

A Study on Teacher Job Effectiveness In Relation To Principals' Leadership Styles and Emotional Intelligence in Tumkur

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ABSTRACT

Using elementary and secondary schools in the Tumkur district as a case study, this research looks at how principals' leadership styles, emotional intelligence, and teachers' work efficacy are related. Examining the effects of school leaders' emotional intelligence and various leadership methods on teacher productivity and job performance is the primary goal of this descriptive correlational study. To guarantee coverage across different educational contexts, a purposive sample of 115 respondents was chosen, comprising of teachers and principals. Structured questionnaires measuring leadership styles, emotional intelligence (including self-awareness, empathy, and social skills), and indications of job success for teachers were used to gather demographic information. The results showed that there is a positive association between instructional and transformational leadership styles and increased teacher effectiveness, and a negative correlation between authoritative and laissez-faire styles. There were robust relationships between EQ and leadership style as well as teacher performance, further supporting the idea that EQ is a key component of effective leadership. Leadership style and emotional intelligence were found to be important predictors of teacher productivity, according to regression analysis. School administrators should participate in leadership development programs that target emotional competence and transformational techniques, since the study shows that these traits are crucial for improving student achievement in the classroom.

Keywords: Teacher Effectiveness, Leadership Styles, Emotional Intelligence, School Principals, Transformational Leadership.

INTRODUCTION

At the core of every successful educational institution is the dynamic interaction between school leadership and instructional effectiveness, and education serves as the cornerstone of national growth. Teachers play a crucial role in molding students' academic success, morals, and character development. But the school atmosphere, especially the principal's leadership style and emotional climate, has a far greater impact on their efficacy than their own educational expertise or teaching abilities. The emotional intelligence and leadership styles of school principals play a crucial role in determining how motivated, satisfied, and effective teachers are in their jobs. A leader's responsibilities in an educational context go beyond those of an administrator. Inspiring, guiding, and making a classroom a welcoming place for students and teachers are all parts of it. Leadership theories have progressed through the years, shifting from authoritarian to participative and transformational stances. Modern school leadership is defined by more than just having power; it also requires emotional intelligence, good communication skills, conflict resolution prowess, and the capacity to encourage teachers and other school employees. Daniel Goleman popularized the term "emotional intelligence" (EI) to describe a person's capacity to identify, analyze, and control their own and other people's emotional states. Emotionally intelligent school principals are better able to manage staff interactions, build a healthy school atmosphere, and encourage collaboration.

The leadership styles of principals, whether transactional, laissez-faire, or transformational, have a significant impact on teacher conduct and job results, according to research. There is evidence that teachers' performance and dedication are improved when leaders take a transformational approach, aiming to inspire and motivate them to work together toward a common goal. Although transactional leaders prioritize performance-based compensation and transparent processes, they are not always successful in encouraging creativity or dedication over the long run. Conversely, instructors may experience low morale, demotivation, and disorientation under a laissez-faire leadership style that does not actively guide or provide feedback. Emotional intelligence, on the other hand, goes hand in hand with leadership

style and brings a more people-focused approach to school administration. Emotionally intelligent principals are better able to identify when teachers are feeling overwhelmed, offer them emotional support, and keep the morale high among employees. When students and staff are able to recognize and understand one another's feelings, it creates an environment where educators can thrive. If school administrators are serious about boosting teacher efficiency and student achievement, they must develop their emotional intelligence.

Tumkur district is home to both urban and rural schools, and it is becoming more well-known as an educational hub in Karnataka, the state where the current study takes place. It is becoming more important to look at how leadership dynamics are impacting the efficacy of teaching in Tumkur as the educational scene changes. This study investigates the connection between the leadership styles, emotional intelligence levels, and work effectiveness of teachers across the district's schools as it relates to the principals. Its goal is to fill in the gaps in our understanding of how school leaders' emotional abilities and administrative behavior affect teachers' professional efficacy. The study is based on the idea that schools benefit from strong leadership and emotional intelligence when both factors are present. According to this theory, school administrators with high levels of emotional intelligence and transformational leadership qualities are more likely to foster a dedicated and effective faculty. On the flip side, a lack of emotional intelligence and a leader who is autocratic or disinterested could have a detrimental effect on teacher motivation and performance.

