RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND LEADERSHIP STYLE OF SCHOOL LEADERS

Shaheen Sanam[1], Muhammad Idrees[2*], Dr. Hafiz Muhammad Irshadullah[3].

1. Ph.D Scholar, Department of Education, Abdul Wali Khan University, Mardan Khyber Pakhtunkhwa, Pakistan.Email: shaheensanam19@gmail.com
2. Associate Professor Department of Education, Abdul Wali Khan University, Mardan Khyber Pakhtunkhwa, Pakistan.
3. Associate Professor of Education, Abdul Wali Khan University Mardan, Pakistan.

Corresponding Author:

Dr. Muhammad Idrees Associate Professor & Chairperson Department of Education Abdul Wali Khan University, Mardan Khyber Pakhtunkhwa, Pakistan.
Email: midrees@awkum.edu.pk

ABSTRACT

The aim of the present research is to explore the relationship of Emotional Social Intelligence (ESI) with learning environment in classroom at school level in district Nowshehra especially school leaders. Emotional and social intelligence which is also known as ESI is responsible for encouraging leadership behaviors that support learning culture. Consequently, the study uses the Bar-On model of ESI in order to determine how the school leaders' ESI affects their leadership behaviours and how these behaviours affect the classroom climate. Targets are also focused on the participants' perceptions of social intelligence, assessment of leadership styles, and contrast of male and female subjects and stakeholders across industries. This study is limited to included only public and private secondary schools in district nowshera only. It has been argued that through the results the Enrique ESI integration into educational leadership will be enhanced in a bid to enhance teaching and learning processes.

Introduction

Emotional intelligence is a critical factor in leadership that defines the success of any organization or institution, and this is mainly because of the leader's emotional intelligence and the type of leadership that is being practiced. Social intelligence was introduced by Thorndike in 1920 and it refers to the ability of understanding people, dealing with people and using wisdom in social relations. Emotional intelligence is a set of competencies, strategies and processes that help to assess emotions of the individual and in the environment in order to achieve favorable outcome. The research has tried to integrate the emotional and the social aspects of this construct with several conceptual models being suggested. Some of the aspects of ESI include; emotional identification, understanding and expression, empathy, emotional self- management, coping and adaptation, problem solving, interpersonal conflict solving and motivation. While leadership is

usually valued for enhancing students' academic knowledge, leaders are usually accused of failure to properly equip students for the kind of leaders and positions that organizations need. This means that students are not equipped with the social and emotional learning that can help them maximize on the academic knowledge they possess. It will also allow Universities to better address the whole student (the intellectual, the emotional and the social) to better equip them for their next steps in life. Every system in development of any educational system depends on the quality of leadership and this includes the teachers. Emotional and social skills effective leaders make sure that all students acquire the minimum competency in skills, have adequate background in other subjects, and improve their own and the students' social and emotional competencies. Studies show that social and emotional skills are linked to success in a number of domains of life such as good teaching and learning, good interpersonal relationships and good academic performance.

The classroom environment can be defined as the material and human factors within the classroom such as tools and teachers as well as learners. The learning environment may be defined as the social, psychological and teaching and learning conditions that affect the students' performance and perceptions. Classroom environment is very important since students spend 20,000 hours in classrooms through their learning process.

STATEMENT OF THE PROBLEM

It is the aim of this study to introduce, define and analyze the effects of Emotional Social Intelligence (ESI) of leaders on the learning environment of the classroom. According to the ESI framework, there are three models namely Salovey-Mayer Model, Goleman Model and Bar-On Model. The researcher will choose Bar-On model as the model is both teachable and learnable. Another area that may be useful for leaders in whole student education in classroom learning environment is the recent research on social and emotional learning. Emotional and Social Intelligence (ESI) is defined as the enhancement of individual's capability to utilize emotional information, behaviors and qualities to fast track desired social results. As noted in the introduction section, the leaders' emotional social intelligence is one of the key factors that determine the quality of the classroom environment and, therefore, this research will also attempt to explore the level of emotional social intelligence (ESI) of the leaders and its relation with the classroom environment.

OBJECTIVES OF THE STUDY

- The purpose of this study was to determine the perception of social intelligence level of school leaders of district Nowshehra.
- In order to know the perception of the teachers about the leadership style of the school leaders of district Nowshehra, the following research question was formed.
- In order to assess the correlation between social intelligence and leadership style of school leaders of district Nowshehra the following objective were set:
- In order to compare leaders' social intelligence and leadership style based on gender in the school level in district Nowshehra.
- In order to analyze the differences in social intelligence and leadership styles of the school level leaders of different sectors in district Nowshehra the following research questions are formulated.

- In order to examine the interaction effect of gender and sector social intelligence and leadership style of the school leaders of district Nowshehra the following hypothesis has been formulated.

RESEARCH QUESTIONS

- To what extent do the leaders at school level in district Nowshehra have high level of social intelligence?
- What is the perception of the teachers about type of leadership style of school leaders of district Nowshehra?
- To what extent does the social intelligence leadership style of the school leaders of district Nowshehra is related?
- To what extent do the gender-based variations exist in social intelligence and leadership of school leaders of district Nowshehra?
- To what extent there is a difference in social intelligence and leadership style of school leaders of district Nowshehra in terms of sectors?
- To what extent does gender moderate the relationship between sector of social intelligence and leadership style of school leaders of district Nowshehra?

DELIMITATIONS OF THE STUDY

The study will be delimited to:

- The public and private sector secondary Schools of district Nowshehra Khyber Pakhtunkhwa
`

RATIONALE OF THE STUDY
Self and social awareness and management also referred to as emotional and social intelligence (ESI) is a new concept that is being implemented in learning institutions and work places. Therefore, teachers have to be strong emotionally and socially as they improve the comprehension and learning of students. But, lack of cooperation between teachers and school leaders can cause conflict of interest. Therefore, the emotional intelligence is a vital factor in leadership in order to enhance the motivation and support at the workplace, which is crucial for teachers to solve difficulties and enhance the teaching and learning climate.

SIGNIFICANCE OF THE STUDY

Emotional social intelligence (ESI) is fairly a recent concept that has emerged in the last two decades with a positive impact in different working environments. Teaching is a very passionate process and that is why ESI is very important for successful work. The purpose of this study is to establish the usefulness of ESI skills in enhancing achievement of students in classroom settings. Emotions are one of the most important aspects of learning and it is for this reason that teachers and other trainers can apply this understanding in practice. Emotions make the concepts easier to understand and to memorize and emotional links help to store information for a long time. Theoretical frameworks or rather the paradigm that one adopts offer direction on how to unravel the facts and figures. These frameworks may include: Basic belief systems, Philosophical

assumptions, knowledge claims, Models, Research philosophy or a perspective of the world with certain philosophies. Epistemology being a theory of knowledge that is grounded on the theoretical paradigm, research design is guided by the Positivist paradigm which is the oldest while the Constructivist, the Transformative, and the Pragmatism are the latest. Thus, ESI is a useful instrument for both the leaders and the students because it allows them to regulate emotions, use the competencies of ESI, and build a healthy workplace.

Literature Review

What exactly is intelligence?

Intelligence is the capacities and the potential and the sequential active meanings that are associated with the brain of an individual. In general, it is a general term that has been defined in different ways such as, academic, social and emotional intelligence. Intelligence is the ability of an individual to understand the environment, reason and use the information in the right way. IQ tests are used to prove one's intelligence and capacities quite often. However, it will be unfair to judge someone's potential without giving him or her a chance to reveal it. In 1983, the human psychologist Howard Gardner came up with nine different forms of intelligence that can be measured in different aspects of an individual's life. This concept thus postulates that intelligence cannot be simply tested by IQ test but it is rather affected by other factors.

