Strategies Utilized by Institutional Principals to Enhance Emotional Intelligence and WorkLife Balance in Education Sector of District Charsadda, Khyber Pakhtunkhwa Pakistan.

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Abstract
The present study examines the strategies employed by female principals in the education sector of District Charsadda, Khyber Pakhtunkhwa, Pakistan, to enhance emotional Intelligence (EI) and work-life balance (WLB). With more women joining the workforce and becoming economically independent due to technological advancements, this research offers crucial insights for female leaders. The research explores the relationship between EI and WLB, focusing on the principals' strategies to create a harmonious balance between professional and personal life. The study used a quantitative methodology to gather data from private and public sector principals in the Charsadda district since the sample was too large to cover with other methods. A total of 159 samples were selected using the correction factor formula. The Self-Report Measure of Emotional Intelligence (SRMEI) by Alam and Kamal (2008) and the Work-Life Balance scale by Khurram and Ibrahim (2014) were employed for data collection, as these tools have proven their reliability in various international studies. Data were analyzed using SPSS (version 23), employing SEM technique with regression, correlation and factor analysis only to identify the most significant EI factors influencing WLB. The results revealed that the EI strategies with the strongest association with WLB include meeting people's expectations, exercising self-control, understanding oneself, avoiding negative biases, maintaining focus, discouraging pessimistic viewpoints, and ignoring trivial matters. In turn, WLB strategies positively correlated with EI factors include improving training, moderately participating in family and other activities, managing elder care wisely, and creating personalized work-life balance programs. The findings of this study hold significant implications, not only for female principals in the local area but also for other sectors where women serve in key leadership positions.
Key words:emotional Intelligence, work-life balance, strategies, institutional principals, educational sector, and association.

Introduction

The phrase 'emotional intelligence' has become equivalent to psychological wellbeing and contentment. It favors the aptitude to recognize, evaluate, and express feelings. It includes the

ability to enter and produce an approach to study, realize sentiments, arouse social contact, and control sensations to encourage emotional and logical growth (Mayer & Salovey, 1997).

Talented and agile personnel strength is mainly a yearning and important constituent that facilitates organizations to attain their targets and aspirations (Khalili, 2011).But with time, the organizations constantly struggle to compete with other firms and the personnel try to provide diversity in their work. In this view, the focal point has been shifted to the worker's comfort and equal balancing of tasks at home and on the job which causes enrichment in personnel competency.

According to Grant (2007), personnel comfort and contentment are defined as the worker's understanding and performance at the job, and its threeessential proportions are mental, corporal,and societal happiness. Work-life balance (WLB) is the effort and non-effort behavior that is well-matched and encourages expansion in peace with a person's existing living conditions (Kalliath& Brough, 2008). An individual's emotional Intelligence is measured to diminish effort of domestic disagreement, humanizing their WLB and uphold work routine (Carmeli, 2003).

A study conducted by Nadeem (2020) in telecommunication ecosystem of Pakistan show results that support the view of Katz and Kahn's. According to him there is extremely sturdy association between the emotional Intelligence of employees with work pleasure, career routine, and appointment at service.

In the same vein a study conducted by Arar and Oneren (2021) in Turkey had supported these arguments in their research. This research study concentrated on, "happy employee=productive employee". The primary purpose of such type of a study was to study the relationship between administrative centre pleasure with apparent intellectual performance. Taking the relationship in to account it was investigated to know the arbitrator outcome of EI and moderator cause of WLB with its sub-elements correspondingly. Hence, its results illustrated that administrative center pleasure positively affects apparent intellectual performance.

The practical strategies women leaders adopt can be well explained by research executed by Heath (2012). Findings from the study revealed that efficiently managing dual roles can only be done if the job is consequential and gratifying for them. Along with this they havea variety of training that makes them meet their demands in due time frame. According to Heath in this research, a strong work ethic is an essential quality women workers possess in any organization, whether in leading positions or as personnel.

Emotional Intelligence Theory by Peter Salovey and John D. Mayer (1990): Emotional Intelligence (EI) is defined by Salovey and Mayer's hypothesis as the capacity to identify, comprehend, and govern one's emotions and those of others. This includes several crucial components, including the ability to sense, recognize, control, and use emotions to aid in thought. The present research has utilized their theory's frame work for its execution.

Application to the current research: Female principals with high EI are better equipped to *perceive and manage* the emotional needs of both themselves and others. This skill is crucial in balancing the demands of their job with their personal life. For instance, a principal who can effectively manage stress and maintain positive relationships at work is likelier to perform well and maintain a healthy work-life balance.

Literature Review on Emotional Intelligence:

Emotional Intelligence is widely regarded as a fundamental concept influencing all personal and professional life facets. Higher EI is related to favorable outcomes in both domains. Research has demonstrated, for example, that those with higher EI had greater parental affection and connection (Mayer, Caruso &Salovey, 1999). Furthermore, critical work-related outcomes like job

satisfaction, leadership potential, and good work attitudes have all been connected to EI (Fox & Spector, 2000; Higgs & Aitken, 2003; Fisher, 2000).

Employee success in an organizational setting is predicted by emotional Intelligence (EI). While those with low EI may cause problems, those with high EI typically promote good social interactions both within the organization and between the organization and its employees (Mayer & Caruso 2002). Higher EI people may be less anxious at work because self-reported EI scores have been found to be negatively connected with workplace anxiety (Nikolaou &Tsaousis, 2002). Emotionally intelligent people are more likely to form and maintain positive social connections, cooperate with friends, and navigate social interactions effectively (Lopes, Salovey, Cote, & Beers, 2005). Additionally, research has linked emotional intelligence (EI) to the effectiveness of team performance. Teams with high EI tend to exhibit higher levels of trust, commitment, and overall performance (Wolff, Druskat, Koman, & Messer, 2006; Frye, Bennet, & Caldwell, 2006). High EI within teams is also associated with better conflict management and fewer disruptions (Ayoko, Callan&Hartel, 2008; Jordan & Troth, 2004).

Moreover, there is a connection between EI and the efficacy of teamwork. High EI teams typically perform better overall and have higher levels of trust and commitment (Wolff, Druskat, Koman, & Messer, 2006; Frye, Bennet, & Caldwell, 2006). Better conflict resolution and fewer interruptions are also linked to high EI teams (Ayoko, Callan&Hartel, 2008; Jordan & Troth, 2004).

Success in both the personal and professional spheres is heavily dependent on emotional Intelligence. It improves a person's capacity for handling social situations, controlling their emotions, and carrying out a variety of tasks successfully. The wealth of research on emotional Intelligence (EI) highlights the concept's significance as a trustworthy and powerful tool for enhancing both individual and group performance at work and in other contexts.

