly, population is comprised of all the individuals or elements of interest, usually data for each individual in the population is not available (Hanlon & Larget, 2011). In current study, population was comprised of all the secondary-school-heads (males & females) performing their duties at secondary level in Khyber Pakhtunkhwa. According to the Annual Statistical Report of Government Schools, there were total 2108 public secondary schools in which 1386 were boys and 722 were girls’ schools. The total number of secondary-school-heads in these schools were 2108 comprising of 1386 males and 722 females (EMIS, 2015).

Sampling Technique and Sample Size

In educational research, sampling is generally carried out with the intention to permit the detailed investigation of the part rather than the entire of a population. The findings drawn from the sample is usually applied to develop valuable generalizations about the population (Ross, 2005). A sample is a subgroup of the persons in a population and usually data for each individual in the sample is available (Hanlon & Larget, 2011). In educational research, multi-stage sampling technique is extensively practiced globally as it is more systematic, convenient and trustworthy. Multistage sampling is used when the population is widely scattered and adequate resources are not available. Different sampling techniques may be used for selecting sample at each stage according to the nature of the population i.e., simple random sampling technique, stratified sampling technique etc. As the population was widely scattered and it was not possible to select sample randomly. So, multistage sampling technique was adopted by the researchers for selecting sample. The study was confined to only public sector. So, at 1st stage, 10 (40%) out of 25 districts of Khyber Pakhtunkhwa were selected randomly as a primary sampling unit. At 2nd stage, 60% Boys and 60% Girls secondary schools were selected through stratified sampling technique as secondary sampling unit. At 3rd stage, 75% male and 75% female heads were selected randomly as tertiary sampling unit. Thus, the total sample was comprised of 402 secondary-school-heads in which 260 were males and 142 were females.
Table 5. Study Population and Sample Size

<table>
<thead>
<tr>
<th>Districts</th>
<th>No. of Schools</th>
<th>No. of Heads</th>
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<tbody>
<tr>
<td></td>
<td>Total Sample</td>
<td>Total Sample</td>
</tr>
<tr>
<td></td>
<td>M  F</td>
<td>M  F</td>
</tr>
<tr>
<td>Peshawar</td>
<td>85  55</td>
<td>51  33</td>
</tr>
<tr>
<td>Kohat</td>
<td>47  27</td>
<td>28  16</td>
</tr>
<tr>
<td>Bannu</td>
<td>59  40</td>
<td>35  24</td>
</tr>
<tr>
<td>Karak</td>
<td>56  26</td>
<td>37  16</td>
</tr>
<tr>
<td>Nowshera</td>
<td>66  29</td>
<td>40  17</td>
</tr>
<tr>
<td>Malakand</td>
<td>45  29</td>
<td>27  17</td>
</tr>
<tr>
<td>Abbottabad</td>
<td>69  45</td>
<td>41  27</td>
</tr>
<tr>
<td>Hangu</td>
<td>26  09</td>
<td>16  05</td>
</tr>
<tr>
<td>Lakki Marwat</td>
<td>56  21</td>
<td>34  13</td>
</tr>
<tr>
<td>Charssadda</td>
<td>61  33</td>
<td>37  20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>570</strong></td>
<td><strong>314</strong></td>
</tr>
</tbody>
</table>

Key: M= Male; F= Female

Research Design and Instrumentation

The current study under investigation was quantitative and descriptive that seeks to examine the emotional intelligence among secondary-school-heads in Khyber Pakhtunkhwa. For this purpose, a standardized tool i.e., Emotional Intelligence Scale (EIS) constructed by Hyde, Pethe, and Dhar (2005) was adopted as research tool for gathering information from the participants. In the beginning, Hyde, Pethe and Dhar developed a scale having 106 items but after the statistical treatment, 34 items were found to be very significant
and the rest of the items were excluded. The reliability of the emotional intelligence scale was confirmed through a sample of 200 participants by calculating split half reliability coefficient and was found 0.88. The content validity of the scale was found 0.93. The validation of the scale was performed on Indian executives but it may be also adopted for other occupations (Jhaa & Singh, 2012). Hyde, Peth, and Dhar (2005) administered the scale among the participants and data was collected. Factor analysis was done on the scores and ten factors were identified which constitute the sub dimensions of the Emotional Intelligence Scale. The ten sub-dimensions of emotional intelligence are: self-awareness, emotional stability, empathy, managing relations, integrity, self-motivation, commitment, self-development, value orientation and altruistic behavior. This scale has been designed on five Point Likert Scale i.e., Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree and was rated as 5, 4, 3, 2, and 1 respectively (Jhaa & Singh, 2012). The sub-scales of Emotional Intelligence Scale (EIS) are described in detail as follow:

**Self-Awareness** is the idea that one exists as an individual, isolate from other individuals, with private considerations. It might likewise consist of the understanding that other individuals are correspondingly mindful.

**Empathy** is the ability to recognize or understand the emotions and mind status of others. It is frequently described as the capability to "put oneself into another's shoes", or the ability to somehow encounter the perspectives or feelings of another being within oneself. Empathy does not essentially suggest sympathy or empathic concern since this ability can be available in context of sympathetic or barbarous attitudes.

**Self-Motivation** is the capability to inspire and stimulate one's own self, to investigate a reason and the fundamental quality to accomplish something, without the need of being impacted to do as such by someone else. Working in a cautious and reliable way without surrendering and being provoked internally.

**Emotional Stability** is the capability of the one's character to keep on stable in even unfavourable and stressful environment.

**Managing Relations** is the aptitude to inspire, motivate, encourage, influence and develop others while managing conflicts or using awareness of one's own and others' emotions to manage relations in order to achieve effective and successful outcomes.

**Integrity** includes perceived regularity and uniformity of actions, beliefs, approaches, measures and principles. Profundity and expansiveness of an esteemed system may likewise be crucial factors because of their compatibility with a more extensive scope of perceptions. A valued system may advance after some time while holding trustworthiness if holders of that valued system account for and resolve irregularities.

**Self-Developmentis** assuming individual liability and responsibility for one's own learning and improvement through a process of appraisal, reflection, and taking action.

**Value Orientation** is the principles of good and bad that are acknowledged by an individual or a social gathering.

**Commitment** intends to obligation or vow to something or somebody, and can be alluded to personal duty i.e., communication dominated by commitments. These commitments might be shared, or self-imposed, or clearly expressed, or may not. Distinction is frequently made between commitment as an individual from an association, (for example, a brandishing group, a religion, or as a worker), and a personal commitment, which is frequently a vow or guarantee to one's self for self-improvement.

**Altruistic Behaviour** being beneficial for other individuals with little or no enthusiasm for being compensated for one's endeavors (the informal definition). This is distinct from only helping other people. An ethical principle that holds that individuals have a moral duty to help...
others, even if necessary to the rejection of one's own interest or benefit. One who holds such a precept is known as an "Altruist".

**Pilot Testing & Validity of Emotional Intelligence Scale (EIS)**

Pilot testing and validity are the fundamental keys for authentic and valid outcomes of a research study. So, research is worthless without validation of instrument. Therefore, Emotional Intelligence Scale was properly pilot tested in 25 secondary schools and was found valid and suitable for the current research study. Apart from pilot testing, the validity of the instrument was confirmed with respect to face validity, content validity, and criterion validity although this standardized tool was highly reliable and validated. So, validity of EIS was confirmed by the following five experts having doctorate degrees in the relevant field and also having remarkable experience:

- Dr. Nabi Bux Jumani (IIUI, Pakistan)
- Dr. Riasat Ali (AWKUM, Pakistan)
- Dr. Muhammad Ajmal (AIOU, Pakistan)
- Dr. Safdar Rehman Ghazi (UST Bannu, Pakistan)
- Dr. Naveed Sultana (Allama Iqbal Open University Islamabad, Pakistan)

**Reliability of Emotional Intelligence Scale (EIS)**

Emotional Intelligence Scale (EIS) is highly reliable and validated standardized research instrument which is used globally to measure the emotional intelligence of individuals in different context. The reliability of EIS was calculated through Cronbach’s Alpha based on data obtained through pilot testing. The average Reliability Coefficient of EIS was found to be 0.86 which confirms that EIS was highly reliable research instrument. Average Internal Consistency Reliability (Cronbach’s Alpha) for each subscale of EIS was calculated as under in table 6:

**Table 6.** Average Internal Consistency Reliability (Cronbach’s Alpha) of the Ten Sub-Scales of Emotional Intelligence Scale (EIS)

<table>
<thead>
<tr>
<th>Sub-Scales of Emotional Intelligence Scale (EIS)</th>
<th>No. of Items</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>04</td>
<td>0.897</td>
</tr>
<tr>
<td>Empathy</td>
<td>05</td>
<td>0.823</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>06</td>
<td>0.795</td>
</tr>
<tr>
<td>Emotional stability</td>
<td>04</td>
<td>0.783</td>
</tr>
<tr>
<td>Managing relations</td>
<td>04</td>
<td>0.813</td>
</tr>
<tr>
<td>Integrity</td>
<td>03</td>
<td>0.929</td>
</tr>
<tr>
<td>Self-development</td>
<td>02</td>
<td>0.896</td>
</tr>
<tr>
<td>Value orientation</td>
<td>02</td>
<td>0.914</td>
</tr>
<tr>
<td>Commitment</td>
<td>02</td>
<td>0.836</td>
</tr>
<tr>
<td>Altruistic Behaviour</td>
<td>02</td>
<td>0.891</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>3.4</strong></td>
<td><strong>0.860</strong></td>
</tr>
</tbody>
</table>
DATA COLLECTION AND ANALYSIS

Data was collected through personal visits. However, data was also collected through mail in case of far-flung areas where the researchers had no access. 100% responses were received due to follow-up study. Raw data was organized, tabulated and analyzed through statistics tools i.e., mean, standard deviation and Independent Samples t-test.

RESULTS

The purpose of the study was to examine comparatively the emotional intelligence of male and female secondary-school-heads in Khyber Pakhtunkhwa. The study was quantitative as well as descriptive in nature and therefore, descriptive survey research design was used. A standardized tool i.e., “Emotional Intelligence Scale (EIS)” was used for data collection. The analysis was done in two sections. Firstly, data was analyzed through descriptive statistics in order to find out the emotional intelligence of secondary-schoolheads. Secondly, research hypotheses were tested through independent samples t-test at 0.05 level of confidence to explore the difference in emotional intelligence of male and female secondary-school-heads. The detail is given as under:

**Descriptive Analysis Regarding Emotional Intelligence of Overall, Male and Female Secondary-School-Heads**

<table>
<thead>
<tr>
<th>Sub-scales of Emotional Intelligence</th>
<th>Overall</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>3.58</td>
<td>1.07</td>
<td>3.72</td>
</tr>
<tr>
<td>Empathy</td>
<td>3.06</td>
<td>1.15</td>
<td>3.29</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>3.57</td>
<td>1.05</td>
<td>3.69</td>
</tr>
<tr>
<td>Emotional stability</td>
<td>2.46</td>
<td>1.23</td>
<td>2.36</td>
</tr>
<tr>
<td>Managing relations</td>
<td>3.47</td>
<td>1.12</td>
<td>3.68</td>
</tr>
<tr>
<td>Integrity</td>
<td>3.54</td>
<td>1.05</td>
<td>3.68</td>
</tr>
<tr>
<td>Self-development</td>
<td>3.53</td>
<td>1.06</td>
<td>3.60</td>
</tr>
<tr>
<td>Value orientation</td>
<td>3.49</td>
<td>1.17</td>
<td>3.80</td>
</tr>
<tr>
<td>Commitment</td>
<td>3.63</td>
<td>1.09</td>
<td>3.75</td>
</tr>
<tr>
<td>Altruistic Behaviour</td>
<td>3.67</td>
<td>1.06</td>
<td>3.82</td>
</tr>
<tr>
<td>Mean</td>
<td>3.40</td>
<td>1.11</td>
<td>3.54</td>
</tr>
</tbody>
</table>

Keys: M= Mean; SD= Standard Deviation

Table 7 reflects descriptive statistics of emotional intelligence of overall, male and female secondary school heads. In case of overall secondary-school-heads, they were found emotionally intelligent (M=3.40, SD=1.11). Based on subscales analysis, the most influential
The subscale of emotional intelligence was altruistic behaviour (M=3.67, SD=1.06) followed by commitment (M=3.63, SD=1.09). The other subscales of emotional intelligence were rated as self-awareness (M=3.58, SD=1.07), self-motivation (M=3.57, SD=1.05), integrity (M=3.54, SD=1.05), self-development (M=3.53, SD=1.06), value orientation (M=3.49, SD=1.17), managing relations (M=3.47, SD=1.12) and empathy (M=3.09, SD=1.15). It was found that overall secondary school heads were not emotionally intelligent with respect to only emotional stability (M=2.47, SD=1.23).