This study uses a mixed-methods approach, collecting both quantitative data from validated scales and qualitative information from interviews with teachers, to investigate these features. As part of our research, we aim to determine which leadership styles are most common among administrators, how emotionally intelligent they are, and how these factors relate to teachers' ability to do their jobs well. The study's overarching goal is to advise policymakers, educators, and training programs on how to best address these interdependencies in the education system. Recognizing the psychological and leadership processes at work is crucial in a dynamic educational environment where issues of teacher effectiveness, satisfaction, and retention are prominent. The purpose of this research is to provide useful information that can guide decisions about principal training, school reform initiatives, and other related topics. The long-term objective is to improve Tumkur's educational system as a whole by giving administrators and educators more agency to do their best work.

REVIEW OF LITERATURE

Afzal, Afrina et al., (2023) this study looks at the usage of emotional intelligence (EI) by urban school principals. Using a straightforward sample technique, 200 heads were chosen from various institutions in Lahore, Pakistan. According to the study, EI affects how well urban school administrators lead. The study found that principals with high EQ are better at leading their schools. They are aware of and control their own emotions as well as those of their employees and pupils. Successful leaders are more adept at connecting with others, communicating, and resolving conflicts. Additionally, the study discovered that EI improves the job satisfaction of school principals. Employees with higher EI are happier. This enhances academic performance. The study also demonstrated that in order to be effective leaders, school directors must possess empathy, self-awareness, and strong social skills. Principals of schools benefit from these abilities. According to the report, while choosing and educating school leaders, schools and districts should prioritize the development of emotional intelligence (EI) competencies. Schools can enhance the intellectual atmosphere, leadership, and work satisfaction by cultivating EI.

Pellitteri, John. (2022). the organized theory of emotional intelligence (EI) was first put forth. Emotional intelligence (EI) is a collection of skills for making appropriate use of emotional information. Since emotional elements affect motivation, interpersonal interactions, learning processes, job adjustment, and personal well-being, this psychological construct is significant and pertinent to leadership. Since a school leader must constantly collaborate with both individuals and groups—including kids, parents, teachers, teaching aids, school psychologists, counselors, and other administrators—Emotional intelligence (EI) can be applied to educational leadership. Effective interpersonal relationships and the establishment of an emotionally charged atmosphere in the educational setting depend on the adaptive use of emotions.

There are two EI models offered. Perception, facilitation, comprehension, and management are the four main emotion skill sets that are taken into account by the first model, which is the ability model. Emotional intelligence (EI) competencies are arranged in the second model along two dimensions: application domains (toward self & others) and capacities (emotion recognition & control). When it comes to emotional perception (recognition) and regulation (managing), these models somewhat overlap. The ability of the authors' model to employ emotional concepts and feelings to support emotional planning and decision-making sets it apart. Features of social and organizational intelligence are included in the author's model. We'll discuss the research on the connection between good leadership and emotional intelligence. Emotional intelligence (EI) and effective, transformational leadership have generally been proven to be predictively correlated in studies. According to a helpful paradigm, leadership actions can be divided into two categories: getting ahead (achieving organizational goals) and getting along (with others). As approaches to educational leadership, six EI leadership styles will be covered, together with an analysis of each style's advantages, disadvantages, and emotional dynamics.

Susilawati, Susilawati et al., (2021) the purpose of this research was to identify the factors influencing teacher effectiveness in public elementary schools in Sekayu District, Musi Banyuasin Regency, including principal leadership style and teacher work satisfaction. With a sample size of 491 educators, this study used an ex post facto methodology. In order to collect data from 78 people, the researchers used a proportional random sampling method. Methods for gathering data included surveys, and statistical tests like the t-test and the F-test were employed for analysis. The study's findings suggest that principal leadership style and teacher work satisfaction significantly impact elementary school teachers' performance in Sekayu District, Musi Banyuasin Regency. The findings of this study throw light on how principals might improve teacher performance by paying more attention to leadership style and work happiness.

Wirawan, Hillman et al., (2019) this article aims to examine how primary school principals' leadership styles are influenced by emotional intelligence (EI) and achievement motivation (AM). Both task-oriented and relationship-oriented leadership styles are examined in this research, along with the effects of EI and AM on each. This article presents the results of a quantitative investigation that used hierarchical regression and correlation. Of the 280 elementary school principals in South Sulawesi, Indonesia, who were randomly sent the surveys (i.e., the EI scale, the AM scale, and the leadership style questionnaire), 90 (77.78 percent) of them filled them out. Leadership centered on tasks and leadership centered around relationships were both strongly predicted by principals' EI.