Types of intelligence

Linguistic intelligence

The ability to reason and express one self and acquire new vocabulary in oral and or written form in any language is known as the linguistic intelligence. This allows us to employ meta-linguistic abilities in order to analyse how language is used and how we understand order and meaning of words. Some of the activities that are enjoyed by young adults with this intelligence include writing, reading, telling stories and solving crossword puzzles. They are capable of assessing data and generate text and speech which are in form of books, speeches, and poems among others. Options for careers: writers, interpreters, announcers, and writers, poets, novelists, and good orators.

Logical mathematical intelligence

Mathematical reasoning is the capacity to reason mathematically and logically; this includes the ability to calculate, quantify and perform and mathemat calculations. It includes: Abstract, symbolic, sequential, inductive and deductive thinking patterns. The logical intelligence is very vital in the identification of a candidate intelligence and IQ level. People who have high logical intelligence are scientists, mathematicians and detectives just but to mention a few. Young adults with high logical intelligence are passionate about numbers, patterns and relationship and they may choose to be engineers, scientists or mathematician.

Interpersonal intelligence

Interpersonal intelligence is defined as the person's capability of interacting with others, and this includes the verbal and non-verbal communication. These are understanding differences,

perceiving feelings, and respecting other people's opinions. Young adults with this intelligence are able to organize others, express themselves and comprehend the emotions of other people. Career prospects are good and graduates can work as diplomats, social workers, counsellors, supervisors or team leaders. Some of the examples include Quaid-i-Azam and Princess Diana.

Illustration of intra-personal

This is the intelligence that involves the capacity to acquire and use the information about oneself in order to plan and monitor one's life. This intelligence is something which is more common in shy, reserved personality types who gain their knowledge through reading and thinking. This type of people like philosophy, psychology and theology. They said that journaling assist them to stay motivated and also make them be conscious of themselves. They are also good at making others comprehend themselves and the moves that they will make next. Possible professions are psychologists, counselors, business men and women, and philosophers. Some of them are Mark Zuckerberg, who has high intrapersonal intelligence as he is patient and composed most of the time, especially when handling pressure.

The capacity to think in three dimensions is called spatial intelligence.

Spatial intelligence is a form of intelligence that involves an understanding of spatial locations and spatial relations and it can be found in sailors, pilots, sculptors, painters and architects. Young adults who have this intelligence appreciation prefer to solve puzzles, drawing and coloring. Some possible careers are photographers, fashion designers and pilots. This aspect of having a good and strong visual memory and having a good sense of direction is evident through Marium Mukhtiar Shaheed, the first female Pakistani fighter pilot.

As for the musical intelligence one should be able to recognize and distinguish the pitch, rhythm, timbre and tone of music and be able to produce, reproduce and even evaluate it. It has been linked with mathematics and music and that is why many composers, singers and musicians, vocalists and attentive audience usually prefer it.

Naturalist intelligence is concerned with the ability to tell the difference between plants and animals and other elements of the environment including sky, ground and rocks. This has been useful in our existence as hunters, gatherers, farmers, botanists, painters and even cooks. It is also useful in careers such as a biologist, an environmentalist, a botanist, a forensic scientist and an archaeologist.

Kinesthetic awareness is the process of learning through the use of body movements, experiments, and individuals' interest in games and other exertion activities. They are very good with their coordination and have good motor skills, they exercise often and also know their bodies well. Some of the kinesthetic people may like dance, swimming, gym and other forms of movement while others may be dancers, fitness instructors, actors or actresses.

There is another type of intelligence that is called existential, it is the ability to ask and answer the questions of deeper nature regarding human being and spiritual world – what is the meaning of the life, what is the reason of human being's existence, why do we are born, why do we die, and what is after the death. Existential intelligence makes one focus on the whole, the creation of the world and has a good spiritual orientation and interest in God's wonders and signs. Gardner

has noted that everyone has all nine types of intelligence but these intelligence are interconnected in different ways to form an individual's unique map. Parents should not compare or angry with their children while teachers should not put down their students according to their scores. Each child has talents and talents that have been given to him or her by God and these talents need to be identified and developed to the fullest. On the same note, teachers and parents should help the children to realise their talents and potential intelligence so that they can make career choices.

SOCIAL INTELLIGENCE (SI)

 Social intelligence (SI) is defined as the capability of applying all cognitive and behavioral competences to solve a particular social problem. It has rational demands, including the social competence, and comprises cognitive processes like comprehension, creation, decision making, having a vision, foresight and comprehension. Whereas, the emotional intelligence is a form of problem solving strategies, strategies and practical guidelines for dealing with social information. Social intelligence has occupied the interest of scholars for such a long time, and it was derived from the study of human abilities. It was later refined and labelled as academic intelligence by Thorndike in the year 1920.

 Emotional intelligence was developed by Mayor and Salovey in 1990, and has received much attention within the systematic analyses. Nevertheless, there are some authors who have accused EI of being just another label for the existing constructs of ability. Reflection of social behavior is an effect of social intelligence where the major areas of focus are social cognition, social learning, social originality, social cognition and social perception. In social intelligence research, the terms 'intelligent' and 'competent' were used interchangeably but Süß, Weis, and Seidel (2005) made a clear distinction on these two concepts. Competencies are considered as more modifiable and something that can be acquired in comparison with brainpower that is considered as more innate and less changeable. The most elaborate theory based on social intelligence and behavior of individuals and their SI-like attitudes is Guilford's Construction of Intelligence Prototypical. Other definitions of SI can be said to come close to Thorndike's differentiation between the intellectual and the attitudinal demands of social interaction—comprehending people versus being able to act smartly in social relations in 1920. Bar-On (2006) argued that there are twelve competencies in the revised model of Emotional Social Intelligence (ESI), ordered into four groups: The aspects of relationship management, personal and social maturity. Self-awareness entails managing our own inherent states; social awareness on the other hand entails the ability to recognize other people's feelings, needs and/or difficulties and the ability to build and maintain relationships.

The history of social intelligence

Thus, the discussion on the concept of social intelligence was initiated by Harper's monthly magazine in 1920 and Edward Thorndike explained the significance of social intelligence in different fields including classroom learning. However, there were no instruments that were used to assess social intelligence, thus intellectual endeavors were exchanged. Neuroscience in the twentieth century once again brought about the social intelligence with the, Multiple Intelligence (MI) theory that came to light in the early 1970s. The brain is a rather complicated structure of the human body which has many undiscovered functions; emotions, memory, logic, and reason are directed by the amygdale. Such feelings are connected with certain past experiences that

determine human actions and the mirror neurons in the prefrontal cortex have a great impact on our thinking and actions. A recent study has revealed the divergence of opinion among the researchers in the field of neuroscience, about the importance of mirror neurons. According to Goleman (2006), social intelligence is a part of emotional intelligence which addresses teachers' SI and students' learning environment in the classroom. Therfore, social awareness and social competence are part of SI. The current research to manage the position of social intelligence remains inconclusive; however, they provided different perspectives not related to the theme. Social intelligence is merely another form of intelligence that has nothing to do with the conventional academic intelligence. It is wrong to refer to 'form of intelligence' because social intelligence is almost synonymous with personality. In particular, social intelligence must also be included in explicit theories because the implicit theories support the idea that it is a kind of cognitive ability. Qualter, Gardner, Pope, Hutchinson, and Whiteley (2012) argued that more research and analytical work is required to better understood social intelligence theory. Ledoux (2012) listed the four main skills that make up social intelligence: Expanding the focus on the current social myths and tangents, realizing the need for lifelong learning of an individual, identifying what needs to be changed in the society and developing a package to understand the process of change, and cultivating the spirit of empathy and tolerance. Gardner (2008)b suggested that after 25 years of exploring the Multiple Intelligence theory the quest for the 'real' intelligence is pointless. It has been noted in the recent studies that the basics of social intelligence can be built up by focused attentiveness and training. The brain is plastic, and it changes according to the environment in which it is exposed to, and this is done through training. Some people have described humanizing social intelligence as being more of a theoretical concept but according to neuroscientists, people are capable of learning at any age because the brain is capable of changing.