In case of male secondary-school-heads, the total emotional intelligence scale indicates that they were emotionally intelligent (M=3.54, SD=0.93). The most rated powerful subscale of emotional intelligence was altruistic behaviour (M=3.82, SD=0.87) followed by value orientation (M=3.80, SD=0.97), commitment (M=3.75, SD=0.95), and self-awareness (M=3.72, SD=0.89). Other subscales of emotional intelligence were rated as self-motivation (M=3.69, SD=0.86), integrity (M=3.68, SD=0.89), managing relations (M=3.68, SD=0.90), self-development (M=3.60, SD=0.86), empathy (M=3.29, SD=0.97). It was also found that male secondary school heads were not emotionally intelligent with respect to only emotional stability (M=2.36, SD=1.17).

In case of female secondary-school-heads, overall emotional intelligence shows that they were also emotionally intelligent (M=3.17, SD=1.30). The most rated dominant subscale of emotional intelligence was altruistic behaviour (M=3.42, SD=1.31) followed by commitment (M=3.41, SD=1.27), and self-development (M=3.40, SD=1.35). Other subscales of emotional intelligence were rated as self-motivation (mean=3.35, SD=1.30), self-awareness (M=3.33, SD=1.29), integrity (M=3.27, SD=1.27), value orientation (mean=3.19, SD=1.36), and managing relations (M=3.08, SD=1.32), self-development (M=3.60, SD=0.86), empathy (M=3.29, SD=0.97). On the other hand, it was found that female secondary school heads were not emotionally intelligent with respect to emotional stability (M=2.64, SD=1.29) and empathy (M=2.63, SD=1.26).

Hypotheses Testing/Inferential Analysis Regarding Emotional Intelligence of Male and Female Secondary-School-Heads

**Hypothesis 1.** There is no significant difference between the overall emotional intelligence of male and female secondary-school-heads.

**Table 8.** Independent Samples t-test Analysis of Overall Emotional Intelligence Between Male and Female Secondary-School-Heads

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>SEd</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>260</td>
<td>3.54</td>
<td>0.93</td>
<td>0.11</td>
<td>3.298*</td>
<td>0.001</td>
</tr>
<tr>
<td>Female</td>
<td>142</td>
<td>3.17</td>
<td>1.30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant; df=400; table t-value at 0.05=1.966

Table 8 portrays that calculated t-value was found to be 3.298 which is statistically significant (p<0.05) as it is higher than the tabulated t-value at 0.05. Hence, the null hypothesis was rejected. It means that there is significant difference between the emotional intelligence of male and female secondary-school-heads. Similarly, the mean score values

undoubtedly show that male secondary-school-heads (M =3.54, SD=0.93) were more emotionally intelligent than female secondary-school-heads (M =3.17, SD=1.30).

**Hypothesis 2.** There is no significant difference between the subscales of emotional intelligence of male and female secondary-school-heads.

Table 9. Independent Samples t-test Analysis of the Sub-Scales of Emotional Intelligence Between Male and Female Secondary-School-Heads

