

Effect of Principal's Emotional Intelligence Practices on Teachers' Organizational Commitment in Pakistan

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Abstract

This research examines the emotional intelligence (EI) of school principals, the organizational commitment of teachers and the effect of the emotional intelligence of principals on the commitment of teachers in Lahore, Pakistan. It was hypothesized that principals generally practice using emotional intelligence behavior committed to the schools. A quantitative research design using ex-post facto/causal-comparative research is used. The population of the study included all high school principals and teachers of the Lahore district. A total of 105 principals and 300 teachers were sampled using a random sample technique. Emotional Intelligence scale and organizational commitment scales were used. Both the scales were borrowed with permission and have < .90 alpha reliability in Pakistan. The study hypothesized that high school leaders' emotional intelligence practices do not significantly affect teachers' organizational commitment. The study found no significant effect of principals' emotional intelligence on teachers' organizational commitment.

Keywords: Secondary Schools, Principals, Teachers, Emotional Intelligence, Organizational Commitment.

Introduction

Educational institutions play a crucial role in societal development. Principals of educational institutions contribute significantly to the smooth and successful operation of the educational system. The principal of the school motivates instructors to confront challenges as well. It also encourages and motivates instructors to use their abilities to attain extraordinary achievements and organizational commitment. We are all informed that the long-term growth of any civilization's management system, particularly its educational system, is critical to its success. In general terms, the principal defines the general work environment and affects worker commitment levels in educational institutions. According to Makanjee et al. (2006) the role of educational leaders has evolved to encompass various responsibilities such as coaching, motivating, inspiring, and facilitating teachers. They are expected to create a positive attitude in instructors, foster a feeling of purpose and engagement, and organize collaboration within the educational framework. Emotional intelligence (EI) is crucial for effective leadership, and studies have just begun to show how it affects organizational performance. According to Baron, emotional intelligence is closely related to one's emotional and social abilities and capabilities. It plays a vital role in effectively

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expressing and managing relationships in our everyday lives. EI refers to the capacity to recognize, comprehend, and manage both personal emotions and those of others. Pervez et al. (2016) offer a valuable understanding of the importance of EI through their comprehensive definition. Their definition encompasses the ability to acknowledge and comprehend personal emotions, effectively manage them, and demonstrate consideration for the thoughts and feelings of others while fostering and sustaining meaningful relationships. Emotional intelligence is a non-cognitive aptitude concerned mainly with awareness and interpersonal interactions. School outcomes are the total accomplishments and achievements of principals, instructors, and students within an educational organization. It considers the efficacy of various procedures, products, techniques, and assessments, with student accomplishment playing an important role.

Leaders' performance is more influenced by emotional intelligence. Research suggests that a principal possessing high EI exerts a more significant impact on their school than a leader with lower EI levels (Cherniss, 2003). The term is becoming more vital in today's world. Emotional intelligence is essential in organizational management, team development, and change management. Leaders must effectively harness the power of their emotions to steer their organizations in the right direction. The school principals' leadership position is crucial in improving teacher motivation, performance, and organizational commitment. The leadership approaches principals adopt significantly affect teachers' commitment to their subject area and the school environment. Another important notion is organizational commitment (OC), which assesses how devoted individuals are to their organization and its goals. O'Reilly (1989) defines organizational commitment as an individual's psychological attachment to the organization, encompassing an interest in their work, allegiance, and reliance on its significance and value. High levels of organizational commitment among staff members have been linked to positive outcomes, including increased job satisfaction, reduced turnover, and improved overall performance.

Nevertheless, more research has yet to be conducted regarding the influence of a high school principal's practices under the framework of EI on the OC of staff members, particularly in Pakistan. Consequently, the primary aim of this quantitative research study is to explore the relationship between a principal's EI practices and the OC of staff members within high schools in Lahore.

Problem Statement

Educational institutions have a considerable influence on societal development, and principals play a significant role towards the efficient and effective administration of the educational system. Teachers are inspired and motivated by their principals to solve challenges and attain their full potential, which results in high levels of performance and organizational commitment. The responsibility of leaders in fostering a healthy work environment and encouraging employee commitment is critical to the success of any society's management system. Emotional intelligence (EI) is increasingly recognized for its role in effective leadership and impact on organizational performance. The skill of emotional intelligence, which involves the capability to identify, understand, and manage personal emotions along with those of others, plays a crucial role in effective communication and relationship handling. Leaders with high emotional intelligence exert a more substantial influence on student success than those with lower emotional intelligence. Despite the widely recognized significance of emotional intelligence in leadership, limited explicit research exists exploring the impact of a principal's EI practices on the OC of high school staff, notably within Pakistan.

