The Impact of Emotional Intelligence on Job Performance of Female Principals in Education Sector of District Charsadda, Khyber Pakhtunkhwa Pakistan

[1]Ms. Maleeha Khan, [2]Dr. Kauser Takreem, [3]Dr. Muhammad Kamran Khan, [4]Dr. Syed Munir Ahmed, [5]Dr. Shakeel Ahmed, [6]Ms. Wasaf Inayat, [7]Ms. Sana Jamil, [8]Ms. Komal Farooq

[1]. Lecturer Tajo Bibi Degree College Charsadda
[2]. Chairperson-China Study Center University of Peshawar
[3]. Assistant Professor – University of Haripur
[4]. Associate Professor - University of Peshawar
[5]. Institute of Education and Research- University of Peshawar
[6]. Lecturer at CHE-- University of Peshawar
[7]. Lecturer at CHE-- University of Peshawar
[8]. Statistician and Quantitative Analyst at - University of Peshawar

Abstract

An emotionally intelligent principal, in particular, can inspire and foster a self-aware organizational culture by embracing values such as understanding, trust, vision, achievement, and efficiency, while flexibly blending emotions, beliefs, and values to enhance their job performance as well. This study seeks to evaluate emotional intelligence's impact on female principals' job performance in the education sector of Charsadda District, Khyber Pakhtunkhwa, Pakistan. This study examines the relationship between emotional intelligence (EI), which comprises three dimensions—self-regulation, self-awareness, and social skills (relationship management) and job performance. A quantitative approach was used for the research, with the sample selected through the Proportional Allocation Rule and Stratified Random Sampling. The sample included 370 female principals, 304 from government institutions and 66 from private institutions, following the "rule of thumb" sampling method to ensure representativeness. Data analysis was conducted using SPSS version 23, applying Structural Equation Modeling (SEM) techniques. The results proved that emotional intelligence and job performance are influenced by several factors, including managing expectations, self-management strategies, self-awareness, resisting biased judgments, maintaining focus, avoiding negative perspectives, and ignoring insignificant issues. The current study also found a strong correlation between emotional intelligence and job performance, with key indicators such as anticipating task outcomes, expanding knowledge, assessing risks, and showing flexible work routines. These findings underscore the significant role of EI in enhancing job performance, enabling female principals to handle the complexities of their roles more effectively. The association between EI indicators (0.840) and job performance (0.773) was confirmed by high Cronbach Alpha values, highlighting the reliability of the data. Overall, the study emphasizes the importance of emotional intelligence and effective leadership in promoting strong job performance, offering valuable insights for leaders, administrators and the higher education system in Pakistan.

Keywords: emotional intelligence, job performance, relationship, education sector, female principal

Introduction

The notion of community intelligence, first put forth by E.L. Thorndike in 1920, is the foundation of the concept of emotional intelligence (EI). According to Thorndike, scholarly intelligence, mechanical or visual intelligence, and practical or social intelligence are the three different categories of intelligence. According to Austin and Saklofske (2005), social intelligence is the capacity to understand others and behave sensibly in social situations. Mechanical intelligence is the ability to use and grasp concrete items. Scholastic intelligence is the ability to handle concepts. Due to the challenges of objectively assessing social intelligence, despite its importance, the idea remained largely unexplored (Mayer et al., 2008).

The idea was not given much attention for a long time because to the difficulties in objectively measuring social intelligence. However, in 1983, Howard Gardner proposed the Multiple Intelligences theory, which broadened our view of intelligence as a multifaceted capacity. Gardner divided intelligence into seven categories: verbal, spatial, musical, logical-mathematical, intrapersonal, interpersonal, and physical kinesthetic. The idea of emotional intelligence is intimately tied to both interpersonal and intrapersonal skills. According to Gardner, interpersonal intelligence deals with identifying and comprehending the emotions of others, whereas intrapersonal intelligence is concerned with knowing one's own emotions (Austin & Saklofske, 2005).

Bar-On introduced the notion of Emotional Quotient (EQ) in 1997, which helped to further popularize the concepts of intrapersonal and interpersonal intelligence. He added five essential elements from his theory to the framework. Daniel Goleman (1998) expanded on these concepts by offering a theoretical framework, which helped advance emotional intelligence. According to Goleman's paradigm, emotional intelligence (EI) is a type of intelligence that entails successfully managing one's emotions and those of others. By characterizing emotional intelligence (EI) as the mental processes involved in making emotional reasoning decisions, Mayer and Salovey (1997) advanced the theoretical understanding of EI. As to their definition, emotional intelligence (EI) encompasses the capacity to recognize, access, and produce emotions to facilitate cognitive functions, comprehend emotions, and effectively manage emotions. In contrast to other definitions of intelligence that are more cognitive or intellect-oriented, this one places emphasis on the combination of intelligence and emotions.

Since then, a sizable body of research has bolstered the notion that emotional intelligence (EI) is separate from general intelligence and personality traits, acting as a more inclusive set of skills that includes social intelligence. Although social intelligence served as a foundation for the creation of emotional intelligence (EI), the latter is today acknowledged as a more all-encompassing collection of interpersonal and emotional skills, with a particular emphasis on emotional problems pertaining to interpersonal and social interactions.

Emotional intelligence

A study was conducted by Javad (2018) in Pakistan on the influence of EI on subordinate performance in the task execution field, along with its task appointment as an intervening variable. Data for this research was particularly collected from private organizations in Islamabad and Rawalpindi in Pakistan. The results of the study highlighted that job commitment drastically but moderately arbitrates the association between EI and task execution personnels. It also disclosed that these managers' proficiency sturdily restrained the association between EI and task commitment levels, whereas they moderately intervened by job appointment.

Furthermore, the findings of (Mayer & Solovey, 2000) showed an affirmative relationship between the societal efficiency of individuals: Social interaction will be healthier if emotional intelligence is elevated, especially in tasks that occupy human relations. Many investigations conducted on EI have established numerous suggestions about it, especially in diverse facets of day-by-day living.

According to Malik and Dave (2023), their research focused on this viewpoint that EI is of great value while elegant pronouncement and excelling further in any venture. Their study was about the subordinates engaged in financial institutions and how they arranged their daily tasks at the workplace and the domestic living. This study particularly targeted the feeling of EI of the persons working in management positions in banks of the Chhattisgarh area. The findings of the study were useful tools for the new generation in the way they need those feelings that can balance their role at home and as well as in the office. The study's results revealed an optimistic and strong relationship between EI and WLB, highlighting that if emotional intelligence is increased, subordinates' work-life balance is improved and the opposite if this is decreased.

A study conducted by Shoukat and Amir (2022) in Pakistan was to investigate the association of EI of elder rank officials and their job execution along with the work pressure as a main intervening inconsistency. This research study was conducted on university officials with a questionnaire to explore the effects of EI on attaining institutional objectives and to know the relationship between work pressure and work presentation. *The results proved an optimistic association between work pressure and work presentation and an astonishing discovery that the officials perform effectively if found in such type of settings.* It brings to notice the unfavourable influence of work pressure on officials' dealings and gives useful recommendations to devise a policy in their workplace that hinders job strain, and they are able to perform efficiently.