Social intelligence (SI) is one of the vital mental abilities that includes use of words, body language and the tone of voice to pass a message across. It is determined by the brain mirror neuron which imitates the action performed and non-verbal signals including trust signals which are sent out through the body. Nonverbal communication is said to account for 93% of communication and this is why the concept of the 'Truth Plane' was developed to help people understand how they can master body language to increase their confidence. Emotional intelligence is another component of social intelligence but there is no consensus on the definition of the term. Combining all these three intelligences into a single model will enable scholars to easily understand and enhance the development of each intelligence and establish their convergent and discriminant validity. More specifically highly socially intelligent people are outgoing, empathetic, polite, empathetic, resourceful, punctual, and successful in the society. They are also associated with certain advantages in different areas of people's lives including education, professional image, and academic achievement. This is something that would help in the development of one's social IQ and also assist in the enhancement of the interpersonal communication skills.

 Emotional intelligence (EI) is an important component of the individual's decision-making and performance at work as well as in other facets of life. Previous studies have confirmed that higher levels of SI are related to constructive and discerning as well as communicative social contacts that can be helpful in many spheres of life and career. EI can be defined into four groups: Passive affectivity refers to sensitivity and awareness of feelings, active affectivity to

understanding and managing feelings and to applying feelings and feeling to thinking. It can also be defined by an individual when the person is more receptive or less receptive to experience as in imagination, thoughtfulness, flexibility, inquisitiveness, and individuality. However, the concept of EI is not fully understood and needs definition although it is crucial to correctly measure concepts like need for success, mental strength, will power, satisfaction and contentment.

The concept of emotional intelligence (EI) is well understood among social scientists and has been associated with learning, achievement and future performance. It is usually connected with job interviews, leadership qualities, credibility, dependability, communicativeness, general fitness of the group's members, and general productivity. There has been a lot of controversy on whether EI is valid and relevant as the measure of intelligence for the brain. But, researchers are working towards replacing SI and EI in order to be successful in the academic, professional and personal life. EI influences on a person behavior, appearance, his/her ability to perform actions and solve problems which have appeared accidentally. It includes "social, practical, and personal intelligences" and includes "hot intelligences. " EI also alters the communication between people and their performance at the workplace, and, in turn it reduces stress at workplace, negative attitudes, behaviours, leadership, motivation, job satisfaction, and positive feelings of ownership, commitment, and loyalty to the group. Knowing a person's social and emotional intelligence level can assist in predicting the level of performance of that individual in the workplace.

Self and combined with other people's EI are important in enhancing learning performance because they increase motivation, support, and direction. High potential levels and high expectations of mastery are also important in order to keep going in the efforts of coping. Emotional Competence is the practical aspect of EI which deals with how emotional intelligence can be effectively utilized in order to enhance the performance of an individual or a group of people. The literature review also confirms that the emotional intelligence training enhances the EI, which in turn, results in better controlling of emotions, increased social and psychological skills, less stress and better interpersonal communication. Thus, the training programs designed in a social manner may be effective for enhancing EI, because emotions impact teachers' intrinsic motivation, attributions, efficacy beliefs, and goals. Emotions also affect teaching, for instance, selection of goals and the extent of one's flexibility in achieving them. In order to make the learning process more comfortable, it is suggested to use activity-based learning approach. Emotional intelligence training helps the participants to develop compassion and emotional literacy. Therefore, development of EI and SE is crucial to the improvement of the learning process.

It is important for organizations because EI is the ability to identify, assess, and manage one's own emotions and the emotions of others in a given context and it involves individuals' relationship with their passions. It is about reflecting on the self, people around and managing pushes and pulls and effectively channeling feelings and emotions to enable their comprehension. Emotional intelligence is centered on flexible and tangible passions and these are used to address individual achievements because of attitude. Emotional intelligence has five basic components namely self-awareness, self-regulation, self-motivation, empathy and social skills. In wishing to develop the concepts of CQ, SI, and EI, it is suggested that an integrated model be used that shows convergent and discriminant validity. This model has implications to

practitioners because these factors have been found to be related to positive consequences such as leadership, positive work attitudes, and organizational culture satisfaction. These three intelligences in the new model will affect the research and managerial practice in the present society.

Some of the theories which have been conceptualized in intelligence research include general mental ability (g) and multiple intelligence theory (SI, EI, and CQ). As the world becomes a global village, organizations are constantly under pressure to change and it, therefore, becomes important for leaders to effectively manage change. But change does not only come with processes and tasks, and as such emotional intelligence is gradually being recognized as a vital tool for managing change. People usually feel threatened when there is change and this is especially so when the change is in aspects that directly concern them. Moreover, some social costs may affect people's perception, attitudes, beliefs, and self-identity, which may make the recipients resistant to the proposed status. Foltin and Keller (2012) state that in order to bring change in an organization, one has to establish a no communication zone. However, change management is a process that is usually met with a lot of resistance and skepticism by members of an organization but it can lead to great change. Hence, the aspect of emotional intelligence is gaining more and more significance in leadership in change management.

Leadership

Theories of Leadership

A look at the theories of leadership can help set the stage for more discussion.

According to the great man theory,

It has been said that leaders are born not made. To this end, depending on the need of the situation, the inherent characteristics will come out. This theory was in agreement with our historians and was known as the "Great man theory" because in earlier times leadership position was only taken by men. After conducting many leadership researches, this was not true (Maj Earl Russel, 2011).

Trait Theory

The theory of leadership that is considered to be one of the oldest is the trait theory approach. This method deals with the basic attributes that a leader should possess including the physical and personal attributes. It is based on the assumption that the basic traits determine the leaders' behavior in different situations. As pointed out by Fleenor, John W. (2011), this approach is virtually similar to the Great Man theory in the sense that it postulates that there are traits that are invariably inherent with leaders and do not fluctuate in their lifetime.

Contingency Theory

The type of leadership that is most appropriate in a certain environment may be found in contingency theory. All three factors; the situation, the followers, and the leadership style are key factors. Situational theory proposes that leaders have to understand the circumstances and the people they wish to lead and adopt the most appropriate leadership style. The Behavioral theory

also known as the Neoclassical theory is the polar opposite of the Great man theory; it holds that leaders are made not born.

Participatory theory

 The theory that best explains leader's collective decision making or the shared power in decision making is participatory theory. As argued by Anit Somech (2006) this kind of leadership would help in encouraging the members of the team because whatever they contribute will be considered and given due regard.

