

Transforming Education Through Emotional Intelligence: The Impact Of Principals' Instructional Leadership On Teachers' Instructional Strategy

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Abstract

School principals face a variety of challenges that can affect not only their emotional well-being but also their subordinates, especially teachers. The aim of this study was to investigate the relationship between a principal's emotional intelligence and the instructional strategies used by teachers, with a significant mediating role played by the principal's instructional leadership. The study included 207 teachers from six private secondary schools in Karachi, who were assessed using three different tools: Wong's Emotional Intelligence Scale (WEIS) for emotional intelligence, the Principal Instructional Management Rating Scale (PIMRS) for instructional leadership, and the Instructional Strategy Scale (ISS) for teachers' instructional strategies. The data was analyzed using SPSS 26 and Smart PLS 3. The results showed a strong correlation between a principal's emotional intelligence and the instructional strategies used by teachers, which was significantly influenced by the principal's instructional leadership. These findings highlight the importance of principals having emotional intelligence to enhance their instructional leadership skills and develop teachers' teaching strategies, ultimately creating a conducive teaching and learning environment in their schools.

Keywords: Emotional intelligence, Instructional leadership, Instructional strategy, Private Secondary Schools.

INTRODUCTION

Education plays a crucial role in determining an individual's success in any field. Through education, students acquire skills that enhance their abilities, prepare them physically, and promote their mental development. Good

teaching requires not only subject knowledge but also effective teaching abilities. From a broader perspective, education involves a blend of thinking and feeling, as highlighted by Mehmood, Qasim, & Azam (2013). As a developing country, it is imperative that we

identify the factors critical to our academic prosperity. Pakistan faces numerous educational challenges that must be addressed to promote long-term economic growth. School principals play a vital role in creating a healthy learning and teaching environment in classrooms. Recent educational policy innovations, such as high-stakes teacher evaluation systems and increased external accountability, have put even more pressure on principals to improve school environments, instructional practices, and student outcomes (Liebowitz & Porter, 2019).

School leaders are increasingly held responsible for implementing educational reforms introduced by higher-level legislators. Change management, an emotionally charged aspect of leadership, has been studied extensively (Chen, Berkovich, & Eyal, 2021). These emotionally charged climates reduce decision-making latitude and autonomy, resulting in "scrutiny stress" (Maxwell & Riley, 2017). Today's principals and educational managers must balance various delicate demands, such as the needs of key stakeholders, competing goals, challenging stakeholder relationships, their image, and teachers' emotions (Chen, 2020). The COVID-19 pandemic has significantly altered the professional lives of school leaders, making it even more challenging to maintain a balance. Principals and educational administrators must, therefore, be "emotional leaders" (Berkovich & Eyal, 2020; Chen, Berkovich, & Eyal, 2021), and possess high levels of emotional intelligence and self-awareness. Such leaders can identify the emotional states of their teachers, share those emotions openly, manage their negative emotions without expressing them to others, and effectively persuade teachers (Sayir, 2018). Additionally, there is a significant impact of principals' emotional intelligence on secondary-level school outcomes (Pervez, Dahar, & Lateef, 2016).

Objectives of the research

The purpose of this research was to examine the impact of the emotional intelligence of principals on the teaching strategy of secondary school teachers in private secondary schools in Karachi, with the mediation of the principals' instructional leadership. The study had the following objectives:

- To investigate the relationship between the principals' Emotional Intelligence (EI) and Instructional Leadership (IL) in the secondary schools of Karachi.
- To explore the relationship between Principals' IL and Teachers' Instructional Strategy (IS) in the secondary schools of Karachi.
- To examine the impact of Principals' EI on Teachers' IS mediation by Principals' Instructional Leadership IS in the secondary schools of Karachi.

