# HARAMAYA UNIVERSITY

## POSTGRADUATE PROGRAM DIRECTORATE

## EMOTIONAL INTELLIGENCE OF EDUCATIONAL LEADERS: THE CASES OF HIGHER EDUCATION INSTITUTIONS OF EASTERN ETHIOPIA

### MA THESIS

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### HARAMAYA UNIVERSITY, HARAMAYA

**Emotional Intelligence of Educational Leaders of Higher Education Institutions of Eastern Ethiopia**

**A Thesis Submitted to the Postgraduate Program Directorate Department of Psychology, HARAMAYA UNIVERSITY**

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# HARAMAYA UNIVERSITY

# POSTGRADUATE PROGRAM DIRECTORATE

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The author was born in Tigray Regional State, Adwa Central Zone, in Adwa city in 1981.she attended her elementary and secondary and preparatory school at Nigste Saba Elementary and High school. Having completed her preparatory level in 2007, she joined Bahir Dar University and graduated in pedagogical sciences with psychology in July, 2010. Immediately after graduation, she was assigned as Graduate Assistant in Haramaya University. In 2014/15, she joined MA Program in Educational leadership and graduated in 2016. She has been serving as lecturer in Haramaya University. Moreover, the author joined the department of psychology in 2016 to pursue her study in Social Psychology.

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# ACRONYMS AND ABBREVIATIONS

AVP        Academic Vice President

DDU       Dire Dawa University

EI          Emotional Intelligence

ELdr       Educational Leader

HEIs       Higher Education Institutions

HU        Haramaya University

IQ         Intelligence of Quotient

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# Emotional Intelligence of Educational Leaders of Higher Education Institutions of Eastern Ethiopia

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## ABSTRACT

*This paper attempted to assess Emotional Intelligence of Educational Leaders of Higher Education Institutions of Eastern Ethiopia. The effort was made to identify the perception if instructors on their educational leaders and the leaders perception on their EI and to know the status of educational leaders EI and to find out whether there is a significant difference between educational leaders and academic staffs in perceiving educational leaders emotional intelligence in both Dire Dawa and Haramaya Univeristies. The study emerged descriptive survey design and the sample consisted of 256 participants; 44 educational leaders and 212 academic staffs from both universities. For data collection, primary source were used. Questionnaire and interview were used as instruments for data collection. Quantitative data were collected from department heads and instructors and Qualitative data were collected from deans of colleges, associate deans and academic staffs through interview. Data collected with questionnaires were analyzed using descriptive statistics such as frequency; percentage, mean and t-test whereas data from interview were analyzed qualitatively using descriptive narrations and interpretations. In order to select public universities, colleges and instructors from departments, simple random sampling technique was used. The findings revealed that the status of educational leaders El skill perceived low. This implied their ability to recognize and understand others emotions as well as the effect of it on others, the ability consistently work toward their goals , ability to put themselves in someone else's situation and the ability of handling relationships is low. The instructors perceived their educational leaders' as having low emotional intelligence. Whereas the study revealed that the educational leaders' perception of their level of emotional intelligence is high. Accordingly, there was significant perception difference between educational leaders and academic staffs on their leaders' emotional intelligence. Based on the findings, the researcher recommended those universities/ academic vice presidents educational leaders on the Emotional Intelligence concept and its benefit to the institution and also to the personal life. These could be arranged through different trainings and seminars by inviting guest speakers' and professionals. Educational leaders such as dean of colleges, associate deans, department heads and coordinators have transfer their knowledge to the junior educational leaders, academic staffs and other staffs, through different trainings and seminars. Therefore, in order to keep a motivated workforce, and achieve the goals of the institution, educational leaders should focus on increasing their emotional intelligence that is their ability on understanding self and others emotion, motivation, empathy and social relationship.*

# 1. INTRODUCTION

This chapter includes the background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitation of the study and definition of key terms.

## 1.1 . Background of the study

Emotional intelligence is one of the most critical to lead life in better way. To It is known, someone who is very brilliant but yet cannot seem to pull his/her life smoothly (Hayward, 2005). In most case, people have a good superior cognitive intelligence level, but that does not seem to be enough to ensure successful.  This indicates that there may be another kind of intelligence which cooperates with standard cognitive intelligence that helps people to be successful in their life.

In institution, human resource is one the most valuable asset that determines the realization of its vision. The institution characteristics such us interaction between staffs and staffs co-dependence along with their different ideas, feelings and perceptions make the institution more complex (Alireza et al., 2013). Therefore, this demands effective leaders to manage the institution appropriately. Therefore, there is a factor that resonates with effective leadership and performance namely is emotional intelligence (Cherniss, 2000).

Overtime, scientists have begun to study why standard cognitive intelligence alone is not enough to predict performance in an individual. They have realized that there is another type of intelligence is called emotional intelligence (Snyder and Simpson, 2006). Emotional intelligence has great contribution in turn people into empowered and success leaders in any circumstance.

In educational institutions, it is no secret that educational leaders fail not because they lack knowledge, determination and technical skills, but because of what is characterized as emotional intelligence. Therefore, leaders have to work on their emotional intelligence skill to have visible achievement for themselves as well as for their organizations development. This element is as a vehicle in any level of organizations to accomplish their visions. Particularly, a leadership style which describes leaders who inspire, motivate, influence, and show individual consideration for subordinates is deem to reflect the features of an emotionally intelligent leader (Steinberg, 2002).

Salovey and Mayer (1990) originally described emotional intelligence as social intelligence. This resonates with the capacity to analyse the feelings and emotions of one self and of others and to utilise the knowledge to shape person's thinking and actions consequently. It is a set of abilities effectively deals with emotions within oneself and others (Landy, 2005). According to Goleman (2004) emotional intelligence is a skill to comprehend, perceive and manage the feelings, emotions and motivation of one's self and of others.

According to past researches, there is a significant relationship between emotional intelligence and leadership achievement. As Yu and Zhao (2006) suggested that those leaders with high emotional intelligence have great acceptance by his/her subordinates and have high motivation to accomplish the objectives of the institution. Emotionally intelligent organizations provide executive coaching as part of their transformational peak performance leadership development program.

In addition, several scholars also associate emotional intelligence skill with leaders to effective management of organizations. (Van Rooy and Viswesvaran, 2004) suggested that emotional intelligence has received serious justification by empirical research conducted at meta-analysis of 69 emotional intelligence studies and concluded that emotional intelligence could be considered as a valuable predictor of job performance and development in organizations.

Leadership is not simple but a complex dynamic phenomenon, where a multitude of variables can influence and impact upon the leader's performance, which in turn can have such a profound effect on organisational performance (Bycio et al, 1995). As a leader in any institution, it is expected to deal with different people who have different perceptions, interests and opinion to go with change. Therefore, this demands effective leader with high emotional intelligence skill.

Being emotionally intelligent in work area is the most important for the people to be productive for themselves and for the institution they are working. In line with this, Landy (2005) also suggested that emotional intelligence capabilities are the main reason for the effectiveness of a star performer in any organization. Consequently, in any organization, leaders' emotional intelligence has a great role for bringing satisfaction, motivation and development.

Hence, emotional intelligence is a skill to recognize and understand emotions in oneself and others, and his/her skill to use domains of emotional intelligence to manage his/her behaviour and relationships. It affects how to manage behavior, navigate social complexities and make personal decisions that achieve positive results. Therefore, emotional intelligence is a one plays a vital role in any organizations because as Mayer and Salovey (2000) stated emotions that are handled effectively may contribute to how one handles the needs of individuals, how one motivates employees and how comfortable the employees feel at work.

As several researchers agreed, the roles of leaders are extremely challenging. They operate within a complex, demanding and dynamic working environment where they are prone to experience an array of different emotions through their various interactions with different people. Emotions can become highly intense and can on occasion become a disruptive influence within a work environment. They can also have a real significance impact for "getting work done" (Goleman, 2002). This means understanding emotions and becoming more emotionally intelligent will enable leaders, sales people and followers to become more effective within the workplace.

Moreover, Emotionally intelligent leaders are happier and more committed to their organization achieve greater success, perform better in the workplace, take advantage of and use positive emotions to envision major improvements in organizational functioning and use emotions to improve their decision making and instil a sense of enthusiasm, trust and co-operation in other employees through interpersonal relationships (Rosete and Ciarrochi, 2005).

Therefore, in a culture of change, where emotions frequently running high, this sounds the importance of emotional intelligence to the process of leading and should be considered as an essential element of effective leadership (Liptak, 2005). This indicates, in any organizations, understanding the emotion of each and dealing with it properly can help to predicate the effectiveness of the organizations. Therefore, as several scholars suggested that emotional intelligence is one variable can affect the process of leadership and its contribution is countless. For that reason, this study set out with the aim of assessing emotional intelligence of educational leaders in higher education institutions of Eastern Ethiopia.

## 1.2. Statement of the Problem

Higher educational institutions are the main suppliers of qualified human resources to the

nation. One of the basic objectives of them is to provide the highly talented and skilled human resources for the national development as well as to meet the demand of the labour markets of the state. In order to achieve the objectives of higher educational institutions, effective educational leadership is indispensable. Leadership is the heart of every organization. It gives right direction to the organization and induces staffs to work smarter and prepare themselves to scarify personal interest to large extent for the sake of the organizational wellbeing (Batool, 2013).

Leadership within organizations will always be the vital component in the effectiveness of the organization as they make things happen (Chonko , 2009). Leaders are conceived as catalyst for change. To get better outcome and achieve the organizational goals, leader should be able to understand the feeling of their own and the employees as well. Emotional intelligence allows leaders to positively affect their situation by creating an environment of open communication, enhanced trust and greater empathy. Therefore, educational leaders must possess emotional intelligence skill to deal with different issues to realize the overall vision of the organization (Steinberg, 2002).

Nowadays, higher education institutions of Ethiopia are becoming numerous and they are playing a vital role in developing human resources as per sectoral demands. In these institutions, it is widely known that a large number of academic, non academic staffs and educational leaders who have different perception, opinion and feeling work together.

 In spite, there is no research conducted particularly in public higher education institutions, these are the centre of challenges and the roles of educational leaders are more challenging than ever and it appeals leaders with high emotional intelligence, as they are skilful in influencing, inspiring, intellectually stimulating, and growing their staff and their institutions. Therefore, this sector desires effective leaders who can realize the goals of both individuals and organizations.

Moreover, several researchers in education are reporting the importance of handling emotions, though it did not get emphasis. Mostly, the issue of EI is raised in business area than in education. For instance local researchers such as Konjit (2014) and Tsedey (2015) stated in their researches the importance of EI in leadership in business organizations.

Goleman (1998) also suggests that the most important factor that distinguishes effective leaders is not their Quotient Intelligence but their Emotional Intelligence. In addition, now

days the recognition of the importance of emotional intelligence makes the researcher to investigate the nature of educational leaders' emotional intelligence skill in the area.

More to the point the researcher also believed that higher education institutions are most important places to decide well being of every community. Academic staffs describe as the builder of the future of every nation and spend their potential and valuable life time for creating innovative generation. On the other hand higher education is the most important sector in Ethiopia economy, generated large number of human resource. Therefore activities of educational leaders influence the behaviour of academic staffs and students as well.

Moreover, every education institution is established with the vision of upgrading and maintaining physical, mental and social wellbeing of the students. For the purpose of this government spends large amount of budget in producing effective and potential full educators. Due to these important reasons, an effective operation of education sector is considered as vital aspect. As Mills (2010) suggested effective operations and goal achievement of educational institutions depends on the relationship among educational leaders and staffs. Therefore, educational leaders should be emotionally intelligent to build up good relationship with various parties and stakeholders to realize the expected demands.

Besides, from the experience of the researcher and as many people's agreed , she has come to realize emotions becoming high in the higher education institutions, academic staffs are becoming more discomfort, they want to manage their feelings as per they expect and they are not satisfying with their leaders' emotional intelligence skill. Therefore, the major purpose of the study is to assess the emotional intelligence of educational leaders in higher education institutions of Eastern Ethiopia.

## 1.3. Research Questions

Based on the statement of the problem stated above, the researcher tried to answer the following basic research questions.

1. How do instructors perceive the emotional intelligence of their educational leaders?
2. How do the educational leaders in higher educational institutions perceive their own emotional intelligence?
3. What is the level of emotional intelligence of educational leaders in higher education institutions?

4. Is there any statistically significant difference between academic staffs and educational leaders' in perceiving their emotional intelligence of educational leaders?

## 1.4. Objectives of the Study

These parts of the study were deal with both general and specific objectives.

### 1.4.1. General objective

The general objective of the study was to assess emotional intelligence of educational leaders in higher education institutions of Eastern Ethiopia.

### 1.4.2. Specific Objectives

The specific objectives of this study were to:

➢ Identify the instructors' perception about their educational leaders' emotional intelligence.

➢ Know the educational leaders' evaluation of their own emotional intelligence.

➢ Examine the level of emotional intelligence of educational leaders of higher educational institutions.

➢ Find out if there is any significant difference between academic staffs and educational leaders'in perceiving their emotional intelligence of educational leaders.

