

A STUDY OF ADMINISTRATORS 'EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP WITH STUDENTS' PERFORMANCE IN CADET COLLEGES

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Abstract

This study was conducted to find the emotional intelligence of administrators and its relationship with students 'performance' in cadet colleges in KPK and FATA at secondary level. The sample of the study was 24 principals, vice principals and Director of studies of these cadet colleges. A survey was conducted by using 79 items Questionnaire with five-point Likert scale. Main factors of questionnaire for teachers were self-awareness, self-regulation, social awareness; relationship management and self-efficacy. Academic performance results were collected from matric result of these eight cadet colleges published in the respective boards' gazette. The study concluded that positive relationship was found between the emotional intelligence and students' performance of secondary school students. Impact of Emotional intelligence of principals has highly satisfactory score and the students have obtained mostly, A plus grade score which is more than 90 percent. Very few have average result. The major recommendations include Emotional intelligence training /refresher cadre be imparted to all principals and staff. All elite institutions students, teachers and heads of the country be familiarized with importance of emotional intelligence

Keywords: Relationship Emotional intelligence, students' performance, self-awareness, self-regulation, social awareness, relationship management.

Introduction

The educational Climate of our Country demand energetic, visionary dynamic leadership to make remarkable improvement in our

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educational institutions. The new vibrant and dedicated leadership is expected to create conducive environments for faculty and management to achieve the institution goals. The emotional intelligence of leaders, who are committed, happier and enthusiastic to achieve success will play a vital role in motivating and developing relationship for academic excellence in their respective institutions. They will flourish positive emotions to improve their decision making and instill a sense of trust and comradeship through interpersonal relationship. The leader's ability to appraise and express emotions is instrumental in the development of faculty trust in their leader.

Literature review

Emotional intelligence is the ability to perceive, express, understand and regulate emotions. Salovey and Mayer (1997) defined emotional intelligence as "the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions and to regulate emotions to promote personal growth." Goleman (1998) defined Emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions within ourselves and our relationships."

The term "Emotional intelligence" was first introduced by Peter Salovey, John Mayer in 1990. It became popularized in 1995, when Daniel Goleman wrote a book on "Emotional intelligence" and Emotional Quotient (EQ). According to Bar-On (2006) emotional social intelligence is a cross section of inter-related emotional and social competencies, skills and facilitations that determine how we understand and express ourselves, understand others and relate with them and cope daily demands. As explained by Goleman (2000b) intelligent Quotient (IQ) will be a powerful predictor than emotional intelligence in sorting people to determine which profession they can join. But emotional intelligence will be a more powerful predictor than intelligent Quotient during research. Principals and Teachers are supposed to be innovative, flexible and adaptable to new developments. They should also recognize the value of human potentials, diverse needs of learning and are well equipped with intellectual, professional and socio-emotional skills and use teacher's competencies of knowledge, skill and attitude in institutional development.

Principals' Emotional Intelligence and its Impact on student's

Performance is supposed to enhance Student's Performance through Student Teacher Relationship, Support, Classroom Environment/Management, Pedagogical skills as a result of Principal Emotional intelligence .Emotional intelligence make positive contribution in professional field that's why important professions like Armed Forces use Psychological test to measure different aspects of intelligence .They select individuals with strong nerves who can make difficult decisions and handle them efficiently.

When comparing Principals with Teachers we prefer their qualification and achievement but forget their emotional intelligence. it is not just learning a subject but it be kept in mind that teachers are not just well oiled machine, but their emotional passionate is well knitted to students and workplace.

Models of Emotional intelligence:

Emotional intelligence is about awareness of emotions – identifying and understanding emotions-both of your own and others. Emotional intelligence is the knowledge of own and other people's emotions. In Ability EI Model, it is the mental ability which focuses on emotions themselves and their interactions with thought (Mayer and Salovey 1997) whereas Trait EI model – published in 2009 by Petridis and colleagues is a constellation of emotion – related self-perceptions located at the lower levels of personality. Mixed model of EI, introduced by Daniel Goleman (goleman2000b) defines wide range of competencies and skills that drive leadership performance. It deals with Self-awareness, the ability to understand your emotions, and their impact on decisions, Self-management, understanding others, controlling your emotions and its adaptation to circumstances. Social skills are the ability to sense and react to the emotions of others within social situations. The fourth one is Relationship management (ability to inspire, influence and manage conflict) Revised model by Goleman, Recognition of self-awareness and social awareness of others, likewise Regulation showing self-Management and relationship management. The Bar on model is called mixed model because it mixes mental abilities like emotional self-awareness with other abilities like personal independence, self-regard and mood (Mayer et al 2000).

Model selected

Daniel Goleman has been selected as Self-management will

control their emotions and will flourish relationship with their faculty to improve school academic excellence. Social awareness is reaction to emotion of others in a school management. Relationship management will provide opportunity to principal to inspire his team leading to team work and motivation.