Method of Leadership:

Only those leadership styles that have contributed much and are therefore already linked to innovation management have been selected from the literature. We review each style separately and focus on the insights with regard to the four key dimensions: people, ways, results, and objectives Here, we continue our analysis in the following manner: People – the majority of the contributions does not consider people as an object and many of them assume that there is only one leader. All the research that has been included in this article is specifically in relation to this problem. Thus, we have analyzed the vision of the leadership that is expected to be followed by the leader (theoretically) and the vision of the leadership that is actually exercised by leaders in their practice. Consequences – we have explored the findings that explain the consequences of the various leadership styles on the followers. Goals: We reflected on the literature which demonstrates how the leadership styles can be used to support innovation related objectives. For instance, Elenkov et al. (2005) provide evidence that strategic/CEO leadership can be helpful to attain organizational innovations. The fact that only strategic/CEO leadership style has been found to be related to the organizational innovation in this review does not necessarily mean that other leadership styles cannot foster innovation but rather that at this point no empirical evidence has been provided for any other style to do so. At the end of each section, we provide a "profile" which highlights the main conclusions with respect to the four dimensions of leadership.

 The autocratic and the participative leadership styles foster innovation in organisations. Directive leadership entails giving instructions and standards while participative leadership entails encouraging the groups to come up with new ideas. Transactional leadership involves employees, provides energy, and increases the employees' morale and self-esteem but has a focus on projects or functions. Charismatic leadership, which entails outstanding personality, has the potential to lead yet does not guarantee profitability. It is therefore important to understand the two styles in order to achieve the much needed change in any organization. From the above discussion, it is seen that the two categories of leadership styles have diverse effects on innovation.

 Charismatic leadership which was developed by Burns and Bass has a more elaborate model known as transformational leadership which encompasses individual consideration, motivation and intellectual stimulation. It boosts up the level of self-confidence and psychological embrace. Transactional leadership is characterized by goal-orientated and control, applied for product innovation and R&D teams. Strategic leadership, which is based on CEOs, aims at designing the organizational context and related processes as well as culture that allows innovative strategy

implementation. Great leaders are also expected to have certain characteristics such as proactive, visionary, adaptive, innovative, team player, tenacity and risk taker.

Vod nach der entwicklung der intestinalen flora. Leadership: gemeinsam und verteilt

The shared and distributed leadership style work against the conventional leadership roles and relations as the members of the team have interdependent relations. Distributed leadership concentrates on the sharing of power and leadership potential; it is thus important to have good communications, to be receptive, and to be committed. Successful leaders know that the world is a cut-throat place and have good rapport with the employees. Charismatic, transformational, and transactional leadership all are individualised approaches to leadership involving inspiration, spiritual guidance and intellectual stimulation. It is therefore clear that organizations and countries are shaped by their leadership styles that in turn affect employee satisfaction since leadership has strong correlation with employees.

Transforming leaders articulate a vision, elicit emotions, and affiliate with followers to alter individual and organizational performance including employee performance and satisfaction. It involves exchanging of rewards with followers in order to achieve set goals which increases interactions between the manager and the follower. In the present complex organizational environment, today's leaders have to be analytical and critical thinkers. Appreciation of critical thinking entails purposeful, non-biased and the ability to prove the validity of the information. Good leaders are inquisitive; they are also equitable, open to change, and prepare to face their own bias.

Types of Leadership

The framework for leadership identifies four types: There are the open, blind, hidden and unknown resources. The open leaders are honest, have inherent values, respect others and are competent and knowledgeable in their work. Blind leaders are truthful, transparent, confident and informed as opposed to the hidden leaders who are difficult to comprehend in terms of motivation and channels of communication. These are the leaders that behave erratically, stay at an arm's length, and whose intentions are not well understood. These four leadership classifications are in connection with the social media usage, narcissistic, obsessive, and paranoid. In phase 1, the four categories are created by combining traditional leadership and three types of leadership in social media. Four types emerge from this combination, particularly in social media: The four types of open paranoid (ONCP), blind (BNCP), hidden (HNCP), and unknown (UNCP) narcissistic charismatic leadership. The proposed personality description of ONCP is, therefore, an open and obstinate leader who is honest, open and can easily manage the pressures of the job without letting emotions get the better of them. Nevertheless, it is rather inconvenient when used orally, which results in misinterpretation. Blind leadership has principles which it holds so dearly but sometimes it needs to be challenged to fit certain circumstances. HNCP is not open to principles, and very often slanders and personally attacks people. Unknown leadership is one which has its undesirable intention of profiting at the expense of others. The relationship between conventional leadership and leadership through social media has been shaped by advancement in technology especially through social media. In a view of overcoming ethical issues that can be observed with the help of leaders on social media, the

following guidelines can be suggested: how to provide information, how to produce quality comments, how to be ethical in one's actions and how to develop other leaders on the social media platforms.

The Honeycomb framework outlines four types of leadership in social media: These include: "Exemplary," "Data and facts," and "Wisdom. " It uses charisma, commitment, and control to encourage the community participation. This means that the formula S = W. L2 is intended to develop such leadership types. Globalization has shifted human behaviour and therefore managers need to build relationships and relay information via the social platforms. Mindfulness can improve organizational operations through five processes: Some of the observable behavioural characteristics include; operational sensitivity, insecurity when it comes to failure, reluctance to cut down, resilience/ dedication and problem solving by considering every detail.

Importance of leadership style

The Honeycomb framework outlines four types of leadership in social media: The three words that are chosen are "Exemplary," "Data and facts," and "Wisdom. " It uses the elements of charisma, commitment and control so as to encourage people to get involved in the community. This is the reason why the formula S = W. L2 is intended to develop such leadership behaviors. Globalisation has changed human behavior so that leaders must build relationships and interact on social media platforms. Mindfulness can improve organizational operations through five processes: The issues that were identified include, operational sensitivity, insecurity about failing, reluctance to pare down, resilience dedication, and the tendency of seeking solutions by evaluating all specifics.

Theories of Leadership

Transactional and instrumental leadership are two leadership approaches that have been defined and elaborated in the course of the last few decades. The transactional leadership concentrate on work, reward and punishment while the instrumental leadership concentrate on goals and authority. As found in the literature, transactional leaders ensure that followers' needs are considered when developing procedures for exchange, and they tend to employ outside consultants to maintain focus on projects. Strategic Leadership applies to the executives who have the main role of managing an organization. It underlines the role of strategic decision makers and the hierarchical authority of these decision makers in the growth of organizational innovation. CEOs and other top executives are in a position to make decisions that will lead to changes which will ensure the sustainability of the organization in the future. Strategic leaders design the environment within the organization by putting in place structures, procedures and culture that promote innovation. They also have a significant influence in the innovation process to ensure that new ideas are translated to the development and then to the commercialization stage. The personality attributes that the strategic decision-makers must develop in order to be effective include the foresight, vision, flexibility, strategic thinking, teamwork, persistence, and risk-taking. In general, strategic/CEO leadership helps enhance the employees' innovativeness and is appropriate for supporting both the organization and the product. Nevertheless, the connection between these two kinds of leadership has been a subject of much controversy.

Types of Leadership

The perceptive framework differentiates leadership into four forms namely; open, blind, hidden and unknown. Open leaders are honest, have integrity and are polite while the blind leaders are honest, competent and knowledgeable. Hidden leaders are untrustworthy and have unsteady intentions and ways of communication while unknown leaders are inconsistent. These are the types of leadership that are common on social media platforms for example narcissistic leadership, compulsive leadership, and paranoia leadership. In order to address the ethical issues, managers should build relationship, convey their messages and solve the HR related problems. This paper therefore recommends that a better understanding of the relationship between traditional and social media leadership may help in addressing the ethical issues in the use of social media.