## 1.5. Significance of the Study

For an organization to achieve its mission and objectives, people are the most important assets. Conducting assessment on emotional intelligence is important for any organizations to increase staffs satisfaction and commitment that in turn will bring success for the organizations. Educational leaders with high emotional intelligence by the virtue of their positions are hypothetical to have a great role for smooth running of educational actions. They are charged with the responsibility of coming up with better ways of handling human needs in their working area by recognizing their own and others feelings, motivating themselves and others, and managing emotions and relationships.

Therefore, this study could be important to provide information about emotional intelligence of educational leaders and to predict its result on leadership effectiveness. Accordingly, educational leaders such as deans of colleges, associate deans and department heads could run their activities by managing their emotion and others to promote positive relationship to achieve the vision of the institution. The study could also essential to point out the level of

emotional intelligence of the leaders in public universities and this is important to the instructors and educational leaders to understand its impact on their work efficiency. Besides, it is believed that this study is expected to give clear picture about the significance of the emotional intelligence in leadership. Furthermore, it could bring a new dimension for the leaders regarding effective leadership.

Lastly, the literature review reveals that the concept of Emotional Intelligence is new and nowadays it is becoming the hot issue for the success of individuals and organizations. Moreover, this topic is currently being researched widely in western countries yet, though the researches made in Ethiopia are very few. Therefore, this study will be one of the primary steps to create awareness for individuals on the concept of Emotional Intelligence. Besides, the output of this study could be used as baseline for other researchers to investigate the emotional Intelligence of leaders in different work area. Finally, this study could also use for future recommendation for other researchers of universities to assess and understand their staffs' emotion and manage their organization effectively.

## 1.6. Delimitation of the Study

The very concern of the study is to assess emotional intelligence of educational leaders in higher education institutions of Eastern Ethiopia. It is well known that, any organizations have leaders who have potential to manage the overall activities of the organization. However, they may have limitation on managing and controlling emotion of staffs which have a power to affect their performances. Therefore, understanding the emotion of staffs and managing accordingly have positive impact of the individuals and organizations.

However, here, assessing all staffs emotion and leaders' emotional intelligence in all institutions need huge capital. And in this study, the researcher focused in particular area, limited conceptual and methodology aspects. Consequently, geographically the study was conducted in public higher education institutions of eastern Ethiopia in case of HU and DDU.

The research is also conceptually limited. According to Goleman (2004 and 2006) emotional intelligence has four domains. These are: self awareness, social awareness, self management and social relationship management. These domains have 20 competencies. However, the research was only laying on some of selected competencies: understanding emotion, motivation, empathy and social relationship.

Moreover, this study has delimited methodologically, in the sampling frame which only considered a sample of universities, academic staffs and educational leaders. Therefore, the results could not generalize to the whole education industry or to other types of organizations of the country.

## 1.7 . Limitation of the study

This study was intended to assess emotional intelligence of educational leaders of higher education institutions of eastern Ethiopia in case of HU and DDU. In the process of completing the study the researcher encounter some problems. For example, it would have been better if the data was collected from all academic staffs. There were also challenges of getting related studies done in the context of public universities.

Besides, the very limitation of this study was the higher officials such as the AVPs of both universities were not available and their details were not included. In addition, among the target leader respondents, some of them were new and lacked experiences; it was difficult to evaluate their perception about their EI skill. However, to minimize the gap the researcher tried to interview deans of colleges. Therefore, these limitations would not exert big impact on the quality of the research.

## 1.8. Operational Definition of key Terms

**Instructors-** are academic staffs who are particularly engaging in teaching learning process, scientific research and community engagement.

**Educational leaders**- are academic leaders such as AVP, deans of colleges, department heads, associate deans who have great contribution in the institution to run the teaching learning process smoothly.

**Emotional Intelligence** - referred to as knowing one's own and others feeling, motivating others and self and understanding staffs' problem empathetically and handling relationship in the area.

**Higher Education institutions**- are public universities owned by government. In this study, it refers to HU&DDU.

**Perception**: view of instructors and educational leaders about educational leaders EI.

# 2. REVIEW OF RELATED LITERATURE

This chapter contains the concept and definition of emotional intelligence and the elements of it and finally the issue of emotional intelligence and leadership were discussed.

## 2.1. Concept and Definition of Emotional Intelligence

In the last century, the understanding of intelligence was strictly related to cognitive functions such as memory, learning and problem solving. However, scientists had begun to understand by the 1900s that non-cognitive aspects of intelligence also exist. One type of non-cognitive intelligence is emotional intelligence. Thorndike (1898, cited in, Chris, 2009) described a type of social intelligence that was related to managing and understanding others. Wachsler (1940,cited in, Hayward, 2005 ) further developed the concept of non-cognitive intelligence by arguing that no full definition of intelligence could exist until  able to fully define those concepts that was  not related to traditionally measure cognitive skills.

Gardner (1983, cited in, George, 2000) on his theory of multiple intelligence, also argued that people have more than one type of intelligences; these are intrapersonal (the skill of understanding one's own feelings, motivation and fear) and interpersonal intelligence (the skill of understanding others and their desires, motivation and intentions). These types of intelligences are important as traditional intelligence in predicting performance and success.

Consequently, although the term emotional intelligence was not being used at the time, the concept was being explored. Emotional intelligence was not until 1985 that the term emotional intelligence was first used in the sense that we use it today, to describe these additional types of intelligence. Emotional Intelligence has become a widely discussed topic after Daniel Goleman brought this concept to the masses with his best-selling book Emotional Intelligence in 1995. Since the mid 1990s, EI literature has grown exponentially in both academic and popular writing (Chris, 2009).

The term emotional intelligence is relatively a new subject, though its roots go back to the time of Darwin, who posited emotional expression essential for Gardner (1983, cited in, George, 2000). Emotional intelligence was first proposed and coined in the management literature ( Salovey and Mayer , 1997). Emotional intelligence has become a satisfactory and appropriate theoretical scaffold within organizational and educational fields to organize their everyday work, both for evaluative and formative tasks (Mayer, Salovey and Caruso, 2004).

There are several sociological and epistemological reasons to explain the fast and wide diffusion of the term emotional intelligence in professional fields. One of these reasons is the acknowledgement made by professionals of the importance and relevance of emotions and feelings for their work outcomes. Consequently, the fact is that there are numerous ways of defining emotional intelligence. For example, Salovey and Mayer (1990) described it as a form of social intelligence that involves the skill to monitor one's own and others" feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. It is a set of abilities that deals on how one effectively deals with emotion within oneself and others.

However, different scholars who work on emotional intelligence come up with a number of definitions what the concept actually encompasses. Some of the definitions of the concept of EI lack sufficient research evidence to properly substantiate their views (Hayward, 2005). Salovey and Mayer (1990) originally described emotional intelligence as social intelligence. This resonates with the capacity to analyse the feelings and emotions of one's self and of others and to utilise the knowledge to shape person's thinking and actions consequently.

Mayer and Salovey (1997) define emotional intelligence as emotional construction and regulation, and to some emotional processing aspects. They initiated a research program intended to develop valid measures of emotional intelligence and to explore its significance. For instance, they found in one study that when a group of people saw an upsetting film, those who scored high on emotional clarity (which is the skill to identify and give a name to a mood that is being experienced) recovered more quickly. In another study, individuals who scored higher in the skill to perceive accurately, understand, and appraise others 'emotions was better able to respond flexibly to changes in their social environments and build supportive social networks. In addition the researchers have also begun to construct what elements improve the moods of people, such as individuals' coping styles and their mood regulation.

According to Goleman (1998) emotional intelligence is the skill to comprehend, perceive and manage the feelings, emotions and motivation of one's self and of others. It is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. In another hand he also tried to describe emotional competence as a learned skill based on emotional intelligence that results in outstanding performance at work. Thus, our emotional competence demonstrates how much of the potential we have translated on-the job capabilities. For example, being a good

listener to a depressed friend is an example of emotional competence based on empathy.

Goleman (2000) also provided a useful definition of the concept, and believes that emotional intelligence is about: knowing what you are feeling and being able to handle those feelings without having them swamp you, being able to motivate yourself to get jobs done, be creative and perform at your peak and sensing what others are feeling, and handling relationships effectively.

Hayward (2005) defined emotional intelligence as a capacity for recognizing our own and others feeling for motivating our self and for managing our emotions, both within ourselves and in our relationship. Mayer, Salovey and Caruso (2000) summarized things encompass in emotional intelligence are "the skill to perceive, appraise and express emotion accurately and adaptively; the skill to understand emotion and emotional knowledge; the skill to success and generate feelings where they facilitate cognitive activities and adaptive action; and the skill to regulate emotions in oneself and others. Emmerling & Goleman (2003) stated that EI allows us to distinguish between a potential star and an average leader. The earlier definitions' tells us EI has numerous definitions which are complementary and all of them aim to understand the abilities and traits related to one's own and others' emotions.

According to Cherniss (2000) the pace of change continues to increase through the world of work where there are greater expectations and demands placed upon a person's cognitive, emotional resources and consequently these set of tools will become more pertinent in today's dynamic working environment. No one denies that emotional strengths and social abilities often contribute to social and occupational success. Those who have high level of emotional intelligence are able to understand the physical, mental and social impact that negative emotions have on their bodies, mind, relationship, and skill to pursue and achieve goals. They then are able to moderate their own emotions so that their emotions support their activities and enhance their quality of life (Bohrer, 2007).

Emotional intelligence involves a combination of competencies which allow a person to be aware of, to understand and to be in control of their own emotions, to recognize and understand the emotions of others and to use this knowledge to foster their success and the success of others (Chris, 2009). People with highly developed EI are proven to be more successful in the workplace because they can understand their emotions and why they behave. They can use their emotions as clues to what their body and mind are trying to tell

them. And they can use their EI to truly understand others and their points of view.

Emotional intelligence was a mental process where previously independent variables such as thinking and feeling work in partnership. George (2000) asserts that emotional intelligence is the degree in which emotions are cognitively managed. Stein (2009) on the other hand defines emotional intelligence as the skill to "tune in to the world, read situations and connect with others whilst taking charge of your own life".

When people have this kind of skill (EI), they can overcome the kinds of emotional obstacles that tend to stop them at all. They can understand their feeling, why others feel, the way and why they are doing what they are doing, and use that knowledge to help to perform their best. They can resolve conflict quickly and recover from setbacks with aplomb. They are good in a crisis, strong at communicating and successful where others fail. In general, many scholars claim that emotional intelligence is a better predictor of life success (example, conflict management and leadership) than IQ (Rosete and Ciarrochi, 2005). This indicated, emotional intelligence is as a factor that resonates with leadership, performance, behaviour and success.

## 2.2. Models of Emotional Intelligence

Currently, there are three theoretical approaches accepted by the scientific community, these are: the EI skill based model (Mayer and Salovey, 1997 and Brackett and Mayer, 2003), Bar-On's Emotional-Social Intelligence (ESI) model (Bar-On, 2006), and the emotional competencies model focused on the workplace (Goleman, 2001 and Boyatzis, 2004). In this study Goleman's competencies model was used. However, to identify the intentions of the models, the researcher was tried to discuss the other two models as follows.

### 2.2.1. The emotional intelligence mental skill-based model

In reviewing the literature on EI, the one model is that Mayer and Salovey's mental skill model. This is the theoretical approach that has generated the largest number of researches published in peer review journals (Matthews et al., 2002 and George, 2000). The interest of the scientific community for this model is based on several reasons: 1) the solid and justified theoretical base, 2) the novelty of the measurement compared to other approaches, and 3) its systematic evaluation and support by empirical data obtained from basic and applied fields. Moreover, the critics of the concept consider Mayer and Salovey's model a genuine

approach to the study of intelligence that could add interesting contributions to the emotional individual differences field (Matthews et al., 2002).

Although there was a previous theoretical approach (Salovey and Mayer, 1990), the most accepted proposal is the one that considers EI as a mental skill, specifically: Emotional intelligence involves the skill to perceive accurately, appraise, and express emotion; the skill to access and/or generate feelings when they facilitate thought; the skill to understand emotion and emotional knowledge; and the skill to regulate emotions to promote emotional and intellectual growth (Mayer and Salovey, 1997). The model comprises four abilities: perception, assimilation, understanding, and regulation of emotions.

Concisely, emotional perception consists on the skill to perceive emotions on the self and on the others, and also on objects, art, stories, music, and other stimuli. The assimilation of emotions is the skill to generate, use, and feel emotions as necessary to communicate feelings, or to use them in other cognitive processes. Emotional understanding is related to the skill to understand emotional information, how emotions combine and shift across time, and the skill to appreciate emotional meanings (George, 2000). Finally, emotional regulation refers to the skill to stay open to feelings, and to monitor and regulate one's and other's emotions and to promote understanding and personal growth.

These four branches are hierarchy organized, thus, perceiving emotions is at the most basic level, and managing emotions is at the highest and most complex level in the hierarchy, therefore, the skill to regulate one's and other's emotions is built on the basis of the competencies of the three other branches(Mayer and Salovey, 1997).

Emotional intelligence represents an intelligence system focused on the processing of emotional information and as that, it must be part of other traditional and well established intelligences (Mayer, Caruso, and Salovey, 2004). This model is related with the frame work of Golman's with the issues of understanding and regulating emotions of self and others. However, this model has shallow emphasis on the interpersonal awareness and management which is more important on smoothly leading life.