Research Questions

The research question breathes life into the research topic statement. It also provides direction for the development of research instruments (Gay, Mills & Airasian, 2011). The research questions of this research study are as follows:

- What is the relationship between the emotional intelligence (EI) and instructional leadership (IL) of principals in secondary schools in Karachi?
- How does the instructional leadership (IL) of principals relate to the instructional strategy (IS) of teachers in secondary schools in Karachi?
- What is the impact of the emotional intelligence (EI) of principals on the teacher's instructional strategy (IS) of teachers in secondary schools in Karachi, and how is this effect mediated by the instructional leadership of principals?

LITERATURE REVIEW AND HYPOTHESIS

Emotional Intelligence (EI), also known as the "heart of intelligence" according to Goleman (1998), was first introduced by Thorndike in 1920. Thorndike proposed three levels of EI, including abstract intelligence, mechanical intelligence, and social intelligence (Asrar-ul-Haq, Anwar, & Hassan, 2017). Wechsler (1940) identified cognitive and social skills as the two primary components of intelligence and emphasized that the affective aspects of intelligence are crucial for achieving success in life (Tai & Kareem, 2018). EI is considered a critical component for leadership success in organizations (Masood, Mussarat, & Mazahir, 2015). Although EI was once considered a vague concept, it has become a hot topic in educational research over the past 20 years (Goldring, 2015). The two most dominant models of EI are the ability-based model and the mixed model (Mayer, 2008; Goleman, 1995).

The ability-based model of EI is broken down into four ability categories, ranging from fundamental to advanced: perceiving and expressing emotions, emotional facilitation of thought, reflectively controlling emotions, and comprehending emotion (Chen & Guo, 2018). Mayer (2008) covers all these topics in his course. The mixed model, which builds on the ability model, incorporates various personality attributes and performance concepts. According to this model, EI involves "the ability to recognize our own and others' feelings, motivate ourselves, and effectively manage emotions in ourselves and in our relationships" (Goleman, 1995, p. 317).

Theories of Emotional Intelligence

At present, Emotional Intelligence (EI) theories are still developing and there is no consensus among scholars on how to properly understand their concepts. Despite the fact that the three most prominent EI models have significant differences, each with their own theoretical

perspectives and measurement sources, there are some similarities. All EI theories involve being aware of one's own emotions and behavior, as well as those of others, in order to improve situations positively. The five most well-known EI theories are the Ability Model (Salovey & Mayer, 1990), Competency Model (Goleman, 1995), Multiple Intelligences Theory (Gardner, 2006), and Skill-based Model of Emotional Intelligence (Nelson & Low, 2011).

Emotional Intelligence and School Principals

According to Assanova and McGuire (2009), Emotional Intelligence (EI) has a strong connection with various aspects of work, such as job performance, motivation, effective management, leadership, and decision-making. All EI models recognize the importance of a leader's cognitive and technical abilities. However, they also emphasize that a person's emotional characteristics play a critical role in their ability to become productive and successful leaders. Since people experience a wide range of emotions that can impact their actions and behavior, managing emotions in a positive manner is crucial for a company's success. Developing an understanding of one's own emotions and those of others can help turn unproductive and negative situations into positive and beneficial outcomes.

Leaders who are effective understand that their leadership style has a significant influence on their ability to achieve positive job outcomes. Successful leaders recognize that their beliefs regarding human nature and behavior are crucial factors that affect their leadership success. Effective leadership requires an understanding of the leader's role, emotions in the workplace, and the ability to build positive relationships, communicate effectively, and make intelligent decisions, which all contribute to creating a positive work environment and productive employees. While leaders are expected to possess the necessary skills for their role, they are also evaluated based on their

ability to manage and organize themselves and others, as well as their level of emotional intelligence. Much research has focused on school leadership, which has shown that a principal's leadership abilities and responsibilities can have a significant impact on creating a positive school climate, leading to higher teacher job satisfaction and pupil achievement. According to Marzano, Waters, and McNulty (2005), various principal activities can contribute to enhancing student success, highlighting the significant impact that principal leadership can have on school performance.