Chapter 3
RESEARCH METHODOLOGY

In this chapter, the three basics of research as postulated by Creswell, 2015, on research paradigm, strategies and methods are discussed. The modified scale of emotional social intelligence is described here in detail. Also, the procedures involved in the selection of the sample as well as the growth of the sample and the validation of the instrument is also explained in detail.

The purpose of this study however was to find out the correlation between the level of social intelligence and leadership style of school leaders as stated in the objective of the study. Besides that comparison on the basis of gender, sector and discipline were discussed in details.

RESEARCH PARADIGM AND RESEARCH DESIGN

This study's epistemology is based on the survey research method, which is anchored in the post positivist paradigm. Data is compiled from a sample of people's responses in survey research. Instrumentation, data gathering, and participant recruitment are all made possible by this method. For the purpose of investigating and characterising human behaviour, surveys are commonly used in the social and psychological sciences. Research involving surveys gathers vast amounts of information from populations. Examples of such surveys are large-scale censuses and consumer feedback surveys. Whether it's regarding product preferences or demographics, these surveys aim to quickly gather data on numerous characteristics.

RESEARCH METHODS

The researcher conducted a survey research method to collect responses from the school teachers. The researcher used two questionnaires for this study. One questionnaire collected data from school teachers to know their level of social intelligence and the second questionnaire administered by researcher to know the leadership style at school level. The results of both the questionnaires were compared after data analysis.

POPULATION OF THE STUDY

The main purpose of the study was to find out if there was a connection between the social intelligence of school administrators and how good they were at leading. Teachers and children from the Nowshehra district were all a part of the research.

STUDY SAMPLE

The researcher selected 450 school teachers from both public and private sector schools in Nowshehra using a simple random sampling technique. The sample size was chosen in accordance with Gay and Mills (2011)'s guidelines, which recommend a 20% representative sample for populations between 1500 and 4000, and 400 or more for populations above 4000. The study aimed to understand the relationship between social intelligence and leadership style in teachers.

Table below shows details of sample for the study.

Schools	teachers	Sector-wise	
		Public	Private
Public schools	**300**	**150**	**150**
Private schools	**150**	**100**	**50**
Grand Total	**450**	**250**	**200**

PILOT STUDY

To ensure the research instruments (ESI and WIHIC) used in this study were valid and reliable, pilot testing was carried out at Abdul Wali Khan University Mardan (AWKUM). Using SPSS version 20, researchers calculated the Cronbach's coefficient alpha for the items, sub-dimensions, and total instruments. They used data collected from 100 surveys that were filled out by both students and teachers to draw their conclusions. Multiple reliability metrics were utilised, such as test-retest, equivalent-form, Cronbach's alpha, and split-half reliability. Content validity, construct validity, and criterion-related characteristics were utilised to evaluate the instruments' validity.

Reliability of Research Instruments

The teacher survey contained 32 questions, however the student survey could only have 40. We finally settled on a.930 for the standardised items and a.928 for the remaining products after calculating all the numbers. Instruments were utilised for further study when the readings were more than.70. In the tables below, you may observe the items' and the total reliability.

Table 3.3 Cumulative reliability co-efficient of WIHIC questionnaire for students'

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.92	.930	40

With an overall reliability coefficient of.92, the study's sample group confirmed that the updated WIHIC was trustworthy. According to Garifee (2012), when the reliability coefficient of a social science research instrument is more than.70, researchers can have faith in it. In comparison to the bare minimum required by Garifee (2012), this computed value has the potential to provide an accurate measurement of the construct as much as 92% of the time. Therefore, this instrument was employed by the researcher to collect information from the subjects of the study. Studying item-wise reliability coefficients is made possible in Appendix-E.

Table 3.4 Component-wise reliability co-efficient of WIHIC questionnaire

Scales	Cronbach's Alpha
Students' cohesiveness	.875
Teacher support	.866
Involvement	.868
Equity	.883
Motivation	.876

According to Table 3.4, which displays the reliability coefficients of the WIHIC by component, all of them have satisfactory values. Moreover, the scale is a valid indicator of how well university courses foster knowledge acquisition, which sheds light on the matter.

Table 3.5 Cumulative reliability co-efficient of ESI questionnaire for Teachers

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.929	.930	32

Above, you can see the table that explains the dependability coefficient of ESI for instructors. A Cronbach's Alpha score of.929 indicates that the instrument has a 93% confidence level in measuring the construct. The instrument can also be used to collect data from the sample group, as shown in the table explanation above. Appendix F provides access to the item-wise reliability coefficient.

Table 3.6 Component-wise reliability co-efficient of ESI questionnaire

Scales	Cronbach's Alpha
Self-awareness	.879
Self-management	.867
Social-awareness	.878
Relational management	.882

The component-wise reliability of the ESI questionnaire is displayed in Table 3.6. In comparison to the criteria laid out by Garifee (2012), the reliability coefficient values for each of

the four components are adequate. Before assessing the questionnaire's overall dependability and, later, its component-wise reliability, the researcher felt comfortable giving it to the study's sample group.

Validity

The major objective of the research was to assess the effectiveness of self-awareness, social awareness, relationship management, and self-management in both students and instructors. Experts in the field checked the instrument's validity and suggested changes that brought the total number of elements down from 50 to 32. The classroom climate was assessed using the standardised WIHIC survey. With 50 questions assessed, Tom's reliability coefficient was 0.72; the questionnaire, on the other hand, had a high reliability coefficient of 0.91.
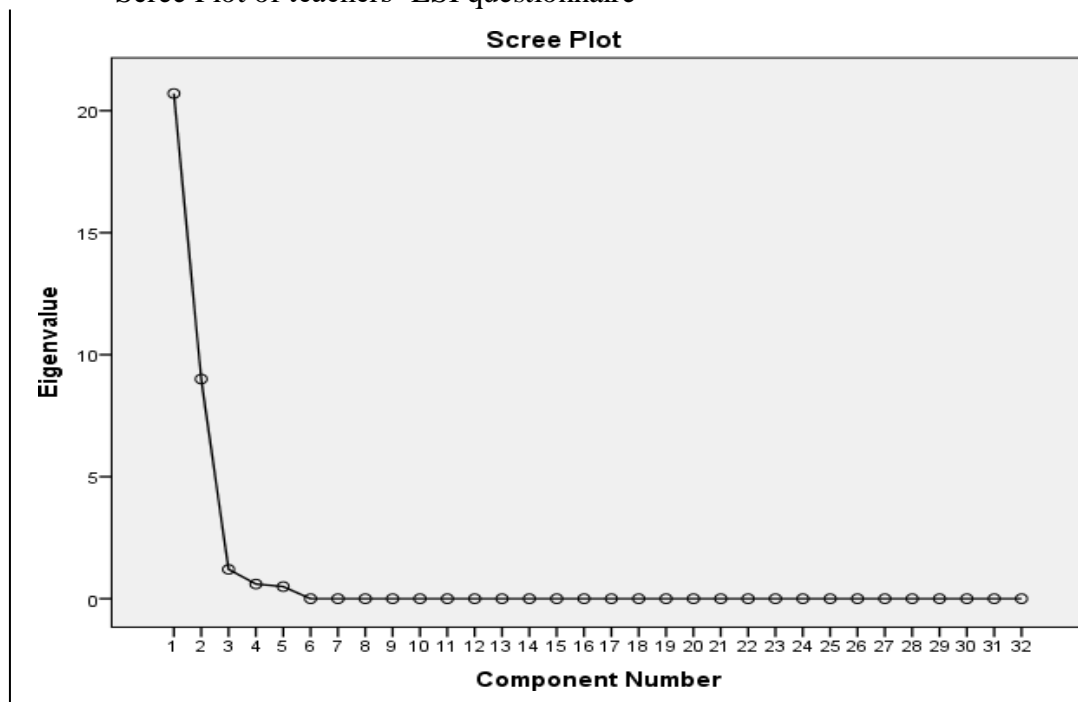
Scree Plot of teachers' ESI questionnaire