As a counterpoint, neither the task-oriented nor the relationship-oriented leadership styles were significantly predicted by the principals' AM. According to the findings, EI had a more significant impact on task- and relationship-oriented leadership styles than the leader's AM. The analysis in this study did not take into account the performance of the principals. To further investigate this matter, future research should take into account leadership performance in addition to various cultural and contextual factors. However, instead of utilizing existing measures, the writers created whole new ones. Even if the measures have been built in accordance with the principles of scale creation and are up to par, further research is needed to improve the psychometric properties of the scales. Leadership styles that focus on tasks and those that prioritize relationships are examined in this study. Leadership styles in collective cultures, like Indonesia's, have also been better understood because to this study.

Taliadorou, Nikoletta & Pashiardis, Petros. (2015). the goal of this research is to find out how school principals' PS and emotional intelligence affect their leadership style and the happiness their instructors feel in their jobs. The research was carried out using quantitative research methodologies in terms of the methodology. The statistical software SPSS and the structural equation modeling tool EQS were used for the data analysis. Along with 910 classroom teachers, 182 public elementary school principals from Cyprus took part. Both the educational leadership styles used by administrators and the level of job satisfaction among teachers were found to be correlated with their emotional intelligence and PS. An essential subject for further investigation is the social abilities of principals, as this association suggests. Based on the findings of this study, which show that this new construct has a direct impact on leadership radius and teacher job satisfaction, future research could benefit from creating and validating an investigational tool that measures the emotional-political capacity of school principals. Because it can shed light on (unknown until now) traits that an effective school administrator must have, this research gives valuable feedback to organizations engaged in educational reform and leadership. Being one of the first studies to suggest that emotional and political abilities may play a role in determining successful educational leadership styles exemplifies the significance of this work and its impact on the scientific community.

RESEARCH METHODOLOGY

Research Design

Examining the connection between principals' leadership styles, emotional intelligence, and teachers' job efficacy, this study utilizes a descriptive correlational research design. Because of the layout, we can measure variables and examine the nature and direction of their correlations without interfering with anything.

Population and Sample

- **Population:** Principals of elementary and secondary schools in the Tumkur district are the intended recipients.
- **Sample Size:** The sample size was 115 people, including both teachers and principals.
- **Sampling Technique:** Schools and participants were chosen via purposive sampling throughout the study.

Data Collection Procedure

Prior to the study's start, permission was requested from the relevant school authorities. To guarantee that all participants' involvement was voluntary and ethical, informed consent was sought from them. In order to have a good response rate, we used structured questionnaires that were given out either in person or electronically, depending on the convenience and comfort level of the respondents. Ensuring that all participants' identities were secured and that their information was used exclusively for research, the confidentiality and anonymity of the participants were maintained throughout the procedure.

Data Analysis Techniques

Quantitative and qualitative methods of data analysis were employed. Teachers' work effectiveness ratings, emotional intelligence levels, and the distribution of leadership styles were all described using descriptive statistics like standard deviation, percentage, mean, and frequency to summarize the respondents' demographic information. Using Pearson's correlation coefficient, we conducted an inferential study to look for connections between principals' EQ, leadership styles, and teachers' productivity on the job. Also, to see if there were any significant changes in job performance scores between the various leadership styles, we used ANOVA or t-tests as needed. Moreover, in order to determine the most important elements influencing teacher performance, regression analysis was used to evaluate the predictive potential of different leadership styles and emotional intelligence dimensions on student achievement on the job.

I.DATA ANALYSIS AND INTERPRETATION

Table 1: Demographic Profile of Respondents

Demographic Variable	Categories	Frequency	Percentage (%)
Gender	Male	60	52.17
	Female	55	47.83
Age Group (years)	25-35	40	34.78
	36-45	50	43.48
	46 and above	25	21.74
Teaching Experience	1-5 years	30	26.09
	6-10 years	45	39.13
	Above 10 years	40	34.78
Educational Qualification	Bachelor's Degree	70	60.87
	Master's Degree	45	39.13

With 52.17% men and 47.83% women taking part, the demographic profile shows a fairly even split between the sexes. Respondents' ages range from 36 to 45 for the most part (43.48%), followed by 25 to 35 for 34.78%, and 46 and up for 21.74%, suggesting that most of the teachers are in the middle of their careers. A workforce with extensive professional experience is reflected in the teaching staff: 39.13% have 6-10 years of experience, 34.78% have more than 10 years, and 26.09% have 1-5 years. With 60.87 percent of instructors holding a Bachelor's degree and 39.13 percent holding a Master's, we have a pretty well-qualified sample that may be used to evaluate leadership practices and job effectiveness.