The research in 1990 by Peter Salovey and John Mayer (Salovey& Mayer, 1990), concentrated on emotional Intelligence and work-life balance that maximizes job performance as one of the factor affecting both. Usually, the genuine assumption of EI merges crucial ideas from intellect and research related with different feeling. The reviews on the three dimensions for the current research were collected and discussed to the maximum level. Different authors have explained it as;Salovey and Mayer (1990) in their research explored that exterior manipulation such as financial and societal modifies along with advising institutions to stare for innovative conduct to exploit their employees prospective. As the conduct of every member in the organization effects the wholeestablishment, the Human Resource managers contentiously work hard to refine the efforts of their employees who are actually the worthy asset of the organization. For this reason these institutions adopt such kind of approaches that can boost task result, devotion and commitment.

According to Daus&Ashkanasy (2005), Emotional Intelligence (EI) is one of the significant factors of consideration for administrators, mentors and academicians that enhances the acts of subordinates. EI is defined as, the aptitude of sentiment and their interaction to identify the sense and to provide the basis and solve the problems on it, that occupy to incorporate feelings related to passions, competence to recognize, feelings to know the exact inward sentiments and handle it (Mayer, Salovey, & Caruso, 2000, p. 267). In the start of 1990's, John Mayer designed a platform on which EI was made and in 1995 Daniel Goleman utilized Emotional Intelligence as a substitute procedure for Intelligence Quotient to forecast worker's act. Keeping these advancements in mind these researchers are working till the current day by formulating and creating various ways through which psychology with in organizations related with EI can be understood (e.g. Goleman, 1995;

Mayer et al., 2000; Perez, Petrides, &Furnham, 2004). that has a stimulating role in concluding work presentation and task contentment (e.g. O' Boyle & Ernst, 2011; Beck, 2013; Shooshtarian, Ameli, &Aminilari, 2013).

Beck (2013) in his research highlighted that theoretical reflection along with its interaction of both feelings and sentiments can be sketched back to 2000 years long ago. In years amid 1900 and 1969, the findings on intellect and sentiments in the field of psychology were different from each other. "EI" came into sight in writing in the beginning of 1960s and lather on it was utilized in a supplementary manner (Mayer, Salovey, & Caruso, 2004, p. 198). Then in 1970s, researches especially covering the areas related with mental processes and its affiliated feelings (Beck, 2013). As the time passed, in 1980s communal investigators *"had recognized so many individual competencies engage in discovering and knowing certain feelings" (Mayer &Salovey, 1990).*Theword emotional Intelligence in the writings emerged many decades ago previously launched by Mayer andSalovey and concepts as a subject matter of methodical learning between 1990 and 1994. According to Daniel Goleman who gave popularity to this theme, by writing a book on EI: Why it can matter more than IQ" and up till now this theme has caught a considerable amount of attention worldwide and growing day by day through a collective research efforts for designing better ways to understand it (Beck, 2013). Slowly moving to 1990s, different studies on EI focused on the view point that it is a significant individual psychological capability that allow person to consider coherently about feelings and to utilize it to develop thinking. The innovative approach developed a new dimension for the thinkers to distinguish the relationship between both the terms. It was based on the findings that the individual who can recognize, know, articulate and handle their personal sentiments, they can be well aware of their own conduct and other individual actions by realizing their feelings; that has an improved outcome with positive communication with others and replicate a more optimistic result in their survival (Beck, 2013).

Work-life balance

The perception of Work-life Balance (WLB) came in to notice even before 1930s as long as traced back to World War II. The results of the investigation executed in W.K. Kellogg Company showed that decreasing work hour from eight to six hours and introducing shifts can improve and advance the efficiency of workers and their confidence level also (Loockwood, 2003). Moreover, a research by Lewis et al. (2007), illustrated that as more females are joining the workforce so studies on mother's being bread earners for their families are increasing since 1960s. Nevertheless, scholastic view of WLB was traced back to the 1960s when according to Rapoport(1965) examined the agrarian civilization and its occupational kin connections with each other. The conception of WLB was primarily used in 1970s to explain the work balance among the capable workers and their private existence in their day to day life (Swathi&Mohapatra, 2015). A research study conducted by Bird (2006) was conducted and the literature highlighted that the time between 1960s and 1970s, workers looked WLB as only factor affecting the females who are on job and up bring their children. Nevertheless, in the 1980s, corporations especially gave considerations for infant welfare agendas and employee assistance programs (EAP) (Swathi&Mohapatra, 2015). Slowly and gradually the term WLB got popularity as according to Bird (2006) in 1990s it was considered as the dilemma that was the concern for every walk of life whether males, females, father, mother, pair and even if alone. In Lambert, 1990 point of view the kind of tasks and the efforts for doing those tasks accurately by personnel so as to create equilibrium between job and house hold duties was a central topic related to WLB. In earlier periods that have passed, the problems of WLB and work family conflict has extensive growth

over the years and is considered vital factor by human resource, owners, intellectuals, the reporting agencies and even elected officials (Rangreji2010). Same taught have been sustained by Struges and Guest (2004) in their investigation about WLB. Theirthought has annoyed the attention of scholars and implementers and the people alike, and it has also turn out to be a most important apprehension in HRD (Human Resource Development). Asserted by Torrington et al(2008), in their research findings also pointed out in their study that these subject matters are carrying on a stimulating contests and arguments on WLB. A drastic and revolutionized transformation was noticed by employment souk and demographic outline of subordinates consequently work-life learning silently persists awaiting to the existing routine.

According Abubakir (2019) a study was conducted that covered the effect of Supervisors' EI on subordinates WLB in the Jordanpersonal (private) sickbay. The findings of the study were that the sickbays subordinates have high EI capabilities as according to them, their executives provide them WLB practices in a good way, so managing both roles are easy for them. Two of the variables had significant impact on subordinates WLB i.e. (sympathy and communal proficiencies). The results exposed that there were variation in WLB in regard to divergence in masculinity role, however there was no deviation in their insight regarding matrimonial position. This research had useful findings for the medical and sickbay centers for implementing such polices that nurture both roles of workers i.e. both job place and home responsibilities.

A study conducted by Aledeinat, et al. (2021) revealed few dominating aspects both at managerial level and individual level that affects WLB. The model that was presented by this study had these factors, directorial sustainment, task distributions, task circumstances, work appointment, parental responsibilities and EI. According to this research study the companies should consider all these features in mind while planning any type of task for their subordinates, because they perform to their maximum level at job when they have WLB that makes them provoked. Hence these features should be of great concern from investigators, representatives and executives side too.