### 2.2.2. Bar-On's Emotional-social intelligence model

Bar-On's (1997 and 2000) theoretical approach to EI is wider and more comprehensive than Mayer and Salovey's model (1997). From Bar-On's point of view …emotional-social

intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate to them, and cope with daily demands (Bar-On, 2006). Bar-On's model defines the construct «emotional-social intelligence», which is formed by a cross-section of inter-related emotional and personality traits that are well established and interact together in the individual.

Specifically, emotional and social intelligence comprises five high level skills, which are subdivided in 15 sub factors: 1) an intrapersonal skill refers to the skill of being aware and understand emotions, feelings, and ideas in the self, and it is subdivided into the 5 sub factors Self- regard, Emotional self awareness, Assertiveness, Independence, and Self-actualization; 2) Interpersonal skills refers to the skill of being aware and understanding emotions, feelings, and ideas in the others, and it is subdivided into the 3 sub factors Empathy, Social responsibility, and Interpersonal relationship; 3) Adapt skill refers to the skill of being open to change your feelings depending on the situations, and includes the 3 sub factors Reality-testing, Flexibility, and Problem-Solving; 4) Stress management refers to the skill to cope stress and control emotions, it is composed by the sub factors Stress tolerance and Impulse control; and lastly, 5) General mood refers to the skill of feeling and expressing positive emotions, and being optimistic ,and comprises the sub factors Optimism and Happiness (Bar-On, 2006).

The model has similarity with Goleman model of EI with the elements of understanding emotion of self and others, and stress management. Never the less, in this model the researcher could not identify how manage the emotion of other. Hence, it is not clear to know the significance of emotional intelligence on leadership in different organizations and work places. Accordingly, the researcher used the Goleman's competencies based model of emotional intelligence.

### 2.2.3. Competence Based: Goleman's Model of Emotional Intelligence

According to Boyatzis et al., (2000) and Goleman (2001, 2004 and 2006) competence based model of emotional intelligence focused on competencies in workplace. No doubt, the term Emotional intelligence was brought to light by Daniel Goleman's book and by his statements regarding the influence of these abilities upon many areas of our lives (Goleman, 1995). In his first book, Goleman stated that Emotional intelligence comprises five essential elements: 1) knowing one's emotions; 2) managing emotions; 3) motivating oneself; 4) recognizing

emotions in others, and 5) handling relationships.

Goleman (2001) presented his second book, proposing a theory of performance in organizations based on a model of emotional intelligence. The model was created and adapted to predict the effectiveness and personal outcomes in the workplace and in organizational fields. The model is based on several competencies, which was identified by researches conducted in hundreds of organizations; these competencies are considered as the characteristic of the most brilliant and successful employees (Goleman et al., 2001).

According to Goleman (2001) each one of these four dimensions is the basis to develop other learned abilities or competencies necessary in the organizational field. For example, the self awareness domain provides the basis for the development of learned competencies such as to perform an «accurate self-assessment» of the advantages and disadvantages in decision making processes, which is necessary when a leader must play his/her leading role in his/her work team. For Goleman (2002) an emotional competence is a learned skill based on emotional intelligence that results in outstanding performance at work. This idea of learned competence is essential to understand Goleman's proposal. Thus, while EI as defined by Mayer and Salovey (1999) represents our potential to dominate specific emotional abilities, from Goleman's proposal, emotional competencies by themselves represent the level in which a person dominates specific abilities or skills based on his/her EI level and make this person more effective in his/her work (Goleman, 2002).

In order to evaluate social and emotional competencies in the organization, this approach uses 360° methodology or measures based on external raters. This methodology is easier and quicker than other measurement methods such as the individualized interview, and it is also wider used because it provides a general indicator of 20 emotional competencies regarding the work performance using just one instrument. Besides, this instrument shows higher security and reliability  than others because it allows the comparison between the employees' perception of his/her own competencies and other employee's and boss' perceptions of these competencies (Boyatzis, et al., 2000).

Currently, the model presents four essential domains, which are subdivided into 20 competencies (Boyatzis et al., 2000 and Goleman et al., 2002): 1) Self-Awareness, comprising  understanding emotion, Accurate self-assessment, and Self confidence; 2) Social Awareness comprising Empathy, Service orientation, and Organizational awareness; 3) Self-

Management comprising Self-control, self motivation, Trustworthiness, Conscientiousness, Adaptability, Achievement drive, and Initiative; and finally, 4) Relationship Management which comprises Developing others, influence, Communication, Conflict management, Leadership, Change catalyst, Social relationship and Teamwork and collaboration.

Much business oriented and a leadership model represents these domains in four quadrants: self-awareness and self-management represents personal dimension and the social awareness and relationship management represent social dimension. The frame work below is by Goleman (2002 and 2006) based on the emotional competence skills.
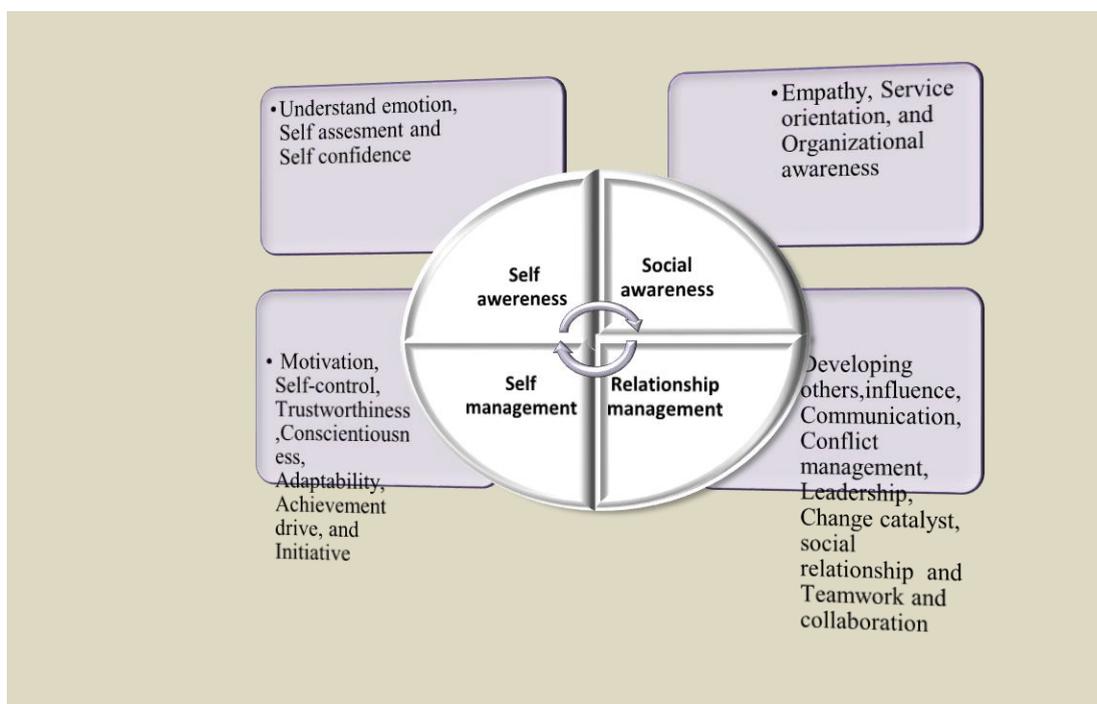


Figure 1: The Competence Based of Emotional Intelligence (Goleman, 2006)

### 2.2.3.1. Self Awareness and Self Management Domains (Personal Skills)

According to Goleman (2006) personal skills are concerned with two of the four quadrants: self awareness and self management

Self awareness: means that you understand how you feel and can accurately assess your own emotional state. This domain as one quadrant it includes understanding emotion, accurate self assessment and self confidence competencies. Understanding emotion is knowing your feeling and it effect on others. Self assessment includes understanding your own strength and weakness. It is also about being to explore them both ether by thinking about yourself or discussing them with others. Self confidence is the skill to ground ones' so that you are secure and self assures in whatever situation you may find yourself (George, 2000).

Self awareness and its representative competencies enable emotionally intelligent leaders to determine their appropriate role in decision-making process. Specifically, these skills enable decision makers to determine if they have the requisite orientation to a problem and they have enough self confidence to assess their own decision-making skills in comparison to others. Accordingly, these emotional intelligence skills create a decision path to determine who is the most appropriate person or group to make the best decision in any given circumstance.

Self management: this skill gained with having self awareness skill and problems or provocations the person may face (George, 2000). It looks in to trustworthy a conscientious you are, as well as how you motivate yourself to achieve, taking into account your level of commitment and optimism. Self management and its behavioral competencies of self control, trustworthiness, conscientiousness, adaptablity, achievement drive and initiative are equally important emotional intelligence attributes for leaders. Controlling the impulse to make every decision individually can sometimes fly in the face of the need to show initiative and achievement (George, 2000).

As many scholars agreed, emotionally intelligent leaders are no doubt driven by rewards other than monetary gain (Golman, 2006). This orientation however should not be confused with a lack of initiative or drive, since both traits are obviously required to ascend to a position of leadership. Individuals in leadership positions are often called upon to balance two very distinct self motivations. On one hand they must exhibit initiative and drive to acquire and hold a position of authority. One the other hand they must be willing to sublimate their self confidence successfully and accurately assess their skill to effectively manage a decision-making process. This circumstance also requires the trait of adaptability in that the emotionally intelligent leader must be willing and able to view their own decision-making abilities in the same objective manner in which they would evaluate others. Accordingly, leaders must suppress their need for personal achievement and rely on adaptability to assess the best decision-making process for each circumstance and be conscientious in engaging the appropriate individuals and group (Golman, 2006).

### 2.2.3.2. Social Awareness and Relationship Management (Social Skills)

This area of competence is social competencies and concerned with Golman's remaining two domains: social awareness and social skills. These skills look at how well you manage your

relationship with other, including their emotions.

Social awareness involves expanding your awareness to include the emotions of these people around you (Golman, 2006). It includes being able to empathize with others and being aware of how the organization that you are working in affects them. This covers your skill to read the emotional environment and power relationships you counter in your role (George, 2000).

Social-awareness relates to an individual's skill to be cognisant of the emotions of other people who they share the same environment with, and to become emotionally adept at understanding how someone else is feeling or thinking. Goleman et al (2002) describe social-awareness as empathy, a person's skill to attune themselves with how another person is feeling. The Oxford Dictionary (2012) defines empathy as "the skill to understand and share the feelings of another". The skill to empathise enables a leader-follower to make emotional connections that resonates with another person; these connections according to Goleman et al (2002) create a positive atmosphere which can create an inspirational sense of optimism about a better future. Empathy is regarded as the fundamental component of social awareness (Goleman, 2002, Bradberry and Greaves, 2009). The skill to develop a symbiotic relationship where you are able to be socially aware and empathise with other people is today a prerequisite condition of an effective leader-follower and seller-buyer relationship, as it guides behaviour and social effectiveness.

The awareness and consideration of relationships and the impact of those relationships on decisions is an important element in the decision-making process. Indeed the manner in which decisions are perceived by others is pivotal to a successful decision outcome. Recall that the resonant leadership style outlined by Goleman et al (2002) described emotionally intelligent leaders as attuned to the feelings of others and able to strike an inspirational chord in followers. These social awareness and relationship skills provide a useful lens from which to view decision-making. The emotional intelligence skill of social awareness and its core competencies of empathy, service orientation and organizational awareness enable non-profit leaders/decision makers to judge the impact of not only their decisions but also the manner in which those decisions are made (Goleman et al, 2002).

The best decisions are those that can be understood and accepted by the individuals most affected by the decision. Whether they are individuals or groups, non-profit leaders/decision makers who practice the value of empathy can foresee the impact of their decisions before

implementation. Likewise, exhibiting a servant philosophy can improve the quality of decisions, particularly within the non-profit organization. For example, if non-profit leaders/decision makers view those affected by decisions as customers who may be retained or lost, they may be more likely to consider the outcomes and consequences of decisions. Accordingly, decisions considered in the context of service outcomes, as well as customer satisfaction and retention, are more likely to be understood and more easily defended within the non-profit organization (Goleman et al, 2002).

Relationship management is another social competence; a highly competent leader-follower cannot become competent if they are not adept at relationship-management (Bradberry and Greaves, 2009). Relationship management is one's skill to utilise and manage the awareness of other people's emotions as well as your own emotions in order to foster positive interactions and exchanges effectively. Relationship management poses a significant challenge with our social and professional lives and the skill to master or become more aware of our emotions within us and in others will enable leaders to put their emotional intelligence to work (Goleman et al, 2002).

Relationship management means using an awareness of your own emotions and those of other to build strong relationship. It includes the identification, analysis and management of relationship with people inside and outside of your team as well as their development through feedback and coaching. It also incorporates your skill to communicate, persuade, and lead others, whilst being direct and honest without alienating people (Partington, 2003).