Consequently, there is an incorrect perception regarding the association between the EI of principals and the OC of staff members in Lahore high schools. The study's significance lies in its contribution to educational leadership and its potential implications for high schools in Lahore, Pakistan. The study addresses a research vacuum and offers empirical data relevant to the Pakistani setting by assessing the effect of the principal's emotional intelligence on staff members' organizational commitment. Findings will inform the development of targeted leadership development programs and strategies, enhancing the understanding of emotional intelligence's role in effective school leadership. Additionally, the study's localized focus offers insights into the unique challenges and opportunities faced by principals and teachers in Lahore, enabling the implementation of culturally and contextually relevant interventions. Ultimately, the study aims to foster positive changes in leadership practices, organizational commitment, and overall school effectiveness in high schools, benefiting the educational system in Lahore and potentially beyond. This quantitative research endeavor aims to explore the correlation between the emotional intelligence exhibited by principals and the organizational commitment demonstrated by staff members within high schools in Lahore, Pakistan. By examining this relationship, the study anticipates providing essential insights into the role of emotional intelligence in increasing worker commitment and its consequences for educational leadership and organizational efficiency. The primary aim of the quantitative research investigation is to examine the connection between principals' emotional intelligence and the organizational commitment displayed by staff members in high schools in Lahore, Pakistan.

Research Objectives

1. To investigate frequently used indicators of emotional intelligence by the principals.
2. To assess teachers' organizational commitment.
3. Exploring the effect of emotional intelligence among high school administrators on teachers' organizational commitment.

Research Questions

1. Which emotional intelligence indicators are most commonly employed by Pakistani high school principals?
2. What is the teacher's organizational commitment level?
3. Does the emotional intelligence of high school administrators significantly impact the organizational commitment of teachers in Pakistan?

Hypothesis

Null Hypothesis (H01): High school administrators' emotional intelligence does not significantly affect teachers' organizational commitment in Lahore, Pakistan.

Null Hypothesis (H02): High school administrators do not use emotional intelligence behaviours at work.

Null Hypothesis (H03): High school Teachers do not have organizational commitment behaviours

This study's findings may be limited to a selection of high schools in Lahore and maybe only partially typical of all high schools in Pakistan or other locations. As a result, caution should be used when extrapolating the findings to a larger population. The study findings are contingent on the sample of high schools chosen and the participants within those schools. Because the sample size is low, the statistical power and generalizability of the results may need to be improved.

Furthermore, the sampling procedure may induce biases or limits. The study examines how emotional intelligence influences organizational commitment but overlooks external factors that may influence teachers' responsibility, such as job satisfaction, workload, or school culture. Despite these constraints, the study attempts to add to current knowledge on emotional intelligence and organizational commitment in Lahore, Pakistan, by giving significant insights and recommendations for leadership development programs and initiatives.

Literature Review

Educational administration shapes work environments and influences commitment, with principals inspiring teachers and promoting organizational commitment. Emotional intelligence (EI) is crucial for effective leadership and corporate results. In the literature, EI has been described as a skill or a personality characteristic. Mayer et al. (1999) define the term as a skill, while Schutte and Malouff (1999) view it as a personality trait. Mayer and Salovey (1997) define emotional intelligence as the capacity to understand and differentiate one's and others' emotions, effectively utilizing this information to guide thoughts and behaviours. In essence, emotional intelligence entails identifying, employing, assessing, and managing emotions to facilitate personal growth and effective decision-making. Numerous studies have emphasized the significance of emotional intelligence in leadership performance, validating the previously described notions. Goleman (1998) is a well-known emotional intelligence and leadership researcher. Goleman highlights the importance of leaders with high emotional intelligence in inspiring, motivating, managing disagreements, and making informed decisions, leading to better organizational outcomes. Boyatzis (1999) extensively researched emotional intelligence and its influence on leadership effectiveness. According to Boyatzis, leaders possessing high emotional intelligence tend to create favourable work environments, foster interpersonal connections, and enhance employee engagement and commitment. His study illuminates the link between emotional intelligence and leadership results.