The reviews mentioned above highlight perspectives on emotional intelligence (EI) from both Western and Eastern viewpoints. However, given that Khyber Pakhtunkhwa and Pakistan have unique cultural contexts, the existing project specifically examined the EI of female principals in the Charsadda district and how they manage their responsibilities in the workplace. By focusing on the distinct cultural and societal challenges these women face, this research study aimed to identify practical solutions that help these leaders effectively balance their professional duties with their personal lives, ultimately benefiting the communities they serve.

The study's findings offer insights into how female principals in this region utilize their emotional intelligence to navigate complex roles and ensure they meet the demands of their positions. These strategies support their personal well-being and enhance their ability to lead effectively, thereby contributing positively to the educational institutions they manage and the broader community.

A review of the connection between emotional intelligence and job performance

According to Shooshtarian et al. (2013), Job Performance (JP) is illustrated as the level at which a worker executes the work finely and adds to the conclusion and accomplishment of a firm. In educational settings, enhancing employees' skills is considered an important factor that presents an elevated level of knowledge along with practice and tune-up for the learner. A study conducted by Meisler & Vigoda-Gadot (2010) highlights that concentration should be more focused on a philosophical mindset rather than sensational tendencies in community-based businesses. As the time pressure increases on employees, there is also an increased number of studies conducted on emotional intelligence and its association with the work results, in certain ways EI is affecting JP of employees in a pragmatic approach. e.g. (Goleman, 1995; Bar-On & Parker, 2000). More studies are conducted to explore the conditions related to feelings that influence the JP of staff, along with particular attention to the sentiments of human resources in an organization (Ashforth & Humphrey, 1993; Muchinsky, 2000; cited in Moon & Hur, 2011). A study conducted by McEnrue, Groves and Shen (2010) explored that feelings affect an individual's thinking process, which in turn influences their judgments and performance in diverse circumstances, thus upsetting sturdily what occurs at the job. The results of the study supported that there is a strong

relationship between sentiments, reactions, and temper, which are vital mechanisms of societal living in broad-spectrum and mainly in businesses as well. Lopes, Grewal, Kadis, Gal, & Salovey (2006) also establish a optimistic affiliation among EI and JP.

Job performance plays a significant part in the improvement and expansion of an association, and employee JP provides extremely on the whole managerial efficiency and accomplishment (Korkaew & Suthinee, 2012). JP is mainly imperative and reliant on inconsistent attention to educationalists, the administration, companies and the general public (Rotundo & Rotman, 2002). It is considered as the outcome of the efficiencies of personnel who work under the umbrella of Human Resource and are always in search of finding the path for improving their presentation at work; such as encouraging constructive approach, aptitude structure, initiating inducements, enlarging worker's contentment, amplifying the intensity of liability above the work, and some additional modes to essentially stimulate workforce (Tseng & Huang, 2011).

A study conducted by Khan (2017) in Peshawar, Khyber Pakhtunkhwa, Pakistan, had major findings on the most appropriate style adopted by senior managers to enhance the behavior of employees so that they are job-satisfied and give their maximum job performance was the democratic approach. So human resource agents need to be satisfied with their job and executives to produce positive results in the form of job performance. The relationship between affirmative Human Resource observation on the act has been supported by many researchers (G. Patterson, 1997; Wright, Gardner, Moynihan, & Allen, 2005).

A study conducted by Dhani & Sharma (2019) presented useful findings on the EI and individual qualities of personnel forecasting the behavior response in the information technology sector of India. Information was gathered from middle-level subordinates and revealed that emotional intelligence and subordinates' individual character qualities positively affect their behavior and representation of work, especially in reference to the information technology sector in India.

A study conducted by Doğru (2020) revealed that EI is gaining popularity and increasing daily importance. This research covers areas related to EI and managerial pledge, directorial group actions, work contentment, occupational act, and task strain of workers. It studies the interrelation with the help of psychometric analysis technique; only those researches along with literature review are taken into consideration directly representing EI in the beginning of nineteen nineties along with its conclusions. It has 3 sub-parts of EI, i.e., aptitude, individual description, and diverse EI. The study's findings illustrated an unconstructive connection of EI with the anxiety of workers and a constructive one with all three domains: managerial pledge, directorial group actions, work contentment, and occupational act. In the same vein, a study by Khan (2018) in Pakistan also supported her research that the democratic leadership is preferable for employees as they are job-satisfied and give their maximum performance.

According to Rotundo & Rotman (2002), JP essentially illustrates the deeds and activities of workers that contribute towards attaining managerial objectives. According to their study, a broad variety of features establish workers' job performance in any business setup. Studies conducted by Baytos and Kleiner (1995) have found that job excellence, promptness, presentation, and efficiency, when utilized precisely, will determine job performance effectively. Further areas include individual sources, instruction usefulness, efficiency, and conclusion (Gatewood & Field, 1998). Robbins (2001) elucidates how work results, actions, and individual distinctiveness are the major components employed to measure job performance intensely. Moreover, Campbell and Chia (1998) pointed out that in an extremely mutually dependent cluster, employees with elevated enthusiasm would execute in a superior manner.

According to Naz.et. al. (2022), a study concentrated on the role of EI and JP along with JS in Pakistan's monetary field. Pakistan is a developing country so prompt and updated modifications and improvements are taking place quickly that affects their work routines. Additionally, this study investigated the relationship of EI (i.e., personality parameter, individual stimulus, character alertness, and communal

expertise) with work presentation and the contemplative part of subordinates' work pleasure. The study's findings were that there is a constructive relationship between EI and JP of subordinates. Furthermore, a subordinate JS considerably intervene the association among EI and JP. Emotional intelligence has been considered as a main factor that has a pertinent role for managerial routine. Current research has found an outcome of EI in forecasting work pressure intensity (Nikolaou & Tsaousis, 2002; Singh & Sharma, 2012) in headship positions (Gardner & Stough, 2002).

According to Sharma and Pillai (2023) a study conducted by the author's revealed that if a company wants to get objectives proficiently then it needs to systematically plan and devise variety of policies to execute each task in an excellent way. As workers are the pillars of any company so professionally excellence and resourcefulness along with well established policy will further polish their skills to the maximum. However their acts and efficiency is dependent on many other things; there instructive prerequisite, workplace, the economic hold up, etc. but now a days especial preference is given to EI which is the main factor of consideration for achievement of any organizational goal. It is noticed that in all types of companies whether public or private emotional intelligence is an integral part of the abilities and aptitude that top level managers and their subordinates have because it is an essential requirement for any kind of organization to flourish if even any modification goes on in that area of work. For this research many of the other researches that were approached revealed the same results that EI is one of feature which along with other managerial obligation has an optimistic correlation not only among EI but also for subordinates officially tackling work requirements that ultimately leads to managerial pledge. The results of the study proved that subordinates with increased level of EI are victorious at administrative center, as they now their feelings well along with smart conduct in any kind of circumstances.

The research aimed to comprehensively understand how EI influences job performance (JP). By utilizing a thorough reviews, reliable tools, and appropriate methodologies, the researcher sought to present an accurate portrayal of the respondents' experiences. The goal was to help individuals develop better EI and JP, thereby enhancing their effectiveness and efficiency at work place. This study contributes to a deeper understanding of the crucial role that emotional intelligence plays in achieving professional success, particularly in challenging environments.