Figure 3.4 Scree Plot of the teachers' ESI tool: Source- SPSS version 20.
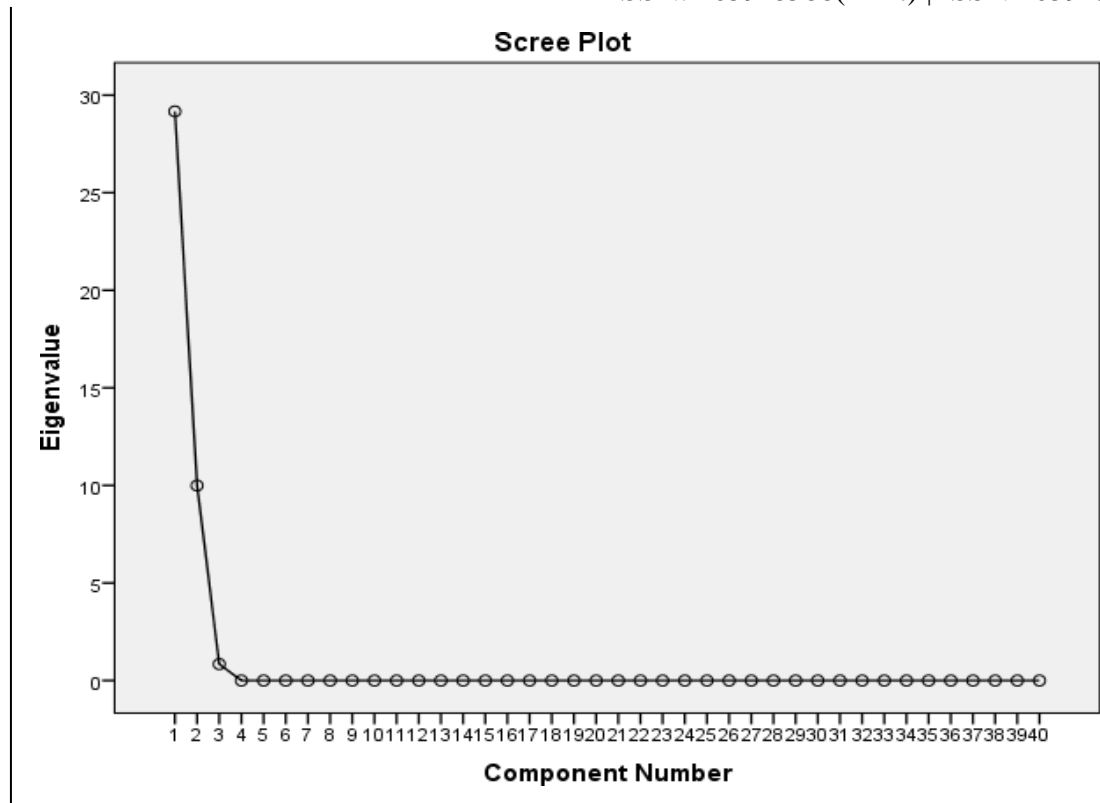
Figure 3.5 Scree Plot of the students' WIHIC instruments: Source- SPSS version 20.

The interview protocol was pilot tested in March 2017 to ensure its validity, correctness, morphology, and application. We interviewed six institution experts and revised the questions according to their comments to make sure they were clear, concise, reasonable, and accurate.

DATA COLLECTION

Collecting primary data is crucial for empirical investigations, particularly in research cultures that are still in their early stages. The researcher interviewed all university staff and students using standard interview techniques and gave each one an ESI and WIHIC. The data was collected through interviews, emails, and the courier service of the Pakistan Postal Service. Although some respondents preferred email due to their hectic schedules, others resorted to courier services and sent stamped envelopes. All interviews were conducted in person and audio recordings were allowed with the exception of three with female respondents. When gathering and analysing this data, we used both quantitative and qualitative techniques. In order to analyse the study and verify the validity of the students' responses, this technique proved to be effective.
Study 1: Quantitative study

Creswell (2015) uses both quantitative and qualitative techniques of behaviour measurement, including surveys and interviews, to explore the relationship between EI and the learning environment in the classroom. Emotional social intelligence (ESSI) varies throughout fields of study, based on factors such as gender, the characteristics of the classroom setting, and teachers' own assessments of their own ESSI.
Study 2: Qualitative study

Examining how ESI relates to university classroom settings is the primary goal of this research. Interviews with students are conducted as part of both quantitative and qualitative research in order to understand their viewpoints. Phenomenology, the foundational discipline of qualitative research, places great emphasis on the relevance of the subject's own subjective perception and experience. Understanding preconceived notions is crucial for the investigator, since their own ideas are shaped by their relationships, conversations, and interactions with others.

DATA ANALYSIS

Utilising SPSS version 20, the researcher conducted an analysis on quantitative data collected from a representative sample. In order to define the data, descriptive and inferential statistics like standard deviation and mean were used. To find differences between the segments, we utilised inferential statistics such as the independent sample t-test and ANOVA. The effect magnitude was calculated using Cohen's D. Another goal of the research that utilised Pearson correlation was to determine the strength of the link between Emotional Social Intelligence and classroom setting quality. By using theme analysis approaches, the quantitative and qualitative data may be connected and validated.

DATA ANALYSIS

In order to achieve the research objectives, the analysis is detailed in this chapter. The data analysis for this investigation was carried out using the statistical analysis application SPSSTM (version 17.0).

Reliability of the Research

Based on the dependability measure, it was determined that the questions were accurate and fair. The study's findings were consistent. To guarantee a comprehensive comprehension of the reliability of the gathered data, the reliability study is conducted in each concept area of the research study. According to reliability studies, the following measures—intrinsic motivation, cultural shift, and technical advancement—have Cronbach's alpha values greater than 0.7, indicating that they are reliable. Although it has a rating of 0.697, which is slightly below 0.7, the questions are valid enough to investigate the topic of culture change, thus it is worth mentioning.

Descriptive Analysis

Since we have confirmed that the questions have correctly retrieved the data, we can examine the data's frequency and distribution. The survey data includes a total of five possible responses. The analysis of the questionnaire respondents relies heavily on these responses, which can be categorised into multiple types.

Descriptive Statistics Table: 4.1

	N	Minimum	Maximum	Mean	Std. Deviation
totalauthor	450	16	30	22.40	2.832
totaldemo	450	15	30	23.02	2.742
Totlfacil	450	13	30	21.64	3.121
totalsituat	450	13	30	19.56	2.898
granttotal	450	64	120	86.61	8.240
Valid N (listwise)	450				

Table 4.1 displays the descriptive data, which show that out of 450 individuals, there was a mean of 22.240 and a standard deviation of 2.832. The lowest possible number is 16, while the highest is 30. A total of four hundred fifty demos are within the 15–30 feasible range. A standard deviation of 2.742 is associated with the demo's mean value of 23.1. Out of 450 total facilitators, students' standard deviations are 3.121, means are 21.64, and range from 13 to 30. There are 450 pupils in the circumstance, with a range of 13–30, a mean of 19.56, and a standard deviation of 2.898. There are a total of 450 grants, with values ranging from 64 to 120, an average of 86.61, and a standard deviation of 8.240. The acceptable list-wise values in the table are 450.