A study conducted by Money and Peter (2014) a research study conducted by them covered few aspects of WLB that has a significant relationship EI. According to this study as job strain, scientific developments and world as one village increases so it is challenging for both.

Empowerment through Education

A major contributor to women's empowerment is the advancement of education. Since educated women are more likely to enter the labor force, higher education levels are linked to higher participation in paid work (Mahpul& Abdullah, 2011). Women can now work outside the home, defying gender norms, according to socio-cultural shifts (Skitmore& Ahmad, 2003).

Families that offer women freedom of choice and mobility provide more opportunities for them to work. A progressive administrative and legislative system can also create a more inclusive labor market for women (Hussain, Rabbi & Ali, 2012). Over time, as societal demands and economic conditions have evolved, Pakistani women have increasingly been allowed to work, while still fulfilling traditional household duties (Mauzzam&Qayyum, 2016).

Support from family members, particularly spouses, can help working women manage their dual responsibilities without undue stress. However, without proper support, women often experience significant emotional and physical strain (Kausar& Anwar, 2015). To address work-family conflict, it is essential for Pakistan's legal and social structures to address the root causes and minimize these conflicts. It is expected of Pakistani women to play several roles in the family, such as wife, daughter, sister, mother, and daughter-in-law. Their responsibilities often extend

beyond what is typically expected of women in Western societies, resulting in unique challenges related to work-family conflict.

The Changing Roles of Women in Pakistan

Families that grant women autonomy and independence present them with greater chances to pursue employment. A more inclusive labor market for women can also be achieved by progressive legislative and administrative reforms (Hussain, Rabbi & Ali, 2012). Pakistani women are now more frequently permitted to work while still performing their traditional family responsibilities as a result of changing societal expectations and economic circumstances (Mauzzam & Qayyum, 2016).

Working women can handle their dual obligations without experiencing undue stress when they have the support of their family, especially their spouses. But in the absence of adequate assistance, women frequently endure severe psychological and physical stress (Kausar& Anwar, 2015). Pakistan's legal and social frameworks must address the underlying causes of work-family conflict in order to reduce it.

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Obstacles and Challenges Women Face in Pakistan

In Pakistan, patriarchy affects women in both public and private domains, which results in their standing being inferior to that of men in the political, social, and economic sectors (Tarar&Pulla, 2014). Even though they make up 53% of the population, a large number of women are impoverished and have little influence over home decisions.

Despite making up more than half of Pakistan's population, women are frequently left out of the development sector's active participation. On the other hand, women can progress if their awareness is raised and they are given opportunities to participate. Mohammad Ali Jinnah, the country's founder, highlighted the significance of women's equal citizenship duties in the advancement of the nation (Ahmad, 2009)

More over there are some contradictory views of WLB as according to Fayyaziand Aslani(2015)a study conducted in Iraninvestigated that if WLB is not in an equilibrium state then it creates pessimistic effects on staff outlook and conduct and consequently business efficiency. Hence in this study it explored that workers with minor order of work life balance and employmentpleasure is not vital for causing elevatedrevenues, but results can be opposing depending on their persistence and pledge to that organization.

The review of the literature indicates a significant gap in research on Emotional Intelligence (EI) and Work-Life Balance (WLB) in Pakistan, especially within the context of Khyber Pakhtunkhwa (KP). While some studies have touched on these variables, comprehensive research specifically focusing on regions like Nowshehra, Swabi, Bannu, and others within KP remains largely unexplored. Therefore, this study contributes substantially by addressing this research gap and providing insights into the role of emotional Intelligence in shaping work-life balance, particularly among female principals in Charsadda.

By focusing on the dominating factors and strategies of emotional Intelligence, this study explores how EI can effectively foster a healthy work-life balance and drive job performance among educational leaders in the region. It highlights key aspects of emotional Intelligence that enable

female principals to excel in their roles while managing the often complex demands of personal and professional life. This focus not only aids in understanding EI's impact on leadership and job performance but also underscores its relevance in promoting work-life balance, a pressing concern in today's professional environments.

The findings can be extended beyond Charsadda to other regions in Khyber Pakhtunkhwa, such as Nowshehra, Swabi, and Bannu, providing a blueprint for addressing similar challenges faced by female leaders in educational institutions and potentially other sectors in these areas.

Research questions:

1. Is there any relationship between Emotional Intelligence (EI), Work-Life Balance (WLB)?
2. What strategies should female principals adopt to create WLB?

Objectives:

- To determine the significance of WLB and EI in the lives of female leaders in the Charsadda district of Khyber Pakhtunkhwa.
- To illustrate the strategies these female leaders can use to strike a balance between their personal and professional lives.
- To determine which EI elements are most important in establishing a successful WLB.

Hypothesis

The following hypotheses are the main focus of the present study;

• H1. Work-life balance is positively correlated with emotional Intelligence.

• H2. The development of emotional Intelligence and work-life balance results from the adoption of specific strategies that have a strong inverse correlation.

Methodology

This study adopted a quantitative research design**.** Given the large sample size, this approach was deemed appropriate for gathering data effectively. This design was specifically chosen due to the scale of respondents and the need for structured data collection. Similar studies by *Hussain and Ali (2020), Khan and Rehman (2019), and Joseph and Newman (2010)also* used quantitative methods to explore relationships between variables such as Emotional Intelligence (EI) and Work-Life Balance (WLB).

Data Collection Methods

The study used two well-established scales:

- Self-Report Measure of Emotional Intelligence (SRMEI) by Alam and Kamal (2008)
- Work-Life Balance (WLB) Scale by Khurram and Ibrahim (2014)

These tools were chosen for their high reliability and validity, having been widely tested and verified in previous studies. The SRMEI scale evaluates the emotional Intelligence of the respondents, while the WLB scaleassesses how well they balance their personal and professional lives. The structured nature of these scales made them appropriate for collecting data from a large sample.

Sampling Strategy

A total of 159 female principals from both public and private educational institutions in Charsadda district, Khyber Pakhtunkhwa, were selected for the study. These participants were chosen through stratified random sampling**,** ensuring that both sectors (public and private) were proportionately represented. The correction factor formula ensured that the final sample was representative of the broader population, leading to more generalizable findings.

Correction Factor Formula

The correction factor formula used for the study is as follows:

$$(e.g) \ \frac{n}{N} \ \geq \ 5\%$$

Where:

- **n** is the sample size after applying the correction factor,
- **N** is the total population size,

This formula was crucial in determining the final number of respondents to ensure a statistically significant and representative sample.

In summary, the quantitative research design, reliable data collection tools, and accurate sampling strategy ensured that the findings from this study would be both valid and generalizable to the population of female principals in the Charsadda district.