People have questioned whether high emotional intelligence is an inherited or a learned trait. Research and practice demonstrated that emotional intelligence can learned, and that it increases with age (Goleman, 2004). Emotional intelligence training programs is only effective if they focus on the right part of the brain. Goleman (2004) claimed that emotional intelligence is born in the neurotransmitters of the brain's limbic system and can be learned best through experiences. Therefore, these kinds of training programs must include the limbic system in their focus, or else they were not effective. Such training programs include the ones involving motivation, extended practice and feedback. In a comparison between emotional intelligence and emotional skills, emotional intelligence is broader than the emotional skills approach because it involves the ways that emotions inform mental processing (Riggio and Reichrad, 2008). Emotional skills emphasize the social skills of emotional intelligence on transaction of emotions between people in social interaction.

Emotional intelligence skill of relationship management includes the behavioral competencies of developing others, influence, communication, conflict management, leadership, change catalyst, Social relationship and teamwork and collaboration (Goleman, 2004). The enhancement of non-profit decision-making processes is dependent upon the skill of leaders to effectively communicate desired outcomes, influence stakeholders and manage conflict. In decision-making processes in any organization, the skill to manage relationships is pivotal to success.

Emotionally intelligent leaders within the non-profit setting recognize their strengths and weaknesses and surround themselves with those who mitigate or complement those attributes. Additionally, these leaders exhibit the trait of developing others not just for the benefit of the organization but also for the professional and personal growth of the individuals themselves. For example, the emotionally intelligent leader feels a responsibility to develop the talents of those within his/her direct reporting structure so as to prepare and ready them to serve as a future leader. Rather than feeling threatened by the individuals under them, leaders concerned about relationship management will develop those individuals into executives ready for an advanced position either inside or outside the current setting. This attribute entails developing the decision-making skills of those individuals and providing a framework for the instruction of emotional intelligence behaviors in decision-making (Goleman et al, 2002).

The relationship management competency of influence implies emotionally intelligent leaders will utilize their personal and behavioral traits to impact decision-making processes. While personal charisma is the most widely thought of trait in this regard, influence may also be successfully exerted through other behaviors. For instance, in a non-profit setting where technical skills and knowledge are highly valued, influence in decision-making is best exercised by serving as a content expert on specific issues. In settings where social and psychological expertises are more heavily relied upon, influence is best exemplified through the demonstration of empathy and compassion. It is worth noting here that in most settings the application of an emotional intelligence trait in one area is easily transferred to another. Thus while empathy is a trait most identified with social awareness, it is readily applicable to the relationship management domain (Goleman, 2004).

**2.3. Emotional Intelligence and Leadership**

Leadership for many years has been the subject of much debate Partington (2003) and the connections between leadership and performance. Personality, emotional intelligence competencies have a tendency to influence in various degrees the performance of the leader. The skill to influence staffs in any organization is commonly associated with variety of factors: Role variables, Skills, Motivation, Personal factors, Organizational/Environmental factors, Motivation, Leadership, the Environment and Culture of the Organisation. Leaders who have the tendency to motivate the subordinates into action can create an environment where they feel compelled to do their best.

According to (Cole, 1999) leadership is a dynamic process within a group whereby an individual influences others to contribute voluntarily to the achievement of group task in a given situation. This would suggest that the leadership role involves directing groups or individuals towards the attainment of a specific objective. In addition, they need to be adaptable by utilising different leadership styles that guide and influence other people's behaviour, due to the dynamic nature of the relationship. According to (Handy, 1993) there are some general assumptions made in relation to effects of leadership (1) employees will work harder (2) they become more productive (3) employees improve their performances (4) recognition that different leadership styles yield different results in relation to performance.

The role of the leader is to affect change in attitudes, behaviours and performance outcomes by creating a positive working environment where employees are happy, have clear expectations about their roles, which give rise to a greater level of commitment resulting in increased levels of motivation (Griasaffe, Jaramillo and Roberts, 2009). The leaders' actions can fundamentally affect the performance of the staffs (Mulki and Locander 2005). They also responsible for creating the organisational cultural norms that are the shared set of assumptions, values and beliefs.

Studies have demonstrated that leaders who consistently outperform their peers not only have the technical skills required, but more importantly, have mastered most of the aspects of emotional Intelligence. In the Harvard Business Review landmark article 'What Makes a Leader?', Goleman (1998) states that the five components of Emotional Intelligence at Work are: Self-Awareness, Self-Regulation (or Management), Motivation, Empathy (Social Awareness), and Social Skills (Relationship Management).There is growing evidence that the range of abilities that constitute what is now commonly known as emotional intelligence plays a key role in determining success, both in one's personal life and in the workplace.

Batool (2013) has uncovered links between specific elements of emotional intelligence and specific behaviors associated with leadership effectiveness and ineffectiveness. He was tried to see the components by associating with the leadership activities. For instances, If you are self aware, you always know how you feel and you know how your emotions and your actions can affect people around you. Being self aware in a leadership position also means having a clear picture of your strengths and weaknesses. Along with it means having humility. Self motivated leaders consistently work toward their goals and they have extremely high standards for the quality of their work.

For Leaders having empathy is critical to managing a successful team or organization. Leaders with empathy have the skill to put themselves in someone else's situation. They help and develop the people on their team, challenge others who are acting unfairly, give constructive feedback and listen to those who need it. Leaders who do well in this element of emotional intelligence are great communicators. They are just as open to hearing bad news as good news and they are experts at getting their team to support them and be excited about a new mission or project. Leaders who have good social skills are also good at managing change and resolving conflicts diplomatically. They are satisfied with leaving things as they are but they are not willing to make everyone else do the work. They set the example with their own behavior (Batool, 2013).

Leadership is the skill to influence others, with or without authority and roles of leaders are extremely challenging Partington (2003). They operate within a complex, demanding and dynamic working environment where they are prone to experience an array of different emotions through their various interactions with different people. Emotions can become highly intense and can on occasion become a disruptive influence within a work environment. They can also have a real significance impact for "getting work done" (Goleman, 2002). This means understanding emotions and becoming more emotionally intelligent will enable leaders, sales people and followers to become more effective within the workplace. Positive emotions are more likely to be displayed, when the leader is achieving their organizational goals and objectives as juxtapose to negative emotions, which are likely to be displayed or exhibited when performances are below the required standard. This is conditional upon where the leader is on the sales performance spectrum, the degree and context of the emotion will determine the sales persons-leaders performance.

Goleman (2002) argue that the length, type and degree of emotional preponderance will determine the individual emotional response. Emotional response can manifest themselves through the leader-follower cognition, behaviours, and actions and through their general disposition/mood. Thus, when people feel good they work at their best and feeling good lubricates mental efficiency (Goleman, 2002) and there is a greater probability of a better performance.

Leaders of yesteryears were seen to control, plan, and inspect the overall running of the organization. But in today's changing times and with predominance on service orientation, leaders are expected to motivate and inspire followers, generate a sense of belongingness and positive association among employees and yet meet stiff targets. Thus, the current study aimed at examining the association of EI and transformational leadership with perceived leadership effectiveness. Perceived leadership effectiveness is a phenomenon that lies more in the eyes of the significant stakeholder rather than objective job outcomes.

Past studies that were based entirely on self-report data for EI and transformational leadership have shown relationships between the two, but few studies that were based on multiple sources (Harms & Credé, 2010) of data has confirmed these relationships. The current study aimed to study the relationship between leadership effectiveness as perceived by the superior and subordinate and the EI and transformational leadership transformational leadership behavior of the manager. Leadership appears to be the "flagship" topic for emotional intelligence. It is not certain whether this is because of an early recognition that leadership is one of the most useful applications for EI.

George (2000) begins her review with the premise that emotions may play a central role in the leadership process and that emotional intelligence, therefore, contributes to organizational effectiveness. Emotions are central to the human experience and, in turn, feelings - not the skill to coldly set aside feelings - are central to effective leadership (George, 2000).

Persuasive arguments are to describe the successful leader as instilling the importance of working toward the corporate goal, instilling excitement in the workers, encouraging flexibility in decision making and establishing and maintaining a meaningful identity or corporate culture. She concludes, "at a minimum, emotions and emotional intelligence are worthy of considering in the leadership domain" (George, 2000). This indicates that having

great emotional intelligence implies there is significant role in leadership position.

Study after study proves that the best, most successful leaders have higher developed emotional intelligence than others. Not only that, but they are more likely to stick around than those who have not had training-representing cost saving as well. And when a leader does fail, it can usually to contribute to a lack of emotional intelligence. Multiple studies have shown that the most successful leaders in organizational are those that have higher levels of emotional intelligence (George, 2000).

Emotionally intelligent leadership is one of the crucial matters in creating a working climate that nurtures employees and encourages them to give their best. Emotionally intelligent leadership starts with being fully present and getting in harmony with the employees. Once a leader is engaged, then emotional intelligence can come into play, from sensing how people feel and why, to interacting effectively enough to move people into a positive state (Goleman 2005).

Emotional intelligence is an important catalyst of leadership (Harms and Credé, 2010). It helps leaders to communicate vision and goals, by instilling enthusiasm within the team that encourages flexibility, cooperation, and trust. Emotionally intelligent leaders are capable of controlling their own emotion and others emotions. Such leaders are able to empathize with their followers and can also form positive relationships with them. Additionally, in decision making they perceive emotional information to achieve creative and positive results (Ashkanasy and Daus, 2002).

Leadership is mostly about inspiring others to head in a particular direction, it requires that leaders have some perception into what will cause people to head in the desired direction. Since people are driven as much by their emotions than by their rational analysis of the world about them, effective leadership must surely involve some degree of emotional awareness. When the emotionally intelligent leaders are aware of other emotions and use this awareness to guide their own behavior, their followers seem to believe that the leader is speaking directly to them and much considerate of their situation (Channer and Hope, 2001).

## 2.4. Frame work of the study

Although there are other theorisations of EI (Salovey and Mayer, 1997) within the context of this paper, the researcher focus on Goleman (2006 and 2014) model of EI as the basis of the development of the leadership and emotional intelligence debate as it encapsulates the traits

within the other models. Goleman (2006 and 2014) energetically articulates that emotional intelligence is a prerequisite for successful leadership. He defined emotional intelligence as the skill to be aware of and to handle one's emotions in varying situations. He concluded that emotional intelligence includes self-awareness, self-management, social-awareness and social management domains. Under these domains there are several competencies. However, the researcher tried to see the competencies such as Understanding emotion, Motivation, Empathy, and Social relationship skills of educational leaders.

### 2.4.1 Understanding Emotion

It is skill to recognize and understand your moods, emotions, and drives, as well as their effects on others. Being self-aware and understand the emotion in a leadership position also means having a clear picture of your and others strengths and weaknesses (Batool, 2013). Emotional intelligent individuals are cognizant of their emotions and the way in which they respond and perform in respect of them. They maintain awareness in regards to the way they behave. The foundation of understanding emotion is one of self-recognition; the skill to recognise that one's own emotions will either constrain or empower one's own emotional response but also the emotional responses within others (Goleman, 2002). The skill to maintain a level of understanding your emotion is key, particularly in regards to leader/follower relationship and team related issues as it enables leader/follower to identify, resolve and manage emotional issues earlier, so that they do not become protracted or detracted from the performance objectives of the organisation (Ammeter and Prati, 2003).

According to Bradberry and Greaves (2009) understanding emotion is so critical in relation to job performance and it has been noted that eighty-three percent of people who were high in self-awareness and understanding emotion of others are top performers compared with just two percent who are bottom performers. In addition, self-aware individuals have the capacity to influence, change and alter their own behaviour and the behaviour of others. However, this is contingent upon their reactions to an emotional response (George, 2000). Goleman (2002) maintain that the most compelling sign of a self-aware and have skill to understand emotion of individuals are those people who take the time to self-reflect and take time to make decision.

Leaders who are not irrational or impulsive and who have the skill to reflect will be able to act with a sense of "conviction and authenticity" (Goleman, 2002). Understanding emotion

is a skill that can be acquired; however, it is about understanding one's internal drivers and the triggers that motivate us. Leader who has a greater sense of self-awareness will have a greater propensity to achieve their goals within their work or personal environment, as they understand the motivational trigger that drives them to achieve (Bradberry and Greaves 2009).

## 2.4.2 Motivation

According to Goleman (1998) motivation refers to strong emotional self-control, which enables a person to continue to reach their goals despite being frustrated or wanting to act on impulse. Self motivated leaders consistently work toward their goals. And they have extremely high standards for the quality of their work. As self-motivation refers to the skill to create a challenging vision and set goals, and is also the skill to remain focused and optimistic despite any setbacks that may occur in obtaining set goals. Self-motivation means taking action every day and remaining committed to a particular cause. Finally, self-motivation requires taking responsibility for one's successes and failures (Wolmarans and Martins, 2001).

## 2.4.3 Empathy

Empathy is sensitivity to the needs of others and enables people to read and interpret nonverbal behaviors. Leaders with empathy have the skill to put themselves in someone else's situation. They help develop the people on their team, challenge others who are acting unfairly and give constructive feedback and listen to those who need it. For Leaders having empathy is critical to managing a successful team or organization (Batool, 2013).

Empathy take account of understanding others, developing others and identifying people's need for development. As stated by Goleman (1998), understanding the feelings of others doesn't mean agreeing with them. It is being able to understand where their beliefs or feelings are coming from and taking necessary actions by considering their situation. As Goleman (2004) stated, everybody wonder how leaders can make hard decisions if they are feeling for all the employees who will be affected. However, leaders with empathy do more than sympathize with people around them: They use their knowledge to improve their companies in subtle but important ways.