School principals must be capable of managing a broad range of emotions, both their own and those of others, which is an essential part of their job (Zikhali & Perumal, 2015). In the presence of stakeholders, principals must maintain a composed and controlled demeanor while finding a balance between being concerned and supervising (Berkovich & Eyal, 2015). Principals work with a diverse range of stakeholders, including students, adult employees, peers, parents, and supervisors, all of whom may experience a high level of emotional arousal at times. This can be an emotionally demanding situation. To ensure that a school functions effectively, administrators must respond adeptly to the demands of all groups, balance conflicting objectives, and transition seamlessly between interacting with stakeholders, all while managing their public image (Berkovich & Eyal, 2015).

In order to improve people's thinking and performance, school principals must be able to control their emotions. Teachers are prone to feeling vulnerable during times of turmoil. This emotional vulnerability could lead to a teacher feeling isolated or disconnected from others, jeopardizing change outcomes. School principals must recognize and manage the emotional components of the collaborative process in order to effectively manage change conflicts among teachers, for example. This can strengthen good bonds and reduce

disagreements, especially value-based arguments, which have been identified as one of the most significant predictors of emotional exhaustion (Maxwell & Riley, 2017). The school principal will have an easier time garnering teacher buy-in and encouraging positive adjustments in teacher responses and behaviours toward bringing a change with this skillfulness.

Emotional understanding is defined as a school leader's ability to comprehend the relationships between different emotions, their origins and consequences, and the subtle changes between emotions in themselves and others. The ability to understand others on a deeper level comes from being self-aware of one's own emotions and feelings. To be an effective leader, it is essential to have self-awareness of one's flaws and how one's mood and behavior can influence others emotionally. If school principals have this ability, they can promote emotional awareness and literacy in their classrooms, which has been found to be a strong predictor of positive work sentiments and outcomes in subordinates. Emotional awareness is crucial for maintaining workplace relationships and enhancing job satisfaction. Leaders should also understand that effectively managing emotions can lead to the achievement of desired outcomes. The impact of a leader's emotional tone on others can be significant and therefore it is hypothesized that:

H1: There is a significant relationship between principals' EI to their IL

Teachers' Instructional Strategy

According to Mehmood, Qasim, and Azam (2013), teachers are the backbone of educational institutions and are responsible for providing guidance and support to students who are struggling academically. The success of a school is closely tied to the qualifications and commitments of its teachers and other educational professionals (Sayir, 2018). It is the primary responsibility of teachers to ensure that students comprehend the material they are taught and adhere to the curriculum within the

allotted time frame (Naqvi, Iqbal, & Akhtar, 2016). Literature review shows that teacher effectiveness and classroom techniques are the most important elements in predicting student learning success (Hattie, 2012, & Chen, & Guo, 2020).

The significance of classroom teaching is emphasized in the criteria for Instructional Supervision (IS), which includes aspects such as student-centered learning and involvement, instructional delivery, feedback on academic performance, and fostering of critical thinking in students (Reddy & Fabiano, 2015). When assessing the impact of principal leadership on student learning, classroom instruction is considered an important mediating factor. Principals can have a direct impact on student learning by working alongside teachers in the classroom or indirectly by improving professional development opportunities, increasing parental involvement, or creating a positive school environment (Sebastian & Allensworth, 2012). Based on this, the following hypothesis was developed:

H2: There is a significant correlation between instructional leadership by principals and the teacher's ability to promote student learning.

Instructional Leadership

The concept of instructional leadership, which focuses on supporting teachers to enhance student learning, has gained popularity over administrative leadership in many societies (Liu, Bellibas, & Gumus, 2020). This leadership style encompasses both direct and indirect activities, such as providing teacher support, developing curricula and personnel, and conducting action research, that connect the needs of teachers with the learning goals of students (Bada, Affrin, & Nordin, 2020). To be an effective instructional leader, the principal must address concerns related to personnel and curriculum development, as well as the implementation and administration of instructional programs. Since teachers are the most valuable resource of the school, the principal should recognize their strengths and

weaknesses, and also show genuine care for their well-being (Andrews & Soder, 1987). Additionally, the principal should identify exemplary teachers and offer constructive criticism to promote their professional development (Bada, Affrin, & Nordin, 2020).

