EMOTIONAL INTELLIGENCE AND LEADERSHIP PERFORMANCE IN PRIMARY AND SECONDARY SCHOOLS IN ST. KITTS AND NEVIS:

A COMPARATIVE MIXED METHODS STUDY

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Abstract

EMOTIONAL INTELLIGENCE AND LEADERSHIP PERFORMANCE IN PRIMARY AND SECONDARY SCHOOLS IN ST. KITTS AND NEVIS: A COMPARATIVE MIXED METHODS STUDY

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The concept of emotional intelligence, though well documented in the business field, has been less explored in the scope of education. As stated by Bucich and MacCann (2019), emotional intelligence is a critical component of any school leader as it assists them with building relationships, changing the school's culture and influencing the academic outcome of the students. Therefore, this study investigated the affiliation between emotional intelligence and leadership performance at primary and secondary schools in St. Kitts and Nevis.

The study was steered by four objectives: to examine the extent to which self-regulation affects leadership performance; to determine the extent to which empathy affects leadership performance; to assess the extent to which social awareness affects leadership performance; and to investigate the extent to which self-awareness affects leadership performance. Goleman's (1995) model of emotional intelligence and leadership performance inventory by Bass and Avolio (2000), were the theories that guided this research.

An explanatory sequential mixed methods research design was used to conduct this research on how emotional intelligence impacts leadership performance of principals across two levels of education (primary

and secondary) in St. Kitts and Nevis. The population for this study was composed of principals, vice principals and teachers on the management teams at the primary and secondary schools across the Federation of St. Kitts and Nevis. The sample for this study was selected using purposive sampling, thus giving a combined total of 217 teachers.

For this mixed methods research, data were collected from the participants using a questionnaire and an interview. The data were collected and analysed using a variety of statistical methods (Descriptive, Spearman's rank, multiple regression, etc.) on Statistical Package for the Social Sciences (SPSS) and the interviews were also coded for themes. Findings revealed significant relationships between emotional intelligence and leadership performance at the primary and secondary levels.

The results from the interviews with the primary school teachers showed that the principals/vice principals were exhibiting low levels of emotional intelligence. In contrast, the results for the secondary school teachers showed that the principals/vice principals display high levels of emotional intelligence. Integrating quantitative and qualitative results gave this research more depth in understanding the impact of emotional intelligence on leadership performance.

Keywords: Emotional Intelligence, Self-Regulation, Empathy, Social Awareness and Self-Awareness, Leadership Performance

Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

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Dedication

"I can do all things through Christ who strengthens me." (Philippians 4:13). This work is dedicated to my Lord and Saviour Jesus Christ who empowered me to complete what He started in me. I am eternally grateful.

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I hereby acknowledge the people who supported and encouraged me throughout this journey. My sincere gratitude is extended to my Supervisor, Dr Susan Wasike, for her expert guidance and encouragement. To my academic advisor Dr Rachel Kabeta, your support was invaluable. A special expression of gratitude goes to my sister Valencia and my nieces Seraiah and Solanah for their patience and understanding as I undertook this journey.

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List of Abbreviations

AMOS	Analysis of Moment Structures
ANOVA	Analysis of Variance
CISEL	Caribbean Institute for Social and Emotional Learning
ECI	Emotional Competence Inventory
EQ-i	Emotional Quotient
ESQ	Emotional Self-Awareness Questionnaire
GPA	Grade Point Average
IQ	Intelligence Quotient
LEAS-C	Level of Emotional Awareness Scale for children
MANOVA	Multivariate analysis of variance
MLQ	Multifactor Leadership Questionnaire
PPS	Primary School St. Kitts
PSN	Primary School Nevis
REAF	Research Ethics and Approval Form
SAOQ	Self-Awareness Outcomes Questionnaire
SSN	Secondary School Nevis
SSS	Secondary School St. Kitts
SPSS	Statistical Software for the Social Sciences
TEIQue	The Trait Emotional Intelligence Questionnaire
UNESCO	United Nations Education, Scientific and Cultural Organization
UREC	UNICAF Research and Ethics Committee
WAIS	Wechsler Adult Intelligence Scale

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CHAPTER 1: INTRODUCTION

This chapter highlights the statement of the problem, purpose statement, aims and objectives, nature of the study, significance of the problem, research questions and the research hypotheses of this research.

It is important to set the stage as to how the concept of emotional intelligence originated. As such, there is need to examine the beginning of the concept of intelligence. The term intelligence as a concept, was first studied in the 1800's and involved looking at gifted people, and their ability to think abstractly. That is, the main thrust was on people of intelligence higher than others or people who were known to be conventionally brilliant. For example, the term genius surfaced to describe such a level of intelligence where people can creatively address issues and think abstractly.

According to Legg and Hutter (2007) definitions of intelligence are approximations of the term rather than an absolute concept. For example, one definition explains intelligence as how people gain information and apply it to different situations (Santrock, 2018). Richardson (2022) sees intelligence as a person's ability to reason and solve complex problems. The most popular definition of intelligence was advanced by Gardner (2011), and it explained intelligence as a person's general mental ability. Yet another interpretation posited that intelligence was what separates individuals into groups of being smart or not (Legg & Hutter, 2007). Despite the many varied interpretations of intelligence put forward, there are many aspects of the term that are common. For example, all of the definitions focus on the cognitive abilities of people. Benson (2003) advanced that this is one of the main criticisms of intelligence. Therefore, Benson (2003) posited that the concept of intelligence should include traits like creativity and general knowledge.

Levels of intelligence are also used to determine how students are placed in schools. That is, students of high intelligence are placed in classes with others who are at similar levels. On the other hand, in some schools, children with low intellectual levels are placed together in the same classroom. In some instances, students of both high and low levels of intelligence are placed in the same classes, which according to Al-Subaiei (2017) is one of the many challenges that teachers face in the classroom. It is also important to look at intelligence in the workplace. According to Schmidt and Oh (2023), employees are hired or promoted based on their level of intelligence. Even though there are many definitions, it is well researched and documented that high levels of intelligence determine both academic and job performance of a person (Schmidt & Oh, 2023).

During the 1900s it was identified that people had different levels of intelligence, therefore there was the need for a test that would help to differentiate between the different levels. The history of the concept of intelligence shows that the first recognized test created to measure intelligence was done by Alfred Binet and Theodore Simon in 1904 and was termed Intelligence Quotient (IQ) (Richardson, 2022). This test was created to focus on the mental abilities of students in a standardized educational setting and was used to tell whether students were gifted or not, and especially to establish those who needed special education (Gardner, 2011). The IQ test as stated before was created to check and measure mental proficiency, that is, how well a person can function in an academic capacity. Therefore, the IQ tests were used by schools to ascertain which students needed to be in Special Education classes. Furthermore, the results of this test were used to guide the implementation of special education classes for students who are at risk. Over the years, the initial IQ tests were modified. The final version of the test used approximately fifty-four questions and other tasks or scenarios to test intelligence. The conditions under which this test was

administered were controlled to ensure that the test takers were not uncomfortable. According to Richardson (2022), controlling the environment ensured that there was fairness in the process. Furthermore, the ways in which the test was administered were standardized to guarantee that the results were reliable.

Over the years, other intelligence tests were developed to measure intelligence. According to Richardson (2022), the Binet-Simon test was the first to measure intelligence of children to differentiate those children who needed special attention in the classroom. This test led to the introduction of special education classes for slow learners. From the advent of tests from Binet, other commonly identified intelligence tests also came from Wechsler, Stanford-Binet and Peabody to name a few (Richardson, 2022). Conversely to the Binet-Stanford test that was designed for children to determine their special needs requirement, the Wechsler Adult Intelligence Scale (WAIS) test was created for adults. The scale developed by Wechsler was also a cognitive assessment test that tested adults on their memory, comprehension skills and reasoning capabilities to name a few. Overall, it served to examine a person's cognitive ability that looked at their strengths and weaknesses. Currently, this test is the most widely used test of intelligence today. In today's world IQ tests are not only vital to helping schools to diagnose students who need special assistance in classes, but they also assist workplaces to guide job- seekers on their career paths (Zajda, 2021). According to Schmidt and Oh (2023) cognitive intelligence determines job performance.

Any new advancement is not without criticism. Therefore, criticisms that have been proffered against general intelligence testing posited test anxiety to be a major factor in influencing the results (Richardson, 2022). To further explain, nervousness can trigger off underperformance

in a test leading to unreliable scores. Another disapproval of intelligence testing is that it is being used as the sole measure of intelligence. According to Richardson (2022), this can cause the results to be misinterpreted.

Zajda (2021) criticized intelligence testing for not taking culture of the test takers into consideration which sometimes results in the test taker getting an 'incorrect' answer. To further expound on how important it is to take cultural background into consideration, Zajda (2021) stated that when people come from different backgrounds, their responses are not fairly represented on the IQ tests. According to Richardson (2022) this can lead to test bias. For example, the IQ test developed by Binet can be difficult for people from the Caribbean as some of the references to animals, history, etc. are not culturally appropriate to that population.

Benson (2003) opined that there have been some attempts to rectify the gaps in intelligence tests. Some of the corrections include limiting cultural biases, updating old tests, and creating new tests that can measure intelligence. To date, both the Wechsler Intelligence Scale and the Stanford-Binet Intelligence Scales have been upgraded to include culturally relevant material.

According to Neurolaunch (2024), there have been advancements to make the tests more culturally relevant in order to encourage people from different cultures to benefit from them. Therefore, new tests that do not require verbal skills to be a prerequisite for testing have been developed. Additionally, in a thrust to reduce anxiety, there are now ways in which the confidence of the test takers can be boosted. With new and improved testing capacity, new theories of intelligence also emerged (Benson, 2003).

Based on the above criticisms of IQ testing, other types of intelligences were proposed; namely multiple intelligences and emotional intelligence among them. Gardner (2011) advanced that there are multiple intelligences instead of one as proposed by Alfred Binet. In Gardner's view on intelligence, people can be intelligent in different ways, since intelligence is not an amalgamation of a variety of abilities. Therefore, he proposed eight types of intelligence that included from being mathematical, scientific, being good at moving the body etc. (Gardner, 2011). For example, someone could be considered intelligent in linguistics but poorly competent in mathematics. Additionally, there are people who have tested intelligent in interpersonal skills and poorly in intrapersonal skills. Thus, testing high in one area does not mean that one will test high in others. According to Gardener (2011), using the concept of multiple intelligence helps people to focus on their strengths and in so doing, they are likely to receive positive results in their stronger areas.

Interestingly, Gardner's theory on multiple intelligence included two areas of intelligence that were new, namely, intrapersonal and interpersonal. Embedded within these two new areas lie the ideas that surround emotional intelligence. Interpersonal intelligence as explained by Gardener (2011) involves a person's capability to decipher the moods and desires of others. Whereas intrapersonal intelligence on the other hand deals with people who can extricate and highlight their own emotions (Santrock, 2018).

Furthermore, there are many theories of intelligence that have been studied over the decades (Schmidt & Oh, 2023). Accordingly, these theories came from studies done by Spearman, Thurstone, Gardner and can be classified into four different groups: psychometric, cognitive, cognitive-contextual and biological (Chaidi & Drigas, 2022). As stated by Gardner (2011), in

psychometric theory the focus is on the differences between individuals such as how they perform on cognitive exercises. Once the tests are done, the scores are compared, which would reveal the different dimensions within the person. For example, the test composed by Binet computed a single measure of intelligence and is a perfect example of a psychometric test.

The factor analysis theory which is based on the research of Spearman sought to explore if intelligence was an assortment of different traits or a single trait (Chaidi & Drigas, 2022). As such, he concluded that humans possess a two-factor theory of intelligence. Research advanced by Louis Thurstone opposed that of Spearman as Thurstone suggested a theory of intelligence that centered around mental abilities (Euler & McKinney, 2019). Using a series of different cognitive tests, Thurstone advanced that we have seven different types of intelligences. According to Thurstone and as cited in Euler and McKinney (2019), these can be termed as having elementary capabilities.

As research on intelligence advanced, Howard Gardner posited that multiple forms of intelligence exist and that they are not based solely on academic ability (Gardner, 2011). For example, Gardner (2011) spoke about interpersonal and intrapersonal intelligence which are not academically based. According to Gardner (2011), these two types of intelligence cater more to the emotional side of a person. For example, interpersonal intelligence entails a person's ability to work well with others by being able to identify the person's mood, emotions, etc. On the other hand, intrapersonal intelligence speaks to the individual's own feelings and mood instead of those of others.

The triarchic theory of intelligence was advanced by Sternberg (1985) added to the theory advanced by Gardner as he supported Gardner's views that there is more than one type of intelligence. However, Sternberg felt that Gardner's views on intelligence were too wide.

Sternberg (2021) also added to the literature on intelligence by proposing that there is a concept called adaptive intelligence. According to Sternberg (2021) this concept goes as far back as the origins of intelligence, but it was discarded in favour of general intelligence that could be measured by known tests. To further expound, adaptive intelligence encompasses a group of people who are creative, analytical in their thinking and are persuasive (Sternberg, 2021). It was recommended that this type of intelligence be incorporated into the school's curriculum as knowledge of this type of intelligence can aid academic achievement (Sternberg, 2021).

As stated by Haier (2023), most intelligence tests do not contain an area for attitudes. He posited that most people see intelligence mainly as an ability instead of an attitude. According to Haier (2023), learning ability and job performance can be predicted by levels of intelligence. Taking learning ability into the discussion, it is explained that people with low intelligence scores have difficulty understanding complex reading materials and the opposite can be seen of persons with high levels of intelligence.

When examining the terms of job performance and intelligence, Haier (2023) brought to mind that intelligence scores also determine job performance, and intelligence is even more required when the jobs are complex in nature. Accordingly, teachers are an example of people who need high levels of intelligence to be effective and successful in their jobs (Haier, 2023). It is conclusive that intelligence testing can forecast academic and job performance as it has been found that persons with high intelligence were labelled to be more successful in academic and work environments (Berk, 2000).

As posited by Chaidi and Drigas (2022), general intelligence entails elements of cognitive intelligence and emotional intelligence. From the history of the general term of intelligence, the

term emotional intelligence was first introduced by John Mayer and Peter Salovey (1990), who defined it as a person's ability to identify his or her feelings while also being able to identify the feelings/emotions of others. This allows the person to make adjustments to his/her emotions based on the surroundings. A definition advanced by Salovey and Mayer (1990) as cited in Chaidi and Drigas (2022), explained emotional intelligence as equal to what is called social intelligence in that it looks at how people monitor both their emotions and the emotions of those around them. Mayer, Salovey and Caruso (2000) also offered a definition of emotional intelligence and described it as being able to redirect emotions in an appropriate way (Chaidi & Drigas, 2022).

Over the years, the term emotional intelligence became more popular when Daniel Goleman linked it to the effectiveness of leaders to their organizations (Cherniss, Goleman, Emmerling, Cowan and Adler, 1998). Research conducted in the field of business shows that when leaders have high levels of emotional intelligence, they are more effective at their jobs (Goleman & Boyatzis, 2017). Furthermore, Kim and Kim (2017), make it clearer by saying that leaders who lack emotional intelligence have difficulty in their roles.

The term, though new, was readily accepted as an explanation in the workplace on how some workers were able to display self-control, perseverance and got along with other coworkers whereas others had difficulties relating to others. The area of customer service was a prime example as there are customer service agents who use a set of skills to deal with irate customers and another set of skills to help a shopper to make a decisive purchase. Conversely, there are leaders who are brilliant but do not know how to communicate effectively with their subordinates. The earlier research on emotional intelligence emphasized that leaders who are empathetic and

warm developed better relationships with their workers than leaders who were opposite (Cherniss, Goleman, Emmerling, Cowan & Adler, 1998).

This study focused on four dimensions of emotional intelligence: self-regulation, empathy, social awareness and self-awareness. According to Goleman (1998) self-regulation entails how one regulates one's behaviour, that is how a person adjusts moods and emotions to fit a specific situation (Haron, Mustafa & Alias, 2010). Thus, someone who displays self-regulation can identify when he/she is in a bad mood and how to adjust. Goleman (1998) further explained that being self-regulated involves being composed even when under pressure.

Empathy as stated by Gómez-Leal, Costa, Megías-Robles, Fernández-Berrocal and Faria (2021) looked at how people identify and understand other people's emotions. Some traits of an empathetic person include but are not limited to being a good listener, offering help, being vulnerable, and paying attention to feelings of those with whom one interacts. As cited by Bradberry and Greaves (2021), an empathetic person can sometimes actually feel the pain others feel. This occurs because being empathetic requires one to literally put oneself in the situation of another.

According to Serrat and Serrat (2017), social awareness involves people who are understanding of the perspectives of others and provide help based on the needs they perceive. Social awareness presents itself in the way we can recognize social cues, the perspective of others through effective communication, and support conflict resolution. Moreover, people who are socially aware can react correctly with empathy to the people in their environment who are experiencing challenges.

Self-awareness according to Bradberry and Greaves (2021) includes the ability to understand our emotions. Therefore, a person who is self-aware will be able to identify situations that trigger negative emotions within. Such awareness facilitates the regulating of emotions, i.e., adjusting his thoughts and feelings. Furthermore, self-aware people are knowledgeable of their strengths and their weaknesses and how to respond to situations that are challenging. In addition, being self-aware encourages the need for growth through self-reflection. This dimension of emotional intelligence is especially important to school leaders who are aware of their strengths and weaknesses as they are able to be more open to feedback from those within their sphere.

Even though there is substantial research on how significant both emotional intelligence and leadership performance are to the business field, the education sector is no exception. School leaders are central to shaping institutional culture, improving teaching and learning outcomes, and fostering staff satisfaction (Andrew & Soder, 1998; Waters, Marzano, & McNulty, 2005). Within the Caribbean context, particularly in St. Kitts and Nevis, school leaders face unique challenges, including curriculum reforms, high principal and teacher transfer rates 40%, and student attrition, with UNESCO (2016) reporting that 29% of secondary students do not complete high school. These challenges intensify the demand for emotionally intelligent leaders who can inspire, support, and effectively manage change in educational settings.

The Caribbean consists of islands in the Caribbean Sea. The Federation of St. Kitts and Nevis lies within this chain of islands and form part of the Lesser Antilles. St. Kitts is the larger of the two-island Federation measuring 68 square miles with a population of approximately 40, 000 people. Nevis has a population of approximately 5, 000 people and measures 36 square miles (Griffiths, 2020). Within this population, there is a combined total of 30 primary and secondary

schools. Of these 30 schools there are 22 primary schools which cater to children between the ages of five to 11 years. The eight secondary schools across the Federation are accessible to children between the ages of 12 to16 years old. Within St. Kitts and Nevis, there are both public and private schools. However, this study will be focused on comparing emotional intelligence and leadership performance at the public primary and the public secondary schools and their teachers in St. Kitts and Nevis. These public primary and secondary schools are the schools that are solely managed by the Government of St. Kitts and Nevis.

The dynamics at the primary and secondary schools in St. Kitts and Nevis differ in some cases. To expound on a few; all students within the primary schools are taught by mainly one teacher throughout the day, whereas in the secondary schools, they are taught by different teachers for the various subject areas. In primary schools, the students are taught the basics, math, language, social studies and science while in secondary schools added to the basics are subjects such as geography, chemistry, physics, literature etc. According to Kavita and Hassan (2018), primary schools mainly pay attention to developing skills outlined in the curriculum, however, the focus in secondary schools is on specialized subject areas.

The social environment of the different levels also varies. Within the primary setting, the school setting is smaller which encourages a closer-knit environment among teachers and students and students. Most of the primary schools in St. Kitts have a student roll of less than one hundred students. A student population of that small size encourages more interaction and allows students to form friendships. However, in secondary schools, the student population is bigger and somewhat complex, because students from different primary schools converge in one secondary school. With larger sizes of schools, it is likely that students will have difficulty forming friendships.

According to the Education Act of St. Kitts and Nevis that was instituted in 2005, one of the things that both levels have in common is that the school day runs from eight-thirty in the morning to three thirty in the afternoon for both the primary and secondary schools. This shows that students spend most of their days in schools with their teachers. According to Mérida-López and Extremera (2017) teachers are expected to deal with many stressful situations at work, and they lack support from management. Kavita and Hassan (2018) stated that when teachers face high levels of stress, they are prone to become aggressive, have frequent absences from work and perform poorly when at work. In research conducted by Safina, Arifullina, Ganieva and Katsuhiko (2020) they believe that it is imperative that teachers develop in the competence of emotional intelligence as this would help them to perform excellently on the job. Additionally, as posited by Brackett and Katulak (2007), it is imperative that teachers be emotionally intelligent as this will help them to effectively manage other teachers, parents, and students.

Statement of the Problem

The problem that will be explored in this study involves emotional intelligence and leadership performance in primary and secondary schools in St. Kitts and Nevis. The reasons why there is a problem will be explained henceforth. In addition to the changes within the leadership the schools, the entire education system in St. Kitts and Nevis is going through some changes as proposed by the Education Sector Plan. This Plan was developed in 2017, to address the need to update education in the Federation under the theme: *Education for All: Embracing Change, Securing the Future*. It was seen that the practices in administering education were outdated and needed to be improved. Thus, under this new initiative there is the introduction of a new curriculum from Kindergarten (Kg) to Grade 8 and new standardized testing for Grades 4 and 6.

For the school year 2025 to 2026, there will be additional changes in curriculum for kindergarten to Grade 2 (5–8-year-olds). There is a new curriculum that will be piloted across these grades. The introduction of the new curriculum puts added pressure on school leaders to perform, as research shows that school leaders play an integral role in student achievement (Andrew and Soder, 1998; Waters, Marzano, & McNulty, 2005).

There is a high turnover of principals and teachers within the schools in St. Kitts and Nevis. One case in point occurred in Nevis in 2021 when all of the primary schools received a new principal. In addition to that, the secondary schools in Nevis saw changes in the vice principal positions. In St. Kitts, there were also significant changes in the leadership at the secondary schools. Of the six secondary schools on island, three received new principals and the others saw changes in the vice principal position. According to the Chief Education Officer, as many as forty percent of the teachers request a transfer at the end of the year. Also, at the start of the school year, many subject teachers are transferred to other schools. In addition to this, twenty percent of principals are changed or transferred out of the schools to placements within the Ministry of Education. The speculations behind these changes are many. However, the reasons behind these occurrences demand scientific research, thus, against this background, this research will look at the correlation between emotional intelligence and leadership performance at the schools in St. Kitts and Nevis.

Significant change that is occurring in the education system in St. Kitts and Nevis involves the initiative to professionalize the teaching force, a move which is being ably assisted by UNESCO. This initiative will change the model that is currently in effect in St. Kitts and Nevis. For example, people are currently allowed to teach without being teacher trained or even having a bachelor’s degree. When the new initiative takes place, we will have an in-service model where

teachers are fully qualified, trained and licensed to teach (UNESCO, 2022). School leaders are expected to be an integral part of these changes. Therefore, according to Al Shdaifat and Al Zyoud (2021), the success or failure of initiatives within the schools is heavily reliant on the school leaders' expertise and guidance. UNESCO (2022) reported that only twenty-nine percent of the students who enter secondary school make it to completion. Thus, research of this nature that investigates emotional intelligence and leadership performance can be an asset to the Ministry of Education.

As posited by Goleman (1998), emotional intelligence encompasses how one addresses his/her emotions as well as those of others. The four areas of emotional intelligence as advanced by Goleman (1998) identified in this study are self-regulation, empathy, social awareness and self-awareness. These four dimensions are essential to how one leads in an organization. Bucich and MacCann (2019) advance that emotional intelligence was given emphasis in schools in Australia and this enabled high scores among the students, thus showing that there could be a direct correlation between emotional intelligence and leadership performance.

Fiorilli, Farina, Buonomo, Costa, Romano, Larcan and Petrides (2020) found that emotional intelligence plays a role in decreasing the number of high school dropouts because of burnout. In their study, conducted on one 1,235 Italian students, it was found that students who had high levels of emotional intelligence displayed fewer incidences of anxiety and more occurrences of resilience which resulted in lower cases of school dropout.

A study conducted by Bower, O'Connor, Harris and Frick (2018) in Texas, USA, among senior teachers of a rural district indicated that the teachers perceived that the principals'/school leaders were more effective when they displayed a high degree of emotional intelligence. For example, the teachers agreed that they felt pleased when the principals showed signs of being self-

aware by acknowledging their own weaknesses. Overall, the study highlighted that the teachers had a good working relationship and found that principals who use positive praise and encouragement build confidence in their staff (Bower, O'Connor, Harris, & Frick, 2018). It was shown by Al Shdaifat and Al Zyoud (2021) that leaders who are emotionally intelligent perform better on their jobs. Furthermore, these emotionally intelligent leaders interact better with their coworkers, thus creating a peaceful productive environment for all workers.

Khadka (2019) conducted research at a school in Nepal on emotional intelligence of the leadership at several schools. This research had an approximate population of six hundred principals and teachers combined. The results showed that the teachers who worked with the principals rated them as being high in emotional intelligence. Significantly, it was found that the male principals scored higher in emotional intelligence than their female counterparts. Additionally, in Khadka (2019)’s research, it was noted that student achievement scores also increased. It can be concluded that in schools, the principals are pivotal to the efficient functioning of the entire school (Khadka, 2019).

The cases mentioned above were all part of research on emotional intelligence in places like the USA, Europe, Asia and Australia. However, a glance at the research shows that although emotional intelligence has been widely studied in relation to leadership in corporate environments, fewer empirical studies have explored its impact on leadership performance within educational institutions. Even fewer have examined whether differences exist in the emotional intelligence and leadership performance of principals and vice-principals at the primary and secondary levels. Existing studies often rely heavily on self-assessment tools to measure emotional intelligence,

which may not capture a comprehensive picture of its impact on leadership performance (Tan, Voon, & Ngui, 2022).

In St. Kitts and Nevis, the educational system is undergoing significant transitions, making it critical to understand the factors that shape effective leadership. Research suggests that emotional intelligence may serve as a mediating factor that enhances leadership performance (Tan, Voon, & Ngui, 2022). However, the ways in which emotional intelligence translates into leadership performance across different school levels remain underexplored. This gap highlights the need for comparative studies that assess both primary and secondary school leaders, using a mixed methods approach to triangulate findings for greater validity. Therefore, this study seeks to investigate the emotional intelligence and leadership performance of principals and vice-principals in primary and secondary schools in St. Kitts and Nevis, with the aim of determining the extent to which emotional intelligence influences leadership effectiveness within these contexts.

The gap in the literature shows that although emotional intelligence has been widely studied in relation to leadership effectiveness in organizational and business contexts as highlighted earlier, there is limited empirical evidence on its role in educational leadership within small island developing states such as St. Kitts and Nevis. Existing research tends to focus broadly on the link between emotional intelligence and leadership, but few studies have compared how these relationships differ between primary and secondary school leaders. Moreover, much of the available literature relies heavily on self-assessment instruments, which may not fully capture the complexity of emotional intelligence and its influence on leadership performance. This creates a gap for studies that employ exploratory sequential mixed methods designs to provide deeper

insights into how principals and vice-principals at different educational levels utilize emotional intelligence in shaping leadership performance. Therefore, despite these challenges mentioned above, there is limited empirical evidence on how emotional intelligence influences leadership performance across educational levels in St. Kitts and Nevis.

Purpose Statement

The purpose of this exploratory sequential mixed methods study is to investigate emotional intelligence and leadership performance in primary and secondary schools in St. Kitts and Nevis. Comparison will also be made between the two levels of education: primary and secondary. This research ties neatly into four aspects of emotional intelligence that are expressed in the research questions. These aspects are self-regulation, empathy, social awareness and self-awareness. At the end of this research, it is desired that information will determine the correlation between emotional intelligence and leadership performance at both the primary level and the secondary level of education in St. Kitts and Nevis.

According to Leacock, Warrican and Rose (2015), a mixed methods approach deals with both quantitative and qualitative methods to collect and analyze data. Quantitative research method specializes in analyzing numerical data as it allows the researcher to see patterns, test the correlations between variables and make predictions. Additionally, the results from the qualitative research can be generalized to other populations (Leacock, Warrican & Rose, 2015). Conversely to quantitative research, qualitative research collects and analyses non numerical data.

This paper employed an exploratory sequential mixed methods design as it sought to investigate emotional intelligence and leadership performance between the principals/vice principals at the primary and secondary schools in St. Kitts and Nevis. However, the correlation

between the two variables, i.e., emotional intelligence and leadership performance, were examined for each level of education under investigation in this study: primary and secondary. According to Leacock, Warrican and Rose (2015) correlation design as a research design looks at the strength and direction of variables in a study. Also, as posited by Hassan, Robani and Bokhari (2015) correlational research design looks for the relationship between variables with any sort of manipulation. For example, the two variables can produce a negative or positive result. According to Hassan, Robani and Bokhari (2015), correlational research can be any of three types, positive, negative and/or zero. Positive correlation is used to explain when the two variables move together or in the same direction. For example, if emotional intelligence and leadership performance increase together, it can be deduced that there is a positive correlation.

Contrarywise to positive correlation, is negative correlation. In this case one variable decreases while the other increases. An example would be that if emotional intelligence increases but leadership performance decreases, then it can be said that there was a negative correlation. Finally, zero is used to explain when the variables do not cause a reaction from each other. It can be said there is zero correlation if emotional intelligence and leadership performance are not related.

The population for this study comprised principals, vice principals and heads of departments for each primary and secondary school in St. Kitts and Nevis. This was the ideal population to study in order to investigate the correlation between emotional intelligence and leadership performance. From this population, the sample was selected through the use of purposive sampling. Purposive sampling ensured that the researcher selected the sample that was most useful for the purposes of this research (Leacock, Warrican & Rose, 2015).

The main data collection instrument was a closed-ended questionnaire that was administered to the principals and vice principals. According to Leacock, Warrican and Rose, (2015) questionnaires are beneficial for collecting large quantities of information in a timely manner. Additionally, interviews will be conducted with members of the management teams at the schools to help to triangulate the results from the questionnaires. The main data collection instrument was the Emotional Intelligence Questionnaire which consists of fifty (50) questions along a 6-point Likert Scale (Boyatzis, 2018). Combined with the Emotional Intelligence Questionnaire was the Multifactor Leadership Questionnaire (MLQ) which assessed the leadership performance of the principals and vice principals (Bass & Avolio, 2000). This section of the instrument consists of fifty (50) questions. The Multifactor Leadership Questionnaire (MLQ) was also completed by the principals and vice principals. According to Bass and Avolio (2000), this instrument has been extensively tested and proven to be valid and reliable.

These two instruments were chosen because they were both considered reliable and valid (Mohajan, 2017). A set of interview questions was administered to the Heads of departments from each school that would be in the sample. These questions were based on each emotional intelligence dimension under investigation in this study. The purpose of these interview questions was to allow the Heads of Departments to assess the emotional intelligence levels of their school leaders.

Aims and Objectives

Aim:

The aim of this research is to investigate emotional intelligence and leadership performance in Primary and Secondary schools in St. Kitts and Nevis.

Specific Objectives:

The objectives that will guide this study are as follows as they looked to investigate the variables of emotional intelligence and leadership performance of principals/vice principals in St. Kitts and Nevis:

1. To examine the extent to which self-regulation affects leadership performance in primary and secondary schools in St. Kitts and Nevis.
2. To determine the extent to which empathy affects leadership performance in primary and secondary schools in St. Kitts and Nevis.
3. To assess the extent to which social awareness affects leadership performance in primary and secondary schools in St. Kitts and Nevis.
4. To investigate the extent to which self-awareness affects leadership performance in primary and secondary schools in St. Kitts and Nevis.