In today's context, as organizations increasingly recognize the importance of emotional intelligence, EI has become a critical factor in the hiring process. Selectors, instructors, administrators, and HR specialists now commonly assess EI to ensure that new recruits will not only support the organization's objectives but also thrive in their roles. This study sought to address gaps identified in previous research by focusing on the role of EI in both newly recruited and existing employees, particularly within the context of female principals in Charsadda, Khyber Pakhtunkhwa.

In light of the assessments discussed, it can be concluded that numerous aspects of emotional intelligence (EI) theory have been uncovered through investigations carried out over the past few decades. The association among EI and positive job-related outcomes has been shown to vary significantly across studies, with research revealing a range of variable outcomes that interact between EI and its related factors. This variability suggests that EI may mediate or be mediated by other factors, leading to different outcomes in predicting job performance.

Outline: Research studied for the present investigation indicates that elevated EI is connected with enhanced JP. Leaders with strong emotional intelligence are better equipped to control workplace challenges, converse efficiently, and lead their teams to success.

Objectives of the study

The rationale of this study is to recognize the emotional intelligence (EI) competencies that contribute to job performance and motivate female principals to perform effectively in their roles within the education sector of District Charsadda, Khyber Pakhtunkhwa, Pakistan. The specific aims of this study are:

- To identify the challenges related to Emotional Intelligence (EI) and Job Performance (JP) faced by female principals in leadership positions.
- To determine the levels of EI and JP in the lives of female principals working in higher-level management roles.
- To explore the correlation between EI and JP among female principals.
- To identify the most dominant EI factors responsible for creating a successful JP.
- To highlight strategies these women leaders can adopt to excel in their professional roles.

Research questions

- What challenges related to Emotional Intelligence (EI) and Job Performance (JP) do female principals in leadership positions face?
- What are the levels of EI and JP among female principals working in higher-level management roles?
- What is the correlation between EI and JP among female principals?
- Which EI factors are most influential in creating successful Job Performance (JP)?
- What strategies can female leaders adopt to excel in their professional roles?

Hypothesis

The current research focuses on the following hypotheses;

- H1. Emotional intelligence has a positive impact on job performance.
- H2. There are specific factors responsible for positive correlation between the emotional intelligence and job performance of a leader.

Conceptual framework of the study

This sub part of the investigation illustrates the researcher's design concerning the observable fact. This study is based on several theories, including;

1. Social Learning Theory (SLT): Badura (1977) created the Social Learning Theory (SLT), which holds that people learn new behaviors and ways of doing things by watching and copying others.

2. Conservation of Resources (COR) Theory: Hobfoll (1989) established the (COR) Theory, which focuses on people who are driven to balance and safeguard their psychological and emotional resources.

3. Emotional Intelligence (EI) Theory: Salovey and Mayer created the theory of (EI) in (1990). They define emotional intelligence (EI) as the ability to identify and accept their own and other people's feelings.

4. Job Demand-Resources (JD-R) Model: The Job Demand-Resources (JD-R) Model, presented by Demerouti and Bakkar (2006), hypothesizes that the performance and well-being of employees are influenced by employment claims and reserves. The researchers use the JD-R model to determine how EI impact JP.

Why Goleman's Emotional Intelligence Competence Model?

Goleman's Emotional Intelligence Competence Model provides a comprehensive framework that is highly relevant to understanding the effect of Emotional Intelligence (EI) on Job Performance

(JP) of female principals in the education sector, specifically in the District of Charsadda, Khyber Pakhtunkhwa, Pakistan.

Overview of Goleman's Emotional Intelligence Competence Model:

Daniel Goleman's model of Emotional Intelligence, which gained widespread recognition in the 1990s, is based on four primary competencies:

1. **Self-Awareness:** The ability to detect, know, and relate to one's own emotions as well as those of others. It entails being conscious of how your feelings and deeds impact other people.

2. **Self Management:** knowing how to regulate impulsive thoughts and actions, control feelings in a responsible manner, take initiative, fulfill agreements, and respond to changing surroundings.

3. **Social Awareness:** perceiving emotional cues, being relaxed in social settings, identifying the needs, desires, and concerns of others, and figuring out the power dynamics in a group or business.

4. **Relationship Management:** Being able to build and keep favorable connections, articulate clearly, inspire and influence people, work well in teams, and resolve disputes.

Methodology

The researcher set out to establish the association between EI and JP of female principals serving at leading positions in female institutions of Charsadda district, Khyber Pakhtunkhwa. This study covered quantitative approach for its execution. This study determined the relationship between emotional intelligence (EI) and job performance (JP) among female principals in leading positions within female educational institutions in the Charsadda district of Khyber Pakhtunkhwa, Pakistan. The quantitative approach was preferred because it permits for the objective analysis of numerical statistics along with a large sample size to cover, making it well-suited for examining relationships between variables and drawing conclusions based on statistical evidence.

Sample and its distribution

The sample for this study was selected in three steps to ensure a representative and statistically sound sample size:

1. **Rule of Thumb** (to select 10 responses per indicator)
2. **Stratified Random Sampling** (to divide the sample into two groups: public and private institutions)
3. **Proportionate Allocation of Sample** (to determine the accurate sample size of a subset from each stratum)

The sample size was initially determined using the "Rule of Thumb," which is a widely accepted method for sample size calculation, particularly in organizational and social sciences. According to Aguinis and Harden (2009), *"in the majority of occasions in the managerial and communal disciplines where the information does not follow a multivariate normality pattern, at least ten observations per constraint are required"* (p. 283). This method is commonly adopted to ensure that the sample size is sufficient to produce reliable and generalized results.

For the current study, with a total of 37 indicators across the various constructs being measured (such as EI and JP), the sample size was calculated as follows:

$$37 \times 10 = 370$$

This calculation ensured that the study would have adequate data to assess the relationships between the variables accurately.

Stratified Random Sampling

In this study, the two main strata were:
- **Stratum 1**: Principals of public institutions (Nh1 = 2,225)
- **Stratum 2**: Principals of private institutions (Nh2 = 390)

Keeping this in view, the researcher applied the given stratified random sampling formula as;

$$nh=(Nh \times n)/n$$

Proportionate Allocation of Sample

$$n_h = (N_h / N) * n.$$

Grand Total
- **Total Population:** 2,615 (2,225 from public schools and 390 from private schools)
- **Total Sample:** 370 respondents (304 from public schools and 66 from private schools)

Explanation:
- The sample size was determined using a proportional allocation method, where the number of respondents from each category is proportional to the size of that category in the overall population.
- The conversion is based on the formula:
- Sample Size=$\frac{\text{Population Size} \times \text{Total Sample}}{\text{Total Population}}$

This breakdown ensures that each type of institution is represented proportionally in both the public and private sectors according to their population sizes.

Instrumentation

The primary instrument used in this study was a questionnaire, composed of three standardized scales that were developed by different researchers. These scales were preferred on the basis of their legitimacy and consistency, as confirmed through pilot testing. The questionnaire consisted of 27 questions, divided into three sections, each addressing a specific variable: EI and JP.