T-Test

By comparing the two variables, the T-Test can determine which one is more crucial for getting the right answer. This table displays the grammar of the T-Test group categorised by gender and institution. Based on the examples, this table shows the statistical data that depends on the analysis variables. We have checked all the data that was out of range or missing. This leads us to believe that the designated recipients of the missing data are likewise not present. The total number of authors, demos, facilitators, scenarios, and grants is represented by the quantities indicated in the tables.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
total author	Male	200	22.22	3.049	.216
	Female	250	22.54	2.643	.167
totaldemo	Male	200	23.45	2.583	.183
	Female	250	22.67	2.821	.178
Totlfacil	Male	200	22.05	3.379	.239
	Female	250	21.31	2.863	.181
totalsituat	Male	200	20.06	3.618	.256
	Female	250	19.16	2.079	.131
granttotal	Male	200	87.77	9.433	.667
	Female	250	85.69	7.028	.445

Table: 4.2

The table presents group statistics for both male and female authors, with a total of 200 participants. The mean for male authors is 22.22, with a student deviation of 3.049 and a student error mean of.216. Female authors have a mean of 22.54, with a student deviation of 2.643 and a student error mean of.167. The total number of male and female facilitators is 200, with a mean of 22.05 and a student deviation of 3.379 and a student error mean of.239.

Discussion

		Levene's Test for Equality of Variances				
		F	Sig.	T	Df	Sig. (2-tailed)
Total author	Equal variances assumed	2.630	.106	-1.225	448	.221
	Equal variances not assumed			-1.206	395.901	.229
Totaldemo	Equal variances assumed	3.958	.047	2.998	448	.003
	Equal variances not assumed			3.028	439.878	.003
Totlfacil	Equal variances assumed	9.823	.002	2.504	448	.013
	Equal variances not assumed			2.458	390.317	.014
Totalsituat	Equal variances assumed	33.925	.000	3.295	448	.001
	Equal variances not assumed			3.115	301.212	.002
Total	Equal variances assumed	10.610	.001	2.675	448	.008
	Equal variances not assumed			2.591	358.490	.010

Table: 4.3

The independent sample test table presents a table for test equality and variances, with the t-test for equality of means and differences. The table divides the total author into equal variances assumed and equal variances not assumed. The mean difference is -.329, with a student error difference of.269 and a confidence interval of -.857 and -.199. The total demo has two variances, with a mean difference of.773 and a student error difference of.258, with a confidence interval of.266, and an upper confidence interval of 1.280. The total facilitation has two different variances, with a mean difference of.737 and a student error difference of.294, with a confidence interval of.158 and 1.316. The total facilitation has a mean difference of.896, a student error difference of.272, and a confidence interval of.362. The final variable is the grant total with an equal variance assumed difference of 448, a student error difference of.776, and a confidence interval of.551 and 3.603.

Group Statistics

	sector	N	Mean	Std. Deviation	Std. Error Mean
totalauthor	Public	225	22.68	2.355	.157
	Private	225	22.11	3.220	.215
totaldemo	Public	225	22.98	2.478	.165
	Private	225	23.05	2.987	.199
Totlfacil	Public	225	20.75	2.811	.187
	Private	225	22.52	3.171	.211
totalsituat	Public	225	18.16	1.840	.123
	Private	225	20.96	3.082	.205
granttotal	Public	225	84.58	6.082	.405
	Private	225	88.64	9.529	.635

Table: 4.4

The table presents group statistics with differences in sectors like public and private. In the public sector, the mean is 22.68, with a student's deviation of 2.355 and a student error of.157. In the private sector, the mean is 22.11, with a student's deviation of 3.220 and an error of.215. The total facilitation in the public sector is 20.75, with a student deviation of 2.811 and an error of.187. In the private sector, the mean is 22.52, with a student deviation of 3.171 and an error of.211.

| | | Levene's Test for Equality of Variances | | | | |
		F	Sig.	t	df	Sig. (2-tailed)
totalauthor	Equal variances assumed	17.996	.000	2.156	448	.032
	Equal variances not assumed			2.156	410.361	.032
totaldemo	Equal variances assumed	8.703	.003	-.258	448	.797
	Equal variances not assumed			-.258	433.254	.797
Totlfacil	Equal variances assumed	5.126	.024	-6.262	448	.000
	Equal variances not assumed			-6.262	441.655	.000
totalsituat	Equal variances assumed	28.837	.000	-11.720	448	.000
	Equal variances not assumed			-11.720	365.661	.000
granttotal	Equal variances assumed	29.903	.000	-5.396	448	.000
	Equal variances not assumed			-5.396	380.542	.000

Table: 4.5

The independent sample test table shows a table for test equality and variances, and a t-test for equality of means and differences. The table divides the total author into equal variances

assumed and not assumed. The mean difference is.032, with a confidence interval of 6.626 and 441.655. The total demo has two variances assumed, with a confidence interval of.258, and a confidence interval of.365.661.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total author	450	16	30	22.40	2.832
Totaldemo	450	15	30	23.02	2.742
Totlfacil	450	13	30	21.64	3.121
Totalsituat	450	13	30	19.56	2.898
Granttotal	450	64	120	86.61	8.240
Valid N (listwise)	450				

Table: 4.6

The table presents descriptive statistics for 450 participants, with a mean of 22.40 and a student deviation of 2.832. The minimum and maximum descriptions are 15, 23, and 30, respectively. The total situation is 19, 56, and the grant total is 120, with a mean of 86.61 and a student deviation of 8.240.

Table: 4.7

	Gender	Mean	Std. Deviation
Totalauthor	Male	22.22	3.049
	Female	22.54	2.643
Totaldemo	Male	23.45	2.583
	Female	22.67	2.821
Totlfacil	Male	22.05	3.379
	Female	21.31	2.863
Totalsituat	Male	20.06	3.618
	Female	19.16	2.079
Granttotal	Male	87.77	9.433
	Female	85.69	7.028

The table discusses participant gender with mean and student deviation. Male gender has a mean of 22.22 and a student deviation of 3.049, while females have a mean of 22.54 and a student deviation of 2.643. Total facilitation has a mean of 22.05 and a student deviation of 3.379, while situation has a mean of 20.06 and a student deviation of 3.618.

Table: 4.8

| | | Levene's Test for Equality of Variances | | | | |
		F	Sig.	t	df	Sig. (2-tailed)
totalauthor	Equal variances assumed	2.630	.106	-1.225	448	.221
	Equal variances not assumed			-1.206	395.901	.229
totaldemo	Equal variances assumed	3.958	.047	2.998	448	.003
	Equal variances not assumed			3.028	439.878	.003
Totlfacil	Equal variances assumed	9.823	.002	2.504	448	.013
	Equal variances not assumed			2.458	390.317	.014
totalsituat	Equal variances assumed	33.925	.000	3.295	448	.001
	Equal variances not assumed			3.115	301.212	.002
granttotal	Equal variances assumed	10.610	.001	2.675	448	.008
	Equal variances not assumed			2.591	358.490	.010

The independent sample test table presents Levene's Test for Equality of Variances for the equality of means and differences. The table divides the total author into equal variances assumed and not assumed. The mean differences are 448, with a confidence interval of 1.280. The total demo has two variances, with a mean difference of.773, and a confidence interval of 1.280. The total facilitation has two different variances, with a mean difference of.737 and a confidence interval of.158. The total facilitation has two variances, with a mean difference of.896, a student error mean of.272, and a confidence interval of.362. The final variable is the grant total, with a mean difference of 2.077, a student error difference of.776, and a confidence interval of.551 and 3.603.