Nature of Study

This study seeks to investigate the relationship between emotional intelligence and leadership performance in Primary and Secondary schools in St. Kitts and Nevis. This research utilized an exploratory sequential mixed methods approach that used a methodological triangulation process of using at least two different instruments to collect the data. According to Leacock, Warrican and Rose (2015) mixed methods approach incorporate the use of both qualitative and quantitative elements of research thus using different data collection tools. Mixed methods can further be defined as a combination of qualitative and quantitative measures used to provide an answer to the research questions being investigated (Sharma, Bidari, Bidari, Neupane & Sapkota, 2023). Mixed methods research is conducted to address the quantitative and qualitative

nature of a study and therefore strengthens the findings of the investigation. The selection of a research method relies heavily on how data will be collected and analysed. The initial approach selected for this study was quantitative in nature as a questionnaire was first chosen to collect data. However, after further consultation, a mixed methods approach was selected so that a qualitative aspect which included interviews was considered. Conducting interviews will assist in verifying the information collected in the questionnaires. According to Sharma, et al., (2023), using mixed methods research "allows the researcher to gather and integrate multiple data sources to study complex problems". This encouraged the use of exploratory sequential design being employed.

In conducting research, unless in the case of conducting a census, it is essential to select a sample that will reflect the population under investigation (Leacock et al, 2015). Selecting a sample is an integral aspect of ensuring that the target population is represented in the research (Pace, 2021). According to Pace (2021) there are a variety of ways in which a sample can be selected and the one that is selected depends on the type of research being conducted. In this research, the sample was selected from principals, vice principals and heads of departments at both primary and secondary schools in St. Kitts and Nevis. Using purposive sampling, the sample size was 217 (n=217) school personnel. Purposive sampling involves selecting the sample that best fits the objectives of a particular research (Leacock et al, 2015). In using purposive sampling, the researcher is ensuring that only the most suitable participants and in this case principals and vice principals are included in the study. As previously stated, the sample is connected to the aims and objectives of the study.

This exploratory sequential mixed methods study used two data collection instruments. The main data collection instrument was the Emotional intelligence Questionnaire, that was

constructed by Boyatzis (2018). Alternatively, the performance leadership variable used the Multifactor Leadership Questionnaire MLQ5x; (Bass & Avolio, 2000). These questionnaires will be combined into one document that will require the school principals and vice principals to assess themselves on a Likert Scale. Both instruments have been tested and are deemed to be reliable and valid. Hanlin (2014) used the Educational Leadership Improvement Tool in their study to assess the four areas of emotional intelligence, namely, self-regulation, empathy, social awareness and self-awareness.

In addition to the questionnaire administered to the principals and vice principals of the primary and secondary schools to ascertain their emotional intelligence strengths or weaknesses, a series of interview questions were asked of the teachers on the management teams /heads of departments at the primary and secondary schools. These are open-ended questions that will require that the teachers expound on their responses. The purpose of these interview questions will be to have the teachers on the management team evaluate the emotional intelligence and leadership performance of their principals and vice principals. The information gleaned from the interviews will also help to triangulate the results.

Significance of the Study

In this section the relevance of the study's findings as well as the findings' relevance to theory and scientific knowledge were discussed. Anderson and Lin (2024) advanced that scientific knowledge is used by researchers to uncover hidden truths. In so doing, researchers can test hypotheses and posit answers to research questions. There are two types of scientific knowledge: applied and theoretical. Applied knowledge is used to create solutions to existing problems, whereas with theoretical knowledge the end result is to understand the world around us (Anderson

& Lin, 2024). Ultimately, using scientific knowledge will add to the literature. A review of the literature on emotional intelligence shows that it plays a vital role in helping people to commit to being productive at their job (Ahad, Mustafa, Mohamad, Abdullah & Nordin, 2021). This is just one of the many reasons why a study of this nature is of significance. As stated by Faryadi (2019), the significance of a study speaks to its possible impact on that particular area of study and the contributions that it can make to future research.

According to Faryadi (2019), the significance of a study can be theoretical, practical, and societal in nature. It can also offer ideas for future research. The theoretical aspect of it looks at how the study under investigation can add or subtract from the theories that are related to the topic. For example, Goleman (1998) has a model of emotional intelligence. Thus, the theoretical significance will address whether the study confirms or refutes Goleman's theory either partially or entirely. It can also show gaps in the existing literature.

On the other hand, when looking at practical significance, this applies to how applicable the study would be to the real world. That is, what new ideas can come from this research. The research on emotional intelligence in the Caribbean is limited. While exploring this topic, there were minimal examples of research on this topic for the Caribbean. The few studies that were done were conducted in the medical field, which left the field of education as new territory for exploration. Therefore, the findings will add significantly to the literature on the topic in the Caribbean and in the wider world.

The groundbreaking research that propelled the term emotional intelligence to the workplace was conducted by (Cherniss, Goleman, Emmerling, Cowan & Adler, 1998). Since the advent of that research that solidified the concept of emotional intelligence, other studies have

been conducted that support the belief that emotional intelligence can improve school leadership (Bucich & MacCann, 2019). In addition, research shows that teachers, students and other stake holders of the school also function more effectively when they work with a leader who is emotionally intelligent (Bucich & MacCann, 2019). Against these supportive findings, the results of this study can aid the Ministry of Education in St. Kitts and Nevis in selecting and training school leaders. Moreover, current school leaders can also benefit from the information that this study will reveal. For example, school leaders who are low in emotional intelligence can identify and learn the skills that will help them to improve their skills. This study can also help teachers within the classroom to take responsibility for their behaviour and expectations. As stated by Caruso and Salovey (2004), if people are low in emotional intelligence, the skill can be taught and can ultimately improve with practice. Additionally, Watkins, Earnhardt, Pittenger, Roberts, Rietsema and Cosman-Ross (2017) found that for any leader to be successful he or she must have emotional intelligence competencies. Leaders having high levels of emotional intelligence is also significant for student achievement. This was revealed in a study conducted on emotional intelligence and leadership in school leaders (Gómez-Leal, Holzer, Bradley, Fernández-Berrocal, & Patti, 2022). Their study also disclosed that emotional intelligence is the key to effective school leadership (Gómez-Leal, et al., 2022).

The completion of this study will also be of benefit to teachers who aspire to become school leaders. The information will assist them in learning more about the qualities that they possess or lack. With this knowledge, these teachers can engage themselves in training programmes that can aid them in being more emotionally intelligent. To support this view, a study conducted by

Channing (2020), showed that training in emotional intelligence can be taught to aspiring school leaders.

The findings of this study can be used as an impetus for further research of this nature as it can be used as a framework to add to the existing pool of knowledge on emotional intelligence and leadership performance, especially in the Caribbean region. The methodology used in this study is unique as most researched studies on emotional intelligence use either qualitative or quantitative and not a mixed methods approach. Using mixed methods allowed for triangulation to occur, which provides rich data-gathering sources for any researcher (Leacock, et al., 2015). Using an exploratory sequential mixed methods design while comparing two levels of the educational system (primary and secondary) also adds to the value of this study on emotional intelligence and leadership performance. Therefore, academia will also benefit from exploratory sequential mixed method studies on emotional intelligence that will be provided from this research.

Research Questions

Research questions guide the academic towards what he or she is researching. According to Mattick, Johnston and de la Croix (2018) research questions must follow a few guidelines. To further expound, well-constructed questions must be specific to the topic under investigation. They must also be applicable to the topic that is being studied and finally they should be able to elicit the required information (Mattick, Johnston & de la Croix, 2018).

Based on the guidelines posited by Mattick, Johnston and de la Croix (2018), the research questions for this study are centered on finding out about emotional intelligence and leadership performance. However, they are specific and they are written clearly to assist the researcher in

gaining a clear direction towards the goal of investigating emotional intelligence and leadership performance. As such this research will be guided by the following four (4) questions:

Research Question 1. To what extent does self-regulation affect leadership performance in primary and secondary schools in St. Kitts and Nevis?

Research Question 2. To what extent does empathy affect leadership performance in primary and secondary schools in St. Kitts and Nevis?

Research Question 3. To what extent does social awareness affect leadership performance in primary and secondary schools in St. Kitts and Nevis?

Research Question 4. To what extent does self-awareness affect leadership performance in primary and secondary schools in St. Kitts/Nevis?

Research Hypotheses

According to Prasad, Rao and Rehani (2001), hypotheses can simply be termed as predictions. In the case of research, these predictions are related to the research questions at hand. Firstly, hypotheses can be verified even though they are making a prediction. Prasad, Rao & Rehani (2001) further stated that hypotheses are still important/valid even if what they predicted were not found to be true. The two kinds of hypotheses as put forward by Prasad, Rao and Rehani (2001) are null (H_o) and alternate (H_a). The null hypothesis makes the prediction that there will be no relationship between the variables, while the alternate hypothesis predicts the opposite. In addition to the above research questions, the following research hypotheses have been offered.

Hypothesis 1

H_o There is no relationship between self-regulation and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_a There is a relationship between self-regulation and leadership performance in primary and secondary schools in St. Kitts and Nevis.

Hypothesis 2

H_o There is no relationship between empathy and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_a There is a relationship between empathy and leadership performance in primary and secondary schools in St. Kitts and Nevis.

Hypothesis 3

H_o There is no relationship between social awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_a There is a relationship between social awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis.

Hypothesis 4

H_o There is no relationship between self-awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_a There is a relationship between self-awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis.

The two variables under investigation in this research are emotional intelligence and leadership performance. Each dimension of emotional intelligence was looked at in the hypothesis. Hypothesis 1 was allied with research question 1 and was set to determine whether there is a significant relationship between self-regulation and leadership performance. Hypothesis 2 sought to determine if there is a significant correlation between empathy and leadership performance and aligned with research question 2. The significant correlation between social awareness and leadership performance was the highlight of hypothesis 3 and this hypothesis was based on research question 3. The final hypothesis posited a significant relationship between self-awareness and leadership performance of the principals/vice principals at the schools in St. Kitts and Nevis. Research question 4 was the foundation for hypothesis 4.

CHAPTER 2: LITERATURE

This chapter explored the literature that was related to the variables under investigation in this study. This exploratory sequential mixed methods research looked at the relationship between emotional intelligence and leadership performance of principals/vice principals of primary and secondary schools in St. Kitts and Nevis. Therefore, related studies on the four dimensions of emotional intelligence: self-regulation, empathy, social awareness, and self-awareness were presented and discussed.

The term emotional intelligence is a moderately novel concept in scholarly literature. Its genesis in the workplace came about with the work of Daniel Goleman's in 1995. Later in 1998, Goleman's work became more related to the workplace when it was discovered that the presence of emotional intelligence played a role in the success of leaders. Research agrees that there is a link between a school leader's emotional intelligence and student achievement (Bucich & MacCann, 2019). It goes further to show that school leaders who are emotionally intelligent also make the workplace a better environment for their subordinates (Al Shdaifat & Al Zyoud, 2021).

The literature for this chapter was acquired from several searches made in many databases and books. Initially, the search was open to all years that related to the topic. For example, a search was made in Google Scholar for the term "emotional intelligence and leadership performance". Many articles that ranged from over ten years ago to present were revealed. From this general search, some articles were read to view their contents. A more refined search was then done. An example of a refined search would be to enter specific words such as "emotional intelligence AND self-regulation AND leadership performance" Years "2019 to 2023". This type of search was conducted for each dimension of emotional intelligence in the following databases: EBSCO Host, Academia, Google Scholar, ProQuest, Google, and Jstor. Searches were also done at two physical

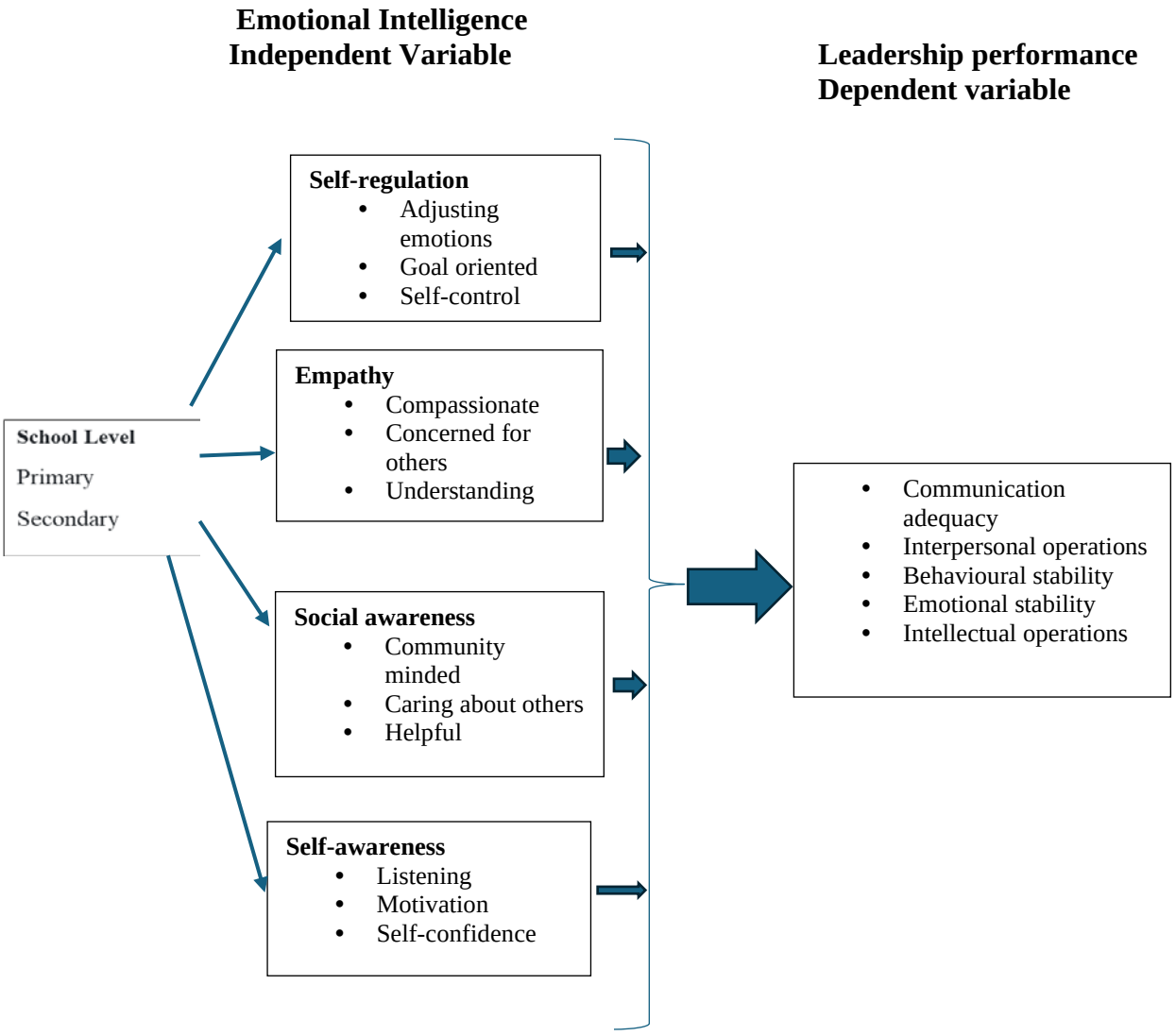
libraries on the islands of St. Kitts and Nevis. This search was mainly done from books and journals that were available at the libraries. For the online databases, mostly peer reviewed articles were read and considered as relevant material to be used in this research. Even though it was a requirement that the research should be between one to five years old, it was necessary to include some older articles that were written about emotional intelligence as they helped to build the foundation for explaining the concepts within this research.

Emotional intelligence and leadership performance were the two variables under investigation in this study. The aim was to examine the relationship between these two to see if the relationship was significant or not. Figure 1 below outlines the two variables: emotional intelligence (independent variable) and leadership performance (dependent variable).

Conceptual Framework

Figure 1

Conceptual framework



Theoretical Framework

According to van der Waldt (2024), when conducting research, that research should be built on a theoretical framework. Accordingly, a theoretical framework was built on previous research or literature that became the foundation that guided the impending research. Within the

theoretical framework, known theories that corroborated with the issue under investigation were examined (Kivunja, 2018). Therefore, this section looked at the theories that underpinned the concepts of emotional intelligence and leadership performance.

The phrase emotional intelligence was made more popular by Peter Salovey and John Mayer in 1990. Since its introduction to the literature, the term emotional intelligence became more widespread by Daniel Goleman when he wrote a book on the same topic. The thesis of his book was that it took more than intellectual ability to ensure success in business, therefore, leaders need to be endowed with emotional intelligence as well, so that they can be more effective on the job. Emotional intelligence is essential for both the workplace and other areas of our lives. This study was grounded on two variables: emotional intelligence and leadership performance. There are many emotional intelligence models or theories which can be explained based on mental ability, trait, personality and competency (Kanesan & Fauzan, 2019). Since all these models contributed to what constitutes as emotional intelligence, they were studied.

Henceforth, this study was guided by the following theories: Model of emotional intelligence; Goleman (1995), Trait Emotional Intelligence Theory; Petrides (2001), Emotional Intelligence Inventory; Sutarso (1998), Model of Emotional- Social Intelligence; Bar-On (1992), Models of Emotional Intelligence; Mayer, Salovey, Caruso and Sternberg (2002), Emotional Intelligence Appraisal Bradberry and Greaves (2001) and Mayer-Salovey-Caruso Emotional Intelligence Test MSCEIT (2002). According to Chaidi and Drigas (2022), these are theories that explain the concept of emotional intelligence.

Figure 2

Theoretical framework

THEORY	RELATIVITY	EMPIRICISM
Goleman (1975)	Self-regulation, empathy, social awareness, self-awareness	Referenced by Lu, Lee, Yang and Song (2021) in their study in China and Korea.
Bar-on (1992)	Self-awareness, empathy, social awareness	Referenced by Bar-On, Handley and Fund (2006) in their research on emotional intelligence and performance.

Model of Emotional Intelligence; Goleman (1995)

To commence this explanation of Goleman's model of emotional intelligence, it must be mentioned that it is known as a competency-based theory of emotional intelligence. Goleman (1995) can be viewed as the originator of the term emotional intelligence. Emotional intelligence as advanced by Goleman (1995), posited that when leaders are emotionally intelligent, they are more efficient at their jobs. According to Goleman (1998), there are four branches of emotional intelligence that apply to the workplace; self-awareness, social awareness, self-management, and relationship management.

Self-awareness addresses understanding a person's ability to understand his or her own emotional status. This dimension forms the groundwork for emotional intelligence as it explores one's knowledge of oneself. To further expound, it can be described as being honest with oneself and acknowledging one's strengths and weaknesses.

Self-management can be equal to self-control where one regulates one's emotions. In so doing, one is able to pivot and make quick changes in redirecting one's emotions.

Social awareness includes recognizing the feelings of others in conjunction with one's feelings. With social awareness, one can empathize with how others feel.

Relationship management involves having the ability to manage your emotions, being aware of the emotions of those around us and building strong relationships with others.

According to Goleman (1995), all these dimensions work together to strengthen one another. The work of Goleman (1995) has greatly influenced the impact of emotional intelligence, especially in the workplace, as many leaders are recognizing its effect on the positivity and harmony of workplaces. Accordingly, leaders who embrace emotional intelligence attributes, are able to resolve conflict in the on the job and build harmonious relationships with their subordinates (Al Shdaifat & Al Zyoud, 2021).

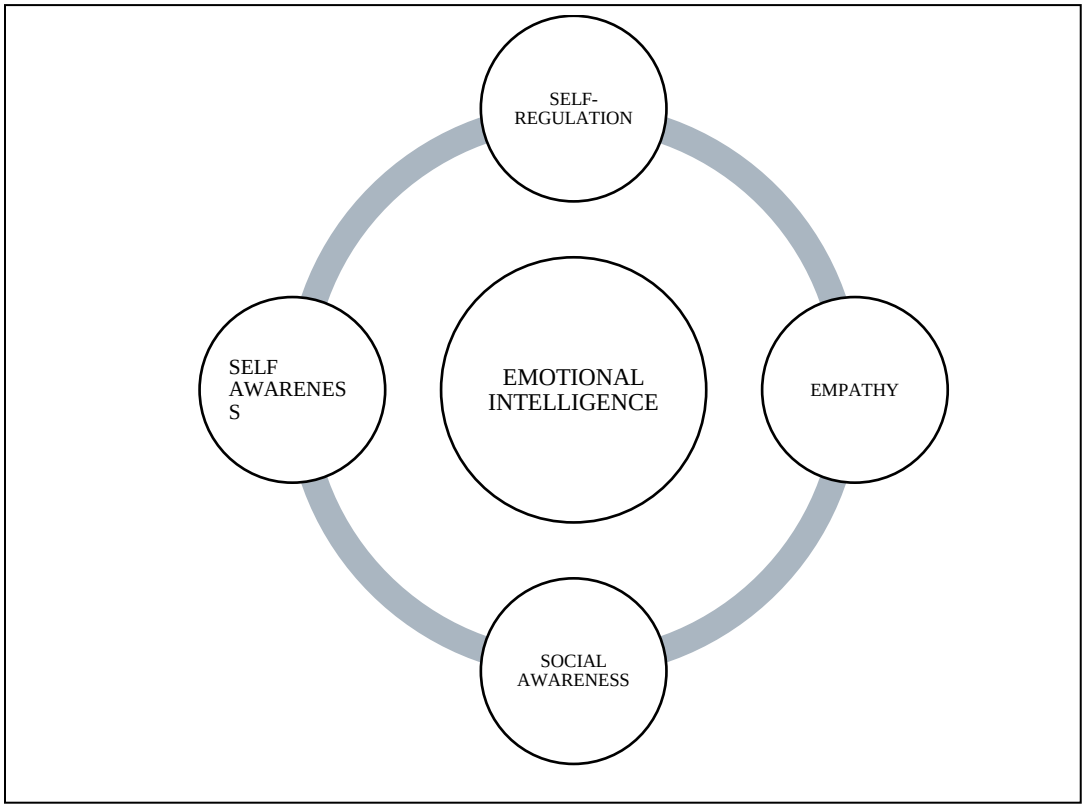
Even though the idea of emotional intelligence and its numerous advantages became more known via the writings of Daniel Goleman, there are also many criticisms about his views on the topic of emotional intelligence. One major criticism is that unlike other types of intelligence, measuring emotional intelligence can prove unscientific (Zeidner, Matthews & Roberts, 2004). It has been also stated that measurements for emotional intelligence can seem biased. Another criticism offered by Zeidner, Matthews and Roberts (2004), argued that there is a similarity

between personality qualities and emotional intelligence and therefore emotional intelligence is not necessarily a new concept.

Yet another criticism explored by Zeidner, Matthews and Roberts (2004) was that Goleman did not consider cultural differences in emotional intelligence and therefore the concept cannot be employed worldwide. Mayer, Salovey, Caruso, and Sternberg (2000) criticized Goleman's definitions of emotional intelligence by saying that the meaning changed too many times. At one time the definition included motivation and at another time it included ethical character. However, these traits are not part of any emotional intelligence test (Mayer, Salovey, Caruso, & Sternberg, 2000).

Figure 3

Goleman's model (1995) of emotional intelligence



Trait Emotional Intelligence Theory; Petrides and Furnham (2001)

The model of emotional intelligence as advanced by Petrides (2007) is known as a trait model or trait emotional self-efficacy. In this model, Petrides (2007) claimed that emotional intelligence is more of a trait of one's personality instead of an ability. To further explain, according to Petrides and Furnham (2007), trait emotional intelligence deals with how people perceive their emotions (Kanesan & Fauzan, 2019). With people having their own perceptions of their emotions, this makes emotional intelligence a subjective matter. Within Petrides' explanation of trait, emotional intelligence is the view that no standard exists of what it means to be emotionally

intelligent as these perceptions can change based on different situations. For example, a person who is shy at work might not be shy when around friends. Accordingly, Petrides and Furnham believed that emotional intelligence is a trait instead of a type of intelligence. Other researchers disagreed with the assumptions made by Petrides and Furnham in regard to emotional intelligence not being a type of intelligence (Kanesan & Fauzan, 2019). Within this emotional intelligence model, Petrides developed a test that looked at emotional intelligence as a trait. This test was created in a variety of formats in order to capture different groups of people. So, there is one for adults and one for children.

Emotional Intelligence Inventory; Sutarso (1998)

Sutarso (1998) conducted research on emotional intelligence and gender. The basis for Sutarso's (1998) research stemmed from the findings from other research, that females are more sensitive than males. More specifically, this study's focus was on gender and Grade Point Average (GPA) of students along with three dimensions of emotional intelligence. A total of one hundred and 38 participants from a university in Alabama formed the sample for this research. The study hypothesized that there will be no significant interaction between gender and GPA. However, the results indicated that there was significant correlation between gender and empathy in that females had a higher emotional intelligence score. Also, there was significance in the results between gender and self-awareness (Sutarso, 1998).

Whether emotional intelligence impacts gender was the thesis of a study conducted by Ahmad, Bangash and Khan (2009). In agreement with other research, Ahmad, Bangash and Khan (2009) also believed that emotional intelligence is a key ingredient to successful leadership at work as well as home life. There are studies that put forward that gender does not impact emotional intelligence as it is believed that both males and females are emotionally intelligent in their own

ways. Whereas women are more aware of their feelings, men appear to be more confident and able to handle stressful situations. Based on these assumptions, Ahmad, Bangash and Khan (2009) based their research on the work of Petrides and Furnham (2001). Gender was added to this research to explain the experiences of both genders within the workplace.

Ahmad, Bangash and Khan (2009) hypothesized that the male gender will score higher than the females in this research. They amassed a sample size of 160 and females from a region in Pakistan, and they were subsequently divided into two groups. Their study was conducted over a period of one year and the data were collected using the Emotional Quotient Inventory created by Bar-On. The sample was also required to provide demographic information such as their age, occupation and educational background among others. Ahmad, Bangash and Khan (2009) used SPSS to analyze the data which confirmed the hypothesis that males would score higher than the females on emotional intelligence.

Model of Emotional- Social Intelligence; Bar-On (1992).

The Bar-On model of emotional-social intelligence was created by Bar-On (1992). In this model of emotional intelligence, the creator saw it as a combination of both emotional and social characteristics. According to Kanesan and Fauzan (2019) this is a personality-based type of emotional intelligence. Based on the Bar-On model of emotional intelligence, it is measured using the Bar-On Emotional Quotient (EQ-i) which is a self-assessment tool that gives an estimate of a person's emotional and social intelligence. The Bar-On Emotional Quotient (EQ-i) has been shown to have good construct validity. This test is based on five different emotional intelligence scales as well as fifteen subscales (Faltas, 2017). Important to note, this measure focuses more on a person's mental ability to overcome daily environmental pressures. It was stated by Faltas (2017), that in the model created by Bar-On (2005), it is unique as its focus is on how people understand

themselves, how they understand others, how they relate to others while being aware of the daily stressors of life (Bar-On, 2005). Bar-On (2005) further explained that people who have high emotional intelligence scores are more capable of dealing with daily demands and pressures.

An in-depth look at the Bar-On model shows that there is a relationship between the Bar-On Model and performance in the workplace and with students' performance at school (Bar-On, 2005). One of the first research that examines the correlation between emotional intelligence and occupational performance was carried out by Handley (1997). This study on the United States Air Force, sought to examine the impact of emotional intelligence on performance to ascertain if it could be applied to recruiting the right people for the job (Bar-On, Handley & Fund, 2006). The study used the Bar-On model of social and emotional intelligence as the instrument.

Another study that used the Bar-On social and emotional inventory was conducted on the Israeli Defense Force to examine the relationship between emotional intelligence and work-related performance and more specifically, to determine if recruits were the best fits for the jobs for which they were selected (Bar-On, Handley & Fund, 2006). The results for both studies indicated that there is a considerable association between emotional intelligence and occupational performance (Bar-On, Handley & Fund, 2006). Even though the Bar- On emotional and social inventory gleaned reliable results, there are criticisms of this theory. As stated by Hefferon and Boniwell (2011), this inventory is a self-assessment test that can lead to respondents being deceptive about their abilities.

The cognitive ability model of Emotional Intelligence- Salovey and Mayer (1990)

As stated previously, this model of emotional intelligence was put forward by Salovey and Mayer (1990). In this model of emotional intelligence, both Salovey and Mayer in 1990 saw emotional intelligence as being similar to spoken and spatial abilities or rather mental ability. To

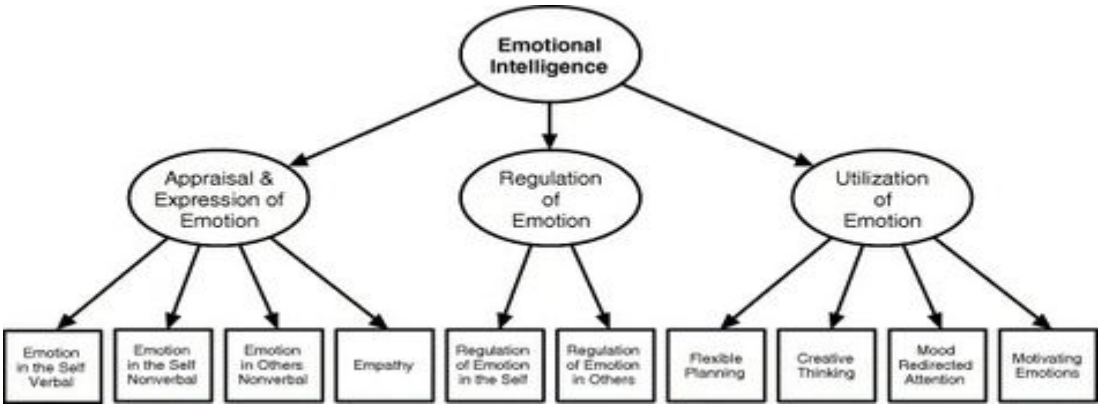
further explain, according to Salovey and Mayer (1990), emotional intelligence is an innate attribute that can be enhanced through constructive feedback and practical exercises. Emotional intelligence also contributes significantly to efficient leadership and achievement which assists individuals with the skills to navigate emotional and social environments (Salovey and Mayer, 1990). This type of emotional intelligence is measured using the MSCEIT (Mayer Salovey Curoso Emotional Intelligence Test) test. Accordingly, the MSCEIT is satisfactorily reliable and valid.

Models of Emotional Intelligence; Mayer, Salovey, Caruso & Sternberg (2002).

According to Salovey and Mayer (2000), emotional intelligence encompasses the "appraisal and expression of emotion, the regulation or control of emotion and the utilization of emotion in adaptive ways".