(a) Self-Report Measure of Emotional Intelligence (SRMEI)

The Self-Report Measure of Emotional Intelligence (SRMEI) is an indigenous scale developed by Alam and Kamal (2008) at the National Institute of Psychology, Quaid-i-Azam University, Islamabad. This 60-item, five-point Likert scale is designed to measure three facets related to emotional self-regulation, emotional self-awareness, and interpersonal skills for EI. For the current study, 17 items were selected from the SRMEI to assess the emotional intelligence of female principals. These items were carefully chosen to reflect the relevant aspects of emotional intelligence needed for this research, focusing on how EI contributes to their leadership roles in educational settings.

The SRMEI is particularly suited to the Pakistani socio-cultural context, as it was developed with consideration for the diverse socioeconomic factors that can influence an individual's emotional intelligence. This contextual relevance is crucial, as socioeconomic environment plays a significant role in shaping EI, as noted by Ekermans (2009). For this study, only those items from the SRMEI that were directly relevant to the research objectives were included, and formal consent for their use was obtained via email.

- **Facets and Sub-Facets of SRMEI**

The selected items from the SRMEI scale were categorized into the following facets:

Table 1.1: Facets and Sub-Facets of SRMEI

S. No	Facets of SRMEI	Statements
1	Emotional Self-Regulation Scale	4, 13, 15, 16, 23, 26, 34, 37, 49, 57

2	Emotional Self-Awareness Scale	7, 17, 18, 19, 55
3	Interpersonal Skills Scale	22, 33

Individual Work Performance Questionnaire (IWPQ) by Koopmans et al.   (2013)

For this study, 10 items were selected from the IWPQ, focusing on areas such as task performance, contextual performance, adaptive performance, and counterproductive work behavior. These items were chosen to align with the study's objectives of evaluating job performance among female principals. Authorization to use this scale was obtained via email from the original developers.

Justification of the instrument

Using the **SRMEI** alongside the **IWPQ** provides a robust framework for studying the interaction between EI and JP. This combination allows researchers to explore how emotional intelligence influences professional outcomes and how these outcomes are interrelated. The insights gained can be valuable for leadership development, organizational effectiveness, and employee well-being. Therefore, these two scales form a powerful toolset for comprehensive research in organizational behavior and leadership studies.

The reliability analysis's thorough results are recapitulated in the table; 1.2, which supports the idea that the research instruments have proven to be quite reliable. This attests to the intellectual diligence used to guarantee the accuracy and consistency of the data gathering procedure from the principals of the Charsadda district's educational institutions. The table appears as follows

Table 1.2: Construct Reliability Analysis (Cronbach's alpha, Composite reliability)

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Emotional intelligence	0.840	0.877	0.878
Job performance	0.773	0.839	0.854

The investigator's Structural Equation Model (SEM) structures have strong internal consistency and reliability, as indicated by the validity and reliability criteria. Cronbach's alpha is 0.840, composite reliability (rho_a) is 0.877, and composite reliability (rho_c) is 0.878 for emotional intelligence. The Emotional Intelligence concept has strong internal consistency and reliability, as indicated by these numbers. Similarly, Cronbach's alpha for job performance is 0.773, composite reliability (rho_a) is 0.839, and composite reliability (rho_c) is 0.854, indicating good internal consistency and dependability. Furthermore, the majority of the factor loadings for the items linked to each construct above the 0.5 barrier generally meet the requirements. In particular, loadings for the items measuring job performance and emotional intelligence were moderate to high, suggesting that they are reliable indicators of the corresponding variables for the current study.

Procedure

The quantitative approach was utilized in the execution of the study since quantitative methods are commonly used in social science research due to their ability to provide measurable and generalized results. For this study, the researcher utilized the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique, a powerful quantitative instrument for examining multifaceted associations between numerous variables. PLS-SEM was particularly suitable for this study because it can handle small to medium sample sizes and complex models with multiple constructs and indicators.

The use of PLS-SEM in this study was validated by previous research, where it has been successfully employed to examine similar relationships. Studies by Hussain and Ali (2020), Khan and Rehman (2019), Riaz and Iqbal (2017), Joseph and Newman (2010), Wong and Law (2002), and others have confirmed the effectiveness of this data analysis technique in exploring the associations between EI and JP.

Results and data analysis

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. A total of 370 respondents participated in the study, with 304 principals from government institutions and 66 from private institutions.

Demographic detail

The demographic details of the respondents are presented first, followed by an analysis of the key variables (EI and JP). Each table is accompanied by a brief numerical description, explaining how the hypotheses were tested to account for the observed variations.

Demographic detail for the Survey Items

The demographic details of the study—i.e., the factors that significantly affect the outcomes are displayed in the tables and graphs below.

Table 1.3: Qualification of the Respondents

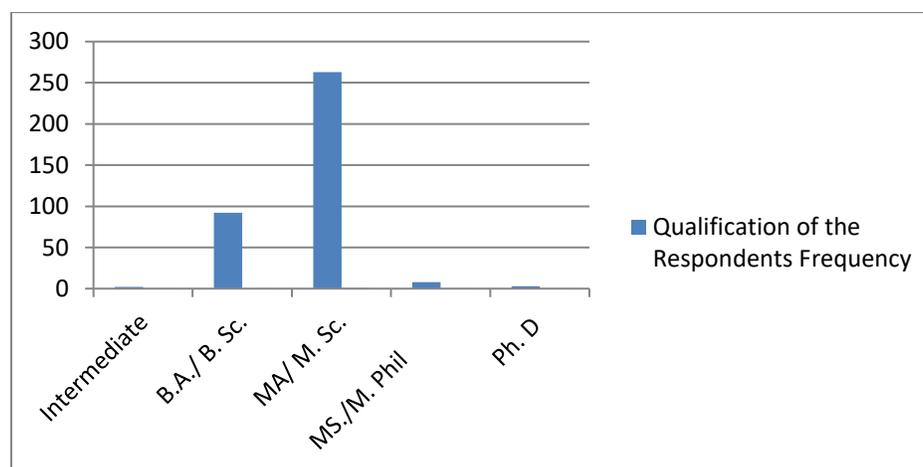| Qualification	Frequency	Percentages
Intermediate	2	0.5%
B.A./ B. Sc.	92	24.86%
MA/ M. Sc.	263	71.08%
MS./M. Phil	8	2.16%
Ph. D	3	0.1%
Total	370	100%

Figure 1.1: Qualification of the Respondents

The credentials of the institutional leader are displayed in Table 1.3. Most of the principals held a Master's degree (71.08%). The investigation revealed that many respondents in the private sector were unable to pursue higher degrees because study leave was not permitted.