A leader's capacity to promptly and effectively make decisions is essential for an organization's success, ensuring smooth supervision, assigning tasks, and guiding subordinates. Without effective management, strong and consensus decision-making is impossible (Bass & Rigglo, 2006). A variety of critical components that contribute to the creation of a leader's personality are included in effective leadership (Hosseini et al., 2013). The aspects emphasize the importance of instilling knowledge, understanding work activities, fostering a distinct organizational identity, inspiring confidence, enhancing team collaboration, and encouraging flexibility in decision-making. Leaders with emotional intelligence can demonstrate strong and successful leadership abilities (Cooper, 1997). They are a significant asset to their teams and inspire team members to collaborate to achieve organizational goals. Emotionally intelligent leaders can motivate team members, enhance team effectiveness and performance, and build interpersonal trust.

Organizational commitment originated within the domain of Organizational Behavior during the early 1950s and has been a prominent focus of extensive research ever since. Organizational commitment, a psychological attachment to an organization, predicts work-related factors like employee performance, turnover rates, and organizational citizenship behaviour. Role stress, empowerment, job insecurity, and leadership distribution directly influence employees' organizational commitment, linked to work-related attitudes like organizational identity and job contentment. The extent to which employees feel a sense of unity and attachment to their organization is known as organizational identification (Fred, 2008). Institutional devotion is crucial in enhancing organizational effectiveness and yielding positive outcomes. When

effectively managed, it reduces employee turnover, decreases absenteeism rates, and improves employee performance. As per Park and Rainey (2007), OC represents employees' connection or affiliation with their organization. Dedicated personnel actively participate within an organizational operations framework and contribute to policies, plans, and programs, while those lacking commitment often exhibit withdrawal behaviours to escape job conditions.

Excessive commitment to an organization can lead to obliviousness to ethical issues and may outweigh the benefits, posing risks for both parties involved. As a result, it is best to keep commitment at a moderate level where the requirements of both individuals and organizations may be met (Mowday, 1998). Individuals' organizational commitment refers to their strong desire to remain members of a particular organization. It includes their willingness to contribute at a high level and connect themselves with the organization's beliefs and goals.

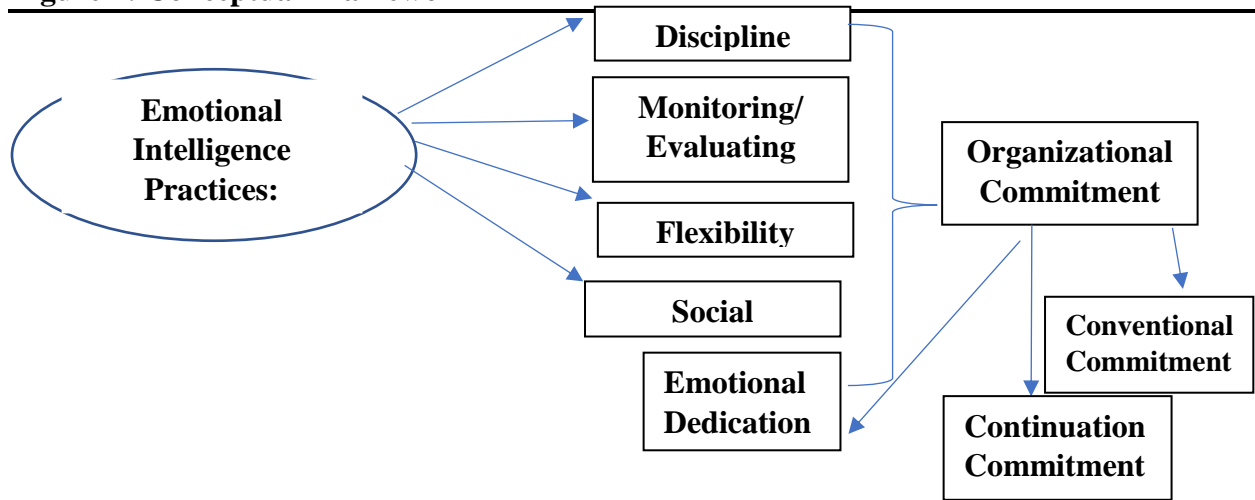
Researchers have attained a high degree of theoretical and empirical consensus on commitment towards the organization (Tett & Meyer, 1989; Morrow, 1983; Mowday et al., 1979). Scholars have identified three critical components of commitment towards an institution (Mowday et al., 1979):

- Continuance Commitment: Wish to sustain affiliation within the organization.
- Affective Commitment: Willingness to exert effort.
- Normative Commitment: Acceptance of organizational values.