Figure 4

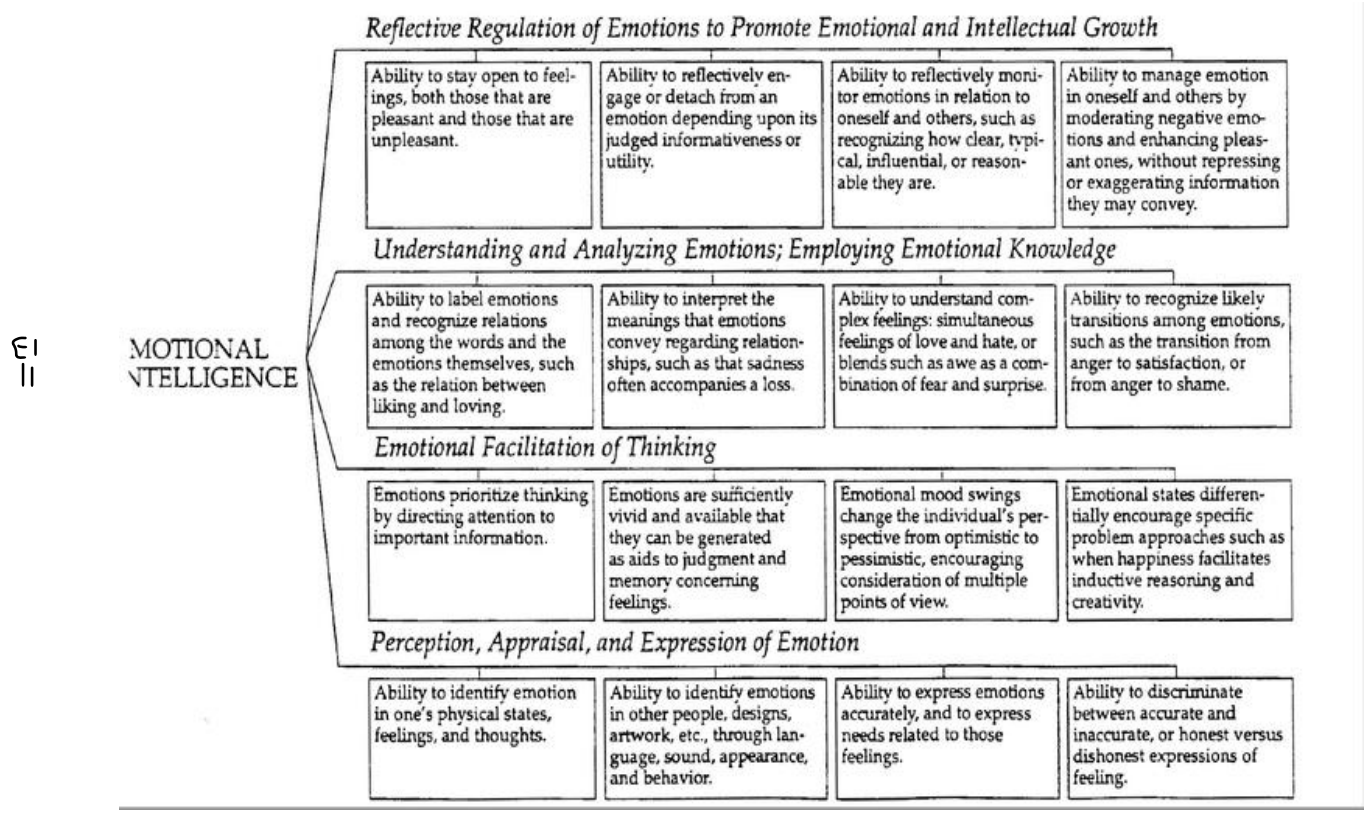
Salovey and Mayer's 1990 model of emotional intelligence



As stated by Neubauer and Freudenthaler (2005), the first two branches (1. appraisal and expression, 2. regulation of emotion) have been accepted. However, there is criticism of the branch that covers how emotions are used. Neubauer and Freudenthaler (2005) found that the terms are not clear in their meaning. For example, the terms ‘flexible planning and redirected attention’ within this theory are not properly explained. In 1997, the first prototype of emotional intelligence offered by Mayer and Salovey was revised. This modification saw emotional intelligence being referred to more as a mental ability rather than a personality trait. In this model, the section that previously referred to Utilization of emotion was omitted (Neubauer & Freudenthaler, 2005).

Figure 5

Salovey and Mayer's 1997 model of emotional intelligence



Mayer, Salovey, Caruso (2000) Model of emotional intelligence

This model of emotional intelligence is a four-pronged model also known as an ability model (Faltas, 2017). Furthermore, Faltas (2017) stated that this model advances the view that emotional intelligence impacts both our professional and emotional development. For example, in schools, emotional intelligence determines the level of leadership, empathy and self-awareness that will be shown to staff members. As stated by Mayer (2002), emotional intelligence ensures that we create more effective relationships.

According to this model of emotional intelligence, emotions play a vital role in our daily lives as they are naturally impacted by our present and past experiences. Additionally, our feelings

influence our emotions. It is important to note that within this model of emotional intelligence is the belief that emotional intelligence as a trait is almost impossible to change as it is seen as a stable ability (Корнієнко, Александрович & Барчі, 2023).

Emotional Intelligence Appraisal: Bradberry and Greaves

Developed by Bradberry and Greaves (2001), the Emotional Intelligence Appraisal is a self-assessed emotional intelligence test that. This test measures a person's emotional intelligence levels using the competencies and skills that were advanced by Goleman (1998). The Emotional Appraisal consists of 28 questions that are expressed on a Likert Scale. This test has received high regards for being reliable (Ganji, Mirhashemi, Malek, Sabet & Mehrdad, 2006). The main criticism of this test is that it requires the respondents to self-assess. Self-assessment can cause participants to be deceptive about their abilities (Conte, 2005). For example, a respondent can claim to have high levels of emotional intelligence when he or she does not.

Mayer-Salovey-Caruso Emotional Intelligence Test MSCEIT

This emotional intelligence test was developed by Mayer, Salovey and Caruso (1997) and is the first test to measure emotional intelligence as an ability (Fiori, Antonietti, Mikolajczak, Luminet & Hansenne, 2014). According to Brackett and Salovey (2006), MSCEIT uses a variety of scenarios to measure four areas of emotional intelligence in individuals. It is currently one of the well-known standardized tests for measuring emotional intelligence. The main criticism of this test is that it is the most expensive test on the market.

Literature Structure

The structure of the literature will seek to explore past research that examined the following dimensions of emotional intelligence: self-regulation, empathy, social awareness, and self-

awareness. These emotional intelligence dimensions form part of the research questions for this study. As a point of reference, the research questions are as follows:

To analyze how self-regulation affects leadership performance in primary and secondary schools in St. Kitts and Nevis. The second one reads; to determine how empathy influences leadership performance in primary and secondary schools. The next one looks at examining how social awareness impacts the relationship with leadership performance in primary schools and secondary schools. Finally, the fourth research question seeks to evaluate the effects of self-awareness on leadership performance in Primary schools and secondary schools. Hereafter this literature structure section presented information on twenty-four studies that are related to the different dimensions of emotional intelligence mentioned above.

There are studies that examine how emotional intelligence and gender interact. For example, in a comparative study conducted by Jillani, Bhutto and Ahmad (2023), they looked at emotional intelligence and how different gender students adjusted to university. In this comparative research, approximately three hundred male and female students formed the sample which completed the questionnaire. The findings showed that there were significant differences in the emotional intelligence competencies of the male and female students. To further expound, the female students had higher scores for emotional intelligence than their male counterparts. This proves that the study is appropriate as it looks at how gender and emotional intelligence are related.

In a study by Afzal, Naz and Khan (2023), a total of 100 principals were part of a sample in which both their emotional intelligence competencies as well as their leadership skills were examined. From the results it was deduced that there is a direct correlation between emotional intelligence and leadership. Furthermore, social awareness, the ability to resolve conflicts, and communicating effectively were some of the areas that were highlighted from emotional

intelligence that contributed to leadership effectiveness (Afzal, Naz & Khan, 2023). Therefore, leaders who are emotionally intelligent are better able to manage their staff members and handle any conflict that arises. The views of Afzal, Naz and Khan (2023) are aligned with those of Goleman's (1995) that emotional intelligence has an impact on how leaders perform at work. Furthermore, there is support that the relationship between emotional intelligence and leadership performance functions through the different dimensions.

Smith and Kamm (2024) conducted an empirical study on Emotional Intelligence Training. It was based on the assertion that there is a gap in teachers' socio-emotional skills which results in students not performing academically. According to Smith and Kamm (2024), it is important that teachers have skills in emotional intelligence so that they become better classroom managers. This qualitative study used a sample that comprised eight teachers from a private school. The results agreed with the research questions that training in emotional intelligence helps with building better relationships between teachers and students. This occurred as teachers became self-aware of their negative behaviours. Another result from this research showed that emotional intelligence training can assist in helping students to improve academically. As teachers went through the training, they became more conscious of how they interacted with the students.

Antonopoulou (2024) conducted a study on four dimensions of emotional intelligence. This research looked at four dimensions of emotional intelligence and their relationship to gender and age, for example. The study's purpose was to investigate the impact of emotional intelligence on leadership. It also looked at gender and age on emotional intelligence. This study was carried out via a review of the literature on emotional intelligence. Therefore, the researcher Antonopoulou (2024) reviewed many databases to learn more about emotional intelligence. This study deduced that emotional intelligence has dimensions that are interconnected instead of being separate.

Quantitative research was done by Chaudhary, Ali, Maqsood, Nasarullah and Rodolfo (2024) on how emotional intelligence influences school climate. The main purpose of this study was to analyze how emotional intelligence affects leadership in a school. Chaudhary, Ali, Maqsood, Nasarullah and Rodolfo (2024) selected a sample of 289 principals who were asked to complete a questionnaire that would measure their emotional intelligence skills. From the analysis, it was highlighted that there was an affirmative impact of emotional intelligence on leadership.

Emotional Intelligence in the structure of personality self-regulation was research conducted by Kornienko, Aleksandrovych and Barchi (2023) to assess the theoretical concept of emotional intelligence. It was done based on the model of emotional intelligence as posited by Bar-On, Goleman and Mayer-Salovey and Caruso. In this study, the researchers Kornienko, Aleksandrovych and Barchi (2023), ran an analysis of the different dimensions of emotional intelligence. The conclusion of this theoretical research advanced that emotional intelligence is an essential skill that can impact on how people are treated in the workplace. Moreover, having high levels of emotional intelligence can result in more positive outcomes such as being better at resolving conflict and managing their emotions.

A study on the emotional intelligence of teachers in Malaysia was carried out by Mustafa, Nordin, Razzaq and bin Ibrahim, (2020). Using a population of two hundred and sixty-four vocational college teachers in Malaysia, this quantitative study sought to support the view that emotional intelligence influences how committed teachers at a vocational are to their institution (Mustafa, Nordin, Razzaq & bin Ibrahim, 2020). The sample was randomly selected. Once the data were collected, the following tests were performed: Structural Equation Modelling (SEM) and AMOS 21. The results showed that all elements of emotional intelligence met the criteria of being committed to their jobs (Mustafa, Nordin, Razzaq & bin Ibrahim, 2020).

Armesto-Céspedes, Bartra-Rivero, Yomona-Ruiz, Rodriguez-Barboza, Valdivia-Ramírez and Alarcón-Villalobos (2024) studied emotional intelligence of managers at retail companies. Armesto-Céspedes et al (2024) used the Salovey and Mayer questionnaire to gather data from the three hundred and eighty-five human resources managers. The conclusion of this research revealed that there is a correlation between emotional intelligence and the different leadership styles of the human resources managers at the retail companies. These results corroborate the literature that emotional intelligence and leadership are important in different leadership situations.

The research by González, Martínez, Lomboy and Expósito (2024), investigated the connection between leadership competencies and emotional intelligence of university students. The sample of eleven hundred and one university students was selected through convenience sampling methods. To measure emotional intelligence, an instrument that was created for the workplace was used and another questionnaire served to measure leadership. Using statistical analysis, it was found that all the dimensions of emotional intelligence were positively correlated to leadership competencies in the students. This research supports the notion that emotional intelligence is an important leadership skill that should be developed early.

Hadi, Setiawati, Kirana, Lada and Rahmawati (2024) looked at how emotional intelligence can be used to mediate the leadership and work behaviour of lecturers in a university in Indonesia. One hundred and nineteen lecturers formed the sample group for this research. They were asked to complete a questionnaire to gather the data. From the results, it was seen that emotional intelligence has a positive effect on the work behaviour of the lecturers and is a great predictor of leadership performance. Furthermore, this shows that apart from the direct influence of emotional intelligence on leadership, it can also play a mediating role.

Investigating emotional intelligence and how it correlates to the victims of school violence was carried out by Estévez, Jiménez and Segura (2019). Estévez, Jiménez and Segura (2019) conducted this study to research the impact of empathy in practitioners of violent behavior as well as the victims of school violence. The population consisted of 1318 students between the ages of 11 to 17. The sample was selected from four secondary schools in Spain and was selected through random cluster sampling. Instruments consisted of ten items to evaluate aggressive behaviour. The Trait Meta- Mood Scale (Salovey, Mayer, Goldman, Turvey and Palfai) was used to determine emotional intelligence. The results showed major variations in the different elements of emotional intelligence. It was seen that empathy in particular, is integral to how people interact with one another.

Using a sample of 291 teachers, Amponsah, Salifu, Yeboah and Commey-Mintah (2024) conducted a study on emotional intelligence and academic performance of pre-service teachers in Ghana. The researchers Amponsah, Salifu, Yeboah and Commey-Mintah (2024) used a closed-ended questionnaire to collect data for this quantitative research. The results explained that there is a relationship between the teachers' emotional intelligence in self-management and self-awareness and their academic achievement. These findings are vital as they confirm that self-awareness supports leadership performance.

The research by Floman, Ponnock, Jain and Brackett (2024) was inspired by the Covid-19 pandemic. Within this research they looked at the well-being of emotionally intelligent school leadership during and after the pandemic. The sample comprised of 4,600 educators working in public schools in the USA and it used a cross-sectional design. The conclusion for this study agrees that educators who were emotionally intelligent were able to maintain their wellbeing even in the face of challenges. Being emotionally intelligent helped them to become resilient.

A cross-sectional survey on emotional intelligence was conducted on nursing students by Guilia, Guilia and Paola (2019). The focus of the study was to evaluate emotional intelligence, empathy, and alexithymia. The population of the study was nursing students at a Nursing course in Modena. The sample consisted of two hundred and thirty-seven 1st and 3rd year nursing students. Once the data were collected, they were analysed using descriptive statistics using Spearman test and multiple linear regression model. The results garnered from this research showed that there were meaningful variances found between the two groups of students on all the instruments. However, the female students in the 3rd year scored differently from the male students. This study showed that emotional intelligence proficiencies of the students increased from 1st year to 3rd year. Most importantly, the research confirmed empathy as a component of emotional intelligence (Giulia, Giulia & Paola, 2019). This shows that empathy can be strengthened as time progresses, which can influence leadership. Therefore, training is essential to the process of developing emotional intelligence.

Mascia, Agus and Penna (2020) conducted research on how emotional intelligence and self-regulation affect how smartphones affect students' quality of life. In this research, the authors sought to investigate factors that can impact on the quality of life of students. The participants for this study were 215 students in an Italian middle school. The results showed that it is important to encourage emotional intelligence and self-regulation in students to improve their quality of life (Mascia, Agus & Penna, 2020). Additionally, these results show how we behave and that our general well-being is influenced by emotional intelligence.

Another study written on emotional intelligence was done by Iqbal, Qureshi, Ashraf, Rasool and Asghar (2021) based in Pakistan. A sample of four hundred undergraduate university

students was selected using stratified sampling. The data were collected using a survey questionnaire which consisted of 42 items. The results revealed that two elements of emotional intelligence; self-regulation and self-awareness greatly impacted academic performance (Iqbal, Qureshi, Ashraf, Rasool & Asghar, 2021). In other words, with the presence of emotional intelligence leadership performance is improved.

Examining how emotional intelligence affects productivity at work was the main purpose behind the research led by Shah and Kiran (2024). Notably, this research looked at how emotional intelligence on the job was integral to a conducive work environment. In this quantitative research, Shah and Kiran (2024) used a questionnaire to gather data from the 150 workers who participated in this study. The data were gathered using a self-assessment emotional intelligence questionnaire. After data analysis was concluded, the findings showed that most of the employees had high scores for all dimensions of emotional intelligence; the employees also had high scores for productivity. As such, Shah and Kiran (2024) found a positive correlation between emotional intelligence and productivity. Furthermore, the results indicated that employees with higher emotional intelligence were in a better position to deal with challenges at work.

The cross-sectional study investigating how emotional intelligence predicts self-esteem of nurses was carried out by Pérez-Fuentes, Molero Jurado, Del Pino & Gázquez Linares (2019). The study was carried out using 1,601 nurses between the ages of 22 to 60. Once the data were collected, they were evaluated using Pearson's correlation and step wise multiple linear regression analysis (Pérez-Fuentes, et al, 2019). The results of this study indicated that emotional intelligence/empathy has an influence on the self-esteem of the nurses. Empathy is especially important to leadership performance. It also helps with the well-being of the nurses.

Looking at online education during COVID-19 was the focus of a study conducted by Chandra (2020) in two cities in India to explore the coping techniques students used while taking online classes. The sample was selected using purposive sampling and comprised of ninety-four students. The data were examined using explanatory data. The findings of the study indicated that the students used emotional intelligence skills to help them cope (Chandra, 2020). This is of significance to teachers and students alike, which will help them to be better at managing their stressful situations.

Pastor (2014) conducted research on leadership and emotional intelligence. He stated that the purpose of this study was to look at the emotional intelligence and leadership competencies of both males and females. It involved 154 participants of varying ages. Emotional intelligence was measured using the scale developed by Schutte (1998). Results agreed with other research that the leadership performance of the teachers is related to their emotional intelligence levels.

Another study that analyzed emotional intelligence and leadership performance was done by Bratton, Dodd and Brown (2011). This study focused on the impact of emotional intelligence on the accuracy of self-awareness and leadership performance. This quantitative research used a survey to gather the data for this research. The sample consisted of one hundred and forty-six leaders along with approximately thirteen hundred juniors. Interestingly, the leaders who underrate their abilities are more emotionally intelligent than those who overemphasize their leadership skills (Bratton, Dodd & Brown, 2011).

Rosete and Ciarrochi (2005)’s research on emotional intelligence and its relationship to workplace performance was done to explore three variables: emotional intelligence, leadership effectiveness and cognitive intelligence. Findings were that the higher the emotional intelligence

of the managers, the better their leadership effectiveness (Rosete & Ciarrochi, 2005). This study was significant as it highlights the view that leadership is influenced by emotional intelligence and is an important factor in leadership performance.

In this quantitative research by Arshad, Shahzada, Zafar and Rasheed (2024) they looked at emotional intelligence levels, leaderships skills and whether there is a relationship between emotional intelligence and leadership performance. The sample consisted of 96 principals, and they were asked to complete two questionnaires that examined emotional intelligence and leadership qualities. The results showed that there is a correlation between the principals' levels of emotional intelligence and their leadership abilities (Arshad, Shahzada, Zafar & Rasheed, 2024). Furthermore, there is a direct link between emotional intelligence and leadership performance.

Another study that examined emotional intelligence was done by Rahman, Bin Amin, Yusof, Islam and Afrin (2024). In this cross-sectional quantitative research, the focus was on how emotional intelligence impacts the motivation of students at a university in Bangladesh. The researchers used purposive sampling methods to select a sample of 415 students from universities in Bangladesh. The participants completed a questionnaire that was then analysed to reveal that self-regulation, self-motivation, empathy, self-awareness and social skills are the dimensions of emotional intelligence that have significant impact on students' ability to participate in learning (Rahman, et al, 2024).

The upcoming section examined each dimension of emotional intelligence as stated in the research questions, namely self-regulation, empathy, social awareness and self-awareness.

Literature related to the dimensions were examined to determine similarities and differences as expressed by other researchers.

Self-regulation

The groundbreaking research by Goleman (1998), advanced that there are four main areas of emotional intelligence. The main emphasis for this subtheme will be self-regulation. As cited in Nachon, Segretin and Lipina (2020), it was at the beginning of this era that the study of self-regulation saw its genesis in developmental studies. It was Albert Bandura who first spoke about self-regulation and how people manage their emotions and behaviours. Bandura's work on self-regulation advanced that people go through a process of self-regulation through three stages, namely, self-observation, judgement and self-response (Sotiriadis & Galanakis, 2022). According to Sotiriadis and Galanakis (2022), Bandura explained each process by expressing that when making self-observations, people make self-assessments so that they can achieve goals that they would have previously set. In stage two, called judgement, there is a comparison between what was done before and the completion of the specific goals. Finally, stage three, the person looks towards the result of the goal to either be happy about or feel punished by.

As posited by Masaki (2023) theories of self-regulation began in the early 1800s and were used by governments to control their citizens. Furthermore, theories of self-regulation Sotiriadis and Galanakis (2022) address how people set goals and go about achieving them. According to Cleary and Zimmerman (2004) the concept of self-regulation is dynamic and complex. Within self-regulation there is one common theme that posits that people set goals and direct their behaviour to accomplish those goals.

Studies of self-regulation have become popular when discussing the accomplishments of students. However, self-regulation can also be related to people in the workplace. According to

Sotiriadis and Galanakis (2022), the presence of self-regulation helps employees display emotional resilience when they are able to cope with high stress situations. Emotional resilience comes forth when employees practice self-regulation skills by setting goals to be achieved. When setting goals, it is our desire to complete them. However, sometimes we are faced with challenges. Some people give up on the pathway to accomplishing these goals, whereas others press on, become more determined and in the end, they achieve. This as posited by Sotiriadis and Galanakis (2022) is what becomes emotional resilience. Some characteristics of emotional resilience are being able to be assertive, to resolve conflicts and to communicate effectively.

Self-regulation consists of both cognitive and behavioral competencies (Antonopoulou, 2024). In the general sense of the term, self-regulation can be defined simply as how one regulates one's behaviour (Fomina, Burmistrova-Savenkova & Morosanova, 2020). Gökteke and Ocak (2024) advanced that being self-regulated helps a person to control and modify his/her behaviours. According to Haron, Mustafa and Alias (2010), self-regulation refers to how a person is able to adjust his or her emotions to suit a specific situation. As defined by Vohs and Baumeister (2004), self-regulation includes one's ability to manage one's choices and behaviours. Yet another definition as put forward by Hetherington, McDonald, Racine and Tough (2019) showed that self-regulation is also the ability to pay attention. Nachon, Segretin and Lipina (2020) examined self-regulation using mixed methods research to analyze approximately five hundred (500) articles. The purpose of this research was to dig deep into the concept of self-regulation and how it is measured. Therefore, Nachon, Segretin and Lipina (2020) studied the existing literature on self-regulation so as to better understand how we could benefit from their contributions. Articles that followed the criteria of being peer reviewed, published in English or Spanish and covered self-regulation in humans were pertinent to this research. The data collected were collected and

analysed with results showing that there is an increase in the number of articles being published about self-regulation (Nachon, Segretin & Lipina, 2020). These articles expound on definitions and how self-regulation can be measured.

Despite the varying definitions, they all agree that the inclusion of self-regulation allows a person to set goals and to work towards achieving them. Further stated by Vohs and Baumeister (2004), the choices one makes can either be consciously or subconsciously done. According to Morosanova, Kondratyuk, Gaidamashko and Voytikova (2018) conscious self-regulation is used when a person sets goals and furthermore, he/she cognitively monitors these goals until they are achieved.

According to Deliu and Perez (2024) being emotionally self-regulated is an essential skill that helps to develop our interpersonal and our personal welfare. Even though self-regulation is an important trait to possess, it is not something that most people have. Therefore, as advanced by Deliu and Perez (2024), people can receive training in being self-regulated. As such, they conducted research on the emotional intelligence training of teenagers. This training also included conflict resolution and self-regulation. These results support the importance of self-regulation as a dimension of emotional intelligence that promotes calmness and objectivity when in challenging situations. Contrary to the research by Deliu and Perez (2024) which looked at how self-regulation can be taught, this research examined it as an outcome of leadership performance.

The researchers Goncharova and Zhidkova (2021) believed that having emotional intelligence would ensure that a person fulfils a successful life. This empirical research was conducted in Russia and had male participants who were in the police force. These officers were all students on a training course. One of the purposes of the study by Goncharova and Zhidkova (2021) was to examine what determines the emotional intelligence and self-regulation of police

officers. The officers completed MSCEIT as one of the instruments of data collection. The results were conclusive that the relationship between emotional intelligence and self-regulation (Goncharova & Zhidkova, 2021). Even though this research was conducted using police officers instead of within a school setting, the results support the views and importance of self-regulation as a factor of emotional intelligence. Contrary to the findings by Deliu and Perez (2024), Goncharova and Zhidkova's (2021) research investigated self-regulation in relation to adults in the workplace instead of teenagers. In the case of adults in Goncharova and Zhidkova's (2021) study, they are already in stressful situations in the workplace and need self-regulatory skills in order to function effectively.

Zlokazova and Kuznetsova (2021), agreed with other researchers that self-regulation is a vital skill that is needed in different professions. In this case, the profession was in the medical field. Zlokazova and Kuznetsova (2021) examined how psychologists' emotional intelligence and self-regulation competencies were determined as they work with patients over a long period of time. It is known that the job of a psychologist can be daunting, and that they face high levels of stress as they interact with and support their patients. Therefore, a training course for psychologists was developed to help them address their stress levels by providing them with a variety of coping mechanisms. A questionnaire was used to collect data which confirmed that the psychologists with high emotional intelligence levels were also able to experience better results from the training. The link between emotional intelligence and self-regulation was corroborated. One important addition coming from the research by Zlokazova and Kuznetsova (2021) is that it supports the view that training in emotional intelligence is imperative to help leaders to be more effective. This study is aligned with that from Deliu and Perez (2024) as well as that of Zlokazova and Kuznetsova (2021). Both studies agreed that self-regulation can be taught. However, they diverge as the research by

Zlokazova and Kuznetsova (2021) focused more on training for short term outcomes instead of viewing self-regulation as a dimension that predicts leadership performance over time.

Literature is replete with examples of self-regulation as being vital to emotional intelligence. Case in point is the research conducted by Bodrogi, Bereczkei & Deak (2022) that investigated the correlation between emotional intelligence and emotional self-regulation. Bodrogi, Bereczkei and Deak (2022) agreed with past research that self-regulation is a factor of emotional intelligence. Additionally, people with high levels of emotional intelligence can quickly regulate their emotions when faced with challenging situations. This current study by Bodrogi, Bereczkei and Deak (2022) examined emotional intelligence and self-regulation by using a cognitive reappraisal instrument. The hypothesis of this research advanced that the presence of emotional intelligence will result in fewer problems with self-regulation. Bodrogi, Bereczkei and Deak (2022) used a sample of approximately one hundred and thirty participants who were all students of different disciplines at universities in Hungary. The participants completed a self-report questionnaire after data analysis. The data analysis was computed using SPSS using a variety of tests and showed that the first hypothesis that spoke to the relationship between emotional intelligence and emotional self-regulation could be accepted. This research supports this current research that there is empirical confirmation that self-regulation influences emotional intelligence.

Being psychologically sound is essential for our overall wellbeing. According to Jabeen, Khan and Mursaleen (2024) the work of being a clinical psychologist encompasses many parts, such as taking care of one's mental health and helping people who are suffering mentally. It is through the work of the clinical psychologist awareness of mental issues are brought to the forefront. In this mixed methods research by Jabeen, Khan and Mursaleen (2024), the relationship between emotional intelligence and self-regulation/resilience was investigated. The quantitative

aspect of their research was completed using a questionnaire and analysed using SPSS, and the qualitative data were gathered from unstructured conversations with the clinical psychologists, and themes were created based on the information. The researchers ensured that both sets of results were triangulated. The conclusion of the whole research stated that to improve emotional intelligence and self-regulation, clinical psychologists must play a role in the matter. The clinical psychologists were the ones who ensured that people have good strategies to improve their mental health. Improved mental health, which comprises emotional intelligence and self-regulation, are useful to helping people to face difficult situations and live out their best potential (Jabeen, Khan & Mursaleen, 2024). Similarly to this current research, Jabeen, Khan and Mursaleen (2024) used a mixed methods approach which gives a more rounded understanding of emotional intelligence and self-regulation in real life situations. Additionally, using mixed method research will allow for triangulation of the results.

To further strengthen the views of this research was the study by Marsch, Yanagida and Steinberg (2024) who asserted that it is important that students regulate their learning in both the classroom and in the day-to-day workplace. As such, their research looked at self-regulated learning and stress in the workplace. This was researched using students who were science majors, at that time, and who were presently on job attachment. This longitudinal study conducted in Vienna involved approximately 200 participants gathering data over a 15-week period. The analysed data showed that a bidirectional relationship exists between self-regulation and stress. That is; in some cases, self-regulation impacted on the stress levels of the students and in other cases, stress impacted on the students' self-regulation ability. Marsch, Yanagida and Steinberg (2024) also noticed that high levels of stress for one week resulted in students not being self-regulated in their learning the following week. These results emphasize the importance of self-

regulation in people, especially those in highly stressful jobs such as principals and vice principals. In the cases of school leadership, this study shows that even leaders who are emotionally intelligent experience stress if they are not self-regulated.

According to Корнієнко, Александрович and Барчі (2023) it is important that a person knows his/her emotions in order to know him/herself. Their article examined emotional intelligence within the ambits of self-regulation as a personality trait. The review of literature for the article written by Корнієнко, Александрович and Барчі (2023) explained the genesis of emotional intelligence dating back to the philosopher Plato who believed that within the learning process, there is a need for emotions as well as mental ability. This article follows the research of Goleman who in the following of 95 Harvard University students, found that those with the highest academic performance while at university proved less successful in their chosen careers, were unhappy and overall dissatisfied with their lives. This was in comparison to the students who were not as academically inclined. It can be presumed that being academically inclined does not necessitate that one will be prepared for mastering the challenges of life. Therefore, having emotional intelligence can make one more satisfied with life, able to control one's emotions and ultimately more successful and productive at work (Корнієнко, Александрович & Барчі, 2023).

This article concluded with the knowledge that people with superior levels of emotional intelligence are more approachable as they are not easily offended, take feedback in a positive way, and they resolve conflict quickly. It is important to note that within this model of emotional intelligence is the belief that emotional intelligence as a trait, is almost impossible to change as it is seen as a stable ability (Корнієнко, Александрович & Барчі, 2023). In this instance, the research by Корнієнко, Александрович and Барчі (2023) adds significantly to the theory that emotional intelligence is a contributor of emotional intelligence. Within this research is also the

view that leaders who are emotionally intelligent are integral to creating and promoting positive working environments.

Bagheri, Kosnin and Besharat (2016) posited that based on the environment, people regulate their emotions. Being able to regulate emotions is a vital determiner of one's academic achievement, mental health and work performance. This study by Bagheri, Kosnin and Besharat (2016) gives credence to strengthening self-regulation through training sessions. Using the Mayer and Salovey's (1990) model of emotional intelligence, the researchers believed that emotional regulation can be taught through training. The study by Bagheri, Kosnin and Besharat (2016) was conducted in Iran and involved university students who undertake studies in a variety of fields. Their research supports the view across this research that there is a correlation between self-regulation and leadership performance. It gives credence to the empirical literature that self-regulation promotes peaceful responses in tense situations.

The Schutte (1998) emotional intelligence test was used to gather the data from the participants who were also required to complete training sessions over a six-week period. From the results, it was noticed that training had a significant effect on emotional regulation for the experimental group of participants. No change in emotional regulation was seen for the participants who were in the control group (Bagheri, Kosnin & Besharat, 2016). This research by Bagheri, Kosnin and Besharat (2016) adds to empirical research by strengthening the viewpoints of Deliu and Perez, 2024; Zlokazova and Kuznetsova (2021) that emotional intelligence improves with training.