Table 1.4: Teaching Experience of the Respondents

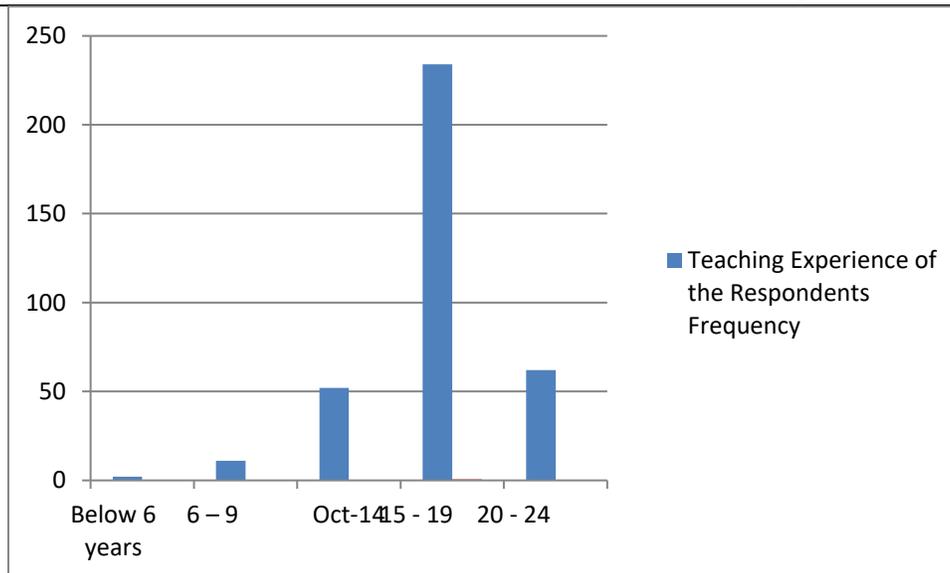| Teaching Experience	Frequency	Percentages
Below 6 years	2	0.54%
6 – 9	11	2.97%
10 - 14	52	14.05%
15 - 19	234	63%
20 - 24	62	16.75%
25 - 29	9	2.43%
Above 29 years	0	0
Total	370	100%

Figure 1.2: Teaching Experience of the Respondents

The respondents' teaching experiences are displayed in Table 1.4. The findings indicate that most respondents had between 15 and 19 years of teaching experience (63%). Teachers are natural problem solvers and decision makers, and they have positive interpersonal relationships with students, colleagues, and other staff members. As a result, as their experience grows in the teaching profession, their skills and abilities for leadership roles are further developed. This experience level is associated with enhanced problem-solving, decision-making skills, and strong interpersonal relationships, all of which contribute to effective leadership roles. During the course of gathering data, these findings were made.

Table 1.5: Administrative Experience of the Respondents

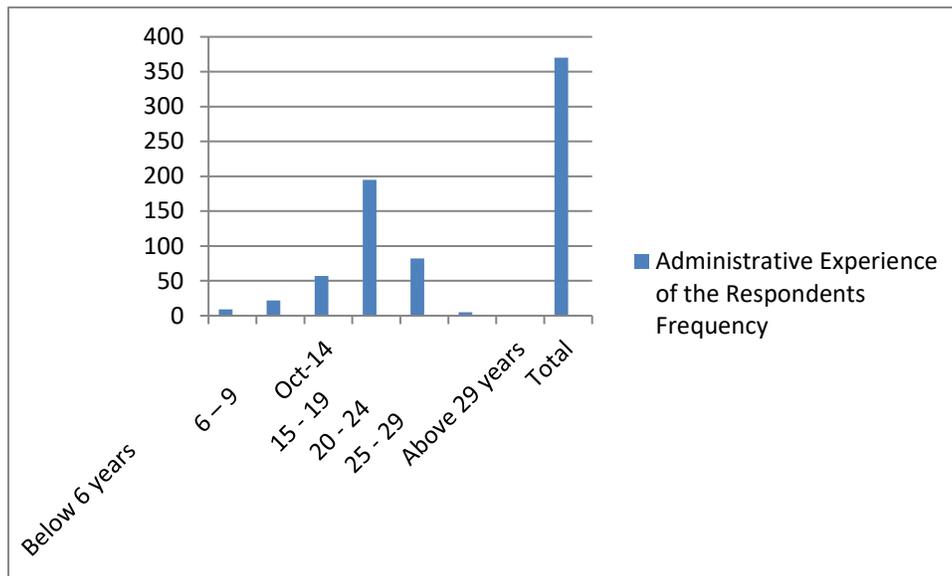| Teaching Experience	Frequency	Percentages
Below 6 years	9	2.43%
6 – 9	22	5.94%
10 - 14	57	15%
15 - 19	195	52.70%
20 - 24	82	22.16%
25 - 29	5	1.35%
Above 29 years	0	0
Total	370	100%

Figure 1.3: Administrative Experience of the Respondents

The principals' administrative experience is displayed in Table 1.5. Most principals had between 15 and 19 years of administrative experience (52.70%). As discussed in table 4.3, it was also found during data collection that teachers with longer tenure are more proficient in EI, WLB, and JP techniques. Teaching experience in a similar institution, as discussed before, is therefore very valuable for developing emotional intelligence. Longer tenures were associated with greater proficiency in emotional intelligence, work-life balance, and job performance techniques.

Table 1.6: Institution Type

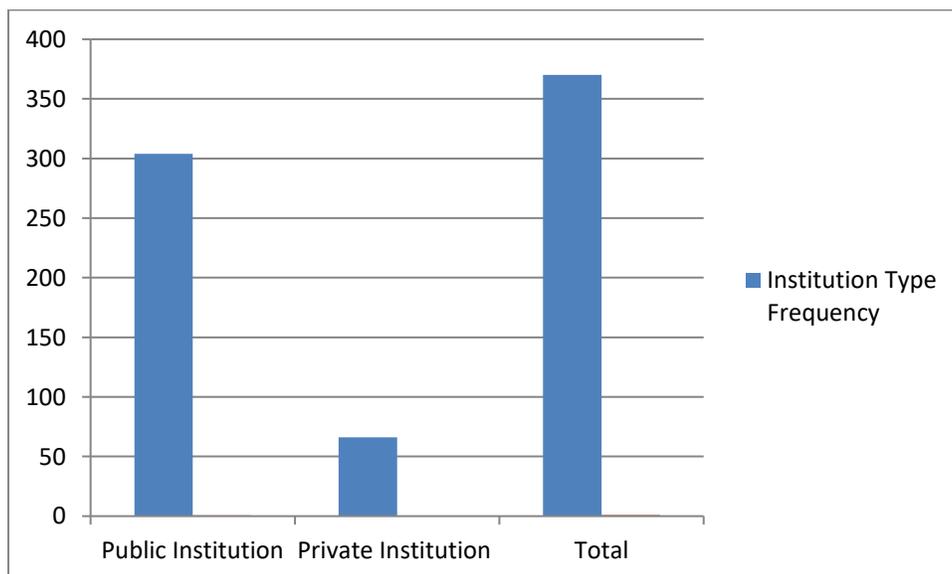| Institution	Frequency	Percentages
Public Institution	304	82.16%
Private Institution	66	17.83%
Total	370	100%

Figure 1.4: Institution Type

The type of institutions whether public or private are presented with percentages in Table 1.6. An equal number (ratio) of commercial and public sector institutions were chosen in accordance with the Stratified Random Sampling and Proportionate Allocation Sampling. The findings showed that compared to private institutional data, there were more public data available at that time, since most of the private institutions that were unregistered were not included in the study.