**2.4.4. Social Relationships**

Emotionally intelligent leaders are often very successful in handling social relationships. As Batool (2013) said leaders who do well in this element of emotional intelligence are great communicators. They are just as open to hearing bad news as good news and they are experts at getting their team to support them and be excited about a new mission or project. Leaders who have good social skills are also good at managing change. They are satisfied with leaving things as they are but they are not willing to make everyone else do the work. They set the example with their own behaviour.

According to Wall (2007), the expression of emotion has an important role in leadership. Emotionally intelligent leaders inspire others by sharing freely what excites them in a way that invites others to join the pursuit of a particular goal. Leaders at each level of the organization must understand the company's purpose, vision, values, and goals and be able to communicate and inspire employees so that they know how the work they are doing contributes to the overall success of the organization.

According to Goldman (1998) Emotional intelligence comprises five essential elements: 1) knowing one's emotions; 2) managing emotions; 3) motivating oneself; 4) recognizing emotions in others, and 5) handling social relationships. With the appreciation of Goldman (1998) the research were tried to see the emotional intelligence skills of the educational leaders by focusing in the four of the competencies: (1) knowing one's emotions; 3) motivating oneself; 4) recognizing emotions in others, and 5) handling social relationships.).

**Figure 2: Research model**
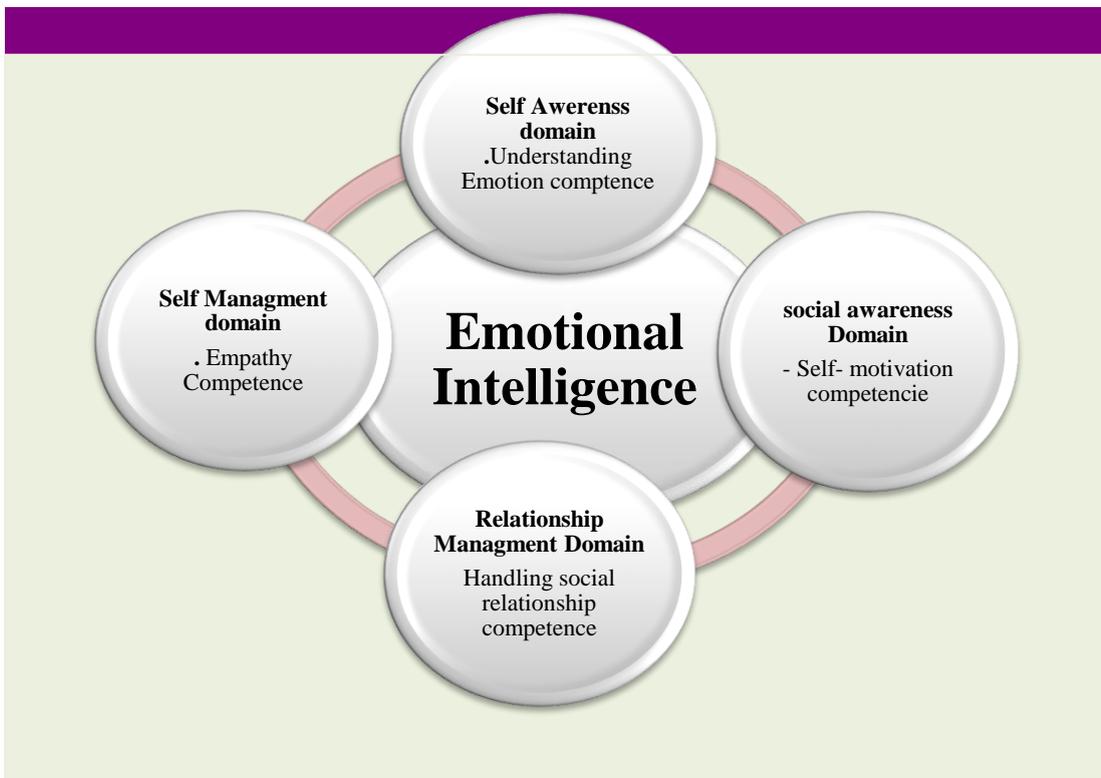


Sources: Modified for the Study, 2017

# 3. RESEARCH DESIGN AND METHODOLOGY

This chapter encompasses: research design. description of the research area , sources of data, sample size and sampling techniques, data gathering tools, data collection procedures, method of data analysis and ethical consideration. These sub sections were used to collect relevant information for the study.

## 3.1. Description of the Research Area

In Eastern Ethiopia, there are four public universities. These are Haramaya, Dire Dawa Jigjiga and Oda Bultum universities.  Haramaya university is one of the largest and the oldest university in Ethiopia. This university is located at 507 Km far from Addis Ababa which is the capital city of Ethiopia. Dire Dawa University is one of the youngest universities which is located at 527 km far from Addis Ababa. Jigjiga University is also one of the youngest universities. This university is located a distance of fy 631 Km away from Addis Ababa. Most recently, Oda Bultum University is founded as an independent institution, separating itself from HU. This university is far from Addis Ababa by 300 km.

## 3.2. Research Design

The purpose of the study is to assess emotional intelligence of educational leaders in higher education institutions of Eastern Ethiopia (in case of HU and DDU). Hence, descriptive research design was used to see emotional intelligence of educational leaders. Descriptive research design is appropriate to show existed environment as it is. In line with this idea Koul (2006) stated that descriptive research method helps to explain any phenomena in terms of currently existing conditions.

The researcher used a mixed approach whereby the qualitative and quantitative methodologies were applicable. Because, she believe that using mixed approach could help to triangulate the information collected. Many scholars suggest that integrating both qualitative and quantitative research could give better result by minimizing single method biases. As Koul (2006) suggested that although quantitative and qualitative methods are different, one approach is not superior to another, both have strong and weak sides and used ideally in combination is very much imperative.

**3.3. Source of Data**

**Primary Sources of Data**

The data were collected from majority of instructors and educational leaders such as department heads and associate deans, Deans of colleges and AVP through questionnaire and randomly from them six interviewees through interview.

**3.4. Sample Size and Sampling Techniques**

As it was said earlier, in eastern Ethiopia there are four public universities. Namely: Haramaya, Diredawa, Jigjiga and Oda Bultum universities. From the four universities, two were selected to treat as the sample frame. Oda Bultum university is new still unorganized and difficult to identify the departments clearly yet. And, since is newly established one, the university positions are with new staffs that are not familiar with the specific working environment and difficult to measure their EI skills. Based on this, the target population were minimized to three universities; these are HU, DDU, and JJU. Beside, out of these three universities, two universities were selected by simple random sampling because these universities are relatively homogenise colleges, schools and departments those serve for several years (more than 10 years) and the researcher decided to treat them in similar way. In addition, the reason the researcher used simple random sampling technique is to give equal chance to all participants/universities and to make the sample more manageable for the study. Moreover, from each university, sample of colleges was determined by simple random sampling since the practices of educational leadership is not basically difference among colleges (See table 1).

Table 1. **Samples colleges from the selected Universities.**

| No | Universities | Number of Colleges in each University (N) | n | Sampling techniques |
|----|--------------|-------------------------------------------|---|---------------------|
| 1 | Haramaya | 9 | 5 | |
| 2 | Dire Dawa | 7 | 3 | Simple Random Sampling |
| | Grand total | 16 | 8 | |

Source: researchers' survey, 2017

The sample that planned to take in this study was from academic staffs and educational leaders of both universities. To determine the sample size of both academic staffs and educational leaders, the researcher decided to select some colleges from each university first. Then select the academic staffs from chosen colleges in the following procedure.

From both universities, 256 participants were included. Among the 210 participants were instructors and, 46 were educational leaders. From Haramaya University, five colleges (Institute of Technology, College of Social Sciences and Humanities, College of Business and Economics, College of Veterinary and College of Computer and Informatics) were selected by using simple random sampling, and 44, 34, 21, 14 and 23 instructors were taken from these colleges respectively by using stratified random sampling. Besides from Dire Dawa University, three colleges (College of Social Science and Humanities, College of Natural and Computational Science, and college of Law) were selected by using simple random sampling and from these colleges 34, 29 and 13 instructors were selected respectively by using stratified random sampling (See table 2).

Table 2. **Descriptions of sample academic staffs from selected colleges**

| No | Universities | Colleges | Target Population of Each College | Sample of ins. From Each College | Sampling techniques | Educational leaders(N) | | | Sample techniques |
|----|--------------|----------|-----------------------------------|----------------------------------|---------------------|------------------------|---|---|-------------------|
| | | | N | n (30%) | | Dept heads | Deans &associate deans | AVP | |
| 1 | HU | IOT | 145 | 44 | Simple Random Sampling | 6 | 2 | 1 | Available Sampling |
| | | CSSH | 113 | 34 | | 5 | 2 | | |
| | | FBE | 68 | 21 | | 4 | 2 | | |
| | | Vet | 47 | 14 | | 1 | 2 | | |
| | | CCI | 76 | 23 | | 4 | 2 | | |
| | Sub total | | **449** | **136** | | **20** | **10** | | |
| 2 | DDU | CSSH | 111 | 34 | | 6 | 2 | 1 | |
| | | CNCS | 97 | 29 | | 5 | 2 | | |
| | | CoL | 43 | 13 | | 1 | 2 | | |
| | Sub total | | **251** | **76** | | **12** | **6** | **2** | |
| | Total | | **700** | **212** | | | **50** | | |
| | Total respondents | | | | 256 | | | | |

Sources: researchers' survey, 2017. N- Total Population, n- Sample from the Population

As the table indicated, the total numbers of instructors included as sample are 212, this number includes educational leaders. Out of 212 instructors 46 are educational leaders. Because, the educational leaders were counted two times, the total number of respondents' becomes 256.

Regarding the educational leaders of sampled colleges in both universities, the total number is 50. Those are two AVP, 16 college deans and associate deans and 32 department heads. Therefore, the researcher was assumed to take all educational leaders of the sampled colleges and AVP of both universities.

### 3.5. Data Gathering Tools

The researcher was used two instruments to collect the data; questionnaire and interview. These instruments were integrally used and they were useful to triangulate.

### 3.5.1. Questionnaire

In order to get relevant information from the respondents, two types of questionnaire were prepared for instructors as well for educational leaders. Based on this, total 262 questionnaires, 212 for instructors and 50 for educational leaders were distributed. The researcher used close ended items in the questionnaire. The questionnaire has two parts with five Likart Scales.

The first part of the questions was regarding the personal information of the target groups; the second part questions were about the competences of emotional intelligence test. This part contains twenty questions of the test; for each EI competencies (understanding emotion, motivation, empathy and social relationship skill). In order to explore the emotional intelligence of the educational leaders, the researcher used rating scale. That is very low, low, medium, high and very high. Since the numbers of the respondents were large, the researcher believed that using questionnaire was appropriate. Beside, the questionnaire was adapted from (https://www. Emotional Intelligence –LAL) and modified by the researcher.

For confirming the consistency and validity, the researcher was distributed 39 questionnaires for some of both academic staffs and educational leaders mainly for department heads and associate deans. And it was also given to colleagues to check its validity and finally the supervisor was also to check its validation to insure correctness of the questions. In addition to approving the reliability of the questions, the questionnaires were pilot tested. So that the questionnaires were distributed to non respondent colleges in HU for 32 academic staffs as

well as to 7 department heads, associate deans. And the reliability of the data was checked using Cronbach's alpha. The reliability of the questionnaires was Cronbach's alpha .92. Accordingly, with modifications and clarifications the final instrument was modified and distributed.

Based on that, the total numbers of questionnaires returned were two hundred ten (210) from instructors and forty-six (46) from educational leaders. Accordingly, the total number the questionnaires returned was 256.

Regarding the educational leaders of sampled colleges in both universities, the total number is 50 which are manageable to collect data and the researcher was assumed to take all educational leaders of the sampled colleges. However, because of different reasons, the two vice presidents were not included. In addition out of the total number of 16 deans and associate deans, two deans of colleges were chosen randomly to interview. Accordingly, from the total 50 educational leaders 46 questionnaires were returned.

Moreover, at university level instructors are also involved in educational leader positions mainly those are, department heads, deans and associate deans. Based on this, those selected as educational leaders were filled two types of questionnaires bout their own and their leaders. For example, the department head were requested to tell about this/her perception on his/her own emotional intelligence and his/her perception bout his/her immediate leaders EI such as bout the dean and associate dean and associate about his/her deans and so on. Educational leaders were counted two times. Therefore, the total numbers of the respondents were 256.

### 3.5.2. Interview Guide

To make the research manageable, semi structured interview questions were prepared and used for six respondents, such as four academic staffs and two college dean from both universities. Semi structure interview is very important to make the interview focused and to minimize time cost (Cohen et al, 2000). In addition Interview is considered as very much important tool to collect in depth information about the issue included in the study and to get the real practices. It helped to the researcher to strengthen those responses gained by questionnaire and for triangulation purpose.