That effective learning sees self-regulation as vital, is a well-supported viewpoint in literature. In the next research, Suan (2023) used a mixed methods design to examine the correlation between emotional intelligence and academic achievement. This research utilized

secondary school students at a school in Thailand. The sample size was selected using simple random sampling and approximately 400 16- to 17-year-old students formed the sample for this study. The data were collected using a Likert type questionnaire that was modified for use in that study. Data analysis revealed that self-regulation held an essential role in the academic achievement of the students (Suan, 2023). The result of the study by Suan (2023), revealed that academic success is possible when leaders create or foster an environment that promotes self-regulatory behaviour.

Additionally, Lu, Lee, Yang and Song (2021) conducted a comparative study on countries that are similar in culture to China and South Korea. The focus of their research was to look at the relationship between emotional intelligence and labour and job satisfaction. The findings of the study proved that emotional intelligence and more specifically self-regulation were the most important variable (Lu et al, 2021). Another study also found that self-regulation is an important mediating variable was conducted by Ayub, Sultana, Iqbal, Abdullah, and Khan, (2021). In their study, the goal was to investigate the connection between job performance and workplace ostracism using emotional intelligence in a mediating role in Pakistan. Ayub et al (2021), gathered data from employees in the public sector. The findings showed that self-regulation restricts the negative effects of workplace isolation (Ayub et al, 2021). What can be concluded from the research by Ayub et al (2021) is that self-regulation is a good measure by which to ascertain leadership performance. Furthermore, this research provides strong support for the view that leaders need to be self-regulated to be effective in their daily lives. The studies conducted by Ayub, et al (2021) and Lu et al, (2021), are all aligned with this current study that self-regulation is essential for leadership. However, there are limitations to these studies, the main one being that

none of these studies were investigated within the Caribbean context which would ultimately not address the cultural differences.

In the field of banking, Rahiman, Kodikal, Biswas and Hariharasudan (2020) explored how emotional intelligence affects the work environment. This population was 535 bankers in the Kingdom of Bahrain who were selected via a multi-sampling technique. A survey was conducted to collect the data which was then analysed. The findings showed that self-regulation, which is a dimension of emotional intelligence, contributes to organizational commitment. Even though this research was conducted within the banking sector, there are conclusions that can be applied to the field of education. For example, if school leaders can self-regulate, they can help to improve the relationship with both students and other teachers within the schools' environment. A study of this nature adds to the theoretical context of this current research as it supports that self-regulated leaders can more effectively perform within their organizations. Furthermore, self-regulation as a predictor of how leaders perform is an important aspect of this research.

This study that was conducted by Deliu and Pérez (2024), also addressed the training focus of emotional intelligence. Their views took it a step further than the research by Bagheri, Kosnin, and Besharat (2016) by contributing not only to the need for training but also how the training should be structured. Using a sample size of 87 students, Deliu and Pérez (2024) conducted quasi-experimental research on emotional skills training and its effects on self-regulation. Additionally, this study looked at whether there would be significant differences or not if this training were done by professionals. This study was carried out in Spain and involved school children who were in grade eight. The data showed that self-regulation was vital to the academic achievement of the secondary students (Deliu & Pérez, 2024). These results are significant as they indicated that even though self-regulation is essential to personal development it takes time for this to develop. It

would therefore mean that training should be done over an extended period. The limitations of this study extend to the small sample size that can hinder generalizability and the fact that the sample consisted of teenagers who are not yet fully developed.

Conversely to the above-mentioned study, one conducted by Mahdavi Neysiani, Asadi, Asgari and GhaleNoei (2019), set out to analyze emotional self-regulation along with spiritual intelligence when looking at violence against women. Using a correlational design, the sample included all women who experienced violence in Iran. An additional seventy people were selected using convenience sampling. The Emotional Self-Regulation Scale and a Spiritual Intelligence scale were used to gather the data, which revealed that self-regulation and spiritual intelligence are indeed connected (Mahdavi Neysiani, Asadi, Asgari, and GhaleNoei, 2019). Even though the setting for the research by Mahdavi Neysiani, et al., (2019) was based on the topic of well-being, the findings cement the views that self-regulation is good for leadership performance as well as teaching leaders how to best manage their stressful situations.

Whether self-regulation impacted on the motivation of students was the focus of research carried out by Ning and Downing (2010). Students are the main stakeholders with whom principals and vice principals interact. The researchers set out to find how self-regulation could influence students' academic performance. Thus, using a sample of almost 600 students from a university in Hong Kong Ning and Downing (2010) they invited the participants to complete a questionnaire to ascertain if the students were able to self-regulate their behaviours. The results were conclusive. Self-regulation has an influence on how the students perform academically. In the context of this current research, the research by Hong Kong Ning and Downing (2010) showed strong support for self-regulation being a key influencer of leadership performance.

Another study that looked at how self-regulation can impact students' academic performance was conducted by Pardo, Han and Ellis (2016). An additional variable in this research was online learning. According to Pardo, Han and Ellis (2016), the internet has opened many doors to student learning and as such, it is deemed an important part of teaching and learning. Furthermore, online learning has become integrated with face-to-face learning so much so, that most higher education learning institutions are adopting hybrid or blended strategies. Even though blended learning is prevalent in schools, the research of Pardo, Han and Ellis (2016) indicated that students were struggling with being self-regulated. As such, they conducted a study with 145 students who were in their first year of an undergraduate programme. The sample was required to complete a questionnaire that would test their self-regulation competency, academic performance and online learning (Pardo, Han & Ellis, 2016). The findings revealed that self-regulation was integral to academic performance and online learning. Once again, as evidenced by the research by Pardo, Han and Ellis (2016), these results support that self-regulation as a competency must be nurtured in leaders.

Haron, Mustafa and Alias (2010) used a mixed method approach to research emotional self-regulation among a group of academics in Malaysia. The sample consisted of approximately twenty-four lecturers, and the data were gathered using surveys and interviews. The researchers also engaged in the use of an online survey which yielded responses from almost 600 respondents. The conclusions drawn from the results indicated that the lecturers used a variety of self-regulation techniques to motivate themselves (Haron, Mustafa & Alias, 2010). The above three studies by Ning and Downing 2010; Pardo, Han and Ellis, 2016; Haron, Mustafa and Alias, (2010) all agree that self-regulation as a dimension of emotional intelligence is significantly associated with leadership performance. However, these studies varied in the types of samples that were used. For

example, Ning and Downing (2010) as well as Pardo, Han and Ellis (2016) investigated how students developed self-regulation. On the other hand, Haron, Mustafa, and Alia (2010) investigated employed people which is more aligned with this current research as school leaders are adults who work and are daily using self- regulatory skills to deal with the demands of the workplace.

The leadership at the schools in St. Kitts and Nevis is made up of male and female principals/vice principals. The question of whether gender plays a role in self-regulation or not, was the focus of the next research under review. Karimpour, Sayad, Taheri, and Sheibani (2019) conducted a study at Iranian universities involving 200 students of mixed gender. In this study, they required that the students complete both the Self-regulation learning strategies questionnaire and the Goleman emotional intelligence questionnaire. The results showed that the female students scored higher in terms of self-regulation and more specifically, goal setting and planning (Karimpour et al, 2019). These results fit nicely into the need for all leaders, regardless of gender, to be trained in ways to regulate how they feel as they execute their daily duties.

School leaders are tasked with having to be efficient in the workplace. This means they must cater to all stakeholders such as parents, children and the wider community. This makes it essential for the schools' environments to be supportive of the people therein. Another study conducted by Cañabate, Santos, Rodríguez, Serra and Colomer (2020) explored the emotional self-regulation of school aged children's emotional intelligence. The sample consisted of 90 students. These students were Physical Education students from four different primary schools. The researchers used the Trait-Meta Mood Scale as the measure in this research. In analysing the data, the results indicated substantial changes concerning self-regulation (Cañabate et al, 2020). Overall, self-regulated teachers and students can impact the learning environment.

To show that self-regulation is an important aspect of emotional intelligence, Mabekoje (2010) conducted a study on Emotional Intelligence and Self-Regulation among School-Going Adolescents. This study was carried out in Nigeria and involved almost five hundred adolescents as part of the sample. In collecting the data, the researcher concluded that self-regulation and emotional intelligence are positively associated. It is important to note that self-regulation is an essential competency across the lifespan of a person and should be encouraged by all students of all ages. In addition, this study supports the view that self-regulation is important to leadership performance.

Self-regulation is important to education and more specifically when improving attempt to improve the character of children. In a primary school in Indonesia, Siregar, Zulela, Prayuningtyas, Rachmadtullah and Pohan (2018) conducted a study on 150 Grade 4 students to evaluate emotional intelligence and self-regulation and how they affect the character-building capacity of these students. In this quantitative study, the researchers used a survey to gather the data. The analysis of the data revealed that self-regulation has a connection to character building in the students. School leaders are the mainstays to any school, and as such they are tasked with creating environments that can foster developing self-regulation skills in students. The findings of Siregar, et al., (2018) research add to the theoretical underpinnings of this current research, agreeing with Goleman (1995) that self-regulation enables people to meaningfully redirect negative or stressful emotions.

Sowndarya and Elavarasan (2022) set out to investigate the effect of various dimensions of emotional intelligence on leadership behaviour. The dimension that is of focus in this section is self-regulation. This study was conducted in India using IT employees. A modified instrument that measures emotional intelligence was used to gather data from the 368 IT employees. A

convenience sampling method was used to select the sample. After the data were collected, SPSS software was used to run correlation and regression tests on the data. Higher levels of self-regulation were found in approximately 68% of the employees (Sowndarya & Elavarasan, 2022). It was noted that both self-awareness and self-motivation have the most impact on leadership behaviour. However, self- regulation also has a relationship with leadership performance. Of importance from the results of this study is the fact that leadership performance is most effective with a combination of emotional intelligence dimensions.

In the study by Jamali, Sidani and Abu-Zaki (2008), it was also reported that the male managers scored higher for self- regulation than the female managers (Jamali et al, 2008). Overall, male managers had the highest scores for self-regulation. The main purpose of this study was to explore the different dimensions of emotional intelligence on the implications of management development in Lebanon. The researchers engaged a sample of 225 managers from different corporations in Lebanon. As stated by Jamali, et al, (2008), the main instrument was developed to include the five dimensions of emotional intelligence as proposed by Goleman (1998). Using an instrument that fits the dimensions of emotional intelligence as posited by Goleman's (1998) model, adds to the conceptual framework of this current study. For this research, moderate levels of emotional intelligence were reported. Despite the moderate levels of self-regulation, this research is significant as a main dimension of emotional intelligence that impacts leadership performance. The role of gender in this research is also significant and worthy of further investigation. The two separate studies by Jamali, et al., (2008) and Sowndarya and Elavarasan (2022), reinforced that the dimensions of emotional intelligence in literature are seldom described in isolation. For example, the findings from Sowndarya and Elavarasan (2022) proved that two other dimensions were stronger than self-regulation. The research by Jamali et al., (2008), added

to the debate that gender can cause emotional intelligence competencies to vary, as they found that male leaders scored higher on self-regulation. These results are contrary to results found by Jillani et al. (2023), who found that female students scored higher than their male counterparts.

As stated by Sáez-Delgado, López-Angulo, Mella-Norambuena, Baeza-Sepúlveda, Contreras-Saavedra and Lozano-Peña (2022), self-regulation is imperative in helping to us to understand what teaching and learning entail. Therefore, the researchers set out to illustrate both students and teachers' self-regulation. Using a cross-sectional design, this study had a sample of 1481 students and teachers that were selected using convenience sampling. The participants came from many secondary schools in Chile in South America. The main data collection tool was developed by the researchers and validated in Chile as it went through a variety of tests (Sáez-Delgado, et al 2022). The results from this study by Sáez-Delgado, et al, (2022) revealed that both teachers and students have high levels of self-regulation and that it influences the teaching learning process. The result is significant to literature on emotional intelligence as it investigated both teachers and students simultaneously instead of individually. The impact of emotional intelligence as a function in the teaching learning process helps to support its importance.

Research conducted by Haricharan (2022) adds to the emotional intelligence and leadership performance correlation. Significantly, Haricharan (2022) used a 360 design to conduct quantitative research to examine the relationship between emotional intelligence competencies and leadership performance of top managers in the civil service in South Africa. Using a 360 designed ensured that the results were gathered through a self-assessment tool, not only from one source, thus reducing bias that can arise from using self-report instruments. It was found that there is a strong relationship between all aspects of emotional intelligence and leadership performance (Haricharan, 2022). The empirical support from this study is conclusive that emotional intelligence

is correlated to leadership performance. Furthermore, it was suggested that all dimensions of emotional intelligence should be developed simultaneously.

Özkan Kunduraci and Yarali Tozduman (2022) advanced that leadership is essential for social development and building societies. Furthermore, it is social behaviour that should be learned by children. Previous studies on leadership have posited that leadership skills are first acquired in the development of very young children Sorcher and Brant (2012) as cited in Özkan Kunduraci and Yarali Tozduman, 2022). The researchers further stated that self-regulation is a skill that is needed to help them to control their behaviour. The purpose of the research conducted by Özkan Kunduraci and Yarali Tozduman (2022) was to explore the correlation between self-regulation, emotional expressiveness, and leadership in preschool children. This quantitative study used a sample of 323 preschoolers in Russia. Data were collected from the teachers using the Self-Regulation Skills Scale along with two other instruments. The results disclosed that the female preschoolers had higher scores in self-regulation than those of the male preschoolers (Özkan Kunduraci & Yarali Tozduman, 2022). Self-regulation also had a high correlation with self-regulation and leadership skills of young children. The sample of this study were children of preschool age, and this study shows the importance of preparing educational settings that will support the self-regulation abilities of young children. Notably, this research supports the literature that female students had higher self-regulation competencies than the male students which adds to the gender input in research.

Using a sample of 101 employees at a manufacturing plant in the USA, Steinbauer, Renn, Chen and Rhew (2018) set out to use a self-regulation point of view to examine exclusion of other employees in the workplace. As stated by the researchers, many workers experience unfavorable treatment while at work (Steinbauer, Renn, Chen & Rhew, 2018). A few instruments were used to

gather data for this research. Once analysed, the results confirmed that self-regulation is a factor that explains ostracism in the workplace (Steinbauer, Renn, Chen & Rhew, 2018). The findings of this study agreed with literature that issues within the workplace can be explained by looking at self-regulation. It also shows that self-regulation has a dynamic role in leadership.

Duong, Tran, Ha and Phung (2020) conducted research to study how the concepts of emotional intelligence and performance are related. The focus participants of this research were based on students at a university in Vietnam from which a total of 1117 were selected. According to Duong, Tran, Ha and Phung (2020), the factors of self-control, wellbeing, and social skills were under investigation to determine if they contribute to academic performance. The results agree with past research on emotional intelligence and performance that show that they are correlated. This gives further support to other research that self-regulation can predict leadership performance.

The conclusion from this study explained that self-regulation can be taught, therefore it should become part of professional training programmes. Kuruvilla and Menezes (2019) looked at the effects of emotional training on emotional intelligence of graduate nurses. The objective of this research was firstly to test the emotional intelligence levels of the students, then to examine the effects of emotional intelligence training. This study utilized an experimental design, and a total of thirty graduate nurses formed the sample through purposive sampling methods. A pretest was administered using an altered emotional intelligence test. A two-hour training session was also completed by the nurses then the post test was conducted one week later. According to Kuruvilla and Menezes (2019) the data analysis showed that self-regulation had a high correlation with performance and should become part of training sessions.

Solati, Eslami and Ejadi (2023) used a quasi-experimental approach to investigate the effectiveness of self-regulation training on memory. The population for this research consisted of

grade 9 students at public unisex schools in India. The researchers used cluster sampling to select 60 participants for this study. This group was then divided into the experimental group and the control group. The results were conclusive that self-regulation training had a significant effect on memory. Moreover, the results gained by Solati, Eslami and Ejadi (2023) adds significantly to the literature on emotional intelligence. Here again, it was seen that self-regulation is a trainable dimension and is pivotal for leaders to possess.

Al Jaberi, Alzouebi and Abu Khurma's (2024) study looked at the correlation between the emotional intelligence of teachers and how well their students perform academically. The premise of their research was founded on the emotional intelligence theories of Goleman (1995). The instrument used in this research was a questionnaire that was developed by Goleman (1995) and adds theoretically to this present research. The researchers found that when a teacher can regulate his/her emotions, this in turn helps to create conducive environments for students to achieve academic success. These results reinforce the literature on self-regulation being valuable to leadership. Additionally, the findings of this research would support the literature that there is need for emotional intelligence training as it is essential for teachers being effective.

A study carried out by Karimpour, Sayad and Sheibani (2018) looked at the relationship between emotional intelligence and self-regulation. According to Karimpour, Sayad and Sheibani (2018) self-regulation includes the ability to examine one's emotions while emotional intelligence includes one's own emotions as well as the emotions of others. Karimpour, Sayad and Sheibani (2018) randomly selected a sample of 200 medical students to participate in this research. Two different instruments were used to collect data from the students: the Self-regulation Learning Strategies and the Goleman's Emotional Intelligence Questionnaire. The results showed that there is a negative relationship between emotional intelligence and self-regulation. Concluding that

relationship between variables is not always linear, it is of significance to this research. Therefore, there is need for further studies on how the dimensions of emotional intelligence interplay with each other.

Empathy

The discussion on empathy as a dimension of emotional intelligence begins with explaining the two types of empathy: affective and cognitive (Karaaziz, Can & Keskindağ, 2017). Affective or emotional empathy requires that a person be able to return with emotions that fit the situation. For example, it is expected that one would not laugh at a friend who is crying. Instead, the appropriate response would be to console the crying person. Cognitive empathy, on the other hand, deals with mental abilities such as giving one's opinion or thoughts on a matter. For example, commiserating with a friend who is facing some challenges in life. While some researchers advanced that empathy is an inherent trait in humans, there are others who believed that it can be taught (Karaaziz, Can & Keskindağ (2017).

Karaaziz, Can and Keskindağ (2017) asserted that there are many definitions to the term empathy. The definition advanced by Karaaziz, Can and Keskindağ (2017) shows that empathy involves caring about others and identifying with their needs. As posited by Badea and Pană (2010), empathy encompasses the skills a person uses to gain an intuition about how others feel. Additionally, as stated by Hajibabaee, Farahani, Ameri, Salehi, and Hosseini (2018), empathy is an essential element of managing relationships with self and others. Butler (2021) added that empathy enables a person to understand the body language of others. Being able to listen actively to another is also a characteristic of people who have high levels of empathy. According to Geisler (2022), it is imperative that leaders possess empathy. The author further explained that with being

empathetic, the leader is enabled to perceive the feelings of others. This is so because instead of focusing solely on self, the leader is able to appreciate the perspectives and feelings of others. Moreover, in the medical field, the acquisition of empathy is a trait that separates the mediocre from the superior. As stated by Moudatsou, Stavropoulou, Philalithis and Koukouli (2020), empathy in health care workers is a necessary attribute. Being empathetic allows medical practitioners to understand the plight of their patients so that they can provide the necessary assistance that the patient needs. Additionally, Mrisho and Mseti (2024) posited that empathy is exhibited in an individual by the way they create and foster relationships with others. Also, in the field of education, Rasmussen (2019)'s advanced that empathetic leaders are more aware of the needs of their employees and found that empathy is an innate trait that has the potential to take leadership to new levels.

Following the model of emotional intelligence as advanced by Goleman (1995), the study by Donie (2017) looked at the correlation between emotional intelligence and the performance of coaches. This research used a quantitative approach and a sample of 33 coaches from different types of sports. The analysed data agreed with the hypothesis that there is a correlation between emotional intelligence and the performance of the coaches. Similar to the coaches in the study by Donie (2017), school principals who are empathetic are better at managing the partnership between all stakeholders in the schools.

A study written by Ridho (2024) used a qualitative approach to investigate emotional intelligence and leadership in various organizations. This research followed the dimensions of emotional intelligence as advanced by Goleman (1995). Ridho (2024) analysed the literature on emotional intelligence and leadership in order to understand the relationship between the two concepts. In agreement with other research, the results from this research posited that when leaders

are emotionally intelligent, they have a greater ability to manage relationships and the demands of the workplace. This proves that there is support in literature for more studies on emotional intelligence in helping leaders to traverse the emotional climate in the schools. Contrary to the many quantitative research on emotional intelligence, this qualitative research by Ridho (2024), adds to the literature by providing depth to issue of emotional intelligence with the use of interviews.

According to Roerig, van Wesel, Evers and Krabbendam (2015), empathy is seen as an ability to some and as a process to others. Their research seeks to look at empathy from these two different points of view. The participants of this study were 28 students from a school in the Netherlands. The student sample was required to complete a variety of questionnaires such as the Level of Emotional Awareness Scale for children (LEAS-C) which calculates the child's ability to distinguish his/her feelings. This test was used to test empathy as an ability. Another instrument used was an observational schedule which was used to test empathy as a process. The findings showed that on the quantitative aspect of the research it depends on how empathy is used for it to be an ability or a process. The ability and process distinction is integral to this research as it adds to how empathy has been explained in literature. That is, leaders should not only be empathetic by nature, but they must also execute empathetic actions to those around them.

Contrary to the research by Holland (2021) which saw empathy as an internal trait, Roerig, et al.'s (2015) distinguishes itself by showing that a leader might have a high empathy score yet might not display empathetic acts. Moreover, within this research by Roerig, et al. (2015), there is support for the explanatory sequential mixed methods design utilized in this current research as Roerig, et al. (2015) posited that research should employ more than one method of gathering data. That is, what is missing from a structured questionnaire can be explained through an interview.

There is a parallel in the research above by Roerig, et al. (2015) and the research by Zhao, Neumann, Yan, Djekic and Shum (2021). Zhao, et al. (2021) added a new dimension to the concept of empathy as they looked at the culture/sex connection to empathy. Their explorations were done using a group of 129 people of different cultures. The participants were asked to complete a self-assessment tool alongside a computer-based activity. There are significant contributions that can be gained from this study by Zhao, et al (2021). For example, it showed that having empathy is not sufficient, it is important to be able to apply those emotions to appropriate situations. Also, there is need for principals to be culturally versed within schools as today most schools are becoming multicultural in nature. Zhao, et al.'s (2021) research also expands on how gender affects emotional intelligence as posited in research by Jamali, et al. (2008). Importantly, for this current research set within Caribbean culture, Roerig, et al.'s (2015) can act as a guide that the different cultural contexts must be considered when examining the results. Therefore, results gained in The United States of America for example, cannot be generalized to the Caribbean region.

Moudatsou, et al (2020) conducted research that focused on the whole idea of empathy and how essential it is for health care professionals to possess it. This research was done using databases to pinpoint studies that were conducted over a certain period and were written in English and or Greek. The search resulted in approximately 80 studies that fit the criteria of the search. The studies were then discussed by a team of experts who placed the studies in themes as long as they met the requirement. The results showed that empathy is indeed a skill that is compulsory in the healthcare field, and it should be encouraged (Moudatsou et al, 2020). Most importantly, training sessions that will support continuous professional development in honing empathetic skills should be a priority in the healthcare sector. This study by Moudatsou, et al (2020) adds to

the knowledge base that the development of empathy in an individual should be a deliberate action. This development can be done via focused and intentional training.

Karaaziz, Can and Keskindağ (2017) believed that empathy and emotional intelligence are vital to effective communication. This will be especially necessary in schools as being good communicators can produce better relationships with teachers and students alike. Ultimately, being able to communicate effectively can lead to improved leadership performance. Accordingly, Karaaziz, Can and Keskindağ (2017) posited that there are two types of empathy: cognitive (thinking) and affective/emotional (feeling). Based on this background, a review study was conducted to investigate empathy as a communication strategy. This was done alongside the context of cultural differences and gender. Results indicated that being empathetic is the key to understanding others and communicating effectively (Karaaziz, Can & Keskindağ, 2017).

In order to investigate the relationship among work attitude, work behaviour and empathy, He, Zhou, Ma and Qin (2024) conducted research on a sample of millennials who possessed a first degree. The participants were required to complete a questionnaire that examined the variables under investigation in this study. The data were analysed using SPSS and revealed a significant positive correlation between the empathy of the leaders and the attitudes of the workers (He, et al., 2024). These results support the view that empathetic leaders are integral to shaping how they respond and lead their subordinates. Additionally, the results showed ways in which leaders can effectively manage their staff with the use of empathy. This study is significant for its contributions to the field of emotional intelligence by showing that empathy has a direct impact on how employees behave. Furthermore, this significance shows the importance of leaders who are empathetic as this characteristic helps to create a beneficial environment for workers.

Based on the premise that emotions are essential to everything we do, Rostomyan, Rostomyan, and von Hattburg (2021) wrote that emotions add to our successes and failures. Their case study focused on emotions in our private lives as well in the business field. The main aim of their research was to ascertain whether business owners knew about the term emotional intelligence. A questionnaire was used to gather the data. More specifically, a questionnaire was the main instrument that was distributed to prominent businesspersons in Europe. The results indicated that most of the business owners were not aware of the concept of emotional intelligence. With this information in hand, the researchers Rostomyan, von Hattburg (2021) educated the business owners about the concept of emotional intelligence. They found that even though the business owners were not aware of the terms, most of their decision making in their companies relied heavily on emotional intelligence instead of IQ. The information gathered from the research by Rostomyan, von Hattburg (2021), revealed that even when leaders are not aware of or trained in emotional intelligence there is an impact on their leadership performance. This information is impactful because it means that with further intentional training, empathy can be improved, which supports the views previously stated by Deliu and Perez (2024).

In the hospitality arena, Lee and Lim (2023) asserted that the concept/skill of empathy is an important aspect of teamwork. According to Lee and Lim (2023), teamwork is a great benefit to any organization and therefore, it should be encouraged as these interactions help to foster the environment in the workplace. The research advanced by Lee and Lim (2023) set out to investigate how hospitality employees use two aspects of emotional intelligence to promote their interactions with other team members. They recruited over 300 people who worked in the hospitality industry. It was found that empathy was not the main reason behind how the team members interacted with

each other. This is an important finding as it suggests that there are other factors that can affect how a team of people operate. Empathy is important however; it is only one competency of emotional intelligence that according to Lee and Lim (2023) should be combined with other competencies to effect stronger leadership performance.

Fuller (2023) put forward that the study of empathy needs to be further studied. As such Fuller (2023) looked at the concepts of empathetic, direction-giving and meaning-making speech to test how well these concepts forecast organizational behaviour. According to Fuller (2023), research of this nature will add to the literature by distinguishing different types of empathy. Using a cross-sectional approach, the researcher engaged a group of full-time and part-time employees to be part of the study. Subsequently, a sample of over 300 workers were selected and asked to complete an online questionnaire. The data collected were analysed using SPSS. It was found that there is a significant association between leaders who have empathy and the employees within the organization (Fuller, 2023). This study proves that empathy is an essential asset that supportive managers possess and further supports the view of other researchers, that leaders who are empathetic are essential to where they are employed. Ultimately, having empathetic abilities would ensure that leaders will intentionally enhance their working environments. Unlike other research that see empathy as an internal attribute, Fuller's (2023) has contributed to the literature by investigating empathy in relation to communication and speech. Contrary to the process vs trait view in Roerig et al.'s (2015) research, Fuller's (2023) view, speech is especially important. According to Fuller (2023), empathy is seen in how leaders communicate verbally with their subordinates. This ultimately supports the view posited by Nguyen et al., (2019) that empathy is how it is communicated.

Empathy is an important dimension of emotional intelligence and was the focus of the research by Bontrager, Marinan and Brown (2023) who examined the opinions of almost 700 undergraduate students at a school in the United States to understand which leadership trait they value the most. In addition to the leadership trait that the students valued most, this study also looked at empathy as a marker of leadership. Of the ten traits that were examined, empathy was the leading trait that the students preferred. Bontrager, Marinan and Brown's (2023) contribution to the emotional intelligence literature is significant as instead of merely looking at the effects of empathy on leadership, they looked at empathy as how others perceive a person as a good leader. Its contribution to this current research lies in seeing empathy as a trait that students and other school personnel expect to see in their leaders.

It has already been established that empathy is an essential skill that is an asset to leaders. It is a requirement that leaders deliver negative feedback to their employees and they need to know how to do so effectively. With a sample size of 177, Young, Richard, Moukarzel, Steelman and Gentry (2017) investigated how empathetic leaders deliver negative feedback to their subordinates. It was concluded that leaders should be educated on how to relay feedback in an empathetic manner. This study finds its significance by contributing to the literature on how to deliver negative feedback to subordinates. In schools, leaders will be expected to sometimes share corrections with teachers and students. It is imperative that leaders learn the best ways in which to do so as doing so will create a compassionate climate.

Stanley and Bhuvaneswari (2016) conducted a quantitative study on social work trainees in India. The sample consisted of only female undergraduate students who were studying to become social workers. The main data collection instrument was used to assess empathy and found

that empathy was higher in final year students as opposed to first year students. Furthermore, the results support the view that both emotional intelligence and empathy are related (Stanley & Bhuvaneswari, 2016). Moreover, empathy is also connected to leadership, and it is a competency that can be trained over a period of time. This research by Stanley and Bhuvaneswari (2016), supports the views of Deliu and Perez (2024) that emotional intelligence can be trained, and that adding empathy to programmes that other leaders will be an asset.

Empathetic organizational structure was the focus of research conducted by Arghode, Lathan, Alagaraja, Rajaram and McLean (2022). This research was done through a review of related literature on the topic. The findings confirmed that leadership empathic traits can both influence the organization's culture as well as improve performance within the organization (Arghode et al, 2022). This research looked at empathy not only as a personal trait, but also at the organization's culture dimension. In so doing, it was confirmed that empathy impacts the effectiveness of the organization as well as that of its leadership within the organization. This is an important link to the theoretical literature on empathy as it interlinks empathy in the individual and empathy in the organization.

The Covid 19 pandemic resulted in companies closing, people out of jobs and created an overall fear around the world. Against this backdrop, Raina (2022) explored how employers used empathy to manage their employees during this phase. This qualitative study was conducted in India which faced many shutdowns and closures of businesses as was seen all around the world. As expected, these closures had a negative effect on the mental health of workers. In addition to affective and cognitive empathy, there is also compassionate empathy which is a combination of the previous two types (Raina, 2022). Interviews were used to collect data from top leaders within the organizations. Analysis of the data were done using themes that were coded, from which

inferences were made. The conclusion of this study showed that the leaders were empathetic towards their employees' mental health challenges. The research conducted by Raina (2022) is contextually relevant in that it spotlights how important empathy is to leadership. In this case, it was especially so during a time of disaster.

According to Arias, Soto-Carballo and Pino-Juste (2022) the education system in Spain has seen many changes over the past decades. These changes were related mainly to the primary schools. As the review of literature postulated, there was a need to merge emotions with academic performance. As such, the researchers set out to investigate the relationship between emotional intelligence and motivation (Arias, Soto-Carballo & Pino-Juste, 2022). This research used the model of emotional intelligence as advanced by Goleman (1995). For the sample used in this quantitative research, approximately 550 primary school students were selected. The results indicated that the correlation between motivation and the dimensions of emotional intelligence was high especially in the case of empathy. Furthermore, there is empirical support from this research that empathy determines the academic success of students as it also contributes to leadership performance.