Table 1.7: Institution Type

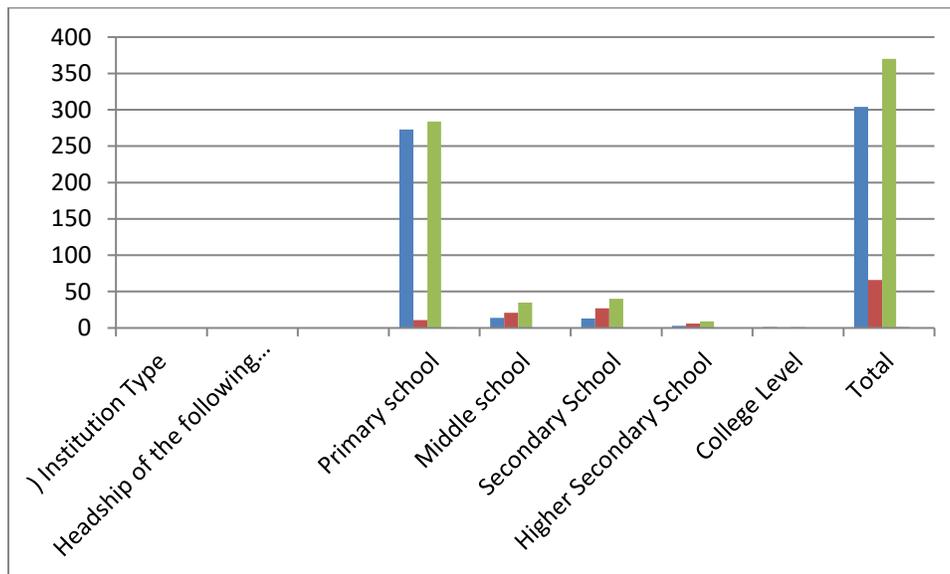| Headship of the following type of Institution	Frequency			Percentages
	Govt.	**Private**	**Total**	
Primary school	273	11	284	76.75%
Middle school	14	21	35	9.45%
Secondary School	13	27	40	10.8%
Higher Secondary School	3	6	9	2.4%
College Level	1	0	1	0.27%
Total	304	66	370	100%

Figure 1.5: Institution Type

The type of institution—Primary, Secondary, or Higher Secondary—is displayed in Table 1.7. In order to prevent results from being influenced, more principals were chosen from primary level institutions, according to the study's current findings based on stratified random sampling (percentage allocation). All other parameters stayed the same. Here, it's crucial to keep in mind that unregistered schools and colleges are not included in the current study of private sector institutions. For this reason, when the sampling formula was applied to the entire population, the number of private institutions was reduced to a lesser portion for the study. The majority of respondents were heads of primary schools (76.75%), reflecting the focus of the study on ensuring a broad representation across different levels of education. Stratified random sampling (percentage allocation) was used to prevent any bias in the results.

EI and JP Scale Item Findings

Data was collected from 370 principals through a questionnaire, and each construct with its indicators is discussed for a quick review.

Findings from Emotional Intelligence (SRMEI) Scale

In this study, principals from both public and private institutions responded to specific scale items related to emotional intelligence, choosing options that best suited their circumstances. The results revealed that approximately 70% of female principals found it easy to behave consistently. However, a majority of respondents showed a strong tendency to act according to others' expectations, highlighting their commitment to positive interpersonal relationships. Interestingly, a significant portion of the sample found it challenging to maintain hope in difficult situations, although most principals reported low anxiety levels when responding quickly to unexpected scenarios.

The study also examined the emotional responses and managerial strategies of the institutional heads. A large number of respondents, regardless of their institutional affiliation, indicated that they could manage discussions effectively, suggesting strong emotional control. However, when the scores were reversed, empathy emerged as a prevalent trait among the respondents, indicating that human relations are highly valued. Most principals agreed that they are aware of their emotions and know how to express them effectively. Encouraging staff was a common practice among institutional heads, reflecting their desire to create a supportive environment. Additionally, many principals showed a strong commitment to self-improvement, often seeking ways to better themselves through positive affirmation or other means.

The results also indicated that the principals had a positive outlook on life and were goal-oriented in their work. Conversely, when employees required assistance, the respondents made every effort to provide support. As the majority of respondents were heads of institutions, they were diligent in fulfilling their responsibilities. Most principals expressed a positive outlook and did not feel envious of others who received promotions. They also generally avoided having a negative attitude and maintained their composure in the face of trivial matters. Respondents demonstrated some degree of flexibility in adjusting their preferences to meet specific requirements.

On the whole, the present investigation provided worthy insights into the emotional attitudes and management practices within organizations, while also highlighting specific aspects of emotional intelligence among institutional heads.

Findings from the Job Performance Scale

The investigation into job performance perceptions among heads of public and private institutions revealed a broad variety of responses transversely belonging to different aspects. Overall, respondents demonstrated a strong commitment to achieving targeted work outcomes, with many forming practical coalitions to reach their goals. Effective time management was highlighted as a crucial tool by both public and private institutional leaders. A significant number of participants indicated that their ability to manage time well and served as a key to successfully completing their tasks.

When it came to setting priorities, a large majority of respondents agreed on the importance of finding solutions to any issues that arose during their work. Both public and private sector leaders reported actively engaging in job-related learning and training. Participation in meetings and consultations was generally seen as a formality, with all institutional heads actively involved.

Regarding increased responsibility, all respondents acknowledged that they frequently worked overtime but tended to keep this effort relatively quiet. However, more public institution leaders had a negative view of this type of work delegation, whereas private institution leaders exhibited more varied opinions on the matter. Both groups of leaders showed inconsistency when

addressing complaints about minor details or highlighting negative aspects of their circumstances. Lastly, work habits among institutional heads were found to be similar during flexible working hours.

Review of the scale items finding's

From the responses:

- **Emotional Intelligence (EI)**: A significant number of respondents frequently or always demonstrated key aspects of EI, such as identifying their emotions accurately, staying calm under pressure, and being aware of how their emotions affect their performance. This suggests that emotional intelligence is a well-developed skill among the majority of female principals in Charsadda.
- **Job Performance (JP)**: The principals generally rated their JP positively, correlating high emotional intelligence and effective work-life balance with their ability to perform well in their leadership roles.

Data analysis

This section presents the outcomes of a meticulous and in-depth data analysis procedure. The results are condensed into tables for clarity and followed by thorough explanations that delve into the significance and implications of these findings. The primary goal of the study was to investigate the association among EI and JP of the female principals in the Charsadda district, Khyber Pakhtunkhwa. To achieve this, Partial Least Square - Structural Equation Modeling (PLS-SEM) was employed as the primary analysis method. SEM is a comprehensive statistical tool that integrates regression analysis, factor analysis, and correlation to explore complex relationships between variables. PLS-SEM was selected for its capability to handle multifaceted models, particularly when the goal is to explore relationships between multiple variables and latent constructs. This technique is well-suited for exploratory research where the relationships between variables are not well established or are complex.

SEM Model and Data Analysis

The SEM model, as depicted below, highlights the key indicators that significantly contribute to the constructs of EI and JP. The model was designed to capture the intricate relationships between these variables, with the aim of understanding how EI influences JP. The model also identifies which specific facets of EI have the most substantial impact on the dependent variable JP.