Variables of Goleman

1. Self-awareness

- **Emotional Self-awareness.** It is the Recognition of your own emotions and its effects. It is also recognition of your reaction to different situations in the environment and how emotions have impact on your performance.
 - **Accurate in self-assessment.** It is Knowing your inner self, and the awareness of your strong points and weaknesses.
 - **Self-confidence.** It is the ability of performing a task and recognition of you being best for the job. Ideas and opinions are discussed and assured. This will create good impact on others.
- 2. Self-management. It** is Keeping your feelings and emotions under control and controlling negative provoking actions under stress, faced with hostility from others.
- **Trustworthiness.** It is consistency of your actions and values. Conveying your likely actions, ideas, and feelings in open and direct manner, and welcoming the same from others. Integrity and taking responsibility of your behavior and performance, lead to building trust through reliability and authenticity.
 - **Conscientiousness** is presentation of responsible personal performance through reliability and quality work. Careful and organized performance, greater details, through committed promises, and reliability.
 - **Adaptability** is Working with flexibility in a changing situation with different individuals and groups. New information brings change in the ideas and develops new perceptions. It is the Ability to alter standard procedures as per change, and juggle multiple demands when required. Optimism is Judging others in available situation
 - **Achievement Orientation.** Achievement of excellence as a personal need to improve past goals, and lead from others, or even to surpass the greatest goal ever achieved.

- **Initiative.** Initiating action to overcome a problem, and avail opportunity leading to positive action. Through initiative and consistency, striving to do better, with new challenges and opportunities. Accountability for your actions and ideas is must.
- 3. **Social Awareness.**
 - **Empathy.** It's Understanding others and partial expression of thoughts, feelings constantly getting emotional cues. It is Appreciation of what people say and why they say. This will have cross-cultural sensitivities
 - **Organizational Awareness** Understands of relationship and its importance in group or organization. It is Identification of the real decision makers and those who can influence them. Organization values and culture is recognized and how it affects other people's behavior.
 - **Service Orientation** is to meet needs and render focused help to others effort. It is proactive approach where you know what others' needs are articulated, not just a request.
- 4. **Relationship management.**
 - **Developing others.** It is developing others through Planning and imparting long-term learning. The current performance of people is found in spending time and fostering others
 - **Influence.** Others are persuaded, and convinced with a view to get them to go along supporting your ideas. This allows others to listen and how to stand up.
 - **Communication** is dissipating clear and convincing messages to people in an open and effective manner. Engaging people in presentations having open questions interactive sessions.
 - **Change Catalyst.** Nurturing a culture of change motivating and leading groups to bring about specific changes as per needs of the organization. Recognition of need for change and promoting ownership initiatives as a way of life to progress further. Building and maintaining friendly's relationships or through network with the associated people and groups with a view to develop and maintain good relationships with different people.

Previous Researches:

The emotional intelligence of principal (Salovey and Mayer 1997, Peter Salovey 1990, Goleman Daniel 1998) and its impact on

school faculty (.Goleman 2006, Goleman et al 2002. Mayer, Roberts& Barsade.2008,) assert that prime responsibility of principals is to make conducive environment in school using emotional intelligence

Statement of the Problems:

administrators' Emotional intelligence is deeply related to institutions' educational environment and students' performance. However most of the administrators are unaware about emotional intelligence relationship to student's performance. Moreover this aspect is generally neglected in our educational institutions.. Therefore, this study aims at finding the administrators emotional intelligence and its relationship to Student's performance.

Research Objectives:

- 1 To explore the emotional intelligence of administrators in Cadet Colleges.
- 2 To assess the performance of students at secondary level in Cadet Colleges
- 3 To check the relationship of emotional intelligence of administrators with students' academic achievement.

Research Questions

- 1 What is the emotional intelligence level of administrators in Cadet Colleges?
2. What is academic performance of students at secondary level in Cadet Colleges
- 3 How Emotional intelligence of administrators' can be related to academic achievement of students in cadet colleges at secondary level?

Methodology

It was a descriptive survey study.

Population and Sample: The target population for this study included Eight Principals, Eight Vice Principals, Eight Director of Studies and Students from Eight Cadet colleges in KPK and FATA. Whole population was taken as sample of the study

Table 1

List of selected college principals, Vice principals and Director of

studies.

S e r i a l	Name of College	P ri n ci p a l	Vice Princip al	
1	Cadet College Kohat	1	1	1
2	Garrison Cadet College Kohat	1	1	1
3	FS Cadet College Warsak	1	1	1
4	Col. Sher Khan Cadet College Swabi	1	1	1
5	Cadet College Batrasi	1	1	1
6	Cadet College Wana	1	1	1
7	Cadet College Spinkai	1	1	1
8	Cadet College Razmak	1	1	1

Research instruments

Following research instrument was used for the collection of data from the selected sample:

1. Questionnaire.

After due consideration and number of discussions with supervisor and extensive study of literature review, 58 items Questionnaire was developed as Data Collection Instrument. The purpose was to measure four Goleman main and eleven sub components of Emotional intelligence scale having variables of self-awareness, self-regulation, social awareness, and relatedness management. Variable of self-awareness and self-regulation were designed to see principal emotional traits where as social awareness

and related management have been included to see Principal relationship with students. Five Likert scale was used with strongly disagree, moderately disagree, neutral, moderately agree and strongly agree. The Questionnaire was validated by renowned scholars. The Questionnaire was sent to all the cadet colleges through Postal Services and Email. The response was good.