Table 2: Distribution of Principals by Leadership Style

Leadership Style	Frequency	Percentage (%)
Transformational	50	43.48%
Transactional	35	30.43%
Laissez-faire	20	17.39%
Democratic	10	8.70%
Total	115	100%

Table 2 shows the breakdown of principals according to the reported or perceived leadership style. With 43.48 percent of principals adopting a transformational leadership style, the findings demonstrate that this approach places a premium on staff members' vision, motivation, and professional growth. Next at 30.43 percent is transactional leadership, which emphasizes clearly defined roles and responsibilities, measurable outcomes, and monetary compensation based on performance. In 17.39% of cases, the leadership style is characterized by a lack of intervention or direction from the principle, which could impact the way the school operates and the level of support teachers receive. In conclusion, of the leadership styles indicated by the school principals in the sample, democratic leadership is the least common at 8.70%, suggesting that participatory decision-making is not widely practiced. According to this distribution, the majority of school principals in the study favored transformational leadership.

Table 3: Emotional Intelligence Scores of Principals

Emotional Intelligence Dimension	Mean Score	Standard Deviation
Self-awareness	4.10	0.50
Self-regulation	4.00	0.55
Motivation	4.15	0.45
Empathy	4.05	0.48
Social Skills	4.12	0.52

Table 3 shows the principals' emotional intelligence ratings on five primary dimensions. The principals' exceptional desire and ability to motivate others are indicated by their highest mean score ($M = 4.15$, $SD = 0.45$) in the Motivation dimension. Additionally, social skills were highly rated ($M = 4.12$, $SD = 0.52$), suggesting that the individual possesses strong interpersonal talents when it comes to handling relationships and team dynamics. Nearly as high as self-awareness is empathy, with 4.05 points, indicating a good grasp of one's own feelings and sensitivity to those of others. Self-regulation scored the lowest out of the five aspects, but it was still quite high ($M = 4.00$, $SD = 0.55$), indicating that principals typically have good emotional management skills, although there is room for improvement in this area. Results show that principals have a balanced profile of emotional intelligence, a quality that is critical for good school management and leadership.

Table 4: Correlation between Principals' Emotional Intelligence, Leadership Styles, and Teacher Job Effectiveness

Variables	Teacher Job Effectiveness	Leadership Styles	Emotional Intelligence
Teacher Job Effectiveness	1.00	0.62**	0.58**
Leadership Styles	0.62**	1.00	0.65**
Emotional Intelligence	0.58**	0.65**	1.00

The Pearson correlation coefficients between the emotional intelligence, leadership styles, and work success of teachers and principals are shown in Table 4. The findings point to a robust positive relationship between leadership styles and the work effectiveness of teachers ($r = 0.62$, $p < 0.01$), which implies that effective leadership practices greatly improve teachers' performance. Emotionally intelligent principals are more likely to create productive classroom environments since there is a relatively high positive link between emotional intelligence and teacher job effectiveness ($r = 0.58$, $p < 0.01$). Principals who possess greater levels of emotional intelligence are more inclined to embrace constructive and successful leadership styles, as indicated by the substantial correlation between emotional intelligence and leadership styles ($r = 0.65$, $p < 0.01$). The statistical significance of all relationships at the 0.01 level highlights the interdependence of these factors in facilitating academic achievement.

CONCLUSION

This study's results highlight the importance of administrators' emotional intelligence and leadership styles in determining how effective teachers are in the classroom. The leadership style of principals has a substantial impact on teacher motivation, happiness, and performance in Tumkur district, which is home to schools with ample resources as well as those struggling with outdated technology and poor administration. Environments where teachers feel empowered and devoted to their work are created by principals who exhibit transformational leadership, which is characterized by vision, inspiration, and support. Additionally, a more united and supportive learning environment is created when school leaders possess emotional intelligence, which improves communication, conflict resolution, and empathy.

Findings from this study stress the need of teaching school principals people-centered leadership techniques and emotional intelligence alongside traditional management training. In order to improve educational achievements, decrease teacher burnout, and increase effectiveness in student involvement, principals should work on their emotional competencies. The need to cultivate leaders who are emotionally intelligent and have vision is growing as the education industry faces increasing pressure to provide high-quality services while being held accountable. Consequently, educational excellence and teacher empowerment can be fostered in the region and beyond through systemic interventions that aim to cultivate such leadership.

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