The concept of instructional leadership highlights the importance of school principals in supporting and enhancing teacher effectiveness in the classroom (Hallinger & Heck, 1996). In recent years, there has been a growing body of evidence suggesting that principals' instructional leadership can have a positive impact on teaching and learning outcomes (Robinson et al., 2008). However, much of the existing research on this topic has been conducted in Western countries, with few studies examining instructional leadership in non-Western contexts (Qian, Walker, & Li, 2017). Despite some criticism that their leadership style is outdated, instructional leaders have been successful in transforming their schools (Hallinger & Walker, 2017). These leaders develop a clear plan for the school and inspire their colleagues to follow it, with a focus on improving student academic performance. Principals work closely with teachers to align teaching and learning strategies and activities with the school's academic goals (Hallinger & Wang, 2015).

Instructional leadership has become the primary responsibility of school principals, with research studies indicating that their leadership has an impact on teachers' effectiveness in education and classroom management (Harris, Jones, & Cheah, 2019). As instructional leaders, principals perform various duties, such as advising, providing resources, and assisting instructors in achieving the school's goals (Akram, Kiran, & Ilgan, 2017). These duties involve personnel and curriculum development and classroom instruction supervision (Smith & Andrews, 1989). Instructional leadership comprises critical reflection, teacher collaboration, action research, coaching, and critical thinking, and it

plays a significant role in enhancing the standard of instruction and student learning (Antoniou & Lu, 2018). In fact, it is more powerful in influencing student learning and has a bigger impact on student outcomes than transformative leadership (Robinson et al., 2009). Principals who value their teachers as professionals and promote a culture of accountability and cooperation among their faculty members can foster a collaborative culture (Gallagher, 2012). Thus the following hypothesis was formulated.

H3: There is a significant relationship between principals' EI to their teachers' TS mediated by principals' instructional leadership.

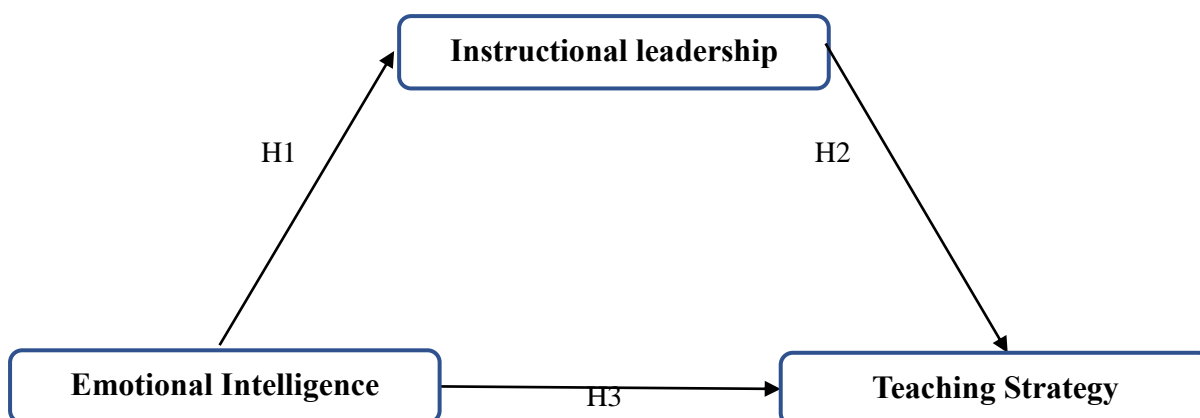
RESEARCH FRAMEWORK

Although there is insufficient evidence to support the claim regarding the relationship among principals' emotional intelligence, instructional leadership, and teachers' instructional strategy, it is generally expected that principals should be able to motivate change, handle relationships and conflicts, demonstrate resilience, understand relevant stakeholders, and manage their own responsibilities (Maxwell & Riley, 2018). Therefore, paying attention to a principal's emotional intelligence as part of instructional leadership could be a useful technique to encourage pedagogical change among teachers

and ultimately improve students' learning (Chen & Guo, 2018). Empirical research on the relationship between principals' leadership behaviour, emotional intelligence, and instructional practices is lacking. However, some studies have examined the link between two of the constructs. For instance, Goldring et al. (2015) found a connection between the instructional leadership behavior of primary school principals in the United States and their EI score, indicating a link between principals' instructional leadership and their emotional intelligence in school settings in the United States.