When these elements are collectively examined, they offer a holistic view of organizational commitment, encompassing the employee's inclination to remain, dedication and exertion, and synchronization with the organization's values and objectives.

School administrators' relationships with instructors are crucial for effective school operations. Their interactions and behaviour directly impact teachers' work satisfaction, devotion to the organization, and educator status. Despite academic degrees and experience, some principals need more emotional intelligence, essential for building organizational commitment and enhancing instructors' performance. Competent teachers in pushing school change were discovered to be crucial in a study conducted by Louis and Leithwood (2004). However, the value of the principal's emotional intelligence practices was close behind. These two criteria, excellent teachers and primary emotional intelligence activities, may be linked. A study by Thomas and Hammond (2019) reflected that insufficient administrative assistance is the main predictor of school teacher turnover. The study emphasizes the importance of administrative support in retaining teachers. Principals play a crucial role in shaping a school's tone, climate, professionalism, and student care and should follow specific strategies to maximize their effectiveness.

Several studies on effective leadership have identified similar elements to those encompassed in the practices proposed by Marzano and Waters (2005). For instance, Cotton (2003) also outlined 25 responsibilities that align with these elements (Marzano et al., 2005). At the top of this list, five key elements were identified. A principal's leadership skills include discipline, flexibility, effectiveness monitoring, outreach, awareness of school details, ensuring effective instruction, feedback, and advocacy, and aligning with established theories (transformational leadership theory). According to research, emotional intelligence and transformative and successful leadership have a persistent positive link (Cliffe, 2011; Jansen et al., 2014). The previous studies suggest a beneficial association between a principal's capacity to recognize emotions and successful leadership behaviours regarding teachers' organizational commitment.

Figure 1: Conceptual Framework

Methodology

Research Design

The quantitative research method, namely the causal-comparative research design, was employed as the research approach for this study. Since the researchers were interested in finding causal relationships between variables, they did not have control over them. It was not possible to design an experimental study due to detachment from the context, so a causal-comparative design was best suited, as suggested by Gay, Cresswell, Cohen, and Manion. The population includes all the head teachers (principals) and teachers of secondary schools in Lahore. The study's sample consists of school principals and instructors. The data was collected randomly from 105 principals and 300 teachers, including Lahore's public schools. The Principal Responsibilities and Practices Questionnaire - McREL International questionnaire assesses principal emotional intelligence practices. The Organizational Commitment Questionnaire (Mowday et al., 1979) assesses teachers' dedication to the organization. However, both tools have been adapted. The data collection tools are reliable because Cronbach's Alpha reliability is .960 for principals and .987 for teachers. Data was collected by the researchers themselves in person.

Analysis & Findings

Table 1: Item wise Mean and Standard Deviation of Emotional Intelligence Practices of Principals

| Sr #. | Items | N | Mean | Std. Deviation |
|-------|-------------------------------------------------------------------------|----|------|----------------|
| A. | Discipline: | 35 | 3.77 | 1.087 |
| 1. | Protected instructional time | | | |
| 2. | Protection from undue distractions teaching practices. | 35 | 3.54 | 1.221 |
| 3. | No involvement of teachers into external school issues. | 35 | 3.40 | 1.241 |
| 4. | Ability to control over controversies or disagreements among teachers. | 35 | 3.60 | 1.143 |
| 5. | Adherence of the school to all district and state requirements. | 35 | 3.97 | .985 |
| 6. | Effective capability to advocate the school within the community. | 35 | 4.20 | 1.079 |
| 7. | Strong ability to advocate about school to parents of our students. | 35 | 4.11 | 1.105 |
| 8. | Well- aware about the accomplishments of central office. | 35 | 3.63 | 1.114 |
| B. | Monitoring/Evaluating: | 35 | 3.94 | .938 |
| 9. | Continuous monitoring of curriculum effectiveness. | | | |
| 10. | Monitoring of effectiveness of the instructional practices. | 35 | 4.00 | .804 |
| 11. | Monitoring of the effectiveness of the assessment. | 35 | 3.91 | .919 |
| 12. | Accurately determination towards student learning effectiveness. | 35 | 4.03 | 1.014 |
| C. | Flexibility: | 35 | 3.51 | 1.401 |
| 13. | Flexible in making changes. | | | |
| 14. | Encourage contradicting opinions of teachers. | 35 | 3.91 | .887 |
| 15. | Adaption of leadership style as per situation. | 35 | 4.03 | .822 |
| D. | Situational Awareness: | 35 | 3.97 | .923 |
| 16. | Directive or nondirective behavior. | | | |
| 17. | Well- aware about formal issues. | 35 | 3.91 | 1.067 |
| 18. | Accurate predictions about day-to-day basis wrong activities. | 35 | 3.89 | .900 |
| 19. | Well-aware effective and none effective running of school. | 35 | 4.26 | .780 |
| 20. | Well- aware about informal groups and relationships among the teachers. | 35 | 3.89 | 1.078 |