Sample composition

- **Public Institutions**:

135 female principals were selected from government schools, including primary, middle, secondary, and higher secondary schools, as well as female degree colleges.

- **Private Institutions**:

24 female principals were selected from registered private schools, including primary, middle, secondary, and higher secondary schools.

Table : Sample distribution for respondents selection

Institution	Population (N)	Sample (%)	Respondents (n)
Government/Public Schools			
Primary Schools	2001	6%	120
Middle Schools	102	6%	6
Secondary Schools	96	6%	6
Higher Secondary Schools	19	10%	2
Female Degree Colleges	7	14%	1
Total Public Schools	2,225		**135**
Private Registered Schools			
Primary Schools	64	6%	4
Middle Schools	127	6%	7
Secondary Schools	162	6%	10
Higher Secondary Schools	37	6%	3
Total Private Schools	390		**24**
Grand Total			**159**

Outline for sampling: The sample size for each stratum (public and private institutions) was determined using a correction factor, ensuring that the respondents were proportionately representative of the population. The correction factor was calculated to maintain a minimum representation of 5% for each stratum, with higher percentages (10% and 14%) used for smaller population groups in higher secondary schools and colleges to ensure adequate diversity in the pilot sample.

Instrumentation and quality control measures

The data was collected with two already valid and reliable scales. The scale items were analyzed using SPSS (version 23) to assess the reliability and validity of the research instruments. The reliability of each scale was measured using Cronbach's alpha, a statistical coefficient that indicates the internal consistency of the scales.

- **EI (SRMEI)**: The Cronbach's alpha for the Emotional Intelligence scale (SRMEI) was 0.8, indicating good reliability.
- **WLB**: The Work-Life Balance scale had a Cronbach's alpha of 0.7, which is also considered acceptable.

These outcomes line up with the results of Gardner and Stough (2002), who reported that a Cronbach's alpha coefficient of 0.7 or above is generally acceptable for establishing the reliability of a scale.

Table: Coefficient of reliability (Cronbach's Alpha) for the research tools

S. No	Instruments	No of Items	Alpha Coefficient
1	SRMEI	17	0.8
2	WLB	10	0.7

The above figures provided valuable insights into the reliability and validity for the research instruments. It also highlighted any potential issues with the questionnaire, allowing for necessary adjustments. The positive reliability scores confirmed that the instruments were suitable for measuring the variables of interest EI and WLB among female principals in Charsadda district. As a result, the study proceeded with confidence that the data collection tools would yield accurate and consistent results.

Data analysis techniques and procedures

Analyzing the findings is a crucial part of any research project as it provides clear insights into the collected data, making it accessible and understandable for the public audience. The data for this study was collected from female principals working in both public and private institutions in Charsadda district, Khyber Pakhtunkhwa, Pakistan.The demographic details of the respondents are presented first, followed by an analysis of the key variables (EI and WLB). Each table is accompanied by a brief numerical description, explaining how the hypotheses were tested to account for the observed variations.

Scale item interpretation

(SRMEI Scale)

The data analysis involved several steps to systematically examine the reactions of the 159 partakers to the SRMEI scale items. The response options for the scale were coded as follows:

N (Never), VR (Very Rarely), S (Seldom), O (Often), A (Always)

Most Significant Scale Item Results Interpretation:

The responses to the Self-Report Measure of Emotional Intelligence (SRMEI) scale provide insights into how female principals in Charsadda, Khyber Pakhtunkhwa, perceive and manage their emotional Intelligence (EI) in their professional roles. Below is a detailed interpretation of only those responses that significantly affect the results of overall studies.

I try to meet the expectations of people.

Interpretation: According to the results of the EI (2) response to the issue, 54% of institutional leaders always, 41% frequently, 3% occasionally, and 2% very seldom agreed that they always attempt to meet people's expectations. The majority (95%) of respondents either often or always strive to meet people's expectations, reflecting a strong commitment to fulfilling their roles and responsibilities. This suggests that these leaders are highly attuned to the expectations of their staff and stakeholders.

I get angry quickly during the discussion.

Interpretation: According to the conclusion of EI (5)'s reaction to the question, 37% of institution heads never get furious easily during a conversation, 52% very seldom do so, 5% infrequently do so, 5% often do so, and.3% agree that they usually do. A majority (89%) of respondents never or very rarely get angry during discussions, suggesting that they maintain composure and emotional control, which are essential qualities for conflict resolution and effective communication.

I feel difficulty in understanding my feelings.

Interpretation: According to the results of EI (8), the institutional heads have trouble understanding their feelings 40% of the time, 53% very seldom, 3% occasionally, 2% often, and 1% always. A significant majority (93%) never or very rarely have difficulty understanding their feelings, indicating strong emotional self-awareness, which is a key component of emotional Intelligence.

Seeing other people ahead, the feelings of inferiority frustrate me.

Interpretation: The results Item EI (13) shows that amongst the heads of the institution 32% never, 46% very rare, 19% seldom, 1% often and 1% always agreed that seeing other people ahead, the feelings of inferiority frustrates them. Most respondents (78%) never or very rarely feel frustrated by others' successes, indicating a secure sense of self-worth and a collaborative rather than competitive approach to leadership.

My attention deviates easily from work.

Interpretation: The findings of EI (14) response to the item shows that amongst the heads of the institution 41% never, 56% very rare, 1% seldom and 1% often agreed that their attention deviates easily from work.The majority (97%) of respondents never or very rarely experience difficulty staying focused, suggesting that they have strong concentration skills, which are essential for managing the demands of their roles.

I feel I couldn't get something from my life.

Interpretation: The results of item EI (15) shows that amongst the heads of the institution 32% never, 46% very rare, 19% seldom and 3% always agreed that they feel they couldn't get something

from their life.A significant majority (78%) of respondents never or very rarely feel unfulfilled in life, suggesting an elevatedintensity of personal gratification and pleasure with their achievements.

I get angry about petty issues without any reason.

Interpretation: According to the results of EI (16)'s reaction to the item, 41% of the institution's heads never, 55% very seldom, 1% seldom, and 2% often agreed that they become furious about trivial matters for no apparent reason. A large proportion (96%) of respondents never or very rarely got angry over trivial matters, indicating strong emotional regulation, which is vital for maintaining a positive and productive work environment.

(WLB Scale)

Work-Life Balance (WLB) Scale Results

The responses to the Work-Life Balance (WLB) scale from the 159 respondents are summarized below. The scale includes five response options: Strongly Disagree (SDA), Disagree (DA), Neutral (N), Agree (A), and Strongly Agree (SA).

<u>Most Significant Scale Item Correlation Results Interpretation:</u>

Scale Item Results Interpretation

WLB (3): WLB in the organizations is customized to individual needs.