	Sector	Mean	Std. Deviation
Totalauthor	Public	22.68	2.355
	Private	22.11	3.220
Totaldemo	Public	22.98	2.478
	Private	23.05	2.987
Totlfacil	Public	20.75	2.811
	Private	22.52	3.171
Totalsituat	Public	18.16	1.840
	Private	20.96	3.082
Granttotal	Public	84.58	6.082
	Private	88.64	9.529

Table: 4.9

The table presents group statistics with differences in sectors like public and private. In the public sector, 225 participants had a mean of 22.68, while in the private sector, 22.11 and 3.220 participants had a mean of 22.11. The total facilitation in the public sector was 20.75, while in the private sector, 22.52 and 3.171 had a mean of 2.811. The grant total in the public sector was 84.58, while in the private sector, it was 88.64.

| | | Levene's Test for Equality of Variances | | | | |
		F	Sig.	t	df	Sig. (2-tailed)
totalauthor	Equal variances assumed	17.996	.000	2.156	448	.032
	Equal variances not assumed			2.156	410.361	.032
totaldemo	Equal variances assumed	8.703	.003	-.258	448	.797
	Equal variances not assumed			-.258	433.254	.797
Totlfacil	Equal variances assumed	5.126	.024	-6.262	448	.000
	Equal variances not assumed			-6.262	441.655	.000
totalsituat	Equal variances assumed	28.837	.000	-11.720	448	.000
	Equal variances not assumed			-11.720	365.661	.000
granttotal	Equal variances assumed	29.903	.000	-5.396	448	.000
	Equal variances not assumed			-5.396	380.542	.000

Table: 4.10

The independent sample test table includes variables for test equality and variances, and Levene's Test for Equality of Variances for equality of means and differences. The table divides the total author into equal variances assumed and equal variances not assumed. The total author has four rows with varying mean differences, with a confidence interval of.266,.266, and 1.280. The total demo has two rows with varying mean differences, with a confidence interval of.271,.271, and 1.275. The total facilitation has two different variances, with a confidence interval of.158 and 1.316. The total facilitation in equal variance is not assumed, with a confidence interval of.362, and a confidence interval of.430. The final variable in equal variance is not assumed, with a mean difference of 2.077.

Discussion

In an effort to gain a deeper grasp of self-awareness's relationship to leadership conduct, this study sought to quantify it using a method that transcends Psychological Empowerment and difference scores. Our working hypothesis was that leaders' behavioural choices would have a positive correlation with their self-reported IQ, CS, and TL; furthermore, we anticipated that leaders' correlational self-awareness scores would have a positive correlation with their leadership style; and finally, we anticipated that leaders' lower self-awareness difference scores would have a positive correlation with their leadership style. As part of the research design, a variety of relevant organisations were surveyed, and the survey instruments' validity and reliability were checked by third parties. Specifically, we set out to determine how self-awareness relates to how followers evaluate their leaders' performance. But contradictory results suggested there was no connection between self-awareness and leadership. Employees' impressions of a leader's actions were unrelated to their self-awareness difference

scores, as predicted. Examining the novel correlational self-awareness measure in comparison to earlier approaches, the study employed correlational self-awareness measures. That managers' views of themselves did not vary with employees' levels of self-awareness could be one explanation, while another could be that self-awareness assessment techniques are not sensitive enough to identify statistically significant degrees of self-awareness. Depending on the research design used, the results may need to be qualified. However, contrary to predictions, there is no association between self-awareness and leader behaviour, even if the introduction gave enough reason to administer the self-awareness test numerous times. This contradicts the hypothesis that managers' self-awareness and their ability to forecast leader behaviour may have been revealed by the difference score technique.

Conclusion and Findings

Leaders in educational institutions are most successful when they possess high levels of emotional and social intelligence (ESI). This study's results suggest a link between educational leaders' ESI and leadership strategies that affect students' academic performance. As a result, leaders with high ESI are more capable of creating and maintaining a conducive learning environment for their pupils, as well as of establishing and maintaining order in the classroom. The results show that different leadership development courses are needed for different sectors and based on gender. Incorporating ESI training into leadership development programmes with the goal of improving schools is recommended by the results.

Future Suggestions

- Integration of ESI in Leadership Training: ESI training should form part of leadership programmes in educational institutions since school leaders should know how to handle emotions as well introduce effective procedures that can be used to achieve this.

- Further Research on ESI in Different Contexts: It would to useful to identify, for example, whether ESI enhances leadership in primary schools, in universities, or in different cultures.

- Longitudinal Studies on ESI Development: Following up the participants, and consequently the development of ESI, in order to assess growth of ESI in school leaders after a period of time would be another beneficial approach that can serve to understand the long term impact of ESI training on leaders and students.

- ESI and Student Achievement: Exploring a direct relationship between school leaders' ESI and the students' academic performance may help to strengthen the defence of the ESI in educational leadership.

- Policy Implications: Accordingly, the study recommends that the policymakers should include the ESI assessments in the process of recruiting and appraising the school leaders with wholesome emotional and social competencies.

References

Bar-On, R. (2006). *The Bar-On Model of Emotional-Social Intelligence (ESI)*.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.

Bass, B. M., & Avolio, B. J. (1993). *Transformational leadership and organizational culture*. *International Journal of Public Administration*, 18(3-4), 453-484.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

Creswell, J. W. (2015). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.

Elenkov, D. S., Judge, W., & Wright, P. (2005). *Strategic leadership and the role of the CEO in organizational innovation*.

Flick, U. (2018). *An Introduction to Qualitative Research*. London: Sage Publications.

Foltin & Keller (2012) - Discussed the role of emotional intelligence in managing change within organizations.

Gardner (2008) - Hinted at the futility of searching for "pure" intelligence after extensive examination of the Multiple Intelligence theory.

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.

Goleman (2006) - Initially defined social intelligence within the construct of emotional intelligence, particularly regarding teachers and students in a learning environment.

Guilford, J. P. (1959). *Traits of Creativity and Their Measurement*. In R. J. Sternberg (Ed.), *Handbook of Creativity* (pp. 1-24). Cambridge University Press.

Ledoux (2012) - Listed the four main skills that constitute social intelligence.

Mayer, J. D., & Salovey, P. (1990). *Emotional Intelligence*. Imagination, Cognition and Personality, 9(3), 185-211.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation*. San Francisco: Jossey-Bass.

Qualter et al. (2012) - Emphasized the need for additional research to improve comprehension of social intelligence theory.

Spillane, J. P. (2006). *Distributed leadership*. San Francisco: Jossey-Bass.

Süß, H.-M., Weis, S., & Seidel, T. (2005). *Intelligence and Competence: A Discriminative Approach. European Journal of Psychological Assessment*, 21(1), 38-45.

Thorndike (1920) - Marked the beginning of the discussion on social intelligence, emphasizing its importance in classroom learning.

Thorndike, E. L. (1920). *Intelligence and its Use. Harvard Educational Review*, 40(2), 228-238.