Figure: 1.1 Graphical Presentation of SEM
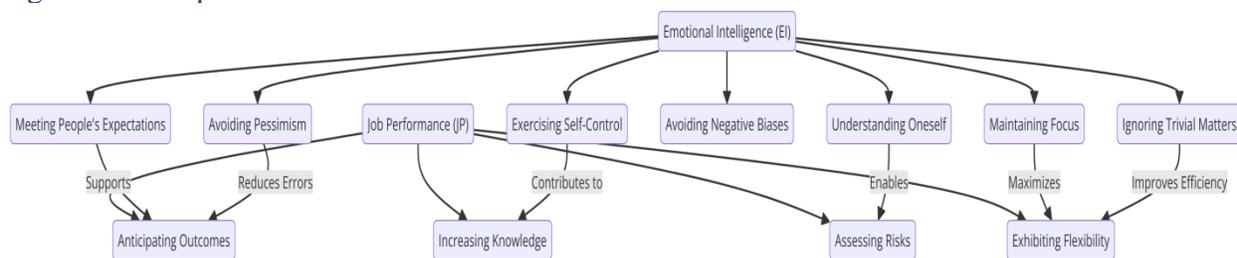
In the SEM (Structural Equation Modeling) model:

- **Emotional Intelligence (EI)** is considered the exogenous latent variable.
- **Job Performance (JP)** is treated as the endogenous latent variable.

The SEM model helped identify the most important indicators for each construct:

- For **EI**, the key indicators were emotional self-regulation, interpersonal skills, and self-awareness.
- For **JP**, the crucial indicators included the ability to meet job deadlines, maintaining job knowledge, and effective task prioritization.

These indicators, which are given substantial weight in the model, provide valuable insights into how EI contributes to JP. For instance, principals with strong emotional self-regulation are better equipped to handle work-related stress, thereby improving their overall job performance.

The model was evaluated using several key metrics:

1. **Path Coefficients**: These measure the strength and direction of the relationships between variables.
2. **Cronbach's Alpha**: This assesses the reliability of the indicators. A high Cronbach's Alpha (above 0.70) suggests that the indicators consistently measure the intended construct.

Key Findings from the SEM Model:

1. **Path Coefficients**:
   - **EI → JP**: The path coefficient between EI and JP was positive and significant, indicating that emotional intelligence positively impacts job performance.
2. **R-Squared Values**:
   - **JP (R^2 = 0.70)**: EI explains 70% of the variance in job performance, demonstrating a strong relationship between these variables.
3. **Cronbach's Alpha Values**:
   - **EI**: Cronbach's Alpha = 0.88, showing high internal consistency among EI indicators.
   - **JP**: Cronbach's Alpha = 0.85, confirming that the JP indicators reliably measure job performance.

Outline for SEM Model: The analysis confirms that EI is a crucial factor in determining JP among female principals in the education sector. The SEM model clearly shows that EI significantly impacts JP, 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 JP 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. One of the study's primary goals was to identify the dominant EI elements that contribute to drive JP. The data analysis, particularly through Figure:1.2 highlighted key EI factors that fostered and enhanced JP. These factors included: meeting people's expectations, self-management techniques, self-awareness, reluctance to act on unfavorable biases, maintaining focus, avoiding pessimistic viewpoints and disregarding trivial matters. Similarly, the study examined the JP indicators that showed strong correlations with EI which included: anticipating the outcomes of tasks before starting, increasing knowledge, assessing risks in advance, exhibiting flexible work routines. These indicators underline the significance of EI in enhancing JP, enabling female principals to navigate the complexities of their roles more effectively. This analysis serves as a critical step toward understanding the dynamic interplay between EI and JP offering valuable insights that can be applied to both research and practice in the field of educational leadership.

Figure: 1. 2. Key Emotional Intelligence and Job Performance Indicators

Testing of Hypothesis for the scale items finding's

The data was further analyzed to test the hypotheses proposed in the study. The results of the hypothesis testing would include statistical analyses such as correlation, regression, or SEM (Structural Equation Modeling) to explore the relationships between EI and JP. The analysis would show whether the hypotheses are supported by the data, for example:

H1: Emotional intelligence has a positive impact on job performance.

   Result: Supported (e.g., $\beta = 0.7$, $p < 0.01$), indicating that higher emotional intelligence leads to better job performance.

Findings: The data also provides substantial support for the premise that EI improves JP. This relationship's beta coefficient is 0.942, which indicates a very significant affirmative outcome. The estimate is very solid, as seen by the beta coefficient's standard deviation of 0.006. This relationship's T-statistic is 158.835, an exceptionally high value that indicates highly significant relationship. The statistical significance of the link is further shown by the P-value of 0.000. As a result, we can declare with confidence that emotional intelligence significantly and positively affects JP.

H2. There are specific factors responsible for positive correlation between the emotional intelligence and job performance of a leader.

- The study tested the relevant hypotheses and modeled the interactions among the research variables using Structural Equation Modeling (SEM). Through SEM analysis, the researcher identified key determinants of EI that contribute to effective and optimal JP. These EI determinants included: meeting people's expectations, self-management techniques, self-awareness, reluctance to act on unfavorable biases, maintaining focus, avoiding pessimistic viewpoints and disregarding trivial matters. The determinants for JP are; anticipating the outcomes of tasks before starting, increasing knowledge, assessing risks in advance and exhibiting flexible work routines. The findings of the study clearly demonstrated that emotional intelligence significantly enhances job performance among female principals. Furthermore, the study confirmed a positive correlation between an employee's job performances. This research offers valuable insights for institutional administrations, highlighting the strategies employed by Pakistani female administrators to successfully balance their commitments to both family and career. The effective balancing of these responsibilities, as revealed by the study, underscores the importance of emotional intelligence in achieving professional success. The results of this study can

be generalized to other sectors, providing a foundation for improving EI and JP skills across different professional contexts.

Conclusion

A conclusion integrates key perspectives and research findings for the reader. The conclusion of this study is formulated based on its objectives, findings, and hypotheses. This study specifically investigates the impact of emotional intelligence on job performance (JP) of female principals in the education sector, focusing on the district of Charsadda in Khyber Pakhtunkhwa, Pakistan. The objectives were to assess the levels of EI and JP among women principals working in higher-level management roles. A quantitative approach was employed for this research.

The study used a sampling strategy based on the "rule of thumb," requiring at least ten observations per variable to ensure data accuracy. A total of 370 samples were selected, with 304 female principals from government institutions and 66 from private ones. Proportionate Allocation Rule and Stratified Random Sampling further refined the sample selection.

This section delves into the interpretation, evaluation, and understanding of the study's verdict, while also addressing the primary research questions. The study utilized a quantitative research design to examine the three variables that are EI and JP; among female principals in Charsadda district, Khyber Pakhtunkhwa. The data analysis involved the use of a questionnaire and Structural Equation Modeling (SEM) techniques, including factor analysis, correlation, and hypothesis testing.

The findings of the study indicate that emotional intelligence plays a significant role in enhancing performance among female principals. The positive correlations among EI and JP underscore the importance of these factors in the professional development and personal well-being of female leaders in the education sector. The study provides valuable insights that can be generalized to other institutions and contribute to the broader understanding of the dynamics between emotional intelligence and job performance.