The results from the research by Imperato and Strano-Paul (2021) on emotional intelligence and empathy are particularly important as it showed that with specific intervention, empathy can increase. Researchers Imperato and Strano-Paul (2021) utilized both a pretest and a posttest to measure empathy and emotional intelligence. It was found that empathy scores increased for the post test, however, nothing significant was noted for emotional intelligence for that same test. Results obtained by Imperato and Strano-Paul (2021) confirmed that empathy can be improved over time and that training should be specific to each dimension of emotional intelligence.

In some cases, empathy is not correlated to leadership effectiveness. One case in point was evidenced from research by Kashapov, Smirnov and Solovyeva (2022). They researched the topic of empathy as a resource to help students to adapt to technology in the learning environment. This study had a sample of almost 300 students at a university in Russia. In this case the results showed a negative correlation between empathy as a contributory factor into how well the students adapted to university. The negative correlation could have been a context issue. For example, empathy might not be significant in the field of technology. Additionally, it is imperative to test each dimension individually instead of collectively. Whereas many findings revealed a positive correlation between empathy and leadership performance, the results from Kashapov, Smirnov and Solovyeva's (2022) study serve as a reminder that context is important.

Empathy is critical for effective leadership as supported by research by Skinner and Spurgeon (2005). In their research Skinner and Spurgeon (2005) looked at how managers rated themselves on having empathy, and how their subordinates view them. The sample comprised 96 leaders and over 500 subordinates. The data were collected using a variety of instruments, one being the Multifactor Leadership Questionnaire that is being used in this current study. Results revealed that there is a correlation between empathy and transformational leadership and strongly supports this current research. Accordingly, it should be incorporated into frameworks for training leaders. Using the same validated questionnaire (Multifactor Leadership Questionnaire) as that of the current research, adds support to the methodology and theoretical underpinnings of this study by showing how the instrument can be used to connect empathy and leadership performance. For example, Skinner and Spurgeon (2005) found that empathy has a relationship with transformational leadership only.

A cross-sectional study was conducted by Hajibabaee, Farahani, Ameri, Salehi, and Hosseini (2018) to explore the relationship between empathy and emotional intelligence. The study's sample consisted of 320 Nursing students in Iran. The main data collection instruments were The Shutte Self Report Emotional Intelligence Test and the Jefferson Scale of Empathy. Both were analysed and the results indicated that there is a strong correlation between empathy and emotional intelligence (Hajibabaee et al, 2018). According to Hajibabaee et al (2018), when nurses have high levels of empathy, they are better able to relate to both the patients and their families. These findings can also offer realistic support that empathy boosts how people relate to one another, ultimately improving leadership abilities. Furthermore, these findings support research conducted by Tiwari (2016) but conflicted with those from Stanley and Metilda's (2016).

Another study that was conducted in the medical field was done by Vrontis, Chaarani, Nemar and Dib (2021). Carried out in Lebanon, this research focused on the emotional intelligence of the managers and how it affects employee performance. The dimensions of emotional intelligence that were under investigation are empathy, social skills and management of emotions. Data were gathered from 188 employees as well as 30 managers. Using both managers and employees in their research fits neatly into this current study which used data from both sources. The findings confirmed that managers' high levels of empathy greatly impacted on the employees' performance in the healthcare division. Vrontis, et al.'s (2021) study added to the literature by connecting the emotional intelligence of managers to how they impact on their employees.

In a study conducted by Badea and Pană (2010), they set out to discover the importance of sex and age along with empathy and emotional intelligence on the mental health of teenagers. They used a convenience sample of 991 students from a school in Spain. They gathered the data using a variety of instruments such as the Basic Empathy Scale and the Trait Meta-Mood scale to

measure emotional intelligence. The findings of this study indicated that empathy and emotional intelligence have a great impact on life satisfaction among teenagers (Badea & Pană, 2010). The period of adolescence is an important period in which to examine empathy. This study's contribution to literature can be found within the large sample group which gives credence to generalizability of the results. Additionally, the use of a validated questionnaire ensures clear representation of the variables under investigation. These findings support the view that it is important to incorporate empathy into leadership practices as doing so can impact student wellbeing.

Antinienė and Lekavičienė (2015) define empathy as having a deep understanding of what another person is experiencing. As such they conducted a study to examine empathy in relation to personality traits. This research sampled young people who were students either at a high school or at college. A total of 192 participants were interviewed in this study. This study showed a relationship between personality and empathy which indicated that there is a connection between empathy and how our personalities develop. Of significance to this research is evidence that other factors can influence the development of empathy.

This study by Guslyakova and Guslyakova (2020) was significant as it supported the literature that empathy is critical to student success as well as effectiveness in the classroom. Their study explored the relationship between emotional intelligence in teachers and how it correlates to how successful students are in foreign language at a university in Russia. Guslyakova and Guslyakova (2020) believed that it is important that there should be effective communication between teachers and students. They further surmised that it is not easy to interact with different temperaments, however it is essential for teachers to be emotionally intelligent. To this end, the sample consisted of 22 senior Foreign Language students. Each respondent was required to

complete three separate surveys which measured emotional intelligence and empathy. The findings confirmed that emotional intelligence and empathy are the cornerstone of a foreign language teacher's success. That is, teachers need to practice being emotionally intelligent so that they can build better relationships with students, thereby increasing the possibility of which can lead to increased student success.

Clarke, Marks, and Lykins (2016), reported that studies that explore emotional intelligence and empathy while focusing on gender usually find that generally, females score higher than males. Their study sampled 330 combined males and females. Using fictitious stories, the males and females were asked to read a story that indicated that males and or females scored high on emotional intelligence and empathy. The results showed that on self-reported empathy, the females scores were higher than males. This could indicate that the differences in gender may be as a result of perceptions. On the other hand, when the story proposed that males were more advanced than women, then the results showed that the empathy scores were not significant (Clarke, Marks, & Lykins, 2016). Therefore, the role of gender in the formation of empathy is significant to look at, as leaders need to be aware of how gender impacts emotional intelligence. Additionally, this study showed empathy as more than an individual trait but also impacted by social cues.

The work of Papoutsi, Drigas and Skianis (2019) sought to examine the positive correlations between emotional intelligence and an effective working environment. This research is more specific to the human resource department in the workplace. As stated by Papoutsi, Drigas and Skianis (2019), better work relationships are created with the help of the Human Resources Department. It was further posited that emotional intelligence can influence many areas of the workplace and it has become a tool that can help managers to recruit and retain employees. Even though employee turnover is inevitable, it is the employers' intention to retain their staff by

creating an environment that is conducive to job satisfaction. For this study, the researchers used empirical studies that were conducted in many different organizations. It was proven that emotional intelligence does in fact relate positively to an effective working environment (Papoutsi, Drigas & Skianis, 2019).

Singh and Dali (2013) explored how principals feel about their emotional competency of empathy and its link to their academic success. They came to the conclusion that it is in schools that work on building good working relationships among all shareholders that success is most likely. It was Goleman (1996) who theorized that principals need to have the ability to encourage good behaviour and still be able to correct bad behaviour without being offensive. Using a qualitative research approach, Singh and Dali (2013) interviewed ten principals each from five focus groups. Each principal was selected using purposive sampling and was required to participate in an in-depth interview to elicit their experiences over the years. The data collected was broken down into themes that were then coded and analysed. A look at the findings showed that principals are knowledgeable about the importance of empathy in carrying out their leadership duties. This study shows a distinction between having knowledge about empathy and actually being armed with the skills to apply empathy to situations. Therefore, as founded by Singh and Dali (2013), the principals are in need of ongoing training in empathy competency that will allow them to effectively handle the changes in the work environment.

Parrish (2015) conducted research on the importance of emotional intelligence in higher education. Parrish (2015) concluded that empathy has been identified as an important component of effective leadership, especially in higher education. This qualitative case study was conducted to inspect the importance of emotional intelligence for academic leadership in higher education (Parrish, 2015). The data were gathered through the use of interviews with eleven academics from

different universities in Australia. The sample was selected using convenience sampling as they were easily accessible. The data were transcribed and coded then analysed using a software programme. All the participants acknowledged that emotional intelligence was a vital aspect of academic leadership (Parrish, 2015). Additionally, the participants believed that leaders with strong emotional intelligence are more respected by their colleagues and are more successful as leaders. The results also confirmed that empathy as a dimension of emotional intelligence is vital to academic leadership. This endorses the previous research by Singh and Dali (2013).

This study was conducted using 157 school principals at public schools in Texas, USA. A four-point Likert scale instrument was used to collect the data. The instrument was administered using an electronic website, then it was evaluated using SPSS software. MANOVA was performed on the data to differentiate between the emotional intelligence competencies of male and female principals. This test was also used to distinguish between emotional intelligence and years of experience. The results revealed that female principals had higher levels of empathy as an emotional intelligence competency than their male counterparts (Labby, Lunenburg & Slate, 2013). There is significance in these results because they emphasize the need for further research into demographic information. This shows that training should be directed at all leaders and specifically age, gender or years of service.

Chan (2007)'s research was conducted in Hong Kong among 498 gifted primary and secondary school students. This study looked at three variables: emotional intelligence, leadership and intelligence. Based on the premise that an important aspect of leadership is intelligence, this study looked at whether intelligent people are more effective at leadership in relation to emotional intelligence. Three main instruments were used to gather data on their leadership skills, their emotional intelligence levels and their levels of intelligence. The results revealed that the primary

schools' students scored higher than secondary students on leadership, but they did not perceive themselves with strengths in emotional intelligence, specifically management of emotions and empathy (Chan, 2007). These findings were especially meaningful as they challenge the notion that leaders need only to be intelligent to lead. From the results it can be seen that leadership requires emotional intelligence. Contrary to previous findings that empathy impacts leadership, this research showed that possessing empathy is not automatic even if the person is deemed as being intelligent. This further supports the views of Deliu and Perez (2024) that it takes deliberate effort to develop empathy.

Conversely to the results above by Chan (2007), it was determined that the leadership skills found in older generations might not be present in young leaders (Hastings & McElravy, 2020). Their research further added to knowledge that empathy adds to leadership performance in both older and younger people. In looking at the leadership skills of young people, Hastings and McElravy (2020) conducted a quantitative study to explore psychological competency and empathy with leadership skills. Sixty-four (64) students formed the sample, and they were required to complete a questionnaire. The results confirmed that the youth who perceived that they had high levels of empathy also possessed higher levels of leadership skills (Hastings & McElravy, 2020).

As advanced by Abu Yazid Abu Bakar and Ishak (2018), students who are gifted often lack interpersonal skills and they also have a difficult time being empathetic. Therefore, this study set out to explore both the interpersonal skills and the empathetic understanding of 240 gifted students in Malaysia. The participants of this study were required to complete a survey that measured elements of emotional intelligence as posited by Goleman (1998). The data were analysed and showed that empathy had a strong correlation with all dimensions of interpersonal

skills. The results also revealed that the students have good, empathetic understanding (Abu Yazid Abu Bakar and Ishak, 2018). These results go against the assumption that gifted students are socially awkward individuals. They also prove that leaders should not make assumptions about students; instead, they should develop their proven skills. These views strengthen the claim that having empathy is vital for our emotional development as well as how we interact in leadership situations.

Zivkovic (2022) posited that having empathy is one of the most important attributes that leaders should possess as it assists them in being able to relate to their subordinates in a better way. With this belief, Zivkovic (2022) decided to conduct research that examined how empathy augments leadership effectiveness. This research was based on a review of the literature relating to empathy and leadership effectiveness from various journals, and as such, articles that did not align with the criteria were refused. From the articles that formed part of the analysis, it was found that there is support for the view that empathy and leadership effectiveness are linked. The views of this research are supported by the findings that school leaders need to be empathetic as this helps to improve the efficient functioning of the school.

Brinia, Zimianiti and Panagiotopoulos (2014) stated that a leader who is emotionally intelligent could encourage and foster an environment that is conducive for employees. This research was based on how emotional intelligence in principals influence their leadership. Using a sample of 36 school leaders and 301 teacher, the researchers requested that they complete the questionnaire that was used to gather the data. The main findings from this study showed that the dimensions of emotional intelligence are related to leadership of the principals. The sample for this study consisted of seven experienced nurse leaders in England. Using semi-structured interviews, the data were collected and analysed by first transcribing the information given orally.

The themes that emerged from the analysis of the data suggested that empathy is indeed essential for effective leadership (Mansel & Einion, 2019). This qualitative research supports the line of reasoning that empathy is important to leadership in other fields. The results highlight the necessity for training programmes that will improve emotional intelligence.

It is a human trait that we talk, share ideas and interact with each other on a daily basis (Lestari, 2021). This study shows significance because it looks at empathy as being important to communication. Lestari (2021) found that the adolescent phase is one marked with the desire to interact and form connections. As such research was conducted using 100 students from a university to determine the effects between empathy and interpersonal communication. It must be reinforced that according to Goleman (2005) emotional intelligence has a huge impact on interpersonal communication. This quantitative research used simple random sampling to select one hundred and one students to form the sample. Research scales were used to gather the data via a Google document. The analysis of the data showed that empathy as a dimension of emotional intelligence is a factor that impacts interpersonal communication among the students (Lestari, 2021). The results provide support for this study under investigation that empathy is fundamental to enhancing relationships as enhanced relationships also lead to efficient leadership. Moreover, the research by Lestari (2021), supplemented this current research as he conducted qualitative research that gathered information from the teachers who worked closely with the leaders.

Dzafic and Ilic's (2024) study provides empirical evidence that impact of emotional intelligence on academic success. Examining the emotional intelligence of teaching and learning was the focus of research carried out by Dzafic and Ilic (2024). With a sample size of 25 teachers and 80 students, Dzafic and Ilic (2024), administered two different instruments to determine the emotional intelligence levels of the teachers and academic performance of the students. It was

found that the sample of teachers showed positive advances in emotional intelligence which was reflected in the increased academic performance of the students (Dzafic & Ilic, 2024). Therefore, teachers who are emotionally intelligent are in a position to create learning environments that promote student success. This shows that emotional intelligence is vital to both student success as well as leadership effectiveness. As such, there is scope for training in this area.

A study by Asadova (2024) explored the relationship between emotional intelligence and academic success, postulating that the interaction of the environment and society joined to influence a student's academic prowess. Hence, it is essential that students have access to the opportunities provided by emotional intelligence so that they can achieve academically. The sample for this study was selected from a group of university students who were pursuing a bachelor's degree. Among the three data collection tools, one was created by Mayer and Salovey (1998). The conclusion of this research showed that to help people to acquire success, emotional intelligence is a key component that can be attributed to it. The significance of these results lies in the fact that it is integral in modifying leadership training programmes to include topics on empathy, as these views were also present in research by Deliu and Perez (2024).

Social awareness

Another key dimension of emotional intelligence as posited by Goleman (1998) is social awareness. A definition offered for social awareness sees it as an individual's qualities of being empathetic and understanding the viewpoints of others etc. (Ying & Kutty, 2023). Igbokwe, Egboka, Thompson, Etele, Anyanwu, Okeke-James and Uzoekwe (2023) view social awareness as being able to ascertain the emotions of other people. That is, the observer can identify when someone else is in a bad mood, not feeling well or being pretentious. Within the dimension of

social awareness is one's ability to be empathetic and willing to serve others. Let us look at some studies that expound on the importance of social awareness as a dimension of emotional intelligence.

The importance of emotional intelligence and leadership styles was a study conducted by Lin (2024). This research was undertaken to explore the preferred leadership style of bank managers and to ascertain the relationship between their leadership styles and emotional intelligence. One hundred and thirty senior leadership people were picked from five banks. The analysis of the data indicated that of the three leadership styles under investigation, transformative leadership style was preferred. Additionally, all dimensions of emotional intelligence showed a significant correlation with the leadership styles (Lin, 2024). This study supports the belief that leadership adds to the climate of the school and should be studied further.

Another study that highlights the importance of emotional intelligence in teachers that can positively affect students was carried out by Saleh and Hibatullah (2023). According to Saleh and Hibatullah (2023) there are many factors that contribute to students performing well in school, the main one being how teachers are able to foster relationships with their students. This study was conducted in at both primary and secondary schools in Indonesia. The main criterion for the participants to be part of this study was for the teacher to have been teaching for at least six months and a total of one thousand, four hundred and twenty teachers formed the sample. This qualitative study utilized a correlational design to gather and analysed the data. After the analysis was done, it was revealed that there is a correlation between the social awareness emotional intelligence levels of the teachers and the students with whom they interact daily (Saleh & Hibatullah, 2023). This fortifies the need to create training opportunities for teachers and students in the area of social awareness.

Prepelita and Voinea (2023) advanced two questions to guide their study on the role of emotional intelligence of primary school teachers in Romania. One of the questions looked at the effects of the teacher's emotional competence on the students. Prepelita and Voinea (2023) used a mixed methods design to answer the proposed research questions. Two teachers taught at an urban primary school and were observed in their classrooms over a period of one year. One instrument used was the MCSEIT to gather information from the teachers. Observations were also done as the teachers taught their classes. The results showed that both teachers scored highly in terms of social awareness in the way that the teachers interacted with their students. Furthermore, this study confirmed the prominence of including training in social awareness in leadership programmes. To conclude, Prepelita and Voinea (2023) view social awareness as having an essential role in helping children to develop good self-esteem. Moreover, the importance of training in social awareness was emphasized.

More support for the role social awareness plays in leadership was researched by Makkar and Basu (2019) who stated that having emotional intelligence is a vital skill to possess when in the workplace. In fact, many business places now realize that employees with emotional intelligence capabilities are more productive and add to a more conducive work environment. Makkar and Basu (2019) set out to investigate how socially aware the employees of banks in India were. This study utilized the emotional intelligence framework as advanced by Goleman (1995). The results indicated a correlation between emotional intelligence and how the bank employees behaved at work (Makkar & Basu, 2019). In addition to the results showing a strong relationship between workplace behaviour and emotional intelligence, they also revealed that the dimensions of emotional intelligence and leadership performance differed by school levels.

In the healthcare field, the researchers Simaitis, Kupczynski and Gibson (2024) found that over the years health care personnel come from many different cultures. Thus, they believe that health care workers need to be both culturally and socially aware within the workplace. Therefore, this study was based on the social awareness skills of graduate students after they would have accomplished some training. Their research was quantitative research that employed the approach of a pre-test and a post-test to test their research questions. Simaitis, Kupczynski and Gibson (2024) selected a sample from a population of university students who were already enrolled in a particular course. The Social Awareness Inventory was used to gather data in this study. It was revealed that training in social awareness helps to promote an effective working environment that reduces biases. The research by Simaitis, Kupczynski and Gibson (2024) ties in with the empirical evidence that social awareness is vital to effective leadership and importantly, it can be improved with training.

Ahad, Mustafa, Mohamad, Abdullah and Nordin (2021) posited that emotional intelligence is essential in keeping a person on the job motivated. Therefore, they conducted quantitative research to examine the relationship between work attitudes, organizational commitment, and emotional intelligence of teachers in Malaysia. The sample of this study was 263 teachers at a vocational school. They were required to complete a questionnaire via a Google form. The data that was analysed disclosed that emotional intelligence and one's attitude to work are correlated (Ahad et al, 2021). According to Ahad (2021), these findings showed that effective emotional intelligence can indeed motivate workers to be committed to the workplace. Additionally, these results support the literature that emotional intelligence should become part of leadership frameworks.

One hundred and three students at a university in Slovakia were used as the sample in this study that looked at the correlation between social awareness and emotional intelligence (Fedáková & Jelenová, 2004). The sample consisted of 65 females and 38 males (Fedáková & Jelenová, 2004). The data were gathered through the use of a few questionnaires. The findings showed that there were substantial variations between the male and female gender on the dimension of social awareness. This research by Fedáková and Jelenová (2004) added to the support of this current research that school leaders should pay attention to the different personalities and characteristics with whom they interact with daily. Doing so will keep them alert to the different ways emotional intelligence is observed in people.

Highlighting the significance of social awareness on academic performance was the focus of research by Hadiwijaya and Hutasoit (2017) who convened in Indonesia to examine the effects of emotional intelligence and student achievement. This research was carried out on a sample of 135 students who completed a questionnaire. Once the data were gathered, the researchers used Statistical Package for Social Sciences (SPSS) to analyze the data. Among the different results was the finding that of the dimensions of emotional intelligence, social awareness had more influence on student achievement than the other dimensions of emotional intelligence (Hadiwijaya & Hutasoit, 2017). This is good news of support that leaders with high levels of social awareness can use those skills to positively influence the learning environment.

Similar to the above research, Shahid, Stirling and Adams (2018) found that many doctors are experiencing the phenomenon of burnout. However, doctors who have superior levels of emotional intelligence seem to be more resistant to burn out. Therefore, Shahid, Stirling and Adams (2018) set out to determine if emotional intelligence training will help to increase the doctors' emotional intelligence levels. The self-reported survey was completed by thirty-one

doctors before and after emotional intelligence training and the results showed that there was overall improvement in all dimensions of emotional intelligence including social awareness.

The following research provided a noteworthy contribution to the views that school leadership is influenced by emotional intelligence. To prove this, Md-Nawi, Redzuan, Hamsan, and Md-Nawi (2017) used a cross-sectional design to carry out their research on emotional intelligence and leadership behaviour of educators in Malaysia. The main data gathering instruments were a survey and a questionnaire. The researchers selected the sample of 306 educational leaders through purposive sampling. The results of this research indicated that all dimensions of emotional intelligence were closely related to leadership behaviour in schools (Md-Nawi, et al., 2017).

In conducting research, Sánchez-Núñez, Patti and Holzer (2015), used a pilot study to examine how effective a post graduate development program would be for aspiring school leaders. This post graduate programme would include aspects of social and emotional intelligence as posited by the Goleman-Boyatzis model (Sánchez-Núñez, Patti & Holzer, 2015). The researchers chose four dimensions of emotional intelligence, one of which is social awareness. A sample of 32 aspiring education leaders were selected who would be part of the training programme in New York. A post test was conducted after the first three months of the training programme and found nothing significant in the results. Another test was conducted after two years of being in the programme and the aspiring school leaders' self-reported questionnaire uncovered that there were considerable relationships between emotional intelligence and leadership. However, this result was contrary to what observers reported about the aspiring school leaders. Most important to note was that there was an increase in their social awareness competencies over an extended period (Sánchez-Núñez, Patti & Holzer, 2015). Based on these results, it can be concluded that there is

need for longstanding training in emotional intelligence as evidenced in the study by Sánchez-Núñez, Patti & Holzer (2015) instead of short-term training which is not effective.

According to Rhodes and Foran (2022), emotional intelligence and successful leadership have become synonymous. Within the field of nursing, nurses who work in the operating room are especially tasked with being emotionally intelligent as they are required to manage their emotions to help others. As such, Rhodes and Foran (2022), set out to review the literature for qualitative, quantitative, and mixed methods studies that deal with looking at the importance of emotional intelligence to nurses who work in the operating room. The articles were selected from a set list of databases of which only peer-reviewed articles were accepted. Other requirements were that these articles should have been published between 2016 and 2022 and written in English. Once the articles were collected, they were coded using thematic analysis (Rhodes & Foran, 2022). The themes that emerged from the data matched the dimensions of emotional intelligence. The results revealed that social awareness is essential to understanding how people think and feel. Furthermore, they found that perioperative nurses who have good levels of emotional intelligence are more capable of negotiating and building trust with colleagues and patients (Rhodes & Foran, 2022). This study adds to the literature that there is a parallel between the jobs that nurses and teachers do, resolving conflicts, communicating effectively with all stakeholders, etc. Just like nurses, it is important that school leaders build trust with their co-workers and their students to create an environment that is progressive.

Prija Phyllis and Praveen Kumar (2022) believed that teachers who are emotionally intelligent leave a longer lasting feeling of positivity with their students in both their academic and emotional lives than teachers without it. With a sample size of 400 teachers selected using stratified random sampling, the researchers set out to explore the emotional intelligence levels of

the teachers using the following dimensions of emotional intelligence: self-regulation, self-awareness, social awareness, empathy, motivation and empathy (Prija Phyllis & Praveen Kumar, 2022). A modified Emotional Intelligence test was used to gather the data. Once the data were analysed it was revealed that the various dimensions of emotional intelligence showed moderate levels (Prija Phyllis & Praveen Kumar, 2022). This research was an example of one that used all the dimensions of emotional intelligence. Moderate levels for all the dimensions would suggest that there is room for developing each dimension and this reinforces the view that there is need for emotional intelligence training courses.

According to Victoroff and Boyatzis (2013), emotional intelligence is the main attribute that separates average from excellent leaders. The focus of their research was to assess the association between emotional intelligence and dental students' performance at a university in the USA. The students' emotional intelligence competencies were gathered using the Emotional Competence Inventory. This instrument assessed the following dimensions: social awareness, self-awareness, self-management, and relationship management. The results showed that only self-management had a considerable association with the dental students' performance (Victoroff & Boyatzis, 2013). The association of social awareness in this study was negligible. This would add to the literature that not all dimensions of emotional intelligence react to leadership performance in the same ways. For example, some dimensions have more impact than others on leadership.

The research on isolating social awareness as a dimension of emotional intelligence is somewhat limited. However, Yadav and Lata (2019) conducted research on emotional intelligence as it relates to leadership. Using a randomly selected sample of 50 teachers, they set out to investigate the role of emotional intelligence in leadership in Rewari, India. To measure emotional intelligence and social awareness, the researchers used the Trait Emotional Intelligence

Questionnaire which is a validated instrument to gather data from the teachers who are in leadership positions. Even though the results did not reveal social awareness as an influencer of leadership, these results are still significant. They show that each dimension can and should be examined individually instead of collectively.

It has been recorded that transformational leadership is an important ingredient in creating an effective work environment (Görgens-Ekermans & Roux, 2021). This would indicate that these leaders are able to encourage their subordinates and foster good school cultures. The main purpose of this research was to look at emotional intelligence dimensions, transformational leadership behaviours and behaviours of competent leaders. This cross-sectional research used non-probability convenience sampling to select the sample of 267 respondents. Each respondent was required to complete an emotional intelligence questionnaire that measured the dimensions as posited by Goleman (1998). Another questionnaire was used to measure transformational leadership. The data were analysed using StatSoft and disclosed that social awareness as an emotional intelligence dimension is correlated to transformational leadership and should be incorporated into leadership studies and more specifically training sessions (Görgens-Ekermans & Roux, 2021).

The researchers Fianko, Afrifa Jnr and Dzogbewu (2020) utilized quantitative research to examine the relationship between social awareness and effective leadership. Six banks were used in this study conducted in Ghana. From the overall population at these six banks, 307 employees formed the sample. Structured questionnaires were used to garner information from the participants. The findings support the hypothesis that social awareness is positively related to effective leadership and should be a definitive addition to leadership training (Fianko, Afrifa Jnr & Dzogbewu, 2020).

Ying and Kutty (2023) explored what constitutes building the social awareness abilities of children with the end goal of helping them to develop academically and socially. According to Ying and Kutty (2013), it is paramount to develop social awareness among the young people in our societies. Doing so will help students to be better at communicating their needs while limiting conflicts and being empathetic with each other. Additionally, the researchers believe that young children are at prime age where they are learning social skills and their identities, thus, learning more about social awareness is perfect for this age and stage. This view added support to this research in that leaders can see that social awareness training needs to be integrated within the schools to children at an early age.

Contrary to their research on looking at emotional intelligence and how it interacts with the academic and social development of young children, Ying and Kutty (2023) also conducted quantitative research to examine how a child's social awareness is impacted by parental involvement and that of their friends. To carry out this quantitative research, Ying and Kutty (2023), selected a simple random sample of almost 500 10 to 12-year-old students at a school in Malaysia. The data were collected using a questionnaire that was compiled from a variety of independent questionnaires. SPSS was used to perform descriptive testing of the quantitative data. The testing of the data revealed that the students in the sample had high levels of social awareness. Ying and Kutty (2023) explained that high levels of social awareness in the children showed that these children are able to understand and empathize with the feelings of others and by extension, they have the ability to respond to others with love and understanding. Most importantly, this research contributes to literature by adding that parents can impact on helping children to become socially aware. This is significant because parents are integral to development of their children both at home and at school.

Another research that examined social awareness in young children was done by Mutmainnah and Elihami (2023). They wrote that social awareness is an essential skill that young children should possess, as this helps them to socialize with people in their surroundings in ways that are appropriate. Furthermore, just as children develop cognitively and physically, they also need social interaction that must be given equal importance. This study made use of secondary data such as journals, databases, websites etc., to gather information relevant to social awareness in young children. Based on how the data has been collected, this study can be termed a literature study, because of the many pieces of literature that were reviewed on social awareness and early childhood. It can be concluded that social awareness is important for a child to have a well-balanced life. Additionally, given that social awareness is a trait that can be taught, it will be the responsibility of the adults in the child's life to help the child to foster interactions with people in the home as well as people in the child's social circle. This social circle can consist of teachers, friends and even strangers on the streets. Therefore, from an early age, it is important to help children to develop their social awareness capabilities (Mutmainnah & Elihami, 2023). Doing so will help them to mature into adults who can respect others and also show empathy.

The review of literature done by Mutmainnah and Elihami (2023) discussed some factors that influence social awareness. Two of the most important factors are the family and the environment. The home is where the child receives the first psychological support, thus helping the child to respond positively to the surroundings. The family helps the child to develop social awareness by learning to communicate effectively with other members. With regard to the environment as a factor that can promote social awareness, Mutmainnah and Elihami (2023) advanced that children need surroundings that are healthy both socially and physically. This research finding by Mutmainnah and Elihami (2023) supports the view that social awareness is

impacted by the environment. It is therefore necessary that school leaders establish environments that can support social awareness.

There are new advances in education systems around the world. These changes require that leaders adopt new strategies to help them to address the problems that arise daily in their schools. Nurul, Redzuan, Hamsan and Noor (2017) looked at the influence of emotional intelligence and leadership behaviour at some special schools in Malaysia. The dimensions of emotional intelligence under investigation by Nurul, et al., (2017) were self-management, self-awareness, social awareness and relationship management. It can be concluded that there is support that emotional intelligence is important in leadership at schools.

Using a cross-sectional design, the researchers utilized two questionnaires to collect data from fifteen schools in Malaysia. The instruments used were the Multi-factor Leadership Questionnaire (MLQ) and the Emotional Competence Inventory (ECI). Then, through purposive sampling, a total of 321 combined principals, heads of departments and other senior leaders in the schools were selected. The results proposed that the leaders needed training in emotional intelligence, as this would assist them in being more competent to lead their schools. According to Nurul, Redzuan, Hamsan and Noor (2017), training will benefit the leaders by helping them to embrace their emotions with a view towards managing them. Overall, there is strong support for seeing emotional intelligence as a key indicator of who will be a competent leader.

Mueller-Hanson, Swartout, Morewitz, Keil, McGonigle, Martin and Morath (2007), stated that leaders need the trait of social awareness to help them to be effective leaders. In the case of this study on the US Army, leadership skills are especially important. Within the Army, the leaders should possess leadership skills that would help them to negotiate and convince others to carry out crucial tasks. That is, a leader must be able to adjust his/her emotions to relate courteously to

others. So, closely aligned to leadership skills these officers also need social awareness and influence. The impetus behind the research by Mueller-Hanson et al (2007) looked at the relationship between influence and social awareness. To carry out this research, a pilot test was done with almost 100 officers. The instruments were designed from well-known tests that were customized to meet their needs. After the initial pilot training was done, another training session was administered. The findings showed that the officers valued the training, as it helped them to see improvement in communicating their needs and showing them ways to adjust their behaviours when necessary. The results of this research by Mueller-Hanson et al (2007) support previous findings that social awareness can be acquired and that training in this area should be encouraged.

