

The Role of Principals' Emotional Intelligence on School Leadership Effectiveness

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Abstract : Effective leadership has a crucial role in excelling in the overall success of a school. Today there is much attention given to school leadership, without which schools can never be successful. Therefore, the study was aimed at investigating the role of principals' leadership styles and their emotional intelligence on the work motivation and job performance of teachers in Addis Ababa, Ethiopia. The study, thus, first examined the relationship between work motivation and job performance of the teachers in relation to the perceived leadership styles and emotional intelligence of principals. Second, it assessed the mean differences and the interaction effects of the principals' leadership styles and emotional intelligence on the work motivation and job performance of the teachers. Finally, the study investigated whether principals' leadership styles and emotional intelligence variables had significantly predicted the work motivation and job performance of teachers. As a means, a quantitative approach and descriptive research design were employed to conduct the study. Three hundred sixteen teachers were selected using multistage sampling techniques as participants of the study from the eight sub-cities in Addis Ababa. The main data-gathering instruments used in this study were the path-goal leadership questionnaire, emotional competence inventory, multidimensional work motivation scale, and job performance appraisal scale. The quantitative data were analyzed by using the statistical techniques of Pearson-product-moment correlation analysis, two-way analysis of variance, and stepwise multiple regression analysis. Major findings of the study have revealed that the work motivation and job performance of the teachers were significantly correlated with the perceived participative leadership style, achievement-oriented leadership style, and emotional intelligence of principals. Moreover, the emotional intelligence of the principals was found to be the best predictor of the teachers' work motivation, whereas the achievement-oriented leadership style of the principals was identified as the best predictor of the job performance of the teachers. Furthermore, the interaction effects of all four path-goal leadership styles vis-a-vis the emotional intelligence of the principals have shown differential effects on the work motivation and job performance of teachers. Thus, it is reasonable to conclude that emotional intelligence is the sine qua non of effective school leadership. Hence, this study would be useful for policymakers and educational leaders to come up with policies that would enhance the role of emotional intelligence on school leadership effectiveness. Finally, pertinent recommendations were drawn from the findings and the conclusions of the study.

Keywords : emotional intelligence, leadership style, job performance, work motivation

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