- 2. Gazette notification.** Result was collected from Gazette notification of following boards.
1. BISE Islamabad cadet college Spinkai, Razmak, Wana and Garrison
 2. BISE Peshawar cadet college Warsak
 3. BISE Mardan cadet college Swabi
 4. BISE Kohat cadet college Kohat
 5. BISE Abbottabad cadet college Batrasi.

Results and Discussion

Table 2

Emotional intelligence of administrator (Principals, Vice Principals, DOS) on each variable

Sr. No.		Mean	SD	Number
1	Self-awareness	82.21	5.5 7	24
2	Self-regulation	64.04	5.0 6	24
3	Social awareness	43.83	3.7 7	24
4	Relationship Management	64.29	5.0 9	24

Table 2 shows that emotional intelligence of Principals, Vice Principals, DOS on all variables is high except on social awareness.

Table 3

Emotional intelligence score of each college.

Sr . No	College Principal	Vice DOS	Percentage
1	FSCC WARSAK 245	245 248	88.6
2	CC KOHAT 256	275 278	87.9
3	CC WANA 242	264 269	73.6
4	CC SPINKAI 276	246 249	87.9
5	KSCCSWABI 245	241 278	88.1
6	G CC KOHAT 264	263 279	88.1
7	CC RAZMAK 257	254 254	88
8	CC BATRASI 256	241 241	88.6

Table 3 revealed that Principals, Vice Principals and Director of studies have high emotional intelligence.

Table4

*Student's Achievement at Secondary Level in Cadet Colleges
KPK/FATA*

Sr.	Name of College	Board of	No.of Students -	Mean	Percentage
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#		Intermediate & Secondary Education	10 th class	Score	Score
1	Cadet College Kohat	Kohat	111	970	87.9
2	Garrison Cadet College Kohat	Federal	114	975	88.6
3	FS Cadet College Warsak	Peshawar	96	967	87.9
4	Col. Sher Khan Cadet College Swabi	Mardan	96	968	88
5	Cadet College Btarasi	Abbottabad	118	870	73.6
6	Cadet College Wana	Federal	86	967	87.9
7	Cadet College Spinkai	Federal	21	976	88.
8	Cadet college Razmak	Federal	122	975	88.6

Table 4 shows that except one college, results of all colleges are above 80%. It means academic achievement of these colleges is high .

Table5

Emotional intelligence of Principals and students' performance

Pearson Correlation	.484
Level of Significance	.225
Number	8

The relation between principals Emotional Intelligence and Students performance is positive as indicated .484 in this table 5. The number of principals is Eight and the level of significance is .225.

Table 6

Emotional intelligence of Vice Principals and students' performance

Pearson Correlation	.361
Level of Significance	.379
Number	8

Table 6 ,The relation betweenVice Principals' Emotional Intelligence and Students performance is positive as indicated .361in this table. The number of Vice Principals' are Eight and the level of significance is .379.

Table 7

Emotional intelligence of Director of Studies and students' performance

Pearson Correlation	.237
Level of Significance	.572
Number	8

Table 7, The relation between Director of Studies' Emotional Intelligence and Students performance is positive as indicated .237 in this table. The number of Directors are Eight and the level of significance is .572.

DISCUSSION AND CONCLUSION

Academic achievement of students in cadet colleges is high. Similarly, emotional intelligence of principals, vice principals and

director student's affair is high. Moreover, study revealed correlation between college administrators and students' academic achievement. These results are supported by previous researches of Jordan and Ashkan say (2013), **Lam and Kirby (2002)** and **[Rapisarda \(2002\)](#)**.

This shows that administrators in cadet colleges are well aware of their own Emotional Intelligence and have understanding to regulate them as per the dictate of the ground realities. They are socially well aware about their faculty, understand and probe deeply into their problems. They resolve the issues for overall improvements in the system at their institutions. They encourage initiative and create team spirit in their subordinate which is essential for any good institution. They have the capacity being experienced leaders to maintain high level academic discipline and transformation of leadership qualities into practical work. The academic discipline has created conducive environment. The students follow the academic targets. Therefore, it is recommended that model of recruitment of administrators of cadet colleges may be adopted for secondary and higher secondary schools of provinces. Moreover, for existing heads of schools and colleges, education departments may organize seminars to highlight the importance of emotional intelligence in school administration. And include sessions on role of emotional intelligence in management while planning refresher courses.

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