Another study was done using persons in leadership at private colleges in Ghana. A total of 355 participants formed the sample. All dimensions of emotional intelligence as advanced by Goleman (1998) were used in the factors of this study that alter leadership qualities of the employees at the private colleges. According to Matilda, Anthony and Kuranchie (2022) all the dimensions of emotional intelligence were rated averagely, however, there was a positive relationship between emotional intelligence and authentic leadership. There is empirical support that can be gained from this research. For example, it indicated that there is evidence that leadership performance is influenced by emotional intelligence.

Nor, Mohd Izham and Jamalul Lail (2019) set out to explore how emotional intelligence influences the relationship between the leadership style of principals. This study was conducted using principals from selected secondary schools in Malaysia. The sample was selected by random sampling and had a total of 364 participants. Emotional intelligence followed the dimensions as advanced by Goleman (1998), which included social awareness. Of the four dimensions of emotional intelligence, the results revealed that social awareness had the lowest mean score. It

was noted in the research by Nor, Mohd Izham and Jamalul Lail (2019) that the lowest score was ascribed to social awareness. This finding is contrary to previous research conducted by Sowndarya and Elavarasan (2022) who found that social awareness was the strongest performing dimension among the other dimensions. Significantly, these results reinforce the views so far, the importance of separating each dimension of emotional intelligence for research as each impacts leadership in different ways.

According to Mwania (2023), being an effective leader is the key to any successful organization. Being a good leader involves many skills, among them, being a good listener and making important decisions. It has been advanced that leaders also need to be aware of their emotions in the workplace. Therefore, Mwania (2023) examined the connection between leadership performance and social awareness of managers at a Kenyan university. This research was steered by the emotional intelligence model as posited by Goleman (1998) which adds theoretical grounding to this current research. The sample for this study was obtained by using purposive and census sampling and it consisted of 71 managers at the university. Mwania (2023) used structured questionnaires to gather the data in this ex-post-facto research. The data analysis of the questionnaires revealed that the relationship between the managers' leadership performance and their social awareness competencies is significant and should be included in leadership development (Mwania, 2023).

Another study that was conducted in Kenya to look at leadership and social awareness of leaders was carried out by Mwithi, Were and Muturi (2016). In this research, these researchers looked at how social awareness leadership competency on the performance of state corporations in Kenya. The managers of 187 corporations formed the sample in this quantitative study. The data were gathered using structured questionnaires that were then analysed using SPSS version 22.

From the analysis, there is a positive relationship between social awareness and leadership performance. However, the relationship is insignificant. Considering the results received, they are still useful as they magnify the importance of analysing the dimensions of emotional intelligence both separately and collectively. This is so as different dimensions of emotional intelligence on their own are not always statistically significant and according to Mwithi et al. (2016), each dimension can react differently to leadership performance.

Self-awareness

The final dimension of emotional intelligence that will guide this study is self-awareness. Ojo, Hernandez, Korba, McCoy and Webster (2018) posited that self-awareness is simply the ability to recognize our emotions. Butler (2021) proposed that this dimension of emotional intelligence is the most important one because people who are self-aware are able to not only take responsibility for their own behaviour, but they are also aware of the effects of their behaviour on others. Eurich (2018) advanced that people who have the trait of self-awareness are good communicators, confident and they make good sound decisions. In the workplace, people who are self-aware are the ones who are usually promoted, and they are effective leaders. Mokhtar and Krishnan (2023) also conclude that self-awareness includes a person's ability to look honestly within to be able to determine one's strengths and one's weaknesses. Also, self-awareness is a dimension of emotional intelligence. Shirey (2015) defined it as one knowing one's strengths and weaknesses in order to perform better. It is believed that self-awareness is the starting point of being an authentic leader and it requires hard work in conjunction with individual responsibility (Shirey, 2015).

Sofia (2024) asserts that it is important to understand analytically the importance of the role that emotional intelligence plays on how effective an organization functions. However, Sofia

(2024) acknowledges that there are gaps within the literature that revealed that the dimensions contributing to emotional intelligence are not as straight forward as previously thought. Each dimension reacts differently to leadership. As such this research sought to examine both leadership and emotional intelligence within the workplace, using a research design that looked at the current writings about emotional intelligence and how it aligns with leadership. Mainly secondary data were collected from many books, journals, reports, and other databases. Sources written only in English, peer reviewed articles and studies that could be replicate were those included in this research. Even though this research did not have humans as the participants, ethical considerations were still observed. For example, the articles must have sources that are properly cited in order to avoid plagiarism and the acknowledging biases within data collection and analysis (Sofia, 2024). The results from this literature-based study revealed that self-awareness as a dimension of emotional intelligence helps to encourage a conducive work environment. Additionally, empathy is another dimension of emotional intelligence that was significant to successful leadership. Overall, Sofia (2024) found that both self-regulation and self-awareness are integral to assisting workers on the job.

Singh, Prakash, Rajpoot, Satapathy, Ambavale and Parida (2024), also agreed that emotional is a key dimension in promoting an effective workplace. They posited that there are many benefits to be gained from being emotionally intelligent. For example, this characteristic of being emotionally intelligent helps leaders to become better at making decisions, motivating their subordinates and advancing a positive work environment. This study was conducted as a case study at an organization in India. According to the researchers, the company was faced with low morale among staff members and low productivity, just to name a few of the problems. To address these issues, it was decided to create some emotional intelligent training programs. The training

programs took the form of workshops, one-on-one sessions and completing self-assessment tools. Managers were encouraged to include staff members when making decisions, especially those decisions that would affect the workers. They were also asked to assess their emotional intelligence levels and to manage their emotions when under undue pressure (Singh et al, 2024). With the interventions made within the company, the outcomes were significantly noted. For instance, according to Singh (2024), the turnover rate was decreased, the working environment was made more empathetic, and the leaders felt more confident in managing the conflicts that arose within their teams. This research closely aligns with empirical research that training in emotional intelligence is required to see improvements in how leaders manage their environments.

Recent research by Kalraa (2025) looked at the function that self-awareness emotional intelligence plays in helping leaders to make good decisions, foster better relationships and successful leadership. This article highlighted the influence of emotional intelligence on how effective leaders can become. Thus, some training programs were suggested to assist in creating a culture that is emotionally intelligent within the organization (Kalraa, 2025). Moreover, the organization was advised to motivate the leaders to integrate emotional intelligence when conducting performance appraisals, to implement mentoring sessions and to train managers on how to handle cases of conflict within the workplace. This article concluded by reiterating the fact that emotional intelligence is an essential component that promotes effective leaders (Kalraa, 2025). In summation, this research gives support to the view that self-awareness is essential to leadership, and it is a trait that can be taught.

Popovici, Mihai and Moraru (2019) noted that the connections among feelings, thoughts and actions make up the concept of emotional intelligence. Therefore, the skill of emotional intelligence can be acquired when one acknowledges feelings and where they originate. The study

by Popovici, Mihai and Moraru (2019) identified how emotional intelligence is displayed in a sample size of 100 people who were selected randomly. The participants were administered with a questionnaire which consisted of questions pertaining to the participants' level of self-awareness among other dimensions of emotional intelligence. The results showed that only 34 percent of the respondents acknowledged their deficits with being self-aware. For example, they admit to being angry when things do not go their way, and they try to hide their feelings. The conclusion of this research showed a link between emotional intelligence (self-awareness) and life success. According to Popovici, Mihai and Moraru (2019), being emotionally intelligent helps people to become more empathetic, more in tune with how their feelings affect themselves and others. Overall, the results of this study affirmed that emotional intelligence skills should be part of a school's curriculum, as children learning these skills from a young age will help them adapt more easily to career and relationships when older. These views gathered from the researchers reinforce what the literature says about self-awareness having a vital and noteworthy impact on leadership. It further emphasises the fact that self-awareness can be acquired through training.

This research by Atwater and Yammarino (1992), theorized that employees who are self-aware seem to be more successful and effective at their jobs. This theoretical contribution from Atwater and Yammarino (1992) came at a time when the literature on emotional intelligence was not yet formally developed, therefore it is significant to this research. Self-aware employees also have better work attitudes. Furthermore, Dubey and Bakhshi (2018) stated that a person with high self-awareness has complete understanding of one's strengths and weakness. Moreover, that person is able to set realistic goals. Other characteristics of self- aware individuals showed that they are resilient and accountable (Butler, 2021). The first studies of self-awareness being used as a predictor for leadership effectiveness were done by Atwater and Yammarino (1992).

Dubey and Bakhshi (2018) conducted a study using one hundred and twenty students at a university in India. The main objective of this study was to uncover the perceptions of students about their emotional intelligence. The researchers also wanted to investigate if there were differences in emotional intelligence between males and females. As such, the researchers used the National Self-Assessment Survey for Emotional Intelligence to gather their data. Secondary data were also gathered from the literature related to this area (Dubey & Bakhshi, 2018). The data were analysed and revealed that gender has no impact on emotional intelligence. Significantly, it was found that an increase in age revealed a growth in emotional intelligence as well. That is, the females in the study had higher levels of self-awareness than males. Overall, the researchers reported that the results of this study are not statistically significant. Nevertheless, it adds significantly to empirical finding that there is need for additional research on demographic information and how it interacts with emotional intelligence.

Simply stated, the aim of the study by Mansel and Einion (2019) was to examine the relationship between emotional intelligence and nursing leadership. As posited by Mansel and Einion (2019), effective leadership is paramount to impact the quality of care in the nursing field. Of the four constructs of emotional intelligence under investigation in this study, one is self-awareness. This qualitative study had a sample of seven nurse leaders. Each leader was invited to participate in a semi-structured interview (Mansel & Einion, 2019). Once the data were gathered, themes were established, then analysed. The results support the view that the self-awareness construct of emotional intelligence can be used to strengthen leadership skills (Mansel & Einion, 2019). It also shows that when school leaders are self-aware, they are prone to respond appropriately to challenges.

Hassan, Robani and Bokhari (2015) set out to examine the potential of self-awareness as a dimension of emotional intelligence on teachers. More importantly, the researchers wanted to determine whether self-awareness can improve Malaysian teachers' efficacy (Hassan, Robani & Bokhari, 2015). This study was done on the assertion that emotional intelligence is a vital aspect of a productive and effective workplace (Hassan, Robani & Bokhari, 2015). This was a qualitative study using as a sample a group of teachers in a certain district in Malaysia. The main data collection tool was focus-group interviews that gleaned that self-awareness as an element of emotional intelligence is necessary for the enhancement of teachers' efficacy (Hassan, Robani & Bokhari, 2015). The support from this study to literature can be seen in the views that self-awareness factors in leadership.

The results from a study conducted by Krén and Séllei (2021), showed that emotional intelligence does not predict the entirety of organizational performance. Their aim was to determine whether emotional intelligence affects organizational performance in successful organizations or those who are not successful. They found that self-awareness seems to be associated with performance and should be a priority when creating leadership training materials. Using regression analysis, Krén and Séllei (2021) uncovered that self-awareness does predict performance. This study was conducted in Hungary using thirty-four leaders working in successful organizations to examine the role of emotional intelligence in organizational performance (Krén & Séllei, 2021).

The purpose of a quantitative study by Bratton, Dodd and Brown (2011) was to the dimensions of emotional intelligence, mainly self-awareness on self-other agreement and performance. This research is an expansion of work previously conducted by Sosik and Megerian (1999) as cited in Bratton, Dodd and Brown (2011). This expansion was done by using a larger

sample size and an instrument that is both valid and reliable. The participants were required to rate themselves on their emotional intelligence abilities while their subordinates would rate them as well. This research supports the views of Sosik and Megerian (1999) as there is significance in the relationship between emotional intelligence and leadership behaviour in relation to self-awareness (Bratton, Dodd & Brown, 2011). Furthermore, emotionally intelligent leadership was stronger in the leaders who understated their leadership skills as opposed to those who overstated their skills.

Managerial self-awareness in high-performing individuals in organizations was a study conducted by Church (1997) that found its genesis in looking at systems that allow managers to assess their own performance. It had been reported that many people exaggerate their performance. For this study, the information was gathered from four databases as well as from the managers. The sample consisted of one hundred and thirty-four top performing managers and 470 average performing managers from three different organizations. Most importantly, the participants in the sample were at some point involved in leadership. Church (1997) found that the high performing managers were recorded as being more self-aware than those managers who were average performers. These results add notably to literature that self-awareness impacts leadership performance. Additionally, there is support that emotional intelligence training should be part of leadership.

Cross cultural research performed by Butler, Kwantes and Boglarsky (2014) looked at the effects of self-awareness on perceptions of leadership effectiveness in the hospitality industry. As posited by Butler, Kwantes and Boglarsky (2014), it is essential that leaders in the hospitality field know how to work together with all stakeholders. Hence, the researchers set out to explore whether self-awareness relates to perceptions of leadership effectiveness, especially in the hospitality

industry (Butler, Kwantes & Boglarsky, 2014). In order to gather data, a sample of 696 participants was selected from the hospitality sector. In addition to the managers, each manager was required to select at least five subordinates that would be able to describe the manager's leadership style and behaviour (Butler, Kwantes & Boglarsky, 2014). The results showed consistency in terms of self-awareness being related to leadership performance and strongly support this research by agreeing that self-awareness is a key factor in leadership performance.

Examining the effects of emotional intelligence on the job performance of teachers in Pakistan was the focus of research conducted by Asrar-ul-Haq, Anwar and Hassan (2017). The main purpose was to determine if when emotional intelligence improves, it results in better work performance of the teachers. Asrar-ul-Haq, Anwar and Hassan (2017) developed hypotheses based on the models of emotional intelligence as advanced by Goleman (1995) and Bar-On (1995). The first hypothesis posited a positive relationship between the job performance of teachers and self-awareness. The convenience sampling used selected one hundred and 66 teachers. A five-point Likert scale measured the dimensions of emotional intelligence. The result for the first hypothesis was accepted, and it proved that emotional self-awareness presents a positive influence on the job performance of the teachers. The research by Asrar-ul-Haq, Anwar and Hassan (2017) offers resounding support for the case that leadership performance is enhanced by the presence of self-awareness. Their findings are supported by research conducted by Verma (2023) and Valeriu (2017), that self-awareness is important to leadership performance across different various regions that are different from those of this current research.

Another study that looked at the importance of emotional intelligence relating to teaching and student achievement was conducted in Israel. The motivation behind this study was a result of literature that agrees that emotional intelligence is essential for effective teaching and learning.

Researchers Hen and Sharabi-Nov (2014) used a pre-post, quasi-experimental design to test an emotional intelligence training model. Importantly, the training model covered a total of 56 hours instead of short workshops. The main purpose of this study was to expose teachers to learning environments that were conducive to emotional intelligence. Approximately 200 primary school teachers formed the sample. The conclusion of the study revealed that there was a rise in emotional intelligence self-awareness at the end of the training (Hen & Sharabi-Nov, 2014). It is significant that the findings disclosed an uptick in self-awareness at the end of training. This shows that self-awareness can be developed through training programmes.

Pattiasina, Zamakhsari and Halim (2024) also examined the role of emotional intelligence in student achievement and teacher-student relationships in their mixed methods research. They believed that the environment in the classroom is dependent on the relationship between students and their teachers. Given that environment is vital to student achievement (Pattiasina, Zamakhsari & Halim, 2024), it is important that teachers have high levels of emotional intelligence. Thus, the purpose of this research was to look at how training in emotional intelligence can have an impact on both the academic performance of the students and their interactions with their teachers (Pattiasina, Zamakhsari & Halim, 2024).

The sample comprised of both teachers and students and used a quasi-experimental approach by means of a pretest and a posttest to track emotional intelligence changes. A variety of instruments were utilized to collect the data. The findings of this research agreed with others that improvement in emotional intelligence has benefits for student achievement as well that it helps to improve relationships between teachers and students (Pattiasina, Zamakhsari & Halim, 2024). Including both teachers and students in this study provides useful data for literature on

emotional intelligence and how it affects the school environment. Of more significance to this research is that there is support for self-awareness training.

This study was conducted to build on the notion that emotional intelligence and transformational leadership were correlated. Based on this premise, Görgens-Ekermans and Roux (2021) advanced a study to both develop and to test a model between emotional competencies and transformational leadership. This cross-sectional research had 267 participants that were selected using non-probability sampling (Görgens-Ekermans & Roux, 2021). Each participant was required to complete an anonymous questionnaire either as the leader or as the follower. To further explain, each leader used the questionnaire to self-assess and their subordinates assessed them on their emotional intelligence and their leadership skills. Of the four competencies of emotional intelligence, self-awareness was one aspect. The results showed that all areas of emotional intelligence and transformational leadership performance are related (Görgens-Ekermans & Roux, 2021). In addition to the managers, hourly employees also participated in this study as they were required to assess the leadership qualities of their superiors. The results showed emotional intelligence and self-awareness can sometimes improve leadership performance. Overall, this study gives contextual support to my research as it showed that emotional intelligence dimensions should be studied separately as each reacts differently. Furthermore, this provides valuable context for this research that each dimension of emotional intelligence can react differently in relation to the principals should be taken into account.

Al Jaberi, Alzouebi and Abu Khurma (2024) researched the relationship between student achievement and emotional intelligence in the UAE. After reviewing the related literature on the concepts, Al Jaberi, Alzouebi and Abu Khurma (2024) hypothesized that there would be a significant relationship between the variables of emotional intelligence and student achievement.

The correlational design was chosen for this study as it examines the relationship between two variables. Additionally, a cross-sectional design was used, as was random sampling, and a questionnaire was used to gather the data. After the data analysis, it was found that a relationship exists between emotional intelligence and the students' academic success. Essentially, the level of students' success increases when teachers are emotionally intelligent (Al Jaberi, Alzouebi & Abu Khurma, 2024). These results support the first hypothesis in this current research that there is a relationship between emotional intelligence, self-awareness and academic achievement and they further support this current research that self-awareness is central to leadership.

From a study intended for evaluating emotional intelligence and how people self-monitor, Ojo, Hernandez, Korba, McCoy and Webster (2018) found that there was a negative correlation between the self-monitor and the self-awareness dimension of emotional intelligence. Additionally, no other dimension of emotional intelligence showed any correlation to self-monitor (Ojo, et al., 2018). Furthermore, the results also proved that the more a person uses self-monitoring strategies, the less self-awareness was displayed. In this quantitative correlation the questionnaire was administered to 350 people (Ojo, et al., 2018). These results are interesting as they add something new to the literature found by researchers, i.e., that some human behaviour can weaken emotional intelligence. For example, in the case of this study it was seen that the more the participants monitored themselves, the more they became less self-aware. These results show the dynamic nature of self-awareness and how leaders utilize it.

The following two studies by Verma (2023) and Valeriu (2017) were conducted within higher education levels. According to research, the educational level of higher education is often ignored in relation to emotional intelligence research. Verma (2023) used quantitative research to examine emotional intelligence and teacher effectiveness in different universities that specialized

in engineering and management studies. This study was spurred on because the researcher saw a gap in literature in relation to higher education. Verma (2023) found that most research on emotional intelligence and teacher effectiveness were executed mainly in primary and secondary schools. Therefore, there was a need for research pertaining to colleges and universities. Thus, studies that compare the different levels of education provide a gap for further research. The conceptual framework highlighted some areas of emotional intelligence such as empathy, self-awareness, and integrity. The sample consisted of teachers who had at least two years of teaching experience in the universities and were selected to be part of this research. After the analysis of the data, the results showed that emotional intelligence self-awareness is correlated to teacher effectiveness (Verma, 2023). Furthermore, it was seen clearly that there exists a need for further research across the different levels of education in relation to emotional intelligence.

Valeriu (2017) posited that tertiary institutions are challenged in terms of leadership and this ca be corrected by a change in ideas about leadership. This research looked at emotional intelligence and leadership in public universities in Bucharest. The sample of 548 participants for this study comprised top management, teaching staff and junior staff. The quantitative research used a structured questionnaire to collect data, and the instrument covered the four aspects of emotional intelligence. The researchers also used semi-structured questions to gather qualitative data. Since the data were both qualitative and quantitative, different analysis tools were used. The results showed that self-awareness as a dimension of emotional intelligence is related to leadership performance (Valeriu, 2017). To further expound, these results support that self-awareness should be examined across all levels of education. Contrary to Verma's (2023) and Valeriu's (2017) research, this current study addressed the geographical gap with limited research on emotional intelligence in the Caribbean as well as investigating primary and secondary schools.

According to Zheng (2023) the interconnectedness between emotional intelligence and the ability of teachers is an area that needs to be further examined. This is a gap that is seen throughout literature; that the study of emotional intelligence though prevalent in the business world is underexplored in the educational field. Thus, this study looked at interlinking emotional intelligence and teacher ability into a plan for professional development. According to Zheng (2023), with the constant changes to the culture and diversity within our classrooms, it is important to prepare educators to enhance these environments, as students are supported when the learning environment is prepared for success. Thus, emotional intelligence is not seen merely as a personal trait but a necessity in schools to meet the challenges of the classrooms.

This study was conducted at four universities in China and had a sample of one hundred teachers taking part in the research. To determine how training in emotional intelligence can be merged into training programmes for teachers, a questionnaire was used to collect the data. It is important to note that the only instrument used was a self-assessment questionnaire and not contrasted with a qualitative instrument as done in this current research explanatory sequential design. There was agreement that emotional intelligence self-awareness among others contributes significantly to teachers' ability in the classroom.

Karasneh and Al (2020) examined how emotional intelligence influences leadership style in their research. This research was conducted in Jordan and explored three aspects of emotional intelligence with self-awareness being one. Approximately 205 managers and supervisors were part of this sample. To answer the research questions, a questionnaire containing both emotional intelligence questions and leadership questions was created. Deep analysis using regression showed a negative, statistically significant association between self-awareness and leadership styles (Karasneh & Al, 2020). The results revealed some variation in literature which would

indicate the need for additional research on emotional intelligence and how each dimension of emotional intelligence reacts differently.

The study by Ansari and Kumar (2022) researched the dimensions of emotional intelligence and leadership styles of bank managers in India. The genesis of this research came from the belief that when leaders are emotionally intelligent, they manage their subordinates in an effective way (Ansari & Kumar, 2022). This cross-sectional research used the Multifactor Leadership Questionnaire to measure leadership style of the bank managers from nine banks. The data were analysed and showed that overall, there is a relationship between emotional intelligence and leadership (Ansari & Kumar, 2022). Furthermore, the dimension of self-awareness was significantly linked to leadership and supports the view that leaders can be trained to be emotionally intelligent.

This research explored whether IT sector workers with high emotional intelligence are better at their jobs than workers with low emotional intelligence (Kapadwala & Joseph, 2023). This research was deemed as important, especially as employers are searching for workers who can manage their emotions. As posited by Kapadwala and Joseph (2023) when employees can manage their emotions, they not only become more productive, but they also become better representatives of their workplace. Using simple random sampling, 100 IT workers formed the sample for this research. Analysis of the data revealed that even though all aspects of emotional intelligence were significant with job performance, self-awareness recorded the highest correlation (Kapadwala & Joseph, 2023). Of significance from the results is that it spotlights the important role of self-awareness in leadership. It can be explained as leaders who are aware of their emotions are then able to regulate them, thus adapting to different situations.

Sampson, Fianko and Dzogbewu (2021) used Goleman's model of emotional intelligence which includes self-awareness, to assess effective leadership in the banking sector in Ghana. According to those researchers, tempers often flare in the banking sector, and it is imperative that leaders become aware of their emotions which will ultimately help them to become more competent leaders. Using a quantitative method and systematic sampling, 785 workers within 83 banks in Ghana formed the sample (Sampson, Fianko & Dzogbewu, 2021). The results support the hypothesis that emotional intelligence (self-awareness) and effective leadership of bankers in Ghana are significantly related. Furthermore, these results are in support of this study in that it looked at a highly stressful environment and showed that self-awareness becomes integral to being able to manage one's emotions. This reinforces the point that self-awareness should be included in leadership courses.

Mohanty, Sarangi, Nayak and Pasumarti (2019) centered their research around the view that emotions are an essential part of any business place. The combination of emotions with intelligence formed the basis for their research. From their review of the related literature, they found that when leaders have high levels of emotional intelligence, they have low levels of stress. Accordingly, Mohanty, Sarangi, Nayak and Pasumarti (2019) set out to test the hypothesis that there is a relationship between emotional intelligence and job performance. This study was conducted in different workplaces within India. The instrument that was used to collect the data included different dimensions of emotional intelligence as proposed by Goleman (1995). The results of their study concurred with others that verify the significant relationship between emotional intelligence and job performance.

The main aim of the research conducted by Jung (2021) was to examine emotional intelligence as an intermediary between emotional labour and job satisfaction of public sector

workers in South Korea. Three hundred participants were selected randomly to be the sample of this research, and they were each asked to complete a questionnaire that was translated to English. The section on emotional intelligence looked at the dimensions of self-awareness, and self-regulation (Jung, 2021). Once the data were studied, the analysis revealed that only self-regulation was significantly related to job satisfaction. In the case of self-awareness, it was found that it did not correlate with job satisfaction of public sector workers in South Korea (Jung, 2021). Even though the results did not specify self-awareness as being prominently related to leadership performance, these results still hold credence. For example, the results indicate that there are other dimensions of emotional intelligence that also play a role in leadership. This would mean that there is scope for future research to examine the dimensions individually to identify how they contribute to leadership performance.

This research by Rateb, Aldaod, Alsayyed and Lilana (2022) was conducted in the public and private health sector in Jordan. Its main objective was to explore the emotional intelligence levels of leaders in hospitals in Jordan. The emotional intelligence dimensions in this study were based on those posited by Goleman (1998). As stated by Rateb, et al., (2022), emotional intelligence in the health sector is vital because it influences a healthcare worker's ability to interrelate with others. Rateb, et al.,'s (2022) research utilized a 360-degree instrument to measure self-awareness and mirrors the research by Haricharan (2022). Their contribution to this current research extends to the view that principals' level of self-awareness impacts the lives of teachers, students and other stakeholders.

This quantitative research used structured questionnaires to gather data from the sample of 179 leaders. Three hundred and fifty-eight supervisors and peers of the leaders were also part of the sample. Two separate questionnaires were used to gather data: one was a self-assessment

tool that measured how the leaders feel about their leadership skills and the other was administered to the raters who were tasked with rating the leaders. The results indicated that there is significance between both self-assessment and the raters' assessment of the healthcare workers' self-awareness levels (Rateb, et al., 2022). Further to these results, this study adds significantly to the literature that effective leadership is reliant on self-awareness especially in places where there are high human interactions.

Priyadharshini and Banu Priya (2024) stated that having emotional intelligence skills promotes job performance and efficiency of leadership. Using a random sample of approximately 100 employees from companies in China, the researchers Priyadharshini and Banu Priya (2024) investigated self-awareness of emotional intelligence in the workplace in corporate companies. The main instrument used to collect the data was a Likert style questionnaire that allowed the participants to assess their emotional intelligence skills. The data were analysed using statistical software (SPSS) and concluded that emotional intelligence is essential in the workplace, that emotional intelligence has an impact on leadership in the workplace and that self-awareness is an essential dimension of emotional intelligence. Other conclusions from the study by Priyadharshini and Banu Priya (2024), showed that having emotional intelligence helps with the management of stress in the workplace and that leaders who have emotional intelligence facilitate better working environments where conflicts are reduced. This study confirms and gives support to the evidence that self-awareness promotes both the effectiveness of the organization as well as leadership performance. Additionally, the presence of self-awareness in leaders would better equip them to be better at resolving conflict and reducing stress in their work environment.

The following two studies looked at student academic success and self-awareness as a dimension of emotional intelligence. Cheung, Cheung and Hue (2015) supporting research for

emotional intelligence concluded that having emotional intelligence is paramount to being self-aware or having self-esteem. This research by Cheung, Cheung and Hue (2015) was carried out in China using a sample of almost 500 undergraduate students. Whether emotional intelligence influences academic achievement was the focus of the research done by Herrera, Al-Lal and Mohamed (2020). The researchers used non-probabilistic sampling techniques to get a sample of over four hundred primary school students. This study looked at how self-concept and emotional intelligence foretell academic progress. This research used the Bar-On Emotional Quotient Inventory to gather data from primary school students. The results indicated that self-concept has a significant influence on academic achievement. Both of these studies strengthen the support for this research that self-awareness is required for academic success and for leadership.

Mokhtar, Sauid, Mustakim and Krishnan (2024) examined the literature on the link between emotional intelligence and different outcomes within the workplace. Some of the outcomes they looked at were job satisfaction and commitment to the organization. Whereas they found a strong correlation with job satisfaction, the findings showed a negative correlation with stress on the job. Interestingly, workers who have high levels of emotional intelligence seem to experience less stress on the job. There is also strong support from this research that self-awareness enhances the experience on the job as well as leadership performance.

How self-awareness influences leadership was the main thrust of research by Alahmadi (2023). It is believed that for companies to be effective they need leaders who are self-aware, as it is a major characteristic found in leaders who perform well on the job (Alahmadi, 2023). This research followed the principles of a qualitative research approach and looked at how self-awareness could impact leadership. Alahmadi (2023) also included businesses that failed because of lack of self-awareness in their leaders. Therefore, approximately 50 companies that failed

because of poor management were examined. Interestingly, this study used both real situations as well as theory to determine how self-awareness contributes to one being a better leader. Results of this study indicated that when leaders are self-aware, that is, they are knowledgeable about how they feel as well as how to control their feelings and actions, they are more effective leaders (Alahmadi, 2023). These views support those of this study, that self-awareness initiatives should be encouraged by all school leaders. Conversely to other research that explored the positive results of self-awareness, this study by Alahmadi (2023), explored the negative effects that a lack of self-awareness can have on leadership performance.

According to Pekaar, Bakker, Born and van der Linden (2019), having emotional intelligence predicts good performance on the job especially in jobs that require human interactions. In these types of jobs, people are expected to manage their own emotions as well as manage those of people with whom they interact with. Therefore, they posited that instead of looking at general emotional intelligence, knowing which dimension of emotional intelligence is responsible, is key. To test their hypotheses, the researchers used convenience sampling techniques to select a sample of 110 participants. The participants were required to complete a questionnaire, then they were outfitted with electrodes that would test their physical responses to interactions at work. They were then exposed to a variety of phone calls from various people within and outside of the workplace. Each phone caller displayed a different emotion (anger, worry etc.) and they were checked for their responses to each call. The results did not support the hypotheses that were advanced in this research. However, emerging from the results showed that higher levels of self-awareness led to lower levels of stress. This would suggest that the participants were self-aware, thus able to manage their emotions (Pekaar, et al., 2019).

Another research that investigated emotional intelligence and job performance was done by Mishra and Mohapatra (2010). This research was performed in India using 90 business executives as the sample group. The sample was selected using simple random procedures and structured questionnaires were used to gather the data. Mishra and Mohapatra (2010)'s research added to the literature on emotional intelligence and job performance by finding a significant correlation between emotional intelligence and job performance. That is, the presence of emotional intelligence can be used to determine job performance in the workplace. In so doing, self-awareness training becomes a fundamental part of leadership training.

The purpose behind the study conducted by Apoorv, Gaurav, Priyam and Indira (2022) was to determine which dimension of emotional intelligence is the strongest trait in people. This group of researchers agreed with the existing research on emotional intelligence that shows that emotional intelligence has different dimensions that are vital to success on the job, in the schools or at home. This study was conducted in India and the findings showed that participants scored in the 80 percent range in self-awareness. These results would suggest that self-awareness is prominent in the list of dimensions of emotional intelligence. These views support this research that it is important to increase self-awareness in school leaders.