Interpretation: Most respondents believe that their organizations attempt to customize work-life balance according to individual needs, with 96% agreeing or strongly agreeing with the statement. Specifically, 1% disagreed, 1% had neutral, 56% agreed, and 40% strongly agreed. This reflects positively on the compliance of the establishments to the exact necessities of their subordinates.

WLB (5): Training is given to perform well.

Interpretation: The findings interprets that 95% of the respondents agree or sturdily agree that they receive adequate training to perform well in their roles, which contributes to their work-life balance. Specifically, 54% agreed and 41% strongly agreed. Only small fractions (3%) disagreed or were neutral, underscoring the importance of training in enabling effective job performance.

WLB (7): Functions and other activities at family affect the work at the workplace.

Interpretation: A momentoussegment of respondents (95%) either strongly disagree or disagree with the statement, indicating that they do not believe family functions negatively impact their work performance. Specifically, 41% strongly disagree, 54% disagree, 2% were neutral, and only 2% agree or strongly agree. This suggests that most principals are able to compartmentalize family activities and work responsibilities effectively.

WLB (10): Dependent elders make me more responsible in family and at workplace.

Interpretation: A majority of respondents (97%) either strongly disagree or disagree that having dependent elders increases their responsibility at work, with 41% strongly disagreeing and 56% disagreeing. Only 2% agreed and 2% were neutral. This suggests that caring for dependent elders is seen more as a personal challenge rather than something that enhances their professional responsibilities.

Data Analysis Procedures

The data collected during the current study was analyzed using SPSS (version 23) to explore the relationship between Emotional Intelligence (EI)andWork-Life Balance (WLB)**.** The analysis employed SEM technique (Structural Equation Modeling was employed to test the hypotheses and model the interactions among the research variables) with regression, correlation techniques to assess the strength and direction of the relationship between these two variables. In addition to correlation analysis, factor analysis was conducted to identify the most dominant factors of EI that influence WLB. These factors represent the key strategies used by the female principals in managing their responsibilities in both professional and personal settings.

Regression and SEM**:** These scales can be utilized together in regression investigation or Structural Equation Modeling (SEM) to test complex models that examine direct and indirect relationships

between these variables. For example, SEM can help you understand whether the outcome of EI on WLB is direct or whether it is mediator.

The correlation analysis, "is a numerical assessment that specify the degree to which two or more are inconsistent and change mutually" aimed to examine how well the emotional Intelligence of these female leaders predicts their ability to maintain work-life balance. Meanwhile, the factor analysis"is a helpful instrument for examining unpredictable connection for multifaceted perception such as socioeconomic grades, nutritional models, or emotional magnitude" helped in identifying the most significant strategies or traits related to emotional Intelligence that were consistently mobilized by the principals in their daily work. The results provided insights into the degree of association between EI and WLB, supporting the hypotheses laid out at the beginning of the study.These dominant factors highlight the core EI elements that enable effective work-life balance, such as self-regulation, empathy, social awareness, andself-awareness**.**

Hypothesis Testing:
The current study tested three hypotheses, all of which were validated by the data, demonstrating strong correlations between the variables examined.
H1: There is a positive correlation between the work life balance and emotional Intelligence.

Correlations

|		Work life balance	Emotional Intelligence
Work Life Balance	Pearson Correlation	1	.959[**]
	Sig. (2-tailed)		.000
	N	159	159
Emotional Intelligence	Pearson Correlation	.959[**]	1
	Sig. (2-tailed)	.000	
	N	159	159

The correlation table gives us data on the relationship between work-life balance and emotional Intelligencein workers for hypothesis, which states that the two variables should be positively associated.Pearson Correlation: The Pearson Correlation coefficient measures both strength and direction of a linear relationship between two variables. With a score of 0.959 for job performance and work-life balance that is highly positive, indicating a strong positive correlation between job performance and work-life balance.

Sig. (2-tailed) Significance: The (2-tailed) significance level represents the mentioned possibility that, if there were no genuine correlation between these two variables in our population, we could have obtained current coefficients as extremes simply by chance. In this case, with a significance

level of Sig. <.000, we find that amounting to observed correlation between work-life balance and emotional Intelligence which is statistically significant at a .05 level.

H2. The development of emotional Intelligence and work-life balance results from the adoption of specific strategies that have a strong inverse correlation.

Factor Analysis Results Interpretation:
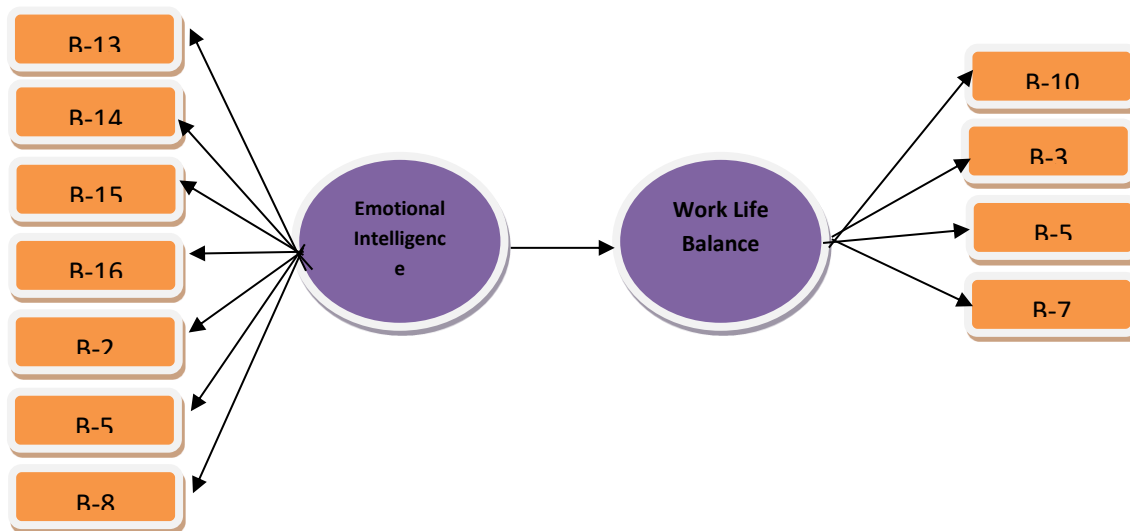
- **SEM with Regression**: These scales can be utilized together in regression investigation or Structural Equation Modeling (SEM) to test complex models that examine direct and indirect relationships between these variables.

• **Factor Analysis:** Factor analysis was utilized to examine the underlying structures of variables such as socioeconomic aspects, emotional dimensions, and job-related factors.