The interview questions were focused on the objectives of the research and mainly on the emotional intelligence skill of the educational leaders. Based on this, the respondents were requested to provide reflection on some emotional intelligence competencies level of

educational leaders. As Kumar (2006) suggested that interview is important in collecting qualitative data because it gives in-depth information about the issue raised in the study.

## 3.6. Procedure of data collection

An adapted and modified questionnaire was used to collect data from both instructors and educational leaders. After the questionnaire was pretested by non respondent colleges in HU for any error in spelling, ambiguity and inconsistency, the questionnaires were distributed by the researcher. The questionnaire was developed in English and there was no need to translate it into other languages because all the respondents were capable of understanding English. The researcher has made an effort to adapt and modify the questions in simple and commonly used English words and have avoided jargons to increase the respondents understanding of the questions. Data collection was collected by the researcher from the universities.

The data were collected from instructors and educational leaders. For educational leaders two types of questionnaire were distributed. After the questioners were collected, to make the research more evidenced the researcher were also collected information through interview from some of respondents.

## 3.7. Methods of Data Analysis

To address the objectives, the researcher collected both qualitative and quantitative data by using questionnaire and interview. The quantitative data which was collected from respondents were summarized, edited, and coded, and data entry was done using the Statistical Package for Social Sciences (SPSS) version 20 software. The questionnaire was adapted and modified to measure the emotional intelligence of educational leaders.

After the entry, the data were analyzed using both descriptive and inferential statistics. Descriptive statistics particularly frequency, percentage and Arithmetic mean was used. Arithmetic mean was employed because all questions have equal weight and was treated equally. Whereas, from inferential specifically t-test was used to see whether there is any statistical difference between academic staffs and educational leaders about educational leaders EI. Qualitative data which were collected through interview was analyzed qualitatively by using narration and interpretation.

## 3.8. Ethical Consideration

Formal letter was written to each universities/colleges (HU and DDU) in order to get permission for data collection from department of psychology. The information sheet which was prepared included the purpose of the study, the objective of the study, benefit of the study, rights of the respondents, confidentiality and other requirements. Finally he/she was asked for his /her permission to participate in the study. Confidentiality and privacy was maintained by omitting their names and by keeping their answer.

# 4. DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

In this chapter, the data collected from respondents has been analysed and interpreted. The presentation and analysis were made depending on the data collected through questionnaire and interview. These were descriptively analyzed to assess EI of educational leaders and to check the perception difference about emotional intelligence of educational leaders by themselves and by the instructors working with (at $p \geq 05$ level of significance and df - 4.

## 4.1. Background Information of the Respondents

The respondents were requested to provide some of their background information that are: the name of the university they are working in, sex, age, the role they do have in their university, total year (s) of experience as instructor or/and as educational leader and position type and experience they do have as a leader. However, for this study the researcher used only the respondents' background information such as their university they are working in, sex and duty in their university.

Table 3. Respondents background according to their sex and duty

| Category | | Frequency/F | Percentage/% |
|---|---|---|---|
| University | HU | 180 | 70.3 |
| | DDU | 76 | 29.7 |
| Sex | Female | 7 | 2.7 |
| | Male | 249 | 97.3 |
| Duty | Instructor | 210 | 82.0 |
| | Leader | 46 | 18.0 |
| **Total** | | **256** | **100.00** |

As indicated in the table 3, the majority 180 (70.3%) of respondents were from HU whereas 76(29.7%) were from DDU. When analyzing the work category or duty of the respondents, the majority of the respondents 210 (82.0%) were instructors, whereas 46 (18%) were educational leaders. Out of the total participants from both universities, only 7(2.7%) were females. The number of females as instructors in the universities was undersized. As it indicated in the table, the percentage of the data from the total 46 educational leaders, 43(93.5%) were males, the number of female Leaders in both universities are only 3 (6.5%) which is insignificant. This indicated that the involvement of females in representation issues and participation is very low. However, as indicated by different scholars, females have great

contribution on managing and leading as effective leadership (Antonioni 1998). Moreover, in understanding emotion, staffs are more satisfied with the female leaders who are emotionally perceptive (Byron, 2008).

## 4.2. The Instructors' perception on their Educational Leaders' Emotional Intelligence.

The instructors were weighted up their educational leaders' emotional intelligence skill in their institutions. Based on this, In this part the researcher tried to analyze what instructors said about their educational leaders' emotional intelligence skill which is related with the research question 2. Besides, information gained through interview was qualitatively interpreted for triangulation.

Table 4: the perception of instructors on educational leaders emotional intelligence

| NS | Items of competence EI | N | Mean | Std. Deviation |
|---|---|---|---|---|
| 1 | To what level does your leader know when you or your colleagues are angry? | 210 | 2.095 | .812 |
| 2 | To what level does your leader try to understand the reasons for people's unhappiness? | 210 | 2.152 | .844 |
| 3 | To what level is your leader capable of controlling his/her emotions? | 210 | 2.042 | .714 |
| 4 | To what level does your leader realize when he/she loses his/her temper? | 210 | 2.109 | .837 |
| 5 | To what level does your leader understand the emotions of people around him/her? | 210 | 2.157 | .840 |
| 6 | To what level does your leader motivate you or your colleagues to do difficult tasks? | 210 | 2.114 | .910 |
| 7 | To what level does your leader use his/her time effectively? | 210 | 2.220 | 1.027 |
| 8 | To what level does your leader meet his/her deadline? | 210 | 2.186 | .932 |
| 9 | To what level is your leader a self motivated person? | 210 | 2.352 | .912 |
| 10 | To what level does your leader motivate his/her staff when he/she feels low? | 210 | 2.204 | .807 |
| 11 | To what level do your leader see things from the others point of view? | 210 | 2.086 | .831 |
| 12 | To what level does your leader empathize with someone else's problem? | 210 | 2.081 | .769 |
| 13 | To what level does your leader believe individuals are not difficult, just different? | 210 | 2.123 | .637 |
| 14 | To what level is your leader sensitive to the feelings of others? | 210 | 2.238 | .836 |
| 15 | To what level does your leader understand when he/she is being unreasonable? | 210 | 2.261 | .808 |
| 16 | To what level is your leader a good listener? | 210 | 2.414 | .946 |
| 17 | To what level does your leader adapt with a variety of people? | 210 | 2.457 | .782 |
| 18 | To what level does your leader like to ask questions to find out what is important to people? | 210 | 2.395 | .978 |
| 19 | To what level does your leader reconcile differences with other people? | 210 | 2.347 | 1.001 |
| 20 | To what level can your leader build solid relationship with those he/she works with? | 210 | 2.438 | 1.066 |

As indicated above in table 5, item 1, among the 1st five questions of understanding emotion competence, "To what level does your leader understand the emotions of people around him/her? "Scored the highest mean score of 2.157 where as for the questions refers that "To what level is your leader capable of controlling his/her emotions?" scored the lowest mean value which is 2.042. This indicated as the instructors confirmed the level of educational leaders understanding the emotion of themselves and the staffs around them is 'low'. The responses from the interviewee have also confirmed the level of understanding the emotion of academic staffs is 'low'. For example, regarding item 2, interviewee 2 "most of the time, our leaders do not like to hear any of my/our reason, they are ignorant".

Among the items for motivation competence, "the level of educational leaders self-motivation "scored the highest mean score of 2.352 where as for the questions refers that "to what level does your leader motivate you or your colleagues to do difficult tasks?" scored the lowest mean value which is 2.114. This indicated that the level of educational leaders' motivation level for themselves as well as other staffs for attains their personal and organizational goal is 'low'. In addition, Interviewee 2 was also said something about his department head "he do not bother about anything even about the organization itself, he is careless".

Instructors were also tried to put their response regarding their educational leader's empathy level for their staffs in the work place. Based on that, for the item which refers "to what level does your leader understand when he/she is being unreasonable?" scored the highest mean value which is 2.261. Whereas for the question that referring" To what level does your leader empathize with someone else's problem? " scored the lowest mean which is 2.081. Based on this the questions referring to the level of educational leaders empathizing others people problem as their own resulted as 'low'. In addition, interviewee 5 said" though there are some leaders who are helper and but most of them are not understand the feeling of others, they do not like even to hear issues related to personal that makes them more depressed".

Moreover, regarding the social relationship competence, the question which refers "to what level does your leader adapt with a variety of people?" scored the highest mean value which is 2.457 whereas the question that refers to "To what level does your leader reconcile differences with other people? scored the lowest mean score which is 2.347. As the result for all questions the mean score is low. Based on that, instructors believed that the level of educational leaders' social relationship skill is low.

**4.3. Educational leaders' Perception on their own emotional intelligence**

In this part the researcher tried to analyze what educational leaders said about their own emotional intelligence skill. The educational leaders were weighted up how they see and measure their emotional intelligence skill in work place. Besides, information gained through interview was qualitatively interpreted.

**Table 5 :** The Educational leaders' Perception on their Emotional Intelligence

| NS | Items related to leaders competences of EI | N | Mean | Std. Deviation |
|----|---------------------------------------------|-----|-------|------|
| 1 | To what level do you know what makes you angry? | 46 | 3.978 | 1.290 |
| 2 | To what level do you understand the reasons for peoples' sadness? | 46 | 3.478 | .937 |
| 3 | To what level are you capable of controlling your emotions? | 46 | 3.739 | 1.200 |
| 4 | To what level do you realize when you lose your temper? | 46 | 3.739 | .953 |
| 5 | To what level do you understand the emotions of people around you? | 46 | 3.739 | .854 |
| 6 | To what level do you motivate yourself to do difficult tasks? | 46 | 3.652 | 1.037 |
| 7 | To what level do you use your time effectively in your work place? | 46 | 3.391 | 1.256 |
| 8 | To what level do you meet your deadline? | 46 | 3.652 | 1.016 |
| 9 | To what level are you a self motivated person? | 46 | 3.609 | 1.043 |
| 10 | To what level can you motivate yourself when you feel low? | 46 | 3.673 | .920 |
| 11 | To what level are you able to see things from the others point of view? | 46 | 3.349 | 1.099 |
| 12 | To what level do you empathize with your staff's problem? | 46 | 3.782 | 1.052 |
| 13 | To what level do you believe individuals are not difficult, just different? | 46 | 3.652 | 1.099 |
| 14 | To what level are you sensitive to the feelings of your staff's? | 46 | 3.434 | .980 |
| 15 | To what level do you understand if you are being unreasonable? | 46 | 3.326 | 1.174 |
| 16 | To what level are you a good listener? | 46 | 3.609 | 1.043 |
| 17 | To what level do you adapt with a variety of people? | 46 | 3.696 | 1.152 |
| 18 | To what level do you like to ask questions to find out what is important to people? | 46 | 3.782 | .940 |
| 19 | To what level can you reconcile differences with your staff's? | 46 | 3.565 | .934 |
| 20 | To what level do you build solid relationship with those you work with? | 46 | 4.130 | .957 |

As indicated above in table 5, item 1, among the 1ˢᵗ five questions of the understanding emotion, "To what level do you know what makes you angry? "scored the highest mean score of 3.978 where as for the questions refers that "To what level do you understand the reasons for peoples' sadness? " scored the lowest mean value which is 3.478. As the result except for item 2, educational leaders confirmed that their level of understanding emotion is 'high'.

Among the items of the motivation aspect, "To what level can you motivate yourself when you feel low? "scored the highest mean score of 3.673 where as for the questions refers that "To

what level do you use your time effectively in your work place?" scored the lowest mean value which is 3.391. Except for item 3 educational leaders confirmed their level of motivating themselves as well as their staffs for attains their personal and organizational goal is 'high'.

Educational leaders were also tried to put their response regarding their empathy level for their followers/instructors in the work place. Based on that, for the item which refers to "To what level do you empathize with your staff's problem?" scored the highest mean value which is 3.782. And, for the question that referring" To what level do you understand if you are being unreasonable? "scored the lowest mean which is 3.326. Except for item 12 and 13, the mean score indicated the level of educational leaders empathizing other staffs problem as their own is 'medium' whereas for item 12 and 13 they said high.

Moreover, the question which refers "To what level do you build solid relationship with those you work with?" scored the highest mean value which is 4.130 and for the question that refers to "To what level can you reconcile differences with your staff's?" scored the lowest mean score which is 3.565. As the result the mean score of all questions indicated that the level of educational leaders handling social relationship is 'high'.

### 4.4. The level of Educational Leaders' Emotional Intelligence

Here the respondents were requested about the level of emotional intelligence of educational leaders. The researcher tried to analyze four competencies of emotional intelligence. These are: understanding emotion, motivation, empathy and handling social relationship. Educational leaders were asked to weight up their own emotional intelligence at the same time academic staffs/ instructors were also requested to provide their own observation/perception about their educational leaders' emotional intelligence. The researcher, tried to analyze each competencies to know the status of our educational leaders emotional intelligence. Consequently, the data obtained was presented, analyzed and interpreted item by item as follows. In addition, information gained through interview was qualitatively interpreted.