Principals agree with most of the indicators of EI, this reflects that they are well aware of their personal and teachers' emotional intelligence and use it. It is so because the mean score of all statements is greater than 3.5 except one statement, that is, "No involvement of teachers into external school issues."

Table 2: Item wise Mean/Standard Deviation of Organizational Commitment of Teachers

| Sr. # | Items | N | Mean | Std. Deviation |
|-------|---------------------------------------------------------------------------------------------------------|-----|------|----------------|
| A. | Willingness to exert effort: | 109 | 4.02 | 1.240 |
| 1. | I am willing to exert extra effort to contribute to the success of the school. | | | |
| 2. | I actively participate in school activities and initiatives. | 109 | 4.00 | 1.298 |
| 3. | I am satisfied with the opportunities for career development provided by the school. | 109 | 3.53 | 1.244 |
| 4. | I am motivated to continuously improve my performance to benefit the school. | 109 | 3.87 | 1.313 |
| 5. | I take initiative to propose and implement new ideas or improvements in the school. | 109 | 3.93 | 1.252 |
| 6. | I willingly invest additional time and effort in supporting students' academic and personal growth. | 109 | 3.93 | 1.200 |
| 7. | I demonstrate a strong work ethic by consistently meeting or exceeding expectations. | 109 | 3.89 | 1.197 |
| 8. | I embrace challenges and view them as opportunities for personal and professional growth. | 109 | 3.90 | 1.262 |
| 9. | I willingly collaborate with colleagues to achieve common goals and enhance the school's effectiveness. | 109 | 3.94 | 1.290 |
| 10. | I actively seek feedback to improve my performance and contribute more effectively to the school. | 109 | 4.00 | 1.210 |
| B. | Desire to maintain membership in the organization: | 109 | 4.00 | 1.368 |
| 11. | I possess a profound loyalty to the school and its mission. | | | |
| 12. | I am committed to upholding the values and goals of the school. | 109 | 4.04 | 1.254 |
| 13. | I intend to continue working at this school in the foreseeable future. | 109 | 3.97 | 1.205 |
| 14. | I perceive a positive and inclusive school culture fostered by the principal. | 109 | 3.94 | 1.261 |
| 15. | I actively support the school's initiatives and advocate for its mission and vision. | 109 | 4.03 | 1.198 |
| 16. | I willingly share my knowledge and expertise with colleagues to enhance overall performance. | 109 | 4.13 | 1.226 |
| 17. | I actively seek opportunities for professional growth and development within the school. | 109 | 3.99 | 1.190 |
| 18. | I feel a deep connection and belongingness to the school community. | 109 | 4.02 | 1.138 |
| 19. | I willingly go above and beyond my job responsibilities to contribute to the school's success. | 109 | 3.99 | 1.190 |
| 20. | I take pride in my affiliation with this school and its educational community. | 109 | 4.03 | 1.316 |

| | | | |
|---------------------------------------------------------------------------------------------------|-----|------|-------|
| C. Acceptance of organizational values: | 109 | 4.07 | 1.324 |
| 21. I take pride in being part of this school and its educational community. | | | |
| 22. I believe in the vision and direction set by the principal. | 109 | 4.06 | 1.231 |
| 23. I trust the decisions made by the school administration. | 109 | 3.84 | 1.278 |
| 24. I feel that the principal values the well-being and work-life balance of teachers. | 109 | 3.90 | 1.367 |
| 25. The principal recognizes and appreciates the contributions of teachers. | 109 | 3.88 | 1.352 |
| 26. The principal encourages open communication and collaboration among staff members. | 109 | 3.92 | 1.299 |
| 27. The principal promotes a sense of shared responsibility and teamwork. | 109 | 3.94 | 1.387 |
| 28. I feel supported by the principal in my professional growth. | 109 | 3.87 | 1.313 |
| 29. I trust the principal to make fair and unbiased decisions. | 109 | 3.88 | 1.317 |
| 30. The principal creates a supportive environment that encourages creativity and innovation. | 109 | 3.93 | 1.331 |
| 31. I have confidence in the principal's leadership abilities. | 109 | 3.94 | 1.332 |
| 32. The principal effectively manages conflicts and maintains a harmonious work environment. | 109 | 3.85 | 1.373 |
| 33. I believe that the principal is genuinely invested in the success and well-being of teachers. | 109 | 3.86 | 1.350 |