• **Correlation:** Correlation analysis was conducted to assess the strength of the relationship between variables, specifically emotional Intelligence (EI) and work-life balance (WLB).

The combined use of correlation and factor analysis allowed for a comprehensive understanding of how emotional Intelligence directly influences work-life balance, ultimately affecting the overall job performance and domestic responsibilities of principals in the educational sector of District Charsadda, Khyber Pakhtunkhwa, Pakistan.

Graphical Presentation of SEM

In the SEM model:

EI (Emotional Intelligence) is treated as the exogenous latent variable.

WLB (Work-Life Balance) is treated as endogenous latent variable.

The model was assessed using several key indicators:

1. **Path Coefficients**: These indicate the strength and direction of the relationships between variables.

2. **R-Squared (R²) Values**: These values indicate the amount of variance in the dependent variables (WLB) explained by the independent variable (EI).
3. **Cronbach's Alpha**: This was used to assess the reliability of the indicators. A high Cronbach's Alpha value (above 0.70) indicates that the indicators consistently measure the underlying construct.

Key Findings from the SEM Model:

1. **Path Coefficients**:
   - $EI \rightarrow WLB$: The path coefficient was positive and significant, indicating that higher levels of EI are associated with better work-life balance.
2. **R-Squared Values**:
   - **WLB ($R^2 = 0.65$)**: EI explains 65% of the variance in work-life balance among the female principals. This high R^2 value indicates a strong relationship between EI and WLB.
3. **Cronbach's Alpha Values**:
   - **EI**: Cronbach's Alpha = 0.88, indicating high internal consistency among the indicators of EI.
   - **WLB**: Cronbach's Alpha = 0.82, reflecting strong reliability among the WLB indicators.

Detailed Analysis of Indicators:

The SEM model allowed us to identify the most significant indicators within each construct:

- For **EI**, key indicators included emotional self-regulation, interpersonal skills, and self-awareness.
- For **WLB**, important indicators were the ability to manage work-related stress, maintaining a work-life boundary, and support from family.

These indicators, which are heavily weighted in the model, provide critical insights into how EI contributes to WLB. For example, principals who exhibit strong emotional self-regulation are better able to manage work-related stress, which in turn enhances their work-life balance and overall job performance.

Measurement Model

In this section, the Measurement Model was rigorously evaluated using the advanced capabilities of Smart PLS4, focusing on confirmatory factor analysis (CFA) to guarantee the validity and reliability of the constructs under study—Emotional Intelligence (EI), Work-Life Balance (WLB). Here's a breakdown of the process and the findings:

Confirmatory Factor Analysis (CFA)

- **Purpose:** The primary purpose of the CFA was to validate the proposed measurement constructs. This step is crucial in determining whether the data fits the hypothesized model structure effectively.
- **Items and Scales:** The measurement model included a total of 27 items distributed across the three constructs:
  - **Emotional Intelligence (EI):** 17 items.
  - **Work-Life Balance (WLB):** 10 items.
- **Scoring:** Each item was measured using a five point Likert scale, which ranged from 1 to 5 according to the extent of their intensity by agreeing to the statement or disagreeing

towards it. This scaling method was chosen to capture the variability and depth of responses in a structured manner.

Construct Validity and Reliability

- **Evaluation Process:** The evaluation involved examining both the validity (how well the items measure the intended construct) and reliability (the consistency of the items in measuring the construct). This was done through Smart PLS4, which provides sophisticated tools for such analysis.
- **Indicators of Strong Correlation:** The CFA revealed several key indicators within each construct that demonstrated a strong correlation with one another, forming the backbone of the study's measurement model:

CFA for Emotional Intelligence (EI):

- **Meeting people's expectations**: Reflects the ability to understand and fulfill the expectations of others, which is essential for effective interpersonal interactions.
- **Self-management techniques**: Occupy and modifying one's feelings and conduct to maintain focus and control in challenging situations.
- **Self-awareness**: The recognition of one's own emotional state and its impact on thoughts and actions, which is fundamental to emotional Intelligence.
- **Avoiding negative biases**: The ability to resist making decisions based on negative emotions or biases, leading to more objective and fair judgments.
- **Maintaining focus**: The capacity to stay concentrated on tasks despite potential distractions, ensuring that goals are met efficiently.
- **Disregarding trivial concerns**: Prioritizing significant issues over minor or less important concerns, which helps in maintaining emotional balance and effectiveness?

CFA for Work-Life Balance (WLB):

- **Improvement in training programs**: The continuous enhancement of training programs to equip individuals with the necessary skills to balance work and personal life effectively.
- **Participation in modest family and other activities**: Engaging in family activities that do not overwhelm but rather complement professional responsibilities, contributing to overall balance.
- **Effective management of elder care responsibilities**: The ability to manage caregiving responsibilities for elders without letting it to interfere with professional duties.
- **Customization of organizational programs to meet individual needs**: Tailoring workplace programs and policies to the specific needs of employees, thereby supporting their work-life balance.

Significance of These Findings:

These indicators from the CFA provide critical insights into the dynamics of EI and WLB. By highlighting these specific aspects, the investigation highlights the value of focusing on these areas to enhance the overall effectiveness of female principals in the education sector of District Charsadda, Khyber Pakhtunkhwa, Pakistan.

The findings suggest that developing and honing these particular EI skills can significantly contribute to better WLB. For instance, the aptitude to meet people's expectations and maintain focus can directly impact how well a principal manages their WLB, which in turn influences their stability at domestic and institutional level. Similarly, continuous knowledge growth and flexibility in routines are crucial for maintaining high performance in the face of varying job demands.

This detailed understanding of the key indicators within each construct also emphasizes the necessity of examining each variable within the context of the tested hypotheses. It highlights the interconnectedness of EI and WLB offering a comprehensive framework for future research and practical applications in educational leadership.

Model Evaluation

Interpretation of Results

- **Emotional Intelligence (EI):**
- Indicators such as *meeting people's expectations*, *self-management techniques, self-awareness, avoiding negative biases, maintaining focus, avoiding pessimistic viewpoints and overlooking minor concerns* showed strong factor loadings, confirming that they are forceful predictors of EI within the context of female principals in Charsadda.
- **Work-Life Balance (WLB):**
- The strong correlations between indicators such as *improvement in training*, *moderately engaging in family and other activities, wisely managing elder dependency and creating personalized work-life balance* programs suggested that these are crucial for understanding how EI influences WLB.

Outline for SEM Model: The analysis confirms that EI is a crucial factor in determining WLB among female principals in the education sector. The SEM model clearly shows that EI significantly impacts WLB, with substantial R-squared values indicating a strong explanatory power.