Adding to the literature on emotional intelligence and job performance was a study conducted by Mokhtar and Krishnan (2023). The researchers agree with current literature that emotional intelligence can predict how well a person performs on the job. However, they opined that there is limited research as to the link between emotional intelligence and job performance. Therefore, their research advanced that the demand for the job could be that link. According to Mokhtar and Krishnan (2023), job demand includes things like stress and the workload. With that in mind, they conducted research using Goleman (1998) model of emotional intelligence. Once

again, this study confirmed and thereby supports this study that emotional intelligence, and more specifically, self-awareness, impacts significantly on job performance.

Eurich (2018), examined what is the true nature of self-awareness, why it is necessary and how it can be increased. Therefore, over a period of four years Eurich (2018) conducted in-depth research on self-awareness. Accordingly, Eurich (2018) advanced that there are two different types of self-awareness; the kind that is innate and the other external. Within internal types of self-awareness, there are people who understand their value and passion. Interestingly, Eurich (2018) found that this inner type of self-awareness is representative of people who have better satisfaction and performance on the job. Conversely, the external type of self-awareness involves how we interpret how people see us. In the research by Eurich (2018), the result of leaders who are aware of how they are seen by their subordinates, usually have better relationships in the workplace. One of the findings of this research was that being an introspective person does not guarantee that a person will have high levels of self-awareness (Eurich, 2018). These findings add notably to this research as leaders are tasked with not only being aware of their own emotions, but they are aware of how they are perceived by those with whom they work. This study also supports using self-awareness as a dimension of emotional intelligence to promote training.

Self-awareness has been praised as the ability that can help any individual towards being a better person, developing good coping skills, and being persistent (Sutton, 2016). Sutton (2016) agrees that the benefits of self-awareness are wide, however, the way in which it is measured needs to be adjusted to seize the true essence of the term. Therefore, Sutton (2018) conducted research to find a single measure that will truly assess self-awareness. This became the genesis of the Self-Awareness Outcomes Questionnaire (SAOQ) which is a self-reported instrument. Sutton (2018) conducted two separate research to determine the face and content validity of the new instrument

and to ascertain the reliability and validity of the test. His contribution of a valid new instrument to measure self-awareness must be noted. Research conducted by Apoorv and Alka (2024), also gathered data using self-report instruments, therefore, the creation of this questionnaire by Sutton (2018) would add to the pool of self-report tools.

The purpose of the research carried out by Lawrence, Dunn and Weisfeld-Spolter (2018) was to explore optional ways in which self-awareness can be developed, given that self-awareness is seen as an integral skill that all leaders should have. Using a mixed methods approach, Lawrence, Dunn and Weisfeld-Spolter (2018), used Business graduate students as the sample for this study. They had all completed a leadership course for prospective leaders. Data were gathered from samples of written work of the students. The writings were first coded and then analysed. Another set of data were collected using a survey which the students completed. Both the qualitative and quantitative results showed that self-awareness can indeed stimulate leadership qualities (Lawrence, Dunn & Weisfeld-Spolter, 2018). This research is of great importance because it adds to the literature that self-awareness promotes leadership performance. The combination of data from quantitative and qualitative sources reinforces the credibility of this research. Previous research conducted by Deliu and Perez (2007) and Bagheri, Kosnin, and Besharat (2016) focused on emotional intelligence being easy to train. This research by Lawrence, Dunn and Weisfeld-Spolter (2018), provided a concrete way in which to train self-awareness. It also reminds us of the importance of including self-awareness training for leaders.

Dźwigoł-Barosz (2024) believed that being an effective leader requires that the person have hard skills as well as soft skills. These soft skills include having empathy, being self-aware, and Dźwigoł-Barosz (2024) also believed that emotional intelligence is an essential skill that leaders should have. With this belief, the researcher Dźwigoł-Barosz (2024) set out to evaluate the

necessity of emotional intelligence of leaders at companies in Polland. This research is a literary research in which Dźwigoł-Barosz (2024) reviewed extensively the literature on the competencies that leaders should possess. The skills needed by leaders are changing to embrace soft skills such as empathy and resilience. The literature review also revealed that leaders need competencies such as self-esteem and self-awareness (Dźwigoł-Barosz, 2024). This study shows its significance by viewing self-awareness as necessary for leadership performance. This research supports this current research's theoretical framework on Goleman's (1995) model of emotional intelligence are correlated to leadership performance.

According to Apoorv and Alka (2024), the concept of emotional intelligence is dynamic, and it can be improved and taught. The main objective of their research was to ascertain the emotional intelligence levels of different people based on their ages, ethnicity, etc. Another important objective focused on how emotional intelligence dimensions were distributed across the sample. This research used a cross-sectional design to determine the emotional intelligence levels of the population. In order to select the sample for this research, Apoorv and Alka (2024) used stratified random sampling method to find a real representation of the population. This is a mixed methods study that used open-ended interviews to gather qualitative data. Each type of data was analyzed and the findings for the qualitative data exposed themes that favored self-awareness as a dimension of emotional intelligence. Quantitative data analysis revealed high levels of self-awareness across the sample group (Apoorv & Alka, 2024). From the results, it can be seen that self-awareness is central to leadership, and it also assists with behaviour development. Furthermore, self-awareness when low, can be increased with training as earlier posited by Deliu and Perez (2007).

Summary

It is imperative that school leaders are prepared for the task of managing the various stakeholders within their care. Therefore, teachers in management positions should be well equipped with not only academic skills but also emotional skills. This study focused on investigating emotional intelligence and leadership performance of principals/vice principals in primary and secondary schools in St. Kitts and Nevis. The concept of emotional intelligence became popular with the writings of (Goleman, 1995). Over the ensuing years, the term has gained even more popularity in a variety of fields such as education, science, and business. The schools in St. Kitts and Nevis are facing many changes, such as embracing a new curriculum, managing letters for transfers to other schools and being held responsible for students' academic achievement. Therefore, an analysis of literature relating to emotional intelligence and leadership was conducted. The analysis included the genesis of the concept of emotional intelligence, the different models and its effects on leadership performance.

The literature surrounding the concepts is rich with sources that posit the importance of emotional intelligence on leadership. The four dimensions of emotional intelligence that guided this study are self-regulation, empathy, social awareness and self-awareness. The research that was conducted for each of these dimensions revealed a myriad of findings and each will be discussed subsequently. This extensive review of the literature covered a wide range of contexts such as banking, healthcare and education with the consensus that emotional intelligence is an integral aspect of leadership. Another quick outtake from the literature is that different dimensions of emotional intelligence anticipated leadership performance differently across primary and secondary schools. Furthermore, the predominant instrument used in gathering data on emotional

intelligence is the self-report tools. It was found that the results that leaders assessed about themselves varied greatly to what their subordinates say about them. As stated before, the concept of emotional intelligence became well known in the early twentieth century. The first general finding is that each dimension can be defined in a variety of ways. A summary of the findings is presented by each emotional intelligence dimension: self-regulation, empathy, social awareness, and self-awareness.

Despite the varying definitions of self-regulation, it can be concluded that self-regulation involves the skills that a person sets as a goal and charts a way to accomplish them (Morosanova, et al., 2018). For example, a student can set a goal to complete a program of study within two years. Over the two years, a self-regulated person will monitor and assess his/her progress. Sometimes the person might need to take a break and then resume. Being self-regulated will assist with this. The variety of material that was perused concerning self-regulation and emotional intelligence showed that most of the sources concluded that self-regulation was an essential dimension of emotional intelligence in the business environment (Lu et al., 2021; Rahiman et al., 2020; Mahdavi, 2019). When it relates to the field of education, many studies also supported the view that self-regulation is an essential skill that school leaders should possess. One such study was conducted by Sáez-Delgado et al (2022) who found that the learning process is improved once both teachers and students are self-regulated. Another supporting research on the importance of self-regulation and its effects on leadership performance in schools was done by Nguyen, White, Hall & Bell (2019) who found that “effective managers are not made from their educational achievements and their work experiences” but that self-regulation or rather familiarity with one’s

strengths and weaknesses is a vital skill to have. According to Nguyen, White, Hall and Bell (2019), having self-regulation competencies will help educational leaders to improve their skills.

Sowndarya and Elavarasan (2022) also looked at self-regulation and leadership performance. Their research conducted in India investigated found high levels of self-regulation in the leaders was a positive impact. These results indicate that self-regulation as a dimension of emotional intelligence is vital to improving leadership performance. It can further be deduced that when leaders are self-regulated, they are not prone to making rash decisions or to being impulsive.

Lu et al. (2021) proposed that self-regulation is the most important dimension of emotional intelligence. Many studies also showed that self-regulation was significantly related to leadership performance (Haron, Mustafa, Alias, 2010; Lim & Yeo, 2021). Conversely, a study by Ayub and Sultana (2021) concluded that there was no relationship between self-regulation and emotional intelligence. There are many instruments that were used to measure self-regulation. The evidence showed that gender and age also play a role in self-regulation (Cañabate et al., 2020; Karimpour, et al., 2019; Mabekoje, 2010). Academic achievement of students also relies heavily on how self-regulated their teachers are. In the study conducted by Al Jaberi, Alzouebi and Abu Khurma (2024) they found that there is a correlation between academic performance and students' interaction with teachers. According to Al Jaberi, Alzouebi and Abu Khurma (2024) a favorable environment is fostered when the educators can regulate their emotions. One solution is for the students to excel academically. The information garnered from the extensive review of the literature was adequate to aid in answering research question 1 in this study.

The second dimension of emotional intelligence that was researched in this literature review was empathy. According to Karaaziz, Can and Keskindağ (2017), empathy or being

empathetic involves being able to identify with how others are feeling. An empathetic person has the capacity to read a person's body language to identify how that person is feeling. Additionally, empathy is a skill that displays itself in people in their listening skills (Butler, 2021). As such, conversations with such people are interactive because they practice active listening.

Empathy as a dimension of emotional intelligence has been well-researched in the related literature. From the review of the literature, it was seen that empathy is important in many fields. In the medical field, it was shown that empathy is needed for effective communication (Giménez-Espert & Prado-Gascó, 2018; Karaaziz, Can & Keskindağ, 2017). Yet another study supported the need for empathy for healthcare professionals. Moudatsou et al.'s (2020) study reinforced the need for medical personnel to be encouraged to become empathetic. Furthermore, Moudatsou et al., (2020) support the view that empathy can be trained through regular professional development sessions. Students can always benefit from having empathy (Gaspar & Esteves, 2022). Aparicio-Flores et al. (2021) conducted research that added to the literature agreeing that empathy assists in helping undergraduate students to manage their moods.

How emotional intelligence relates to teachers, and their performance was thoroughly researched. For example, Guslyakova and Guslyakova (2020), conducted their study on foreign language teachers and concluded that empathy is essential to a teacher's disposition in the classroom. Another study done by Karaaziz, Can and Keskindağ (2017) advanced that being empathic leads to effective communication. Bontrager, Marinan and Brown (2023) found that students, when asked, identified that empathy is the main trait that they preferred in their leaders.

Young, Richard, Moukarzel, Steelman and Gentry (2017) studied how employers provide negative feedback to their workers. This was essential to look at because communication in the

workplace is a requirement. As such the research by Young et al. (2017) proved that leaders need to learn how to be empathetic in sharing negative information with their workers. Therefore, according to Rasmussen (2019), empathy in leadership can improve the quality of leadership. Here too, it can be seen that empathy is an essential dimension of emotional intelligence, as it helps to improve leadership. In most organizations, leaders are tasked with giving feedback to their employees. Sometimes the employees do not receive the feedback well, especially if the leader is not empathetic.

Stanley and Bhuvaneswari (2019) in their study assessed empathy over a period of time. In this case, the undergrad students were tested for empathy in their first year of university and once again in their final year. The results showed higher scores for empathy in their final year. Similar results were found in research by Imperato and Strano-Paul (2021) who based their research on medical students. After pretesting and post testing, it was found that the scores for empathy improved after the post test was administered. Singh and Dali (2013) in concluding their research found that even though the principals who were participants in the study agreed that empathy is an important trait that helped them to carry out their daily tasks. Additionally, the research found that the principals needed further training in empathy to help them to be more effective.

Even in cases where scenarios based on real life situations were used to measure empathy, it was seen that empathy was correlated to emotional intelligence (Hamari & Ravaja, 2021). The research also revealed that a variety of measures can be used to test empathy, such as self-reported questionnaires, structured questionnaires, surveys, scenarios etc. (Badea & Pană, 2010; Stanley &

Bhuvaneswari, 2019; Imperato & Strano-Paul, 2021). Overall, it was revealed that empathy is an essential dimension of emotional intelligence.

The third dimension of emotional intelligence researched was social awareness. According to Ying and Kutty (2023), social awareness, although it contains elements of being empathetic, also includes one's propensity to be of service to others. For instance, Bishop (2023) examined the relationships between teenagers. It was found that social awareness skills are the main characteristics that they believe their friends should possess. Adolescents believe that if their friends are socially aware, their friends will honor the differences among them and show them respect.

Saleh and Hibatullah (2023) added to the literature on emotional intelligence by conducting research on how the emotional intelligence levels of teachers can impact on students. According to Saleh and Hibatullah (2023) social awareness as a dimension of emotional intelligence can positively affect the relationship between teachers and their students. Research by Prepelita and Voinea (2023) also supports the view that teachers with high levels of social awareness are vital to helping children to enhance their self-esteem. Ahad et al (2021) confirmed that social awareness is vital to keeping teachers motivated on the job. Prepelita and Voinea (2023) also proved that teachers found that when teachers possess social awareness skills, they are able to help children to develop their self-esteem. Fianko, Afrifa Jnr and Dzogbewu (2020) also found that social awareness is correlated to effective leadership.

Rhodes and Foran (2022) added to the literature with their research that concluded that emotional intelligence and successful leadership have become tantamount. Additionally, Hadiwijaya and Hutasoit (2017), found that social awareness was the dimension of emotional

intelligence that had the most influence on student achievement. Another study that supports the view that social awareness can help children to live well balanced lives was done by Mutmainnah and Elihami (2023). The research showed that instruments such as questionnaires, surveys, and interviews can be used to measure social awareness in different fields.

The fourth research question looked at the extent to which self-awareness affects leadership performance of the principals and vice principals at schools in St. Kitts and Nevis. The review of the literature explained that self-awareness is essential to leadership performance. For instance, Alahmadi (2023) found that leaders who are self-aware; that is, they are aware of their strengths and weaknesses are more successful on the job. Therefore, it is necessary that leaders not only become self-aware, but they must also know how to control those feelings. Singh et al. (2024) also agrees that being self-aware helps leaders to motivate their employees, make wiser decisions and overall foster a good work environment. An interesting part of the research by Singh et al. (2024) showed that when the leaders were trained and encouraged to become more empathetic with their subordinates, conflicts were reduced and so did the staff turnover rates.

In the education field, Hassan, Robani and Bokhari (2015) advanced that self-awareness is important for teachers to possess. It is a skill that will help them throughout their professional advancement. Dubey and Bakhshi's (2018) research revealed that the older students were, the higher their emotional intelligence. Also, the self-awareness levels of the female students were higher than their male counterparts. Fianko, Afrifa Jnr and Dzogbewu (2020), found that self-awareness is correlated to effective leadership. This conclusion was also found by Ansari and Kumar (2022), who added that self-awareness can be taught. Furthermore, Kalraa (2025) found that self-awareness training is important to helping leaders to be more successful by building

strong relationships with the people with whom they work. Interesting research by Popovici, Mihai and Moraru (2019) found that children should be exposed to self-awareness training at a young age as this will assist them to foster these skills when they are older. Yet another support for self-awareness training was stated by Perkins (2021), who found that self-awareness training helps people to bond with others.

Extensive search of the literature on emotional intelligence and leadership performance across the Caribbean region is almost nonexistent and there is even less research on comparing primary and secondary schools' leadership. However, all dimensions under investigation in this study are extensively supported across a wide variety of international research even though the literature is divided as to which specific dimension matters most. This division of which dimension functions best is what makes this study's comparative design an original contribution to research.

CHAPTER 3: RESEARCH METHOD

The main purpose of this chapter was to highlight the concepts surrounding the research method and design used to conduct this study: research approach and design, population and sample, materials/instrumentation of research tools, operational definition of variables, study procedures and ethical assurances, ethical assurances, and data collection and analysis.

According to Goleman (1998) a person who is emotionally intelligent can be both aware of his/her feelings as well as the feelings of others. There are four traits that make up emotional intelligence: self-regulation, empathy, social awareness and self-awareness (Issah, 2018) and these were the focus of this study. This study sought to research emotional intelligence and leadership performance of principals and vice principals of primary and secondary schools in St. Kitts and Nevis. Primary and Secondary are two distinct levels of the educational system and as such comparison was made between the emotional intelligence and leadership performance of the principals and vice principals at the primary and secondary schools in St. Kitts and Nevis.

The history of emotional intelligence shows that in the business world, according to Goleman and Boyatzis (2017) it was found that leaders who have high levels of emotional intelligence are more effective at their duties. It was also found that leaders who progress in their emotional intelligence usually perform better at work than those who have not acquired that trait. (Bradberry & Greaves, 2021). With this knowledge, business leaders have made incorporating emotional intelligence an essential part of empowering their leaders at work.

Contained herein are several studies that have highlighted the significance of emotional intelligence to leadership performance in the field of education. Bucich and MacCann (2019) in a study conducted in Australia, found that there is a direct link between emotional intelligence and

leadership performance, thus there was impetus to do further studies in the Caribbean Region. They posited that emotional intelligence was given emphasis in schools in Australia which enabled high scores among the students thus showing that there could be a direct correlation between emotional intelligence and leadership performance.

Furthermore, a study was conducted by Bower, O'Connor, Harris and Frick (2018) in Texas, USA, among senior teachers of a rural district that found that the teachers perceived that the principals/school leaders were more effective when they displayed a high degree of emotional intelligence. For example, the teachers agreed that they felt pleased when the principals showed signs of being self-aware by acknowledging their weaknesses. This study by Bower, O'Connor, Harris and Frick (2018) affirmed that emotional intelligence has a correlation with leadership performance. Overall, the study highlighted that the teachers had a good working relationship and found that principals who used positive praise and encouragement build confidence in their staff (Bower, O'Connor, Harris, & Frick, 2018).

Currently, the education system in St. Kitts and Nevis is going through some changes, especially with the introduction of a new curriculum from Kg to Grade 8 and new standardized testing for Grades 4 and 6. Also coming on stream for the new academic year will be a new curriculum that was designed for kindergarten to Grade 2. The current issues are not only common in primary schools as the secondary schools within the federation also face their own challenges. For example, the secondary schools are judged based on the results the students receive in the regional exams. Therefore, at the end of the school year, once results are received, a school is judged as the ’best school’ based on the number of subjects passes the students received. As such, there is added pressure on the schools to perform. The introduction and management of the new curriculum and the pass rate of students can put added pressure on school leaders to perform, as

research shows that school leaders play an integral role in student achievement (Andrew and Soder, 1998; Waters, Marzano, & McNulty, 2005). In addition to the challenges experienced with rolling out a new curriculum, at least forty percent of principals and vice principals are faced with dealing with difficult staff members and job transfers. This has led to a high turnover or transfer rate (40%) in the schools. For example, the Ministry of Education in St. Kitts reported an average of 40 percent of the staff members requesting transfers per academic year.

In the review of literature this researcher found that there is limited research regarding the field of education in the Caribbean Region, especially when looking at the different levels of education: primary and secondary. Compounded with the issues explained above, this lack of information sparked an interest in further exploring this topic to find out if in that Caribbean setting, emotional intelligence can contribute to leadership performance.

Research Approach and Design

This study sought to investigate the relationship between emotional intelligence and leadership performance of principals and vice principals in schools in St. Kitts and Nevis. Additionally, a comparison was made between emotional intelligence and leadership performance of the primary schools' principals/vice principals and the secondary schools' principals and vice principals. In any research, it is essential to explain the overarching beliefs or paradigms of the study as this is what determines what type of approach will best suit the study under investigation. Before a researcher can choose an appropriate method, the philosophical foundation of the research must first be examined. As stated by Creswell and Plano-Clark (2018), the research paradigm addresses the foundational beliefs of the study. In the case of this current research, the pragmatist paradigm was well suited for many reasons. For example, according to Creswell and Plano-Clark,

the pragmatist paradigm applies to a mixed methods study and is a good fit for research that uses a variety of data collection sources. Most importantly, the pragmatist paradigm connects quantitative and qualitative research in that the strengths from each approach are combined.

This research utilized a mixed methods approach and an explanatory sequential design after careful consideration of the pros and cons of different approaches and designs. According to Techavichian and Lynch (2021), choosing a research approach is an integral step in the research process. Therefore, it must be done with care as it is on the researcher to select the best fit for his or her research. With this information in mind, it was also important to consider the nature of the research before deciding on an approach or design. The following paragraphs explained how the decision towards selecting a research approach and design for this research was reached.

The initial search of the literature of other studies conducted on emotional intelligence revealed either a purely qualitative approach or a purely quantitative approach to their research. Based on the literature review and the types of instruments that were considered in this research, it was decided to use a quantitative approach. Therefore, the initial approach selected for this study was a quantitative approach as the mode of collecting the data was a questionnaire while using descriptive statistics to analyze the data. In the first instance, the researcher had planned to gather data only from the principals and vice principals since this group is the focus for the study. However, after deciding on the instrument and the nature of the instrument (closed-ended questionnaire) which required the principals and vice principals to assess their capabilities, it was decided that another instrument would be needed to provide verification of what the principals said about their abilities. Thus, the need for interviews with the people who work closely with the principals and vice principals was incorporated. This addressed the qualitative nature of this

research. With the use of these two instruments and the need for triangulation, it was decided upon to use a mixed methods approach.

Within the concept of mixed methods research are two separate research approaches: quantitative and qualitative research. Individually, each type of research offers different strengths and weaknesses, and the upcoming sections will advance the reasons why a mixed methods approach was selected for this study and showing why the other approaches alone were not adequate. According to Creswell and Plano-Clark (2018), quantitative research can be explained in two parts: investigating relationship among variables and using statistics to analyse the collected data. Mrabti and Alaoui (2024), opined that selecting the research approach involves an in-depth look at how data will be collected and analyzed. These two factors are essential as they determine the conclusions of the research. According to Taherdoost (2022), quantitative research entails using numbers to collect and analyze the data that was collected and can also be used to test the research hypotheses. Kittur (2023) also added that quantitative research collects data that can be analysed using statistical tools to be applied to the findings.

Kittur (2023) explained that there are several steps to be followed in quantitative research, namely- deciding on the research topic; writing the research questions that will guide the research; reviewing the literature for trends, gaps etc.; deciding on the best framework for the study: designing the research; selecting where the study will take place and who will be the sample; collecting then analyzing the data; discussing the findings, and finally disseminating the results. The steps advanced by Creswell (1998) coincide with those posited by Kittur (2023). These steps were adopted in this current research.

As advanced by Creswell and Plano-Clark (2018), quantitative research can be categorized into four separate stages. They are surveys, experimental, correlation and causal comparative

research. Survey research, as the name suggests, mainly uses surveys to gather data from the sample and can be cross-sectional or longitudinal in nature. In this research, cross-sectional research was the more appropriate fit, as it is time-bound. (Creswell & Plano-Clark, 2018). For example, in the case of this research the data collection and analysis were set to take place over a period of six months, it was imperative that the researcher organized the time well in order to accomplish the tasks. The data for the questionnaires were collected over a two-week period in which the principals and vice principals were required to return the questionnaires. According to Kittur (2023) data in survey research can be collected using a questionnaire that can be administered face to face, paper based or online. St. Kitts and Nevis are two small islands in the Caribbean Sea. It was easy to access every area within the islands; therefore, the researcher saw it as a better fit for this study to administer the questionnaires using paper-based and face-to-face method.

Kittur (2023) offered that when a researcher sets out to test a hypothesis by conducting an experiment, this signifies as experimental research. The result is to prove whether a statement is true or false. Correlation research is used to compare variables (Kittur, 2023). In this research, emotional intelligence and leadership performance were the two variables under investigation. In correlation research, the goal is to explore the relationship between the two variables therefore, conducting correlational analysis was appropriate as it allowed free reign to look at the correlation between emotional intelligence and leadership performance.

The final type of quantitative method is causal comparative research. This type looks at causes and effects (Mrabti & Alaoui, 2024). According to Creswell and Plano-Clark (2018), comparative research is used to compare two or more groups. Importantly, these groups are already in existence therefore, there is no need for the researcher to create the groups. In this research on

emotional intelligence and leadership performance, the researcher investigated the relationship between the two variables; independent variable (emotional intelligence) and dependent variable (leadership performance). These variables will be compared for the two levels of education that are under investigation in this study, that is, the primary schools and the secondary schools.

Creswell and Creswell (2018) asserted that there are many advantages of using quantitative research. The use of structured instruments to gather data in quantitative research helps to limit or reduce subjectivity. Additionally, the results from quantitative research can be generalized to a larger population (Mrabti & Alaoui, 2024). Being able to replicate the study because of the proper procedure and structured instruments used is another advantage of quantitative research. Creswell and Plano-Clark, 2018 also stated that the use of numerical data aids in being able to analyse the data using statistical tests. That these can be utilized to compare the results between the groups is an advantage of using quantitative research. All of the advantages stated above were considered in this research. For example, a structured questionnaire was used to gather data, the data was analysed using statistical tests and these results were used to compare between primary and secondary schools.

Kittur (2023) advanced that using a quantitative research method was best for studies that have hypotheses to be tested. In this study, null and alternate hypotheses were advanced for the four research questions that addressed each dimension of emotional intelligence and leadership performance. According to Mrabti and Alaoui (2024), another advantage of using quantitative research is that it is well known for its capability of making predictions on the results. Usually, these results are produced using statistical analysis. As stated by Sharma et al. (2023), statistical analysis is a good tool to generate accurate results on which predictions can be made. Being able to replicate the study is another advantage of using quantitative research (Kittur, 2023). This can

be done by making in-depth interpretations of the findings so that details can be provided for anyone who wants to replicate the study. Kittur (2023) said one of the intentions of quantitative research is to take the findings and make inferences on a larger population. Another advantage is that quantitative research generates data that can be quantified numerically, and this provides some objectivity in interpreting the data to reduce the possibility of haziness (Creswell & Plano-Clark, 2018). Additionally, numeric data is easier to analyze as it is usually done using statistical software. The use of numbers can also prove to be a disadvantage in quantitative research. According to Mrabti and Alaoui (2024), too much focus on numbers can result in the researcher missing out on other information that can benefit the research.

On the other hand, one of the main weaknesses of quantitative data is that the researcher might not be able to gather detailed information especially when using a closed-ended questionnaire (Taherdoost, 2022). According to Creswell and Plano-Clark (2018) the use of numbers or numerical data being used in quantitative research can lead to subjectivity. Also, according to Kittur (2023), this single focus on number can cause researchers to become biased.

Conversely to quantitative research as expounded in the above paragraphs, qualitative research has been applied to examine deep matters that involve social interactions (Mrabti & Alaoui, 2024). Zilber and Meyer (2022) provided valuable insights into the study of qualitative research. Alongside the qualitative aspect of this research, an explanatory sequential design will be used. The justifications for using qualitative approach with an explanatory sequential design are discussed below. According to Sharma et al. (2023), qualitative research uses words to express and interpret the data with a view towards providing a deeper understanding of the area under investigation. Therefore, data collection for qualitative research usually takes the form of interviews, focus groups, case studies, open ended questionnaires etc. Collecting data using these

means allows the researcher to ask deep questions that will elicit detailed responses that can provide answers to the research questions (Taherdoost, 2022). As stated by Mrabti and Alaoui (2024), using qualitative research enables the researcher to pay more attention to detailed information gathered through qualitative means instead of numerical data gathered in quantitative research. Doing so makes qualitative research an exemplary means of probing for deep information. This view is supported by Mrabti and Alaoui (2024) who expressed that using qualitative research helps to answer the "why" of the matter. This study investigated the relationship between emotional intelligence and leadership performance of principals and vice principals in primary and secondary schools in St. Kitts. Additionally, it compared the results of the primary schools' principals against the results for the secondary school principals. According to Techavichian and Lynch (2021), comparison involves looking at the similarities and differences between groups. This design was used to separate the data from the primary schools' principals and vice principals from the secondary school principals and vice principals.

To further explain the justification of using an explanatory sequential design, let us consider the following features of this type of design and more specifically the purpose of this study. The quantitative data will also be collected from the principals and vice principals of the primary schools and the secondary schools in St. Kitts and Nevis, and this will be the first phase. As was stated previously, the islands of St. Kitts and Nevis form one Federation in the Caribbean Region. Both islands are by a Federal Government and there are primary and secondary schools on both islands. There are many differences in the features of primary and secondary schools. For example, the student population is usually bigger at the secondary schools versus the primary schools, there are more teachers at the secondary schools than at the primary schools and there are more subjects to be taught at the secondary schools than at the primary schools. In most cases, the

core subject areas of math, science, and language are taught at primary schools. However, at secondary schools, students are able to specialize based on the increased number of subjects that are offered to them. These few examples will show that the principals and vice principals at the secondary schools are tasked with more responsibilities than those at the primary schools. The second phase will include the qualitative aspect that will use the responses gathered from the teachers on the management team from the primary schools and the secondary schools to corroborate the results from the questionnaires.

Qualitative data was collected using interviews that were held with teachers on the management teams who worked closely with the principals and vice principals. Qualitative research usually uses a small sample size to ensure that the researcher can personally access the participants. Doing so allows for in-depth collection of data which is done using one-on-one interviews, focus groups, and open-ended questionnaires etc. It was initially decided that at least five teachers who were on the management team in the different schools would form part of the population for the interviews. Once schools were contacted, that number became significantly lower as both the principal and the vice principal formed part of the five on the management team. This automatically excluded them from the sample to be interviewed.

How the data is analyzed is also different in qualitative research. For example, once an interview has been conducted, the data is compiled in preparation for analysis. Analysis consists of coding the data and looking for themes. Zilber and Meyer (2022) advanced that once data has been collected in qualitative research it can be handled in one of three ways: categorical, process, and comparative analysis. In categorical analysis, the emphasis is on understanding parts or themes within the whole set of information. Within this current research, the data collected from the interviews was categorized into themes.

When looking at comparative analysis, Luthfiandana, Santioso, Febrian, Soehaditama and Sani (2024), stated that there are three types of qualitative design: namely, phenomenology, ethnography and grounded theory. Let us look at how this research fits into these designs by first explaining what each one entails. Phenomenology as the root word suggests, looks at understanding a phenomenon (Luthfiandana et al, 2024). Furthermore, phenomenology takes an in-depth look at how people's experiences affect how they think. For example, investigating emotional intelligence and leadership performance in the schools in St. Kitts and Nevis. This phenomenon of emotional intelligence is fairly new to the field of education, and studying its effects on leadership performance will help the researcher to gain insights from both the principals/vice principals and the teachers who work closely with them. The qualitative aspect of this mixed methods of research required that teachers on the management teams participate in interviews. Using phenomenology would be appropriate as based on its characteristics, it is descriptive and its goal is to understand the experiences of others (Luthfiandana et al 2024; Larsen & Adu, 2021). In addition to the aforementioned characteristics, using a phenomenological design would require that the researcher put aside biases and look objectively at the information gathered.