<table>
<thead>
<tr>
<th>Sub-Scales of Emotional Intelligence</th>
<th>Male M</th>
<th>Male SD</th>
<th>Female M</th>
<th>Female SD</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>3.72</td>
<td>0.89</td>
<td>3.33</td>
<td>1.29</td>
<td>3.564*</td>
<td>0.000</td>
</tr>
<tr>
<td>Empathy</td>
<td>3.29</td>
<td>0.97</td>
<td>2.63</td>
<td>1.26</td>
<td>5.850*</td>
<td>0.000</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>3.69</td>
<td>0.86</td>
<td>3.35</td>
<td>1.30</td>
<td>3.143*</td>
<td>0.002</td>
</tr>
<tr>
<td>Emotional stability</td>
<td>2.36</td>
<td>1.17</td>
<td>2.64</td>
<td>1.29</td>
<td>-2.211*</td>
<td>0.028</td>
</tr>
<tr>
<td>Managing relations</td>
<td>3.68</td>
<td>0.90</td>
<td>3.08</td>
<td>1.32</td>
<td>5.389*</td>
<td>0.000</td>
</tr>
<tr>
<td>Integrity</td>
<td>3.68</td>
<td>0.89</td>
<td>3.27</td>
<td>1.25</td>
<td>3.810*</td>
<td>0.000</td>
</tr>
<tr>
<td>Self-development</td>
<td>3.60</td>
<td>0.86</td>
<td>3.40</td>
<td>1.35</td>
<td>1.810</td>
<td>0.071</td>
</tr>
<tr>
<td>Value orientation</td>
<td>3.80</td>
<td>0.97</td>
<td>3.19</td>
<td>1.36</td>
<td>5.205*</td>
<td>0.000</td>
</tr>
<tr>
<td>Commitment</td>
<td>3.75</td>
<td>0.95</td>
<td>3.41</td>
<td>1.27</td>
<td>3.035*</td>
<td>0.003</td>
</tr>
<tr>
<td>Altruistic Behaviour</td>
<td>3.82</td>
<td>0.87</td>
<td>3.42</td>
<td>1.31</td>
<td>3.423*</td>
<td>0.001</td>
</tr>
<tr>
<td>Mean</td>
<td>3.54</td>
<td>0.93</td>
<td>3.17</td>
<td>1.30</td>
<td>3.298*</td>
<td>0.004</td>
</tr>
</tbody>
</table>

*Significant; df=400; table t-value at 0.05=1.966

Table 9 shows the independent samples t-test analysis of the subscales of emotional intelligence between male and female secondary-school-heads. In case of overall inferential analysis, the calculated t-value was found to 3.298 which is statistically significant (p<0.05) as it is greater than the tabulated t-value at 0.05. Furthermore, the mean scores values plainly indicate that male secondary school heads (M=3.54, SD=0.93) were more emotionally intelligent as compared to female secondary school heads (M=3.17, SD=1.30).

In case of inferential analysis with respect to subscales of emotional intelligence, the table clearly shows that male secondary school heads were more emotionally intelligent with respect to nine subscales than female secondary school heads i.e., self-awareness (t=3.564*), empathy (t=5.850*), self-motivation (t=3.143*), emotional stability (t=-2.211*), managing relations (t=5.389*), integrity (t=3.810*), value orientation (t=5.205*), commitment (t=3.035*), altruistic behaviour (t=3.423*) while both male and female secondary-school-heads found equally emotionally intelligent with respect to self-development (t=1.810). Hence the null hypothesis was rejected.

**DISCUSSION**

The current research paper was planned to analyze comparatively the emotional intelligence of male and female secondary-school-heads performing their duties at secondary level in Khyber Pakhtunkhwa. Descriptive and quantitative research design was used. A standardized questionnaire i.e., Emotional Intelligence Scale (EIS) developed by Hyde, Pethe and Dhar (2005) was used to collect the information from the participants. Response rate was
Emotional intelligence has picked up its position in the recent years for its contribution in a few fields like workplace, organization and leadership. Goleman (1995) expressed that emotional intelligence contributes to individuals’ accomplishment and job performance. Though there is not an agreement among the investigators about the degree to which emotional intelligence envisages the performance of an individual, but research studies have uncovered that emotional intelligence is an influential indicator, considerably more influential than IQ, in deciding one's success and accomplishment (Abraham, 2000; Ashkanasy & Daus, 2002; Bar-On, 2006). Goleman, Boyatziss, &McKee (2002) communicated that leaders who have controlled on their own feelings are better ready to adapt to changes and lead the organizations toward success. Carmeli (2003) found that most people having high degree of emotional intelligence can use and control their own feelings as well as they have the social skills to manage others and keep up interpersonal relationships. Moreover, employees with high degree of emotional intelligence are usually mindful of, and manage their feelings in terms of holding a positive and constructive mental state, an environment that contributes to enhanced employment performance.