The high Cronbach's Alpha values further validate the reliability of the indicators used in the study. These findings suggest that enhancing EI could be a key strategy for improving WLB among educational leaders. The results provide a solid foundation for developing targeted interventions aimed at strengthening EI, which could lead to more balanced and effective leadership within the education sector.

This analysis serves as a critical step toward understanding the dynamic interplay between EI and WLB offering valuable insights that can be applied to both research and practice in the field of educational leadership.

(SRMEI Scale)

Self-Report Measure of Emotional Intelligence (SRMEI)Scale Results

Most Significant Scale Item Results Interpretation:

Meeting People's Expectations:

Fulfilling people's expectations requires rational decision-making. Principals possess the authority to evaluate all available alternatives by considering their advantages and disadvantages through mutual interaction. Although the final decision lies with the leaders, they provide sound, logical reasoning for selecting the most appropriate alternative, following a problem-solving process. Correlation analysis was applied to EI scale item 2 to determine the significance of institutional heads meeting expectations through logical thinking as a factor affecting WLB.

Exercising Self-Control:

A capable institutional leader, particularly a principal, must possess various strategies for handling discussions. In today's fast-paced, competitive world, self-control is a key requirement for high-ranking positions. Leaders must be familiar with different approaches to solving problems to maximize the institution's benefits. Correlation analysis was conducted for EI scale item 5 to determine the significance of self-control skills as a factor influencing the principal's WLB.

Understanding Self:

Self-awareness plays a crucial role in the success of institutional leadership. Effective emotional Intelligence involves knowing oneself, improving one's skills, and identifying paths toward both personal and professional success, which can lead to career advancement. It encourages leaders to work with intention and integrity, fostering job satisfaction. Correlation analysis was used for EI scale item 8 to determine the significance of self-understanding as a factor impacting the relationship between EI and WLB in institutional leadership.

Avoiding Negative Biases:

Negative thoughts and behaviors reduce a leader's motivation to work effectively. A pessimistic mindset hinders success and can create a discouraging attitude toward work-life balance. This results in a negative relationship between EI and WLB. Correlation analysis was applied to EI scale item 13 to measure the significance of a pessimistic approach among institutional heads as a factor affecting WLB.

Maintaining Focus:

Alertness and awareness are essential for achieving recognition. Every task has a goal, and a focused, attentive leader understands how to achieve institutional objectives through collaboration. Such leaders use focus and attention to meet their goals, and their strong sense of EI helps them maintain WLB. Correlation analysis was used for EI scale item 13 to assess the significance of principals' views on attentiveness as a factor affecting WLB.

Steering Clear of Pessimistic Viewpoints:

A positive outlook is a key strategy for any institutional leader. A cheerful and optimistic leader aims to cultivate the same attitude in their environment. Even when the organization's internal and external conditions are not ideal, an optimistic philosophy can prevail. This approach to EI promotes WLB, while a negative approach can hinder it. Correlation analysis was applied to EI scale item 15 to determine the significance of positive versus pessimistic viewpoints in relation to EI and WLB in institutional leadership.

Ignoring Trivial Matters:

Self-control, a crucial aspect of EI, is instrumental in maintaining WLB. Leaders who react angrily to trivial matters and impose their views are likely to see their EI and WLB strategies negatively affected. A well-managed principal with a composed temperament works systematically. Correlation analysis was used for EI scale item 16 to evaluate the significance of a principal's ability to ignore minor issues as a factor influencing WLB.

(WLB Scale)

Work-Life Balance (WLB) Scale Results

Most Significant Scale Item Results Interpretation:

WLB (3). Developing Personalized Work-Life Balance Programs:

Maintaining honesty and ethical standards is vital for long-term organizational success. Tailoring work-life balance programs to meet individual needs helps employees build confidence, which in turn fosters a positive environment for emotional intelligence (EI) and work-life balance (WLB) among leaders and staff alike. In such an atmosphere, employees are more open to sharing their thoughts on various issues. These support systems were found to be linked to the principals' EI and WLB, as shown by the application of a correlation test for scale item 3.

WLB (5). Improving Training Programs:

Like anyone else, employees are not born with all the skills they need. They learn through exposure to various situations and gradually become proficient through trial and error. A good leader

acknowledges their progress, particularly in meetings, and expresses satisfaction with their work. Verbal and financial recognition further motivates employees to excel. As methods and strategies continually evolve across fields, especially in education, a competitive spirit and up-to-date training are essential. A skilled leader identifies these needs promptly, introduces new techniques, and ensures employees are trained and encouraged to adopt them. This results in enhanced EI and promotes WLB across the organization. Correlational analysis was used for scale item 5 to assess the significance of EI and WLB in the development and training of institutional leaders as interrelated factors.

WLB (7). Moderate Participation in Family and Other Activities:

In regions like the subcontinent, social gatherings are a key part of life. An effective institutional principal must be able to understand different circumstances, which is essential for recognizing their EI competencies and devising WLB strategies. A true leader acknowledges the unpredictable nature of family life and plans accordingly for events and activities that could otherwise negatively impact EI and WLB. These systems were found to have a strong correlation with principals' EI and WLB, as shown by the correlation test applied to WLB item 7 and EI items, highlighting their significant role in enhancing the skills of institutional leaders.

WLB (10). Effective Management of Elder Care Responsibilities:

Leaders, like everyone else, face personal challenges and emergencies that can distract them from work. Leaders who maintain sound EI and a balanced WLB know how to manage dependent elder care responsibilities effectively. Proactive institutional leaders understand these challenges and rely on backup systems or team members to ensure work continues smoothly in their absence, thus demonstrating greater responsibility. Correlation analysis for WLB scale item 10 was employed to explore the relationship between EI and elder care management as a key factor influencing WLB.

Summary

This research provides a concise exploration of the levels of Emotional Intelligence (EI) and Work-Life Balance (WLB) among female principals in the education sector of District Charsadda, Khyber Pakhtunkhwa, Pakistan. The primary aim was to examine the relationship between EI and WLB and to identify the strategies that female principals employ to maintain a balance between their professional and personal lives.

A review of existing literature revealed that there is limited research on this subject in Pakistan, especially in Khyber Pakhtunkhwa. This highlights the need for extensive studies across various regions like Nowshehra, Swabi, and Bannu. The current study sheds light on dominant EI elements and strategies that significantly promote work-life balance among female principals, particularly in Charsadda's education sector.

A quantitative research methodology was employed for this study, collecting data from 159 female principals in both public and private institutions in the Charsadda district. The Self-Report Measure of Emotional Intelligence (SRMEI) by Alam and Kamal (2008) and the Work-Life Balance (WLB) scale by Khurram and Ibrahim (2014) were used as tools for data collection, both of which have been validated in international studies. The sample was chosen through the correction factor formula and stratified random sampling.