Table 6: Analysis of the level of Educational Leaders' Emotional Intelligence

| NS | Items the sub co competence EI | N | Mean | Std. Deviation |
|---|---|---|---|---|
| 1 | To what level does your leader know when you or your colleagues are angry? | 256 | 2.433 | 1.166 |
| 2 | To what level does your leader try to understand the reasons for people's sadness? | 256 | 2.390 | 0.999 |
| 3 | To what level is your leader capable of controlling his/her emotions? | 256 | 2.348 | 1.048 |
| 4 | To what level does your leader realize when he/she loses his/her temper? | 256 | 2.402 | 1.061 |
| 5 | To what level does your leader understand the emotions of instructors around him/her? | 256 | 2.441 | 1.038 |
| 6 | To what level does your leader motivate you or your colleagues to do difficult tasks? | 256 | 2.390 | 1.104 |
| 7 | To what level does your leader use his/her time effectively? | 256 | 2.433 | 1.159 |
| 8 | To what level does your leader meet his/her deadline? | 256 | 2.449 | 1.101 |
| 9 | To what level is your leader a self motivated person? | 256 | 2.578 | 1.052 |
| 10 | To what level does your leader motivate his/her staff when he/she feels low? | 256 | 2.469 | 1.001 |
| 11 | To what level do your leader see things from the others point of view? | 256 | 2.312 | 1.008 |
| 12 | To what level does your leader empathize with someone else's problem? | 256 | 2.387 | 1.052 |
| 13 | To what level does your leader believe individuals are not difficult, just different? | 256 | 2.398 | 0.944 |
| 14 | To what level is your leader sensitive to the feelings of others? | 256 | 2.453 | 0.977 |
| 15 | To what level does your leader understand when he/she is being unreasonable? | 256 | 2.453 | .973 |
| 16 | To what level is your leader a good listener? | 256 | 2.628 | 1.066 |
| 17 | To what level does your leader adapt with a variety of people? | 256 | 2.679 | 0.981 |
| 18 | To what level does your leader like to ask questions to find out what is important to people? | 256 | 2.644 | 1.107 |
| 19 | To what level does your leader reconcile differences with other people? | 256 | 2.566 | 1.093 |
| 20 | To what level can your leader build solid relationship with those he/she works with? | 256 | 2.742 | 1.231 |
| | Valid N (listwise) | 256 | | |

Source: survey report from respondents

As indicated above in table 6, item 1, among the five questions of the understanding emotion aspect the question refers "to what extent educational leaders understand the emotions of instructors on the work place ?"Scored the highest mean score of 2.441 where as for the question refers to that "to what level is your leader capable of controlling his/her emotions?" scored the lowest mean value which is 2.348. This indicated that the level of educational leaders understanding their emotion and people around them in the institutions is 'low'.

In addition, the responses from the interviewee have also confirmed that 'low'. For instance, interviewee 3 said 'as I am a dean college, "in some extent, I do not realize the emotion of staffs individually and I do not want to, rather I focused on my own". However as several scholars suggested as a leader if you are self aware and understand the emotion of yourself and others, you always know how you feel and you know how your emotions and your actions, can affect people around you. Being self aware and others emotion in a leadership position also means having a clear picture of your strengths and weaknesses (Gardner and Stough, 2002 and Goleman, 2001).

As indicated in the table 6, among the five questions on motivation competence item 9, the level of educational leaders self motivation scored the highest mean score of 2.578. For this statement the respondents confirmed that the level educational leaders of self motivation is 'medium' where as for the questions refers "to what level does your leader motivate you or your colleagues to do difficult tasks?" scored the lowest mean value which is 2.390. This indicates that the level of educational leaders motivating themselves as well as instructors working with for attains their personal and organizational goal is 'low'.

Moreover, Interviewee 4 was also said about his department head and dean college "most of the time they are concentrated on their tasks that means they are self motivated merely to realize their own goal. They are merely motivating other staffs". However, interviewee 6 said as Dean College I am personally self motivated person and I also tried to motivate my staff members particularly instructors to achieve their needs and upgrade their status as much as possible ". According to Gardner and Stough (2002) stated self motivated leaders consistently work toward their goals. And they have extremely high standards for the quality of their work. Being motivated and making people to be self motivated is important to be success in your organization.

For the item 14, which refers to the level educational leaders being reasonable and sensitive to staffs feeling in the institutions scored the highest mean scores of 2.453. Whereas for the question 11, that referring "to what level do your leader see things from the others point of view" scored the lowest mean which is 2.312. As the result, the questions referring to the level educational leaders empathizing instructors problem as their own is 'low'.

In addition, Interviewee 1 and 4 were also added summarized points by saying "leaders in

this compound are not empathize others problem as expected; they regret to support you to solve the problem. However, For Leaders having empathy is critical to managing a successful team or organization. As George (2008) Leaders with empathy have the skill to put themselves in someone else's situation. They help develop the people on their team, challenge others who are acting unfairly give constructive feedback and listen to those who need it. When people in the organization feel discomfort a leader, can at least listen with empathy, show concern and make an effort to change things better. Whether or not that effort solves the problem, it creates place to find or look other options. By attending to someone's feelings, the leader can help him/her, to be strong in his/her life time (Goleman, 2004). People with empathy have the understanding skill of human nature and they connect emotionally with others.

Moreover, from the table 6 showed, item 20, which refers "to what level can your leader build solid relationship with those he/she works with?" scored the highest mean value which is 2.742 whereas the question that referring "to what level does your leader reconcile differences with other people?" scored the lowest mean score which is 2.566. As the result, for questions referring to the level of educational leaders' social relationship skills is 'medium'. As it compare with the earlier indicated competences, educational leaders have better skill in handling social relationship.

Moreover, interview 3 said as Dean of College "I have good relationship with my staffs and follow cooperative approach and I believe in team work". Interviewee 2 also said "my both leaders especially my department head are good in building relationship, he has good attachment skill". In line with this Carmelli, (2003) said leaders who have good social skills are also good at managing change and resolving conflicts diplomatically. Managing relationships with staffs, coaching and mentoring pay off not just increased performance but also it enhanced staffs satisfaction and decreased turnover. Outstanding coaches and mentors get inside the heads of the people they are helping; they sense how to give effective feedback. They know when to push for better performance and when to hold back (Golemen, 2001).

**Summary of the level of educational leaders' emotional intelligence**

The table below shows the summary of how much is the level of educational leaders emotional intelligence.

Table 7: Summary of analysis of the level of educational leaders' emotional intelligence

| NS | Competencies | N | Mean | Std. Deviation |
|---|---|---|---|---|
| 1 | Understanding emotion (self and others) | 256 | 2.359 | .883 |
| 2 | Motivation (self and others) | 256 | 2.378 | .925 |
| 3 | Empathy | 256 | 2.386 | .813 |
| 4 | Handling Social relationship skill | 256 | 2.578 | .917 |
| | Valid N (listwise) | 256 | | |

As the table indicated the level of educational leaders understanding emotion scored the mean score of 2.359. The motivation level of educational leaders scored the mean score 2.3789. The mean score of empathy and social relationship skill of educational leaders were 2.3867 and 2.5781 respectively. This indicates, except for social relationship skill, the total picture of educational leaders' level of emotional intelligence skill is low. As several scholars agreed emotional intelligence has relationship with leadership and performance effectiveness. In accordance to this Goleman (2004) discovered that emotional intelligence capabilities are the main reason for the effectiveness of a star performer and leaders as reported in a study of competency models from 188 companies.

Moreover, as he stated understanding emotion, which is one of the domain of emotional intelligence, is crucial for leaders because it enables them to create an environment of trust and fairness. Not only that, but they would be able to master their emotions in competitive situations, and enhance integrity for both personal virtue and organizational strength. Motivation is also has great contribution for being as a catalyst personal and organizational improvement. The higher emotional intelligent leaders also motivate and inspire others, nurture positive behavior at work, and create a sense of contribution and importance with and among employees (Palmer et ai. , 2000).

In addition, empathy on the other hand, plays a role in effective leadership for three reasons the increasing use of teams, the rapid pace of globalization, and the growing need to retain talent (Goleman, 2004). The last component of emotional intelligence, social relationship skills, is considered as a key leadership skill because it is a culmination of other components of emotional intelligence and it moves people in a desired direction. Effective leaders and managers are those capable of perceiving and responding accurately to others (Hall et ai., 1998).

**4.5. The Perception of both instructors and educational leaders' on emotional Intelligence of educational leaders.**

At last the researcher wants to see whether there is perception difference between educational leaders and instructors regarding the educational leaders emotional intelligence skill. Based on that the researcher, tried to present and analyse it as follows. Besides, the information gained through interview and literature was also presented and interpreted.

Table 8. Analysis of both the perception of educational leaders and instructors on emotional intelligence of educational leaders

| Ns | Competences of EI | Duty | N | Mean | Std. Deviation | T | Df | Sig(2-tailed) |
|---|---|---|---|---|---|---|---|---|
| 1 | Understanding Emotion | Instructor | 210 | 2.090 | .616 | -13.696 | 254 | .000 |
| | | Leader | 46 | 3.587 | .883 | -10.918 | 54.9 | .000 |
| 2 | Motivation | Instructor | 210 | 2.133 | .726 | -11.007 | 254 | .000 |
| | | Leader | 46 | 3.510 | .912 | -9.515 | 58.1 | .000 |
| 3 | Empathy | Instructor | 210 | 2.142 | .534 | -13.339 | 254 | .000 |
| | | Leader | 46 | 3.513 | .936 | -9.492 | 51.6 | .000 |
| 4 | Social Relationship | Instructor | 210 | 2.338 | .760 | -10.783 | 254 | .000 |
| | | Leader | 46 | 3.673 | .761 | -10.775 | 66.1 | .000 |

As it can be seen from the above table 8, there is a mean score difference between instructors and educational leaders in each emotional intelligence competencies. As the table showed, there is a mean score difference between instructors and educational leaders of the institutions in the understanding emotion. The perception of educational leaders is considerably more than that of instructors with a mean score of 3.5870 and 2.0905 respectively with a significance level of 0.000 (p≥ 0.05) which showed that there is significant difference between instructors and educational leaders in the understanding emotion. This indicated that instructors did not believe on their leaders' emotional intelligence skill.

The second competence in the study was motivation. There is a mean score difference of 2.133and 3.510 between instructors and educational leaders respectively with a significant level of 0.000 (p≥ 0.05) which indicates that there is significant difference of perception between instructors and educational leaders.

The third competence in the study was empathy. There is a mean score difference of 2.142 and 3.513 between instructors and educational leaders respectively with a significant level of 0.000 (p≥ 0.05) which is clearly shows that there is a significant difference of perception with respect to this aspect between instructors and educational leaders. The mean score showed that instructors' perception on their leaders is significantly different with what the educational leaders perceive about their empathy level.

The fourth competence of emotional intelligence in this study was handling social relationship between/ among staffs. The mean score of instructors is 2.338 whereas the mean score of educational leaders is 3.673 with a significant level of 0.000(p≥ 0.05) indicating that there is significant difference of perception in this aspect between instructors and educational leaders.

As indicated each competencies, the perception of educational leaders on their EI skill is different with the perception of the instructors/staffs in each of working environment. Therefore, as the t- value of each items are less than 0.05 which meant, have significant perception difference between both instructors and educational leaders on the level educational leaders' emotional intelligence skill.

As several scholars stated assessing emotions scale scores were not related to social desirability responding (Kirk et al, 2007). This meant most of the time, as human we prize our self and consider ourselves as clever. According to Goleman (2014) the leader need not necessarily agree with the person's position or reaction. Acknowledging their points of view and then apologizing if necessary and looking for a remedy that can recover some of the toxicity, leading to effective relationship that can also bring effective leadership. The view of staffs have great power to re correct the mistakes made and may help to be effective leaders with high emotional intelligence in future. George (2008) noted that emotionally intelligent leaders use an intuitive sense to understand their followers' emotions and to instill in them an appreciation for the importance of their work. Therefore, leaders have to be sensitive for their staffs and try to appreciate their emotion to have smooth relationship and common understanding.

# 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, summary, conclusion and recommendation drawn based on the findings have been presented.

## 5.1. Summary

The main purpose of this study was to assess the emotional intelligence of educational leaders of Higher Education Institutions of Eastern Ethiopia. Accordingly, the study was aimed at identifying the level educational leaders' emotional intelligence competencies of understanding emotion, motivation, empathy and handling social relationship. In order to realize the aim of the study, efforts were made to answer the following the basic research questions.

1. What is the perception of instructors on their educational leaders' emotional intelligence?
2. How do the educational leaders in higher educational institutions perceived their own emotional intelligence?
3. What is the level of emotional intelligence of educational leaders in higher education institutions?
4. Is there any significant difference between academic staffs/instructors and educational leaders' perception regarding emotional intelligence of educational leaders?

Descriptive survey design was used to conduct the present study. The primary data were collected through questionnaire and interview. Questionnaire was used to collect quantitative data whereas interview was used to collect the qualitative data. Data were collected from 256 respondents through questionnaire and four instructors and two deans of colleges were interviewed. Quantitative data were analysed through frequency, percentage, mean and t-test. Interview response was analysed through narration and interpretation. Based on this, the analysis revealed to the following major findings.

- As per the study results, the instructors perceptions of their educational leaders emotional intelligence skill, as the mean score results showed on the competencies: understanding emotion (2.090), motivation (2.133) and empathy (2.142) and handling social relationship (2.338) indicated that low. Therefore, the instructors' perception on their leaders' emotional intelligence capacity is low.