The conceptual framework in this study is based on the previous sections' findings. The paradigm includes three factors: Principals' Instructional Leadership (IL), Principals' Emotional Intelligence (EI), and Teachers' Instructional Strategy (IS). Figure 1.1 depicts the independent and mediating variables that affect teachers' instructional methods. The study examined the relationships among these variables and how they influence teachers' teaching strategies. Specifically, the figure illustrates the independent and mediating variables that impact teachers' instructional strategies. Through this study, the inter-relationship among these variables was investigated and its impact on teachers' teaching strategies was explored.

Figure 1: Conceptual Framework



METHODOLOGY

Sample and Procedure

Convenient sampling was used to select six private secondary schools in Karachi for this research study, and a total of 207 participants voluntarily took part in the study. The detail of the sample is provided in Table 1. To ensure confidentiality and anonymity, teachers were informed through a consent form. Three different tools were compiled for the study due to their high validity and reliability. These

included Wong's Emotional Intelligence Scale (WEIS) for rating the principals' EI, the Principal Instructional Management Rating Scale (PIMRS) by Hallinger (2013) for rating the principals' IL, and the Instructional Strategy Scale (ISS) by Reddy et al. (2015) for rating the teachers' IS.

Demographics

The demographics of the study were gender, designation, teaching experience, and highest qualification.

Table 1: Respondents' Demographic Information (n=207)

Variables	Level	N	%
Gender	Female	135	65.2
	Male	72	34.8
Designation	Class Teacher	59	27.4
	Subject Teacher	156	72.6
Teaching Experience	1 to 5 years	50	24.2
	6 to 10 years	85	41.1
	11 to 15 years	48	23.2
	16 to 20 years and more	24	11.6
	26 to 30 years	61	28.4
	31 years and above	8	3.7
	6 to 10 years	38	17.7
Highest Academic Qualification	Undergraduate	64	30.9
	Graduate	142	68.6
	Post-graduate	01	0.5

RELIABILITY TESTING

Composite Reliability and Convergent Validity

To evaluate reliability, composite reliability was employed in this study, which is considered a more effective measure of internal consistency than Cronbach's alpha (Hair et al., 2014). Reliability, in this research, pertains to internal consistency. A construct is deemed

reliable if its Composite Reliability (CR) value is more than 0.70 (Hair et al., 2013). Table 2 shows CR value of each latent variable is greater than 0.7 which shows an adequate consistency between the items. The AVE criterion should be at least 0.5, and factor loadings for convergent validity should be at least 0.7. (Hair et al., 2014). Since the AVE for all the latent variable is greater than 0.5 it indicates the convergent validity is established.

Table 2: Reliability & Validity

Scales	Items	Loadings	Cronbach's Alpha	AVE	CRc	rho_A
Emotional Intelligence	SEA.1	0.813	0.963	0.664	0.962	0.963
	SEA.2	0.857				
	SEA.3	0.799				

	OEA.2	0.786				
	OEA.4	0.755				
	UE.1	0.843				
	UE.3	0.855				
	UE.4	0.896				
	UE.5	0.790				
	RE.1	0.760				
	RE2	0.787				
	RE.3	0.791				
	RE.4	0.849				
	SFLE.1	0.748				
	SFLE.2	0.802				
	SFLE.3	0.758				
	SFLE.4	0.860				
	SFLE.5	0.852				
	ID.1	0.862				
	ID.2	0.824				
	ID.3	0.771				
	ID.4	0.769				
Teaching Strategy	PST.1	0.852	0.970	0.702	0.971	0.972
	PST.2	0.897				
	PST.3	0.810				
	PST.4	0.915				
	PST.6	0.861				
	APF.1	0.888				
	APF.2	0.931				
	APF.3	0.763				
	APF.4	0.828				
	APF.5	0.796				
	APF.6	0.815				
	DSM.1	0.817				
	DSM.2	0.887				
	DSM.3	0.842				
	DSM.5	0.859				
	MIP.1	0.862				
	MIP.2	0.889				
Instructional Leadership	MIP.3	0.828	0.978	0.692	0.978	0.979
	MIP.4	0.763				
	MIP.5	0.746				
	DPSLC.1	0.902				
	DPSLC.2	0.710				
	DPSLC.4	0.872				
	DPSLC.6	0.848				
	DPSLC.7	0.882				