The findings of the study explored that overall secondary-school-heads were found emotionally intelligent. They were found emotionally intelligent with respect to nine subscales i.e., empathy, self-awareness, self-motivation, managing relations, integrity, self-development, value orientation, commitment, altruistic behaviour. Likewise, male secondary-school-heads were also found emotionally intelligent with respect to overall emotional intelligence. They were found emotionally intelligent with respect to nine subscales i.e., empathy, self-awareness, self-motivation, managing relations, integrity, self-development, value orientation, commitment, and altruistic behaviour while they were found not emotionally intelligent with regard to emotional stability. Conversely, female secondary-school-heads were also found emotionally intelligent with respect to overall emotional intelligence. They were found emotionally intelligent with respect to all subscales of emotional intelligence except empathy and emotional stability. Both male and female secondary-school-heads responded that they were unable to demonstrate fairness in both favorable and unfavorable conditions due to external pressure. They were uncomfortable and thus incapable to stimulate themselves to innovated ideas and new information. In addition, female secondary school heads also responded that they were unable to concentrate on the apprehensions and worries of others. They were not trying to understand the viewpoints of other persons. They were unable to concentrate on their tasks under unfavourable conditions. They were unable to handle multiple demands and tasks.

Comparatively, it was found that male secondary-school-heads were found more emotionally intelligent than female secondary-school-heads. Furthermore, male secondary-school-heads were found more emotionally intelligent with respect to self-awareness, self-motivation, empathy, managing relations, integrity, value orientation, commitment, and altruistic behaviours while female secondary-school-heads were found more emotionally intelligent with respect to emotional stability although both were disagreed to the same subscale. The outcomes of the study support the findings of many research studies in which they found that males are more emotionally intelligent as compared to females (Ahmad, Bangash, & Khan, 2009; Aiyapp & Acharya, 2014; Khalili, 2011; Rahim & Malik, 2010; Singh & Kapu, 2015). Conversely, the findings of the current research study contradict with many research studies in which it was explored that females were more emotionally

intelligent as compared to males (Mayer, Caruso, & Salovey, 2000; Parveen & Iqbal, 2007; Hayat, Bibi, & Ambreen, 2016; Mandell & Pherwani, 2003; Punia & Sangwan, 2011; Sahu & Das, 2016). Interestingly, some research studies have found no substantial contrast between the emotional intelligence of males and females. Both males and females have the same levels of emotional intelligence.

CONCLUSION

Emotionally intelligent leaders have the ability to create a vibrant environment promising to organizational efficiency and individuals, prosperity. The findings indicate that both male and female secondary-school heads were emotionally intelligent. Male secondary school heads were found emotionally intelligent with respect to all subscales of emotional intelligence except emotional stability. Conversely, female secondary-school-heads were found emotionally intelligent with respect to eight subscales i.e., self-awareness, self-motivation, managing relations, integrity, self-development, value orientation, commitment, altruistic behaviour while they were not found emotionally intelligent with only two subscales i.e., empathy and emotional stability. Comparatively, on the whole, male secondary-school-heads were found more emotionally intelligent as compared to female secondary-school-heads. Male secondary-school-heads were found more emotionally intelligent with respect to self-awareness, empathy, self-motivation, managing relations, integrity, value orientation commitment, altruistic behaviours while female secondary-school-heads were found more emotionally intelligent with respect to emotional stability.

RECOMMENDATIONS

Emotional intelligence is closely associated with workplace outcomes such as performance, job satisfaction and conducive environment. Therefore, it is recommended to focus on those activities that contribute to strengthen emotional intelligence (especially managing relations and empathy dimensions) among secondary-school-heads. In recruitment process, preference should be given to those who are more emotionally intelligent. Workshops and seminars should be conducted on the emotional intelligence to equip secondary-school-heads with skills and abilities to strengthen their emotional intelligence for reducing stress and increasing the level of their job satisfaction. Curriculum of educational administration and management should be reviewed and restructured. Subjects on emotional intelligence should be included to stimulate the abilities of secondary-school-heads for fruitful and productive outcomes.

REFERENCES