The research utilized a quantitative approach, specifically employing Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the relationships among EI and JP among female principals in Charsadda, Khyber Pakhtunkhwa, Pakistan. This region, characterized by its unique and diverse culture within the subcontinent, provided a specific focus on female leaders in the educational sector. These leaders, who are at the helm of both public and private institutions, were chosen as the sample population due to their roles in managing educational institutions, which reflect the broader societal norms and challenges they face.

During data collection, various aspects of these female leaders' experiences were captured through a structured questionnaire. As an unbiased researcher, it was anticipated that there might be differences in the relationships between EI and JP. However, the results consistently showed strong associations among these variables, underscoring the critical role that EI plays not just in a male-dominated society like Pakistan, but also in influencing JP traits among female leaders.

Structural Equation Modeling (SEM) was employed to test the hypotheses and model the interactions among the research variables. The study's findings supported the hypothesis that EI in female leaders positively influences JP. Through SEM analysis, the research identified key EI factors contributing to and maximizing JP. These factors include meeting people's expectations, exercising self-control, understanding oneself, avoiding negative biases, maintaining focus, steering clear of pessimistic viewpoints, ignoring trivial matters for EI and for JP, anticipating the outcomes of tasks before starting, increasing knowledge, assessing risks in advance and exhibiting flexible work routines (as illustrated in figure1.1). Female principals commonly

employ these strategies in corporate and public institutions to advance their careers. Although this study focused on female principals in the Charsadda area of Khyber Pakhtunkhwa, its findings can also be generalized to other institutions.

Summary

A summary is actually a concise outline of the study to give an idea about its important points, methods adopted, and conclusion. This research aimed to assess the levels of emotional intelligence (EI) and job performance (JP) among female principals in the education sector, specifically in the district of Charsadda, Khyber Pakhtunkhwa, Pakistan. The study primarily examined the relationship between emotional intelligence and job performance.

The literature review for the current study was then collected and discussed in detail, drawing from both Western and Eastern authors. A theoretical framework was established as the foundation for this investigation. The methodology that best suited the study's design was selected, with the sample chosen using the rule of thumb, along with Stratified Random Sampling and Proportionate Allocation of Sample techniques. This approach led to selecting 304 female institutional heads from public institutions and 66 from private ones, totaling 370 principals as respondents for the present study.

The results of this study underscore the significant relationships between EI and JP among female principals in Charsadda. The PLS-SEM analysis was instrumental in deriving reliable conclusions, demonstrating robust structural links between the observable and latent variables. SEM was chosen for this study because it effectively combines path and factor analysis strengths, making it a powerful tool for estimating relationships among multiple variables in a single analysis.

In light of this conversation, the current study attempted to gather comprehensive data by selecting a sample from the education sector that included female higher secondary schools and female colleges. SEM was used as an effective data analysis tool to provide more accurate findings and interpretation. The areas that require attention are creating validated measures for JP and EI in Pakistani culture, researching current policies in light of futuristic technology, and developing developmental programs to focus on EI for employees of various organizations, both public and private.

In summary, the findings indicate that EI is pivotal in enhancing JP. These insights are particularly valuable for educational institutions aiming to support female leaders in their professional development and personal well-being within the broader context of a male-dominated society. The study's conclusions contribute to the understanding of how EI can be leveraged to improve JP, offering a framework for future research and practical applications in similar cultural contexts.

Suggestions and recommendations

In any study, the commendations are propositions or plans for potential attainments, alterations, or enhancements based on the study's verdicts and endings. Given that the studies span the public and private education sectors, it is advised that similar research be done in other kinds of organizations to validate the findings. Based on the study's findings, the following recommendations are presented in this paper:

1. The findings from the Emotional Intelligence Self-Rating Mixed Ability Test (SRMEI) scale were that all the institutional heads should acquire about enhancing their EI traits both in approach and in habit; as always, there is certainly room for improvement. It was found during the study that the factors as indicators of EI that had a strong relationship with WLB and JP were meeting people's hopes, self-management techniques, self-

consideration, hesitant over unconstructive biases, attentiveness, disregarding adverse methods, ignoring insignificant concerns of principals' emotional intelligence that stabilize their emotions. These factors are recommended to be a helpful tool for underlying bases for future investigations and are very reliable for other scholars to utilize in their studies.

2. During the study, It was also recommended that job routines be improved and progress made from all sides, i.e., time limit, delegation of work, clear communication, doing what is important first, and taking short breaks when needed. Nurturing energetic partaking activities related to sessions, summits, conferences, meetings, workshops, and conventions should be encouraged for participation.

3. Both communal and public institutional sectors should address the attempt to search for innovative agreements and take on additional responsibility. Plans for keeping up good spirits while minimizing work criticism are also suggested. Finally, organizations need to nurture habits of flexible work schedules among all the heads if overall job performance and output are to be improved.

Practical implications

The efficient implications of these tests for managerial officials and instructional organizations are enormous. They also highlighted many useful recommendations for policy makers and implementers.

1. **Training Programmes Related to Emotional Intelligence (EI):** different administrations can plan EI instructional programs for their executives. The main objective of it would be expressive reliability, managing nervousness, and having optimistic sentiments. The training sessions can include seminar, meetings, sessions for instructional method and evaluation by self tools for it. This can be designed in such a way that improves sentimental consciousness along with parameters for self.

2. **Formulation of Strategy:** The study's results can be utilized by the officials of educational setups dealing with personnel in organizations. Therefore, already established procedures should be evaluated, and new flexible task agreements and training on anxiety management should be supported and flourished for subordinates.

3. **Growth and Improvement in Headship Position:** the administration might try to highlight developmental programs for heads especially targeting emotional intelligence competencies after evaluating their instability in it. All of these can foster the leadership abilities i.e. sympathy, divergence pledge and successful announcement, that will provide the most suitable environment within organization.

4. **Subordinate Encouragement:** it was found during the study that private institutions out of the sample taken have a sound system for subordinates' encouragement, which includes guidance and counseling services that help them cope with anxiety and show flexibility in their routine work. This support system is very helpful for them to get rid of the stress not only at the workplace but also at the domestic level. During the study, it was also revealed that, unfortunately, this system isn't adopted in public sectors in Pakistan as this sector mostly shows a deficiency in this regard.

5. **Climate and Managerial Ethnicity:** It is necessary that institutions create an open environment where subordinates can have strong trust and confidence in leadership and their leadership can sustain itself on all levels or whenever it is required. This trust in leadership elevates job contentment, superior-subordinate participation, and enhanced work presentation.

6. **Permanent Supervision and Assessment:** institutional administration should try to introduce modern methods for contentious supervision and assessment of their employees on the parameters of EI and JP routines. The purpose of such programs will be to know whether the result obtained is up to the mark or if further advancements need to be inculcated if required. Constant assessment systems can be utilized to monitor accurate procedure to purify work track according to the given time span and determine the changes that can take place within personnel behavior.

By consistently implementing and adhering to the above recommendations, emotional intelligence will be nurtured and strengthened, leading to significant improvements in job performance and increased satisfaction among employees at all levels.

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