**Items Removed: Indicator items below 0.5: UE_2 and PST_5.

Discriminant Validity using Fornell and Larcker (1981) Criterion

The criterion set by Fornell and Larcker suggests that a variable should have a greater amount of variance with its own items than with

the items of other variables (Hair et al., 2014). In Table 3, it is expected that the values on the diagonal, which represent the square root of AVE, should be larger than the inter-construct correlation, according to Hair et al. (2011).

Table 3: Fornell and Larcker (1981) Criterion

Scale	EI	IL	TS
EI	0.815		
IL	0.952	0.838	
TS	0.912	0.917	0.832

*The diagonals are the square root of the AVE of the latent variables and indicates the highest in any column or row

Note: EI= Emotional Intelligence, IL = Instructional Leadership, TS = Teaching Strategy

DATA ANALYSIS AND RESULTS

Haier et al. (2011) recommend using PLS-SEM for analyzing complex and exploratory models. In this study, to test the proposed hypotheses, the researchers first examined the path coefficients obtained through the PLS algorithm, followed by bootstrapping with a

sample size of 5000 a t-value greater than 1.96 and a p-value less than 0.05. The findings of the study suggest emotional intelligence ($t=80.907$, $p=0.000$) is positively correlated with instructional leadership and further instructional leadership ($t=8.084$, $p=0.000$) is positively correlated with teaching strategy. Therefore, H1 and H2 were supported.

Table 4: Path Coefficients

No	Relationship	B	(SD)	t-value T>1.96	p-value P<0.05	CI		Decision P<0.05
						2.5%	97.5%	
H1	EI->IL	0.921	0.011	80.907	0.00	0.898	0.942	Supported
H2	IL->TS	0.524	0.065	8.084	0.00	0.395	0.649	Supported
H3	EI->IL->TS	0.483	0.060	8.037	0.00	0.365	0.600	Supported

Table 5: Mediation Analysis

Total Effect (EI-> IS)		Direct effect (EI -> IS)		Indirect effect (EI -> IS)					
Coefficient	P-value	Coefficient	P-value	Coefficient	SD	t value	P-value	B1 [2.5% ; 97.5%]	
0.921	0.000	0.404	0.000	EI-> IL-> IS	0.482	0.060	8.037	0.000	0.360; 0.594

The aim of the study was to investigate the role of IL as a mediator between EI and IS. The

results of the mediation analysis (as shown in Table 5) indicate that the overall impact of the

independent variable (Emotional Intelligence) on the dependent variable (Teaching strategy) was significant (H3: $\beta = 0.921$, $t = 80.907$, $p = 0.000$). Moreover, when the mediating variable (Instructional Leadership) was included, the effect of EI on IS became significant (H3: $\beta = 0.404$, $t = 6.290$, $p = 0.000$). Additionally, the indirect effect of EI on IS through IL was also significant (H3: $\beta = 0.482$, $t = 8.037$, $p = 0.000$). These results indicate that the relationship between EI and IS is fully mediated by IL. Hence H3 was supported.