Table 2 shows that the mean value of all statements is larger than 3.5, implying that teachers are highly dedicated towards the institution.

Table 3: Effect of Principals EI on OC of Teachers

| Coefficients ^a | | | | | | | | | |
|---------------------------|------------|-----------------------------|------------|---------------------------|-------|----|-------------|------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Df | Mean Square | F | Sig. |
| | | B | Std. Error | | | | | | |
| 1 | (Constant) | 132.639 | 29.589 | | 4.483 | 1 | 12.535 | .011 | 0.000 |
| | TEI | .039 | .375 | .018 | .104 | 33 | 1165.262 | | 0.918 |

a. Dependent Variable: TOC

The data in Table 3 indicates that at the school level, the influence of principals' emotional intelligence practices on teachers' organizational commitment is neither significant nor substantial [F (1,33) = .011, t (.104), b (.018), MS (1165.262), p=.918].

Discussion

The primary aim of this quantitative research study is to investigate the correlation between principals' emotional intelligence and the organizational commitment displayed by staff members in high schools in Lahore, Pakistan. In this research, the selected principals and teachers were assured the practical outcome of emotional intelligence towards the teachers' organizational

commitment level. The survey sampling technique entails collecting sample data from the replies of the sample to particular questions. This study aims to gain further insight into the EI practices of principals and the overall OC of teachers at the school level. According to research findings, emotional intelligence is the ability to perceive and regulate one's interactions and relationships with others. The analysis revealed that administrators' emotional intelligence practices had a limited impact on teachers' organizational commitment, specifically at the school level. Most of the data align with the null hypothesis, suggesting that "the EI practices of high school principals do not significantly influence the OC of teachers in Lahore, Pakistan." This implies that principals' awareness of their own and others' EI attributes may not affect the teachers' level of OC at the school level. All significant principals' practices include the insurance of discipline, effective monitoring of the curriculum implementation and effectiveness of assessment, flexibility enough towards accepting teachers' opinions, and awareness of the day-to-day school activities and teachers' conflicts. These actions reflect teachers' higher degree of organizational commitment in terms of the Continuation Commitment, Emotional Commitment, and Conventional Commitment. As per the study's findings, no significant association exists between the emotional intelligence techniques employed by principals and the level of organizational commitment among teachers. This research defines *emotional intelligence* as a talent that helps us increase our ability and proficiency. This research defines *emotional intelligence* as a skill that can improve an individual's potential and proficiency. Furthermore, when selecting school leaders for professional growth or promotion, emotional intelligence exams may be an extra tool to consider. For example, the Principal Responsibilities and Practices Questionnaire (McREL) was developed to assist organizations in making predictive evaluations of supervisory abilities, including job performance (D. Feng et al., 2016). As school leaders aim to enhance their abilities in practices known to enhance student achievement, improving their expertise in emotional intelligence, particularly in specific domains, could offer a framework for broadening their skills for job efficacy. Given research indicating the pivotal role of school principals in school effectiveness (Ahmad et al., 2017; Leithwood & Jantzi, 2000), the prospect of supporting principals in cultivating personal skills within emotional intelligence domains linked to practices linked to student achievement becomes particularly compelling. Strong leadership is considered particularly vital in schools judged to be failing or need reform (Louis, 2015), and fewer highly successful principals are working in disadvantaged schools, which are typically deemed to need change.

Given the malleable nature of emotional intelligence as a skill susceptible to improvement through training and coaching, the outcomes from this study are compelling, prompting further investigation into the potential relationship between emotional intelligence and all 21 McREL practices, along with other assessments of principal effectiveness (Walter et al., 2011). Strengthening a principal's emotional intelligence might be another technique for improving job performance effectiveness. Although there was not a statistically significant correlation between student achievement and principal practices or emotional intelligence, a positive relationship existed between these two factors.

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