- The educational leaders were also indicated their perception about their emotional intelligence skill. Based on this, the score mean results of the competencies: understanding emotion (3.587), motivation (3.510), empathy (3.510) and social relationship (3.673) level showed that high. Therefore, as the study revealed that, educational leaders confirmed themselves as having high emotional intelligent.

- The study examined the status of educational leaders' emotional intelligence in their institutions. Accordingly, the result indicated the educational leaders understanding emotion score mean (2.359) motivation (2.379) and empathy (2.387) level are 'low' whereas handling social relationship competence (2.578) level indicated 'medium'. Therefore, as the result indicated, educational leaders understanding level on the feeling of themselves and others, motivation in their work place, their level understanding staff problems empathetically is low. Whereas, their skills to handle social relationship is medium. That means, relatively, in the institutions, the educational leaders capacity in creating smooth relationship is enhanced. However, over all the study relieved that the emotional intelligence of educational leaders is low.

- Regarding the perception difference between educational leaders and instructors on emotional intelligence of educational leaders, the study disclosed that there is perception difference between educational leaders and instructors on their leaders' emotional intelligence capacity. Educational leaders rated about their emotional intelligence level as high whereas instructors rated about the leaders emotional intelligence low. As the result, the finding indicated that there is a significant perception difference between educational leaders and instructors on their educational leaders EI at the t- value greater than 0.05.

## 5.2. Conclusions

The empirical findings of the study were supported by different researchers of emotional intelligence. Based on the findings, the researcher made the following conclusions.

Accordingly, from the major findings it is reliable to conclude that though there is perception difference between educational leaders and instructors regarding educational leaders' emotional intelligence, there is poor application of emotionally intelligent leadership in the institutions and leaders' emotional intelligence skill is low, where they have to take an action to improve their EI skill. In the institutions, educational leaders are not leading and providing supports based on understanding others feelings, showing empathy, listening well and sharing the feelings their of staffs.

In noting the level of educational leaders' emotional intelligence is poor. This indicated having low level of emotional intelligence skill affects leadership process of any organization. In line with this Ashkanasy and Daus (2002) believed that emotional intelligence is a tool for developing effective leadership. Therefore, all educational leaders have to possess it in their work place and in their life to be successful. In addition, the researcher concludes that there is perception difference between educational leaders and instructors in the skill of educational leaders EI. The instructors do not believe on their leaders' skill of EI.

Hence, in order to keep satisfied staffs that will in turn increase the organization's performance, it is the perquisite of every organization to ensure that leaders possess high level of emotional intelligence skill. It is therefore concluded that management of emotions in organizations must now be seen as an important tool in every leader's kit, one to which managers/leaders will progressively need to pay attention in the future.

## 5.3. Recommendations

The following recommendations are offered on the basis of the research findings:

The universities particularly, president and academic vice presidents of the universities should create awareness within the educational leaders on the emotional Intelligence concept and its benefit to the institution and also to the personal life. These could be arranged through different

trainings and seminars by inviting guest speakers' and professionals. The academic vice presidents could also create awareness by including the goal of creating an emotionally intelligent workplace and continuously discussing on the progresses made. As Goleman (2014) once the concept is internalized within the educational leaders, the leaders should put it in practice. Educational leaders should be aware of their own and others' emotions and behave in ways that ensures that they encourage the kind of emotional response in others that will produce the desired outcomes (Channer and Hope, 2001).

Emotional intelligent of educational leaders such as deans of colleges, associate deans, department heads and coordinators have to also transfer the knowledge to the juior educational leaders, academic staffs and other staffs, through different trainings and seminars. It is fortunate that emotional intelligence can be learned and developed; its competencies are not considered to be innate. However, the process is not easy; it takes time and, most of all, commitment. But the rewards that come from having a well-developed emotional intelligence, both for the individual and for the organization, make it worth to exert the effort (Goleman, 2005).

As indicated by Goleman (2004), emotional intelligence is contagious. Therefore, in order to keep a motivated workforce, and achieve the goals of the institution, educational leaders should focus on increasing their emotional intelligence that is their 'understanding emotion, motivation, empathy and social relationship competencies'. A vital step in becoming emotionally intelligent is to think about how your behavior/feeling may have an impact on others (Yeung, 2009). Secondly, the institution should create a channel where staffs can reveal their feelings and concerns (social awareness and relationship management). Educational leaders should take time to listen to everyone in a group, also by having one-to-one sessions (coaching), so as to understand and feel their situation, emphasize with their frustration and take the necessary actions. Educational leaders need to have the skill to sense how their staffs feel about their work situation and to intervene effectively when those staffs begin to feel discouraged or dissatisfied.

Efforts should be made by educational leaders particularly from education and behavioral sciences to organize seminars and workshops on emotional intelligence to educational leaders and academic staffs to create awareness about the importance of the skill in the organizational or personal life. In addition professional related to social psychology and leadership have to prepare

and provide training for educational leaders as well as to staffs to create awareness about the concept of EI and its contribution to the institution.

Furthermore, educational leaders should invite feedbacks, recognize need for changes and remove barriers and create positive environment. Overall, as Lynn (2008) confirmed that EI is imperative to create an environment where employees feel safe, trusted, special, needed, included, important, focused, productive, motivated, and respected and valued.

Understanding EI will enable educational leaders to deal more effectively with different issues. Its contribution to be successful in any organization, to increase job performance and satisfaction is very high. Accordingly, educational leaders have to appreciate the use of it to make their work place conducive for all staffs.

The researcher also recommended further studies to find out or investigate on the f o l l o w i n g statements:

➢ Effects of emotional intelligence on leadership effectiveness
➢ The relationship of emotional intelligence and job satisfaction and staffs motivation
➢ Emotional intelligence of instructors  and students performance in HEIs
➢ The relationship between emotional intelligence on conflict management and leadership styles

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**APPENDICES**

**Appendix A**

**Questionnaire to be filled by Academic Staffs**

This questionnaire is designed to gather primary data on "**Emotional Intelligence\* of Educational Leaders\* of Higher Education Institutions of Eastern Ethiopia".** The data to be collected through this questionnaire is highly valuable to meet the objective of the research. The information you supply through the questionnaire would be kept strictly confidential and it would be used for academic purpose only. Therefore, you are kindly requested to precisely and carefully fill in and return the questionnaire.

**Key Terms**

> \* In the context of the study, **Emotional Intelligence** signifies the capskill of leaders to recognize and manage their own emotions and those of others.

> **\* Education leaders** are Department heads, associate deans and deans.

**General Instruction**

- Please, do not write your name.
- Please, put a tick '√' mark in the box provided for the questions.

**Part one: General information.**

**Instruction one**: Please put a tick '√' mark in the box provided for the questions.

1. Name of university/university College.
   A.Haramaya University ☐        B. Dire Dawa university ☐

2. Sex
   A. Female ☐    B. Male ☐

3. Age
   A. 21-30 ☐         C. 41- 50 ☐
   B. B. 31- 40 ☐       D. >50 ☐

3. You8r main duty in the university. A. Instructor ☐ B. Leader ☐

4. Total service years.(As Academic staff)
   A. <1 year ☐    C. 6-10 years ☐       E. above 15 years ☐
   B. B. 1-5 years ☐   D. 11- 15 years ☐

**Part two: Some Components of Emotional Intelligence Questions.**

**Instruction two**: The following questions are designed to explore the level of emotional intelligence of educational leaders (department heads, associate deans and deans). Please read carefully and indicate your answer in the box by putting a tick '√' mark provided against choice (1=Very low; 2=Low; 3=Medium; 4= High; 5=Very High)**.**

| S/N | Items | Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|---|---|
| 1 | To what level does your leader know when you or your colleagues are angry? | | | | | |
| 2 | To what level does your leader try to understand the reasons for people's sadness? | | | | | |
| 3 | To what level is your leader capable of controlling his/her emotions? | | | | | |
| 4 | To what level does your leader realize when he/she loses his/her temper? | | | | | |
| 5 | To what level does your leader understand the emotions of people around him/her? | | | | | |
| 6 | To what level does your leader motivate you or your colleagues to do difficult tasks? | | | | | |
| 7 | To what level does your leader use his/her time effectively? | | | | | |
| 8 | To what level does your leader meet his/her deadline? | | | | | |
| 9 | To what level is your leader a self motivated person? | | | | | |
| 10 | To what level does your leader motivate his/her staff when he/she feels low? | | | | | |
| 11 | To what level do your leader see things from the others point of view? | | | | | |
| 12 | To what level does your leader empathize with someone else's problem? | | | | | |
| 13 | To what level does your leader believe individuals are not difficult, just different? | | | | | |
| 14 | To what level is your leader sensitive to the feelings of others? | | | | | |
| 15 | To what level does your leader understand when he/she is being unreasonable? | | | | | |
| 16 | To what level is your leader a good listener? | | | | | |
| 17 | To what level does your leader adapt with a variety of people? | | | | | |
| 18 | To what level does your leader like to ask questions to find out what is important to people? | | | | | |
| 19 | To what level does your leader reconcile differences with other people? | | | | | |
| 20 | To what level can your leader build solid relationship with those he/she works with? | | | | | |

**Interview guild for instructors**

1.  Please could you tell about your leader capacity to understand his/her and other emotion in the workplace?_____
    _____
    _____

2.  What do you level about your leaders' motivation skill?
    _____
    _____
    _____

3.  How do you think about your leader empathy feeling to his/her staff members?
    _____
    _____
    _____

4.  Please would you tell about your leader relationship skills with his/her staffs?
    _____
    _____
    _____

**Appendix B**

**Questionnaire to be filled by Educational Leaders**

This questionnaire is designed to gather primary data on "**Emotional Intelligence**\* **of Educational Leaders of Higher Education Institutions of Eastern Ethiopia".** The data to be collected through this questionnaire is highly valuable to meet the objective of the research. The information you supply would be kept strictly confidential and it would be used for academic purpose only. Therefore, you are kindly requested to precisely and carefully fill in and return the questionnaire.

Key terms

➢ In the context of the study, **Emotional Intelligence** signifies the capskill of leaders to recognize and manage their own emotions and those of other

➢ **Education leaders** are Department heads, associate deans and deans.

**General Instruction**
- Please, do not write your name.
- Please, put a tick '√' mark in the box provided the questions.

**Part one: General information.**

**Instruction one**: Please put a tick '√' mark in the box provided for the questions.

5. Name of university/university College.

   A.Haramaya University ☐     B. Dire Dawa university ☐

6. Sex : A. Female ☐     B. Male ☐

3. Age

   21-30 ☐     B. 31- 40 ☐     C. 41- 50 ☐     D. >50 ☐

7. Your main duty in the university. A. Instructor ☐  B. Leader ☐

8. Your current position in your institution.(if any )

   A. Program Coordinator ☐     C. College dean ☐

   B. Department head ☐     D. Associate Dean ☐

E. If other, please specify _____

9. Service years on the current position.

   A. <1 year ☐     C. 4-6 years ☐     E. above 9 years ☐

   B. B. 1-3 years ☐     D. 7-9 years ☐

**Part two: Some Components of Emotional Intelligence Questions.**

**Instruction two**: The following questions are designed to explore the level Emotional intelligence of educational leaders (department heads, associate deans and deans). Please read carefully and indicate your answer in the box by putting a tick '√' mark provided against the choices (1=Very low; 2=Low; 3=Medium; 4= High; 5=Very High).

| n/s | Statements | Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|---|---|
| 1 | To what level do you know what makes you angry? | | | | | |
| 2 | To what level do you understand the reasons for peoples' sadness? | | | | | |
| 3 | To what level are you capable of controlling your emotions? | | | | | |
| 4 | To what level do you realize when you lose your temper? | | | | | |
| 5 | To what level do you understand the emotions of people around you? | | | | | |
| 6 | To what level do you motivate yourself to do difficult tasks? | | | | | |
| 7 | To what level do you waste time in your work place? | | | | | |
| 8 | To what level do you meet your deadline? | | | | | |
| 9 | To what level are you a self motivated person? | | | | | |
| 10 | To what level can you motivate yourself when you feel low? | | | | | |
| 11 | To what level are you able to see things from the others point of view? | | | | | |
| 12 | To what level do you empathize with your staff's problem? | | | | | |
| 13 | To what level do you believe individuals are not difficult, just different? | | | | | |
| 14 | To what level are you sensitive to the feelings of your staff's? | | | | | |
| 15 | To what level do you understand if you are being unreasonable? | | | | | |
| 16 | To what level are you a good listener? | | | | | |
| 17 | To what level do you adapt with a variety of people? | | | | | |
| 18 | To what level do you like to ask questions to find out what is important to people? | | | | | |
| 19 | To what level can you reconcile differences with your staff's? | | | | | |
| 20 | To what level do you build solid relationship with those you work with? | | | | | |

**Interview guild for Educational leaders**

1. As a leader, please could you tell me about your capacity to understand your emotion and control in your work place? (as the case may apply)

   _____

   _____

   _____

1. What do you think and how do you rate your motivation skill?

   _____

   _____

   _____

2. Please could you tell me about your feeling of empathy to your staff members?_____

   _____

   _____

3. As a leader, could you tell me about social relationship skill with others?

   _____

   _____

   _____