DISCUSSION

Chen and Guo (2020) discovered that emotional intelligence (EI) plays a significant role in supporting principals' functionality as instructional leaders in education. While there is little empirical evidence to support the use of emotions in school leadership (Berkovich & Eyal, 2017), this study provides empirical evidence that principals' EI is linked to student achievement and various instructional management styles. This finding is consistent with prior research that demonstrates a connection between principals' EI and their leadership actions (Grobler, 2017). It also supports the argument that effective emotional management skills contribute to successful leadership (Maxwell & Riley, 2017) and the notion that subordinates' perceptions of their leaders' leadership behaviours are strongly linked to their leaders' EI (Kerr, 2006).

Gray (2009) argues that emotional intelligence is a fundamental aspect of decision-making for principals. Their ability to comprehend and manage their own and others' emotions positively affects their ability to achieve school objectives. However, the demands of this job can be unpleasant, and prolonged stress can lead to exhaustion, job dissatisfaction, and lower job performance, reducing the incentive to remain in the principal's position (Maxwell & Riley, 2017). Conversely, emotionally intelligent principals are highly aware of their own and their followers' emotions. These leaders can accurately convey emotions and

distinguish between genuine and counterfeit emotions. They possess emotional awareness, which allows them to observe and build the necessary relationships to guide others toward positive development (Berkovich & Eyal, 2017). Therefore, it is not surprising that instructional leaders in this study create school missions based on their and others' emotion evaluation competencies (Chen & Guo, 2018).

A surprising discovery was made that school principals, even with their knowledge of emotional intelligence, tended to neglect the feelings of others when creating a positive learning environment. As mentioned before, teachers gave low ratings for the aspect of promoting a favorable school climate. Emotional intelligence leaders, as studied by George (2008), can inspire their subordinates by observing and valuing their work. Developing trust among all stakeholders is crucial in addressing challenges and generating opportunities. If school principals utilize their emotional intelligence, they can foster teacher collaboration and commitment towards achieving required curricular changes (Grobler, 2017). Therefore, every decision made by school principals has a significant impact on the well-being of everyone in the learning community (Berkovich & Eyal, 2017).

Different types of instructional leadership can modify instructions, which are influenced by four components of principals' emotional intelligence (EI) as described in a study by Chen and Guo (2018). These findings emphasize the significance of principals' emotional intelligence in instructional leadership. The characteristics of instructional leadership help advance the method of engaged student learning in school. Hallinger and Walker (2017) support this hypothesis, as they believe that instructional leadership focuses on core school issues. Teachers evaluate the quality of principal instructional leadership similarly, and each principal's unique leadership style indicates their own EI competence. The results of associations between principals' EI and IL support this

finding. This aligns with Barent's (2005) findings, which suggest that individualized leadership may require emotional control. The EI of principals could explain why individuals with similar instructional leadership scores are perceived to have different levels of leadership effectiveness according to this approach.

Teachers' beliefs and classroom practices are affected by leadership behaviors that demonstrate emotional competence, resulting in a greater focus on student learning outcomes (Heck & Hallinger, 2014). Principals who possess emotional intelligence are likely to facilitate task completion and sharing of beliefs that support a school culture of vision, as well as improve both teacher and school effectiveness by managing the emotions that they and their staff experience when dealing with educational change (Kupers and Weibler, 2005). These objectives can be achieved through accurate emotional identification, which necessitates school leaders to effectively evaluate emotional situations and formulate appropriate responses (Maxwell and Riley, 2017).

RECOMMENDATIONS

The following recommendation can help educational institutions improve the influence of administrators' emotional intelligence and instructional leadership on teachers' instructional practises, which will ultimately improve student results and foster a productive learning environment:

- Teachers are crucial to the success of every school, as they are responsible for the quality of education and learning experience. It is important for them to understand the emotional state of their principals in order to establish better relationships with them.
- School leaders and principals must possess emotional intelligence, allowing them to better understand themselves and others. Without an understanding of emotions and feelings, no school can thrive. They

must also be highly skilled in instructional leadership, guiding their teachers towards achieving organizational goals and professional development.