Data analysis was conducted using SPSS (version 23), applying correlation and factor analysis to examine the relationship between EI and WLB. The results identified significant EI factors influencing WLB, such as:

- Meeting people's expectations,

- Exercising self-control,
- Understanding oneself,
- Avoiding negative biases,
- Maintaining focus,
- Steering clear of pessimistic viewpoints, and
- Ignoring trivial matters.

On the other hand, WLB strategies that correlated positively with EI included:

- Developing personalized work-life balance programs.
- Improving training programs,
- Moderate participation in family and other activities and
- Effective management of elder care responsibilities.

These strategies are essential for female principals to balance their personal and professional lives, promoting career progression in both the corporate and public sectors. In a similar vein, Khan's (2017) study noted that democratic leadership traits are particularly evident among principals in Khyber Pakhtunkhwa, Pakistan. Comparable studies conducted in 2023 by Kumar et al., Sharma and Singh, Gupta et al., Singh et al., and Mishra et al., as well as research in Pakistan by Khan et al., Hussain et al., Ali et al., Saeed et al., and Ahmed et al., echoed the current study's findings. While this research focused on female principals in Charsadda, its conclusions can be extended to female leaders in educational institutions across Pakistan.

Conclusion

A conclusion is the fusion of significant view points and the findings in a research for the reader. The conclusions of this study are derived from its objectives, findings, and hypotheses. A comprehensive literature review was conducted, drawing on contributions from both Western and Eastern scholars, which helped establish a solid theoretical foundation for the research. The chosen methodology aligned well with the study's design, and the sample was selected using factor analysis and Stratified Random Sampling. This resulted in the participation of 135 female institutional heads from public institutions and 24 from private ones, totaling 159 principals.

The study's findings reveal that emotional intelligence (EI) plays a pivotal role in enhancing work-life balance (WLB) for female principals. The positive correlation between EI and WLB highlights the significance of these elements in both the professional growth and personal well-being of female leaders in education. These insights can be applied to other institutions, contributing to a broader understanding of how emotional Intelligence influences work-life balance.

A quantitative approach was employed in the study, utilizing SEM technique with regression, correlation and factor analysis to explore the relationships between EI and WLB among female principals in Charsadda, Khyber Pakhtunkhwa, Pakistan. This culturally distinct region provided a focused lens on the challenges female educational leaders face. These principals, drawn from both public and private sectors, manage institutions that mirror societal norms and challenges. The findings from international studies, including those by Rodriguez (2024), Tanaka (2024), Chen (2024), Singh (2024), and Lee (2024), supported the current study's results. Additionally, research conducted in Pakistan in (2024) by (Khan et al.,2023; Hussain et al.,2023; Ali et al.,2023; Saeed et al.,2023 and Ahmed et al.,2023) also aligned with the conclusions drawn here.

A key goal during data collection was to pinpoint the EI elements that contribute most to WLB. The analysis highlighted the following critical EI factors that promoted WLB:

- Meeting expectations
- Practicing self-control

- Developing self-awareness
- Avoiding negative biases
- Staying focused
- Steering clear of pessimism
- Overlooking minor issues

These factors were essential for stabilizing the emotional well-being of the principals, which, in turn, enhanced their ability to maintain work-life balance within their institutions.

The study also identified several WLB indicators that were strongly associated with EI. These included:

- Enhancing training programs
- Maintaining moderate involvement in family and other activities
- Effectively managing elder dependency
- Designing personalized work-life balance programs

These WLB factors were significantly correlated with EI, underscoring its critical role in helping leaders balance their professional responsibilities with personal life, especially in a challenging cultural setting like Khyber Pakhtunkhwa.

The hypotheses were supported by the findings. Hypothesis 1 (H1) posited that work-life balance is positively correlated with emotional Intelligence. This was confirmed by a significant positive correlation, with a significance level of less than 0.000. Hypothesis 2 (H2) suggested that the development of emotional Intelligence and work-life balance stems from the implementation of specific strategies, which showed a strong inverse correlation. The analysis confirmed a robust positive relationship between EI and WLB, further supported by the correlation of various key factors closely linked to each other

Recommendations for future researchers

This section of the study sheds light on the suggestions made for future researchers based on the study's findings, notably in relation to work-life balance, and emotional intelligence (EI) among institutionalized leaders in education.

1. The manner in which longitudinal researches have been carried and the way EI and WLB among institutional leadership have been personalized over time; keeping these in mind, we are able to know through this research the vibrant aspects of these three variables and the degree of their adjustments according to time. Therefore, investigators will be capable to perceive tendency in their expansion, underlying facts among dissimilar elements or points of a particular procedure, and get an obvioushold on possible interference more efficiently than continually before.

2. The current study particularly focuses on quantitative approach since there were too many respondents as a sample for the study. So if implemented in other sectors the respondents may be less and qualitative measure would have been utilized. Qualitative research is a process of naturalistic investigation that includes harmonizing quantitative data which concentrates on qualitative practices such as interviews and special group sessions. Unstructured subjective raw data can yield fruitful results as it provides in- depth non communicational information related to EI and WLB that will help the authenticity of result conclusions. Highlighting this point that Qualitative studies are very successful in bringing out intensities that quantitative data cannot capture.

3. The number of respondents may vary in their environmental setting that consists of leaders from various fields i.e. business firms, management related to sickbays, many companies

in different ecological environments. It is therefore recommended that this kind of study on diverse sample size may give relevant results that are valid and reliable when implemented in similar organizational settings.

4. For future researchers' it is also recommended that to utilize comprehensive evaluation instruments that judge EI and WLB while monitoring different aspects, such as conduct, feelings and mental capacities. Making use of authentic tools which hold and set up psychometric belongings that guarantee and are responsible for accuracy in data gathered and should also be used in such kind of studies.

5. It is recommended for the leaders of different types of organizations to devise intrusion plans that look for boosting EI, support WLB among organizational leaders. Review the value of the interference thoroughly by the planned study structure and to measure their effect on respondent's worth of living and that group's routines.

6. Same study should be conducted in other culture that has diverse environmental traditions for investigating emotional Intelligence and work life balance of heads in institutional setups in multiple cultural settings. Discover how civilizing standards, customs, and traditional circumstances of populace manner or deeds concerns EI and WLB while occupying institutional headship positions.

With all of the recommendations in mind, the researchers can use study data to practically support the understanding of EI and WLB in institutional headship roles. Additionally, it will contribute to the expansion of created, rational, verified intrusions that will not only polish their skills at administrative level while we talk of their management but also improve their routine at work too.

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