- Encourage the adoption of practises and policies based on research that help principals build their emotional intelligence and instructional leadership. To guarantee ongoing development in educational leadership, keep abreast of the most recent research and evidence-based strategies.
- Policy makers must take into account various factors when developing policies regarding teachers, recognizing that teachers are human beings with rights that should not be violated. Sufficient attention must be paid to the social, economic, psychological, and financial needs of teachers. Policies should consider the perspectives of all stakeholders to ensure that schools work towards a shared vision and mission.
- Future researchers are recommended to conduct larger-scale studies, using random sampling with a sample size of 500 or 1000 participants. Mixed methods should be used instead of relying solely on quantitative or qualitative methods. Public school teachers can also be included to compare the leadership styles between public and private schools.

THEORETICAL IMPLICATIONS

It has been confirmed through numerous research studies that there is a significant statistical relationship between the emotional intelligence of principals, their instructional leadership, and the teaching strategies of teachers. This suggests that emotional intelligence and instructional leadership of principals are two established factors that greatly influence schools' performance by having a strong impact on the performance of teachers. Therefore, principals who possess

emotional intelligence and effective instructional leadership skills can significantly contribute to the organizational development of educational settings. Principals that possess high levels of emotional intelligence and strong instructional leadership abilities can take on the role of successful leaders. By fostering a sense of community, establishing high standards, and stimulating the mind, they encourage and motivate teachers.

PRACTICAL IMPLICATIONS

The study can have numerous practical implications for principals' development (professional, emotional, and psychological), teachers' growth and development, and creating conducive teaching and learning environment in educational settings. Some of the key implications from the findings of the study are as follows:

- It provides the association of the three variables through quantitative approach. More studies can be done using qualitative and mixed methods designs to see the 360 view of the problem. This can open room for bringing more variables related to educational leadership and teachers for further exploration.
 - Emotional intelligent principals' creative positive working environment for teachers where they are highly regarded and appreciated for their work and efforts. This can make teachers feel valued and motivated to utilize their more potential which leads to the success of the schools.
 - Through specialized training programmes and continuous assistance, educational institutions should give principals' development of emotional intelligence and instructional leadership abilities top priority. They may encourage collaboration, ongoing learning, and student achievement by doing this,
- which will improve the school environment.
 - Teachers' professional growth is greatly influenced by the instructional leadership provided by principals. Teachers are more likely to use new teaching methods and improve their instructional practices when principals offer support, resources, and chances for professional development.
 - The effectiveness of teachers' methods of instruction can be greatly impacted by the emotional intelligence and instructional leadership of principals. Students' engagement, motivation, and academic performance can be improved by using effective teaching tactics that are in line with their needs and a supportive learning environment.
 - The development of an environment of continuous learning inside the school is facilitated by the emotional intelligence and instructional leadership of the principals. They can encourage professional learning networks, group lesson preparation, and peer observations, creating a climate where educators actively share and put into practice good teaching practices.

Educational organizations may emphasize the improvement of principals' emotional intelligence through focused training programmes and offer continuous support for instructional leadership practices to maximize these practical implications. The sharing of instructional strategies and the promotion of professional development among teachers can both be facilitated by developing a cooperative and encouraging school culture.

CONCLUSION

The study concludes that principals' emotional intelligence and instructional leadership have a significant effect on teachers' teaching practices and have practical ramifications for educational settings. The work atmosphere is improved,

effective communication is fostered, professional growth is supported, and teaching methods are modified to meet the requirements of the students by principals who have high emotional intelligence and excellent instructional leadership abilities. They give encouraging criticism and review, foster a learning environment, and eventually raise student achievement. Given the importance of principals' instructional leadership and emotional intelligence, educational institutions can put initiatives in place to help their school leaders grow in these areas. This can be accomplished by implementing focused training programmes, providing continuing assistance, and promoting a supportive and cooperative school climate. The results of this study highlight the significance of fostering an atmosphere where teachers feel appreciated, encouraged, and empowered to use cutting-edge teaching techniques that cater to the various needs of students. Schools may establish a climate that fosters successful teaching practices, improves teacher satisfaction, and ultimately improves student learning results by giving administrators priority in developing their emotional intelligence and instructional leadership abilities.