Ethnography requires a researcher to become immersed into the lives of the participants who are being researched (Luthfiandana et al., 2024). There was no need to keep such a close watch on the participants in this research. Therefore, by the very nature of this design, it was not a good fit for this research.

The final consideration was grounded theory design. This qualitative research design is important when researchers use data to form theories through forming conclusions from the data

(Larsen and Adu, 2021). Grounded theory design explains how the study participants behave, as well as what words that they use.

Based on the justifications posited above for the benefits of quantitative and qualitative research, it was the best fit for this research to use an exploratory sequential mixed method approach. After the initial push towards a quantitative research approach, it was found that a combination of quantitative and qualitative research would be ideal for this study as it would provide a more balanced approach to data collection and analysis. As explained by Mrabti and Alaoui (2024), combining or mixing quantitative and qualitative research combines their varied strengths in order to answer the research questions. For example, the questionnaire yielded responses that can be corroborated by the interviews. Additionally, the use of triangulation can ensure that the results are corroborated.

As has been mentioned before, the mixed methods approach to research is a combination of both quantitative and qualitative approaches (Taherdoost, 2022). According to Creswell and Plano-Clark (2018), combining both quantitative and qualitative techniques into research can help the researcher to gain a more comprehensive illustration of the issues being studied. Combining research methods as stated by Almalki (2016) helps to mitigate against the potential weaknesses of any one particular method. The merits in using mixed methods are obvious. According to Taherdoost (2022) and Creswell and Plano-Clark (2018), mixed methods of research can be used for several reasons and purposes. The term mixed methods can be defined as a combination of features from quantitative and qualitative research (Almalki, 2016). As theorized by Taherdoost (2022), there are many reasons why mixed methods can be utilized. For example, in mixed methods of research the larger sample sizes from quantitative research can mitigate against the

smaller sample sizes of qualitative research, making the results generalizable. Additionally, when methods are mixed, they are bound to produce more depth to the results of the study. Finally, the results of the research are seen as more credible when the methods to collect data are mixed. Furthermore, as stated by Almalki (2016), triangulation strengthens the conclusions of the study by corroborating the results that were found from both the quantitative and the qualitative aspect of the research combined (Taherdoost, 2022).

In order to accurately integrate quantitative and qualitative research methods into this type of study, Mrabti and Alaoui (2024) proposed that there are at least three models of mixed research from which to select: exploratory sequential model, explanatory sequential, convergent and embedded. In this model, qualitative research is used to investigate the issue, and the findings are generalized using quantitative research. Exploratory sequential model's order for doing research has proven to be useful as it is important to ascertain the quality of the instruments used. However, there is a challenge when it comes to generalizing the results. The next model, which is called the explanatory sequential model, begins with using quantitative methods to gather and analyze the data. It then utilizes qualitative research to provide an in-depth analysis. As expounded on by Mrabti and Alaoui (2024), this model is ideal, but time consuming since collecting the data for the quantitative aspect and qualitative aspects will require comprehensive time and effort.

The convergent model which as the name suggests proposed the collection of both sets of data being done simultaneously (Mrabti & Alaoui, 2024). Even though both quantitative and qualitative data are collected concurrently, according to Mrabti and Alaoui (2024), the analysis is done separately. Then, they are combined and compared to determine the final interpretation.

Researchers in support of this model indicate that this way increases validity and encourages triangulation (Mrabti & Alaoui, 2024).

The final model being proposed by Mrabti and Alaoui (2024), is the embedded model. The embedded model uses a primary and a secondary methodology which can be either quantitative or qualitative. In this model, the secondary method is used to deal with specific questions. The main criticism of this approach is that it is best utilized for research with sub-questions. It is also difficult to incorporate this fully.

The triangulation model for integrating mixed methods was proposed by Almalki (2016) who drew from the idea of mixed methods as advanced by Creswell and Plano Clark (2007). In this method, Almalki (2016) proposed that two separate data sets be collected, then combined to be analysed and interpreted. One major challenge of using this model is that it takes proficiency in being able to integrate all the parts.

In examining all the models of how to integrate mixed methods approach, the researcher adopted the explanatory sequential model. According to Creswell and Plano-Clark (2018), explanatory sequential design follows a two-phase plan by collecting the quantitative data before the qualitative data is collected. After both phases have been collected, the qualitative data is used to further explain the quantitative data. According to the explanatory sequential model advanced by Mrabti and Alaoui (2024) the data analysis will be done separately as well. Therefore, the data for the questionnaires will be analysed then the data for the interviews will be analysed next. As such, the explanatory sequential research design used in this research is the best fit for this study.

This study on emotional intelligence and leadership performance used a survey as the data from the principals will be collected through the use of a questionnaire. According to Baran (2022), a survey is a research method that collects and analyses data from a group of people. Data can be collected in a variety of ways such as questionnaires, online communication, face to face, and via telephone. Bhandari (2022) advanced that the use of surveys allows researchers to collect data in a quick manner.

A questionnaire can be used to collect data in survey research. As stated by Taherdoost (2022), a questionnaire can be used to collect both quantitative and qualitative data. In the case of this study, one combined questionnaire will be administered to the school leaders. As posited by Taherdoost (2022), questionnaires can be structured or semi structured while using open ended or closed ended questions. To further explain, a structured questionnaire will be used to gather information from the school leaders about their emotional intelligence capabilities. Furthermore, structured questionnaires consist of closed-ended questions. These close-ended questions will be in the form of a Likert scale, and the school leaders will be required to self-assess their capabilities when completing the questionnaire. In this study, using a Likert scale will fit well, as these scales are used to measure one's opinions and feelings (Taherdoost, 2022). Hutchinson and Chyung (2023) agree that Likert scales are best for helping researchers to ascribe numerical value to feelings and attitudes. Taherdoost (2022), further added that Likert scales are exceptional for helping respondents to best represent how well they agree or disagree with the questions being asked. Hard copies of the questionnaires will be hand delivered to the principals/vice principals and will be collected upon their completion.

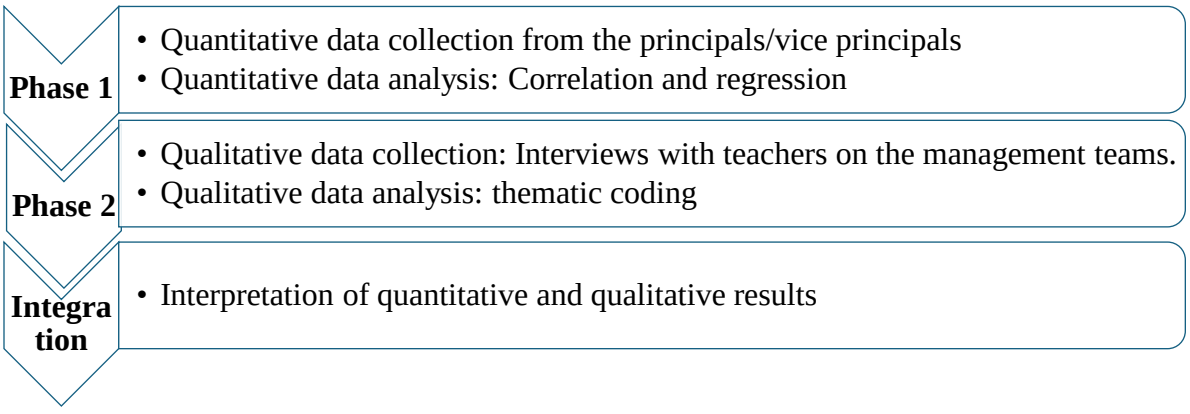
Interviews were conducted with teachers who work closely with the school leaders. These stakeholders are teachers in primary and secondary schools who are in a position to interact and

work closely with the leaders and are part of the management teams at their respective schools. Bingham and Witkowsky (2022) advanced that interviews are integral tools for collecting qualitative data. Of the three types of interviews, structured interviews will be conducted. According to Taherdoost (2022), structured interviews use predetermined questions, that is, questions that have been prepared in advance of the interview. Based on the nature of this study, the respondents will need to express their views in a non-restrictive way. For that reason, conducting an interview will be an asset seeing that the teachers on the management teams for both the primary and the secondary schools will be able to respond without restrictions.

The research design for this study utilized an explanatory sequential design which according to Almalki (2016) is a design that advances the collection of the quantitative data before the qualitative data is collected. According to Creswell and Plano Clark (2018) in the explanatory sequential design, there are two phases of data collection as well as data analysis.

Table 1

Explanatory Sequential mixed methods phases



Within this design, the two different levels of education, that is, primary and secondary schools, will be compared. At this point too, correlation between the variables emotional intelligence and leadership performance will be examined. As stated by Baran (2022), correlational research enables prediction and explanation of the relationship among variables. Additionally, Seeram (2019) advanced that correlational research design measures two or more variables. In this study the two variables under investigation are emotional intelligence and leadership performance. Furthermore, correlational studies are considered as non-experimental, in that the variables are not manipulated to yield the results the researcher wants. Correlational studies can yield positive, negative or zero correlation results (Seeram, 2019).

Another justification for using mixed methods instead of either purely quantitative or qualitative lies in the fact that there are merits in each that need to be combined. For example, in this study, as stated by Bhandari (2022), using quantitative research is a viable option when conducting research using a large population. This allows for the generalization of the results once they have been analysed. Another positive is that quantitative research assists in understanding the different variables that are under investigation. This is done when the data has been collected to test the hypotheses. Additionally, based on the deductive nature of quantitative research, this study will put forward some research questions that will be tested. Yet another advantage is that the use of numerical data promotes exact measurements that can yield accurate results. It has been observed that numbers are reliable. Finally, based on the statistical nature of quantitative data, it should be easy to duplicate the results of the study to a wider population.

On the other hand, qualitative research according to Elmendorf and Luloff (2001), refers to data collection that generates narrative or non-numerical information, and its data are usually collected using interviews and open-ended questionnaires. Taherdoost (2022) stated that qualitative research provides deep insights into what people are feeling and how they view the world. There is also a level of flexibility when conducting qualitative research. In this way, the researcher is able to modify as new information is received. Furthermore, the use of open-ended questions when collecting qualitative data provides novel ideas for the researcher to further explore. By itself, qualitative is an excellent approach to conduct this study. However, some of its limitations such as the data being subject to the researcher's biases can hinder the validity of the research. Thus, combined research approach also known as mixed research is the ideal solution to mitigating against biases and subjectivity with the data (Taherdoost, 2022).

Overall, from the discussion of the pros and cons of purely quantitative to purely qualitative research, this study employed the use of an explanatory sequential mixed methods design with a pragmatist paradigm. According to Taherdoost (2022), the pragmatist paradigm supports the use of both quantitative and qualitative methods in research as they help to explain the variables of emotional intelligence and leadership performance that are under investigation. Exploratory sequential mixed research also fits the pragmatism paradigm as it agrees with the view that quantitative data should be collected and analysed before the qualitative data is collected and analysed. Conducting it this way will encourage the use of triangulation to explain the depth of the results.

Population and Sample of the Research Study

This section expanded on the target population and how the sample was selected for this research. According to van-Rijnsoever (2017) choosing a study sample is an important step in any research since it is impractical to study the whole population. However, it is essential that a researcher selects a sample that represents the characteristics of the entire population (Fischer, Boone & Neumann, 2023). In St. Kitts and Nevis there are approximately six hundred teachers within the public school system. There are thirty schools of which 22 are primary and 8 are secondary schools in St. Kitts and Nevis. Each primary and secondary school has a principal, a vice principal and other subject or class teachers. Therefore, the teachers at these schools constitute the population for this study. Later, we will discuss how, from this population, the sample was selected. It is important to be reminded that this is an explanatory sequential mixed methods design research, therefore, that must be taken into account when selecting the sample. That is, it uses both qualitative and quantitative methods. Let us re-examine the characteristics of qualitative and quantitative research, which are the two elements of this mixed method of research.

According to Qolamani (2023), using qualitative methods in research is important, as doing so helps the researcher(s) to examine complex matters in deeper ways than other means would allow. Overall, qualitative research methods help the researcher to capture deep meanings and perspectives that are under investigation. Furthermore, data gathered from qualitative research explore themes and trends to bring out deep meanings.

Qolamani (2023) advanced in their review about qualitative research methods that it uses non numerical data methods to gather data. For example, it uses interviews, focus groups. In the case of this current research, interviews gather in-depth information from the sample group of teachers on the management teams. Using a qualitative research method to conduct research has

many benefits. According to Padgett (2016), qualitative research is useful in gathering specific information about the values and behaviours of the population. Additionally, it can disclose information about another side of an issue, such as emotions between individuals. An added advantage of qualitative research is that it can identify other intangible factors such as gender roles, socio-economic status and provide descriptions of how people experience these issues. According to Daher (2023), sample sizes in qualitative research are usually smaller than that of quantitative research. However, it should be large enough to effectively address the research questions. With all of the above-mentioned advantages in using qualitative research, it was deemed as the best fit for this research.

In the case of quantitative aspect of research, the focus is on measures that can be represented in numbers and figures, that is, the data can represent length, duration etc. (Taherdoost, 2022). One of the gains of using quantitative research methods is to be able to generalize and repeat the study in the future (Fischer, Boone & Neumann, 2023). That is, the results of the study could be generalized to the population. Another advantage of using quantitative research method according to Taherdoost (2022) is that the data analysis process can be easily accomplished with the aid of computer software which produces results that are unbiased.

Data collection methods also differ in quantitative and qualitative research. In quantitative research, data collection can be used to prove or disprove the hypotheses (Taherdoost, 2022). The process of collecting quantitative data is also easier done than qualitative research. Data can be collected via closed-ended questionnaires and online surveys, for example. The main data collection tool in this research was a questionnaire administered to the principals and vice principals of the primary and secondary schools in St. Kitts.

Conversely, conducting interviews is the main data collection method used in qualitative method (Taherdoost, 2022). Interviews were conducted with teachers on the management team of the schools. Taherdoost (2022) stated that interviews can be conducted either face to face or via the telephone. It is impossible to discuss the concept of data collection in qualitative research without encountering the concept of saturation. Saturation as defined by Glaser and Strauss (2017), is the point in data collection where no additional or new information emerges in the themes. Furthermore, Hennink, Kaiser and Marconi (2017) posited that a researcher can cease with the interview process once there is no new information to be revealed, that is, the information becomes repetitive. According to Daher (2023), saturation is vital when conducting qualitative research as it is used to verify the rigor and validity of a study.

There are two main types of sampling methods: probability and non-probability sampling (Lakens, 2022). As stated by Lakens (2022), probability sampling involves random sampling a section of the population and ensuring that each person in the population has an equal opportunity to be selected. Lakens explained that there are four types of probability sampling: cluster, systematic, stratified and simple random sampling. In cluster sampling, the population is divided into clusters and is used for large populations. Systematic sampling determines that the population is first divided and then every predetermined number is selected in the sample. According to Berndt (2020), stratified sampling has the population placed in subgroups, for example a population of teachers may have subgroups of teachers with bachelor's degree, master's degree etc. The sample will then be selected from these subgroups. The last type of probability sampling, the simple random sampling, ensures that each person in the population is guaranteed an equal opportunity to be selected.

Non-probability sampling involves non-random selection practices (Berndt, 2020). Types of non-probability sampling include but are not limited to snowball sampling, volunteer sampling and purposive sampling. In snowball sampling, participants are solicited via references from others. As the name suggests, in volunteer sampling the sample comprises people who would have offered themselves to be part of the study. As stated by Berndt (2020), this type of sampling does not represent the population. In the case of purposive sampling, the participants possess special attributes that are related to the research. Since this research utilizes a mixed methods approach, both probability sampling and non-probability methods will be employed. To be more specific, stratified sampling will be used for probability and purposive for non-probability sampling (Andrade, 2021).

To reiterate, the population of this study will be teachers at the primary and secondary schools in St. Kitts and Nevis (See Table 1 below). In St. Kitts/Nevis there are approximately six hundred teachers employed by the government. Teachers will be grouped into principals of primary and secondary schools, vice principals in primary and secondary schools and teachers on the management team at primary and secondary schools and all will be invited to participate in the study. Stratified sampling as explained by Berndt (2020), occurs when a population is divided into stratums or groups.

Table 2

Distribution of schools and principals/vice principals in St. Kitts and Nevis

SCHOOLS	ST. KITTS	NEVIS	TOTAL
PRIMARY	15	07	**22**
SECONDARY	06	02	**08**
TOTAL	**21**	**09**	**30**

According to Andrade (2021), purposive sampling groups participants in keeping with pre-selected criteria relevant to the research questions. One main advantage of purposive sampling is that only the population that is of interest to the researcher is selected (Andrade, 2021). The total sample that will be used in this study will be 217 teachers ranging in age from 25 to 55 years. Most of the principals and vice principals are females with fewer than ten being males. Another area of the demographics showed that most of the principals had been in the position for less than five years. Andrade (2021) agreed that purposive sampling is a suitable method because it is common in mixed methods research where the population has the characteristics that are required for the study.

This study identified the population as teachers within the public primary and secondary schools in St. Kitts and Nevis. This population of teachers in St. Kitts and Nevis consists of approximately six hundred teachers. The Ministry of Education stationed in St. Kitts has oversight for all of the schools across the Federation. As such, the first point of entry to the population was through the Ministry of Education and more specifically, the Chief Education Officer. A gatekeeper's letter was sent to the Ministry seeking permission to enter and approach the principals. The letter was sent to the Ministry, and it was approved.

Table 3

Population and target sample size for the principals/vice principals

Group	Population	Target sample size
Primary schools: St. Kitts	30	30
Secondary schools: St. Kitts	12	12
Primary schools: Nevis	14	14
Secondary schools: Nevis	04	04

This explanatory sequential mixed methods research also needed to select a sample for participants for the interviews. As mentioned above, the sampling technique that was used was purposive sampling. Furthermore, the principals and vice principals were selected from the population using purposive random sampling. Overall, the population selected is right for the purpose of this study which is to investigate emotional intelligence and leadership performance of primary and secondary schools in St. Kitts and Nevis.

Materials/Instrumentation of Research Tools

Instruments

This study followed a mixed methods approach with an explanatory sequential design as it sought to investigate emotional intelligence and leadership performance of principals/vice principals in primary and secondary schools. As such, the following instruments were proposed for use in this study: The Emotional Intelligence Questionnaire, The Multifactor Leadership Questionnaire (MLQ) and an interview.

The Emotional Intelligence Questionnaire was designed by Bradberry and Greaves (2001). This measure comprises 50 questions that address self-awareness, social awareness, empathy, self-management, and relationship management. The Emotional Intelligence Questionnaire is scored on a five-point Likert scale and is a self-report tool. According to Boyatzis (2018), this instrument has been through a vigorous process to have it validated. It was tested in many organizations around the world to verify it as a reliable and valid tool. This tool can take up to 15 minutes to complete and includes a section on demographic data (age, gender, years of service and age). This

tool was administered to the school leaders, that is, to the principals and the vice principals (See Appendices 1).

The Multifactor Leadership Questionnaire (MLQ) advanced by Bass and Avolio (2000) is another tool that was used to measure leadership effectiveness and was completed by the principals and vice principals. The Multifactor Leadership Questionnaire is a self-report tool that measures on a Likert Scale of 0 to 4. It assesses three types of leadership styles; transformational leadership, transactional leadership, and laissez-faire leadership styles. According to Bass and Avolio (2000), this instrument has been extensively tested, and it has been proven to be valid and reliable.

The final instrument used some interview questions that were posed to the members of the management team who work closely with the principals and vice principals. These interview questions are based on the four dimensions of emotional intelligence. There are many different types of interviews; informal conversation, interview guide approach, structured open-ended interview and closed fixed response interviews (Taherdoost, 2022). For the purposes of this study a structured open-ended interview was selected. According to Paradis, O'Brien, Nimmon, Bandiera and Martimianakis (2016) interviews are used to gather more in-depth information from the participants. Additionally, interviews were conducted over a period of time and were recorded for later transcription. According to Taherdoost (2022), there are three ways in which interviews can be recorded. Namely, tape recording, taking notes while the participant is speaking, and making notes after the interview. It was decided that in addition to tape recording the interview, the researcher will also make notes as the interview progressed. Therefore, at the beginning of each interview, the interviewees were reminded about the protocol that would be followed. It is

important to note that since the research questions were compiled by the researcher, a pilot test was done to verify that the questions were asking what they were purporting to find out.

Once the data/voice recording has been done, it is coded and generated into themes that will later be analysed. Many researchers value the use of interviews as they yield rich information that cannot be gained from using only close ended questionnaires (Paradis et al., 2016). The interview questions used in this research were organized under the four dimensions of emotional intelligence (See Appendices).

Operational Definition of Variables

In any quantitative research, there are variables to be investigated, and as confirmed by Gliner, Morgan and Leech (2011), quantitative research is variable based. These variables are derived from clearly stated research questions (Gliner, Morgan & Leech, 2011). As defined by Williams, Wiggins, Vogt and Vogt (2022), a variable is a unit within the topic that can take on different values depending on its relationship to other variables within the study. As such, these variables can be differentiated as independent or dependent. An independent variable is also called a predictor as it is the variable that is considered to be the cause in the relationship (Williams et al. 2022). On the other hand, the dependent variable is called the outcome variable as it is the anticipated effect. For the purposes of this study, the independent variable that is under investigation is emotional intelligence and the dependent variable is leadership performance.

According to Kim and Kim (2017) emotional intelligence is the ability to understand one's emotions while also being aware of the emotions of others around them. As such, four dimensions are part of the emotional intelligence construct (Kim & Kim, 2017). They are self-regulation, empathy, social awareness and self-awareness.

Self-regulation

In the general sense of the term, self-regulation can be simply defined as how one regulates one's behaviour (Fomina, Burmistrova-Savenkova & Morosanova, 2020). According to Haron, Mustafa and Alias (2010), it refers to how a person is able to adjust his or her emotions to suit a specific situation. For example, when a person is faced with a situation that is stressful, he or she can choose to react in a calm way instead of following the feelings of being stressed. According to Gökteke and Ocak (2024), this is how a self-regulated person would react. Another definition of self-regulation as defined by Vohs and Baumeister (2004), includes one's ability to manage one's choices and behaviours. As in the example above, being self-regulated would require the person to be calm and peaceful instead of being stressed out.

Empathy

As posited by Arghode, Lathan, Alagaraja, Rajaram and McLean (2022), empathy encompasses the skills a person uses to gain an intuition about how others feel. Empathy can be displayed in a teacher knowing that a student is experiencing the recent loss of a loved one and reaching out to the student via a hug, sharing a kind word or allowing the student to take a few days off from school. According to Karaaziz, Can and Keskindağ (2017) these actions resemble a person's empathic behaviour. Furthermore, as stated by Hajibabaee, Farahani, Ameri, Salehi, and Hosseini (2018), empathy is an essential element of managing relationships with self and others.

Social awareness

According to Ying and Kutty (2023), social awareness involves understanding different social settings. In so doing, traits such as being empathetic and cognizant of one's surroundings are highlighted or emphasized. Additionally, individuals endowed with social awareness possess

some of the following characteristics: they are good listeners, understand other people's perspectives and they are helpful through perceiving the needs of others (Serrat & Serrat, 2017).

Self-awareness

Ojo, Hernandez, Korba, McCoy and Webster (2018) posited that self-awareness is simply the ability to recognize our emotions. For instance, when a person is upset, he or she should be able to identify the feeling and also know the cause. Butler (2021) proposed that this dimension of emotional intelligence is the most important one because people who are self-aware are able to not only take responsibility for their own behaviour, but they are also aware of their effects on others.

As mentioned earlier, the dependent variable in this research is leadership performance. Leadership performance falls under the following three types; transformational, transactional and laissez-faire leadership.

Transformational leadership

A definition offered for transformational leadership is that its focus is on the development of and the needs of their followers (Top, Abdullah & Faraj, 2020). Additionally, to the development of employees, transformational leadership motivates workers with the end goal of the best interest of the company. Leaders who are transformational are seen as inspiring as they lead employees or subordinates towards accomplishing a goal. An example of a principal with a transformational leadership style can be seen in a situation where the school has decided to create a new after-school programme. A transformational leader will encourage all teachers to see the benefits in the programme for the teachers, the students, and the school. This leader will ensure that he/she supports the staff to accomplish the goals.

Transactional leadership

According to Top, Abdullah and Faraj (2020), transactional leadership is concerned with the exchange of rewards between employers and employees. That is, both benefit from the interaction. Also stated by Bass and Avolio (2000) transactional leadership deals with rewards and punishment, that is, if employees do well, they are rewarded but conversely, if they do not do well, they are punished. Therefore, transactional leaders are motivated by their own benefits. Ultimately, this type of leadership is mainly concerned about performance after which the employees can be rewarded. To exemplify this leadership style within the school, a principal with a transactional leadership style will require that teachers complete lesson plans, attend and teach classes daily. As a transactional leader, these goals will be monitored to ensure that they are accomplished, then the teachers will be rewarded for completing the tasks.

Laissez-faire leadership

Hasija, Hyde and Kushwaha (2019), posited that laissez-faire leadership is non-transactional in nature. The leader avoids issues that may arise in the institution. This type of leader allows employees to work with autonomy. The work would be delegated, and employees are given freedom to accomplish the tasks. A school with a laissez-faire leadership style will set independent goals for the teachers to accomplish. While accomplishing these tasks, the leader will not hurry the process along, however, he/she will show support to the teachers.

Construct/Variable 1:

Emotional Intelligence

Goleman (1998) theorized that a person who can be aware both of his/her feelings and the feelings of others has Emotional Intelligence. The four dimensions of emotional intelligence under investigation in this study are self-regulation, empathy, social awareness and self-awareness. The

instrument used to measure emotional intelligence in the present study is the Emotional Intelligence Questionnaire. The questionnaire consists of 50 questions that cover the four dimensions of emotional intelligence that are under investigation. In addition to the fifty questions, a section on demographic data was present on the questionnaire. Each respondent was required to indicate his/her sex, years of service and age.

These were in intervals of five, for example, age was 25 to 30, 31 to 40. The questionnaire uses a Likert scale that measures each dimension of emotional intelligence using the following ranges: 1 indicates that the statement does NOT apply at all, 2 indicates that the statement applies sometimes, 3 indicates that the statement applies to you about half the time, 4 indicates that the statement applies most of the time, 5 indicates that the statement applies all the time. The ranges were added together to a summative measure which ranged between 1 to 50.

Interviews were also used to measure the four dimensions of emotional intelligence self-regulation, empathy, self-awareness, and social awareness. The research questions were used to guide the selection of the items for the interviews.

Research question 1. To what extent does self-regulation affect leadership performance in primary and secondary schools in St. Kitts and Nevis?" is the first research question posed to the teachers. The questions focused on how the principals managed their emotions. In this question, the respondents were required to answer questions such as how their principal or vice principal reacts to negative feedback, and if the respondent can tell when the principal or vice principal is frustrated.

Research question 2 focused on empathy and reads as follows: To what extent does empathy affect leadership performance in primary and secondary schools in St. Kitts and Nevis?

Other examples of questions asked here are: How does your principal/vice principal show empathy to other workers? (They were also required to give examples of how the principal/vice principal show empathy to coworkers).

Research question 3 looked at social awareness and sought to answer to what extent does social awareness affect leadership performance in primary and secondary schools in St. Kitts and Nevis. This, the third research question, was tested using further questions such as: How does your principal /vice principal motivate other team members? It also asked: if another coworker is going through some challenges, how does your principal/vice principal approach the matter?

The fourth research question is: To what extent does self-awareness affect leadership performance in primary and secondary schools in St. Kitts/Nevis? This question will be answered with questions such as: When provided with feedback, does your principal/vice principal receive it well? They were also asked: How does your principal/vice principal encourage teamwork in the school?

Construct/Variable 2.

Leadership

Using the Multifactor Leadership Questionnaire as proposed by Bass and Avolio (2000), the dependent variable of leadership was examined. Responses to twenty-one (21) questions were structured on a scale from 0 to 4. This questionnaire measured leadership on a 5-point Likert Scale with responses ranging from 0 to 4 as displayed below:

0 Not at all; 1 Once in a while; 2 Sometimes; 3 Fairly often; 4 Frequently, if not always,

These scores were added together to create a summative measure which ranged between 0 to 84.

This scale measured types of leaders, for example transformative, transactional, and laissez-faire leadership. As such, the questionnaire posed questions on transformational leadership such as: I help others develop themselves, I let others know how I think they are doing, and I give personal attention to others who seem rejected.

For transactional leadership, the questionnaire sought responses for questions such as: I tell others what to do if they want to be rewarded for their work; I provide recognition/rewards when others reach their goals; and I call attention to what others can get for what they accomplish. The following questions reflect laissez-faire leadership on the Multifactor Leadership Questionnaire: I am content to let others continue working in the same way as always, whatever others want to do is O.K. with me, and I ask no more of others than what is absolutely essential.

Study Procedures and Ethical Assurances

Approval from UREC was received for the research to proceed to the data collection stage. Bengtsson (2014) asserted that anonymity, confidentiality, and informed consent are important elements of any research that involves the use of humans as research participants. According to Kang and Hwang (2022), a study that involves humans as participants requires that certain ethical considerations be considered. Peticca-Harris, deGama and Elias (2016), asserted that significant time should be given to gaining entry to conduct research as this impacts the entire research process. Additionally, posited that during this phase, the researcher needs to show commitment to working hard. Friesen, Gelinas, Kirby, Strauss and Bierer (2023) suggested that communication, patience and flexibility are essential components of gaining entry to the research site to recruit and select participants. After the researcher had decided on the area of research, research design, and the sample, the researcher needed to seek permission to enter the site. According to Creswell and

Plano Clark (2011), permission to conduct the research needs to be given by three different entities; the gatekeepers or overseers of the sites, the sample from whom the data will be collected and the review boards. In the case of this study, gatekeeper letters were sent to the Ministry of Education in St. Kitts. The Ministry of Education oversees all the schools in the Federation; therefore, Nevis was notified by the Ministry in St. Kitts. Permission from the Ministry of Education gave the researcher access to enter the schools to speak to the participants, that is the principals and vice principals. UREC also gave permission for the study to proceed to this stage.

Once permission was granted, the first procedure was to meet the school leaders in St. Kitts. This was done via face-to-face visits. Each school leader was told about the research and was given opportunities to ask questions and to agree or disagree to being part of the study. Each leader was assured of anonymity and confidentiality. This exercise was repeated for Nevis. The researcher travelled by ferry to the neighboring island and carried out the same procedures. Taking the distance and time to travel to Nevis into consideration, as soon as the school leader agreed to be part of the research, he or she was given an envelope with the questionnaire on the spot. It was decided that the questionnaire will be collected in two weeks' time.

Another visit was made to the schools in St. Kitts (See table below). This visit was to deliver the envelope with the questionnaire to the school leaders. At each school, the leaders were asked for names of teachers on their management teams. For all the Primary Schools in both St. Kitts and Nevis, there were an additional two teachers who served along with the Principal and Vice Principal on the Management Teams. On the other hand, the numbers of teachers on the Management Teams at the secondary schools were larger. The names and numbers of the teachers who will be part of the interviews were collected for later contact.

Table 4

Time frame for the study

Date	Activities
September 13 and 14, 2023	Site visits to the schools to invite participants.
September 20-23, 2023	Delivered the questionnaires.
October 2-6, 2023	Collected questionnaires.
October 9-13, 2023	Made phone calls to remind non-respondents
October 20, 2023	Closed date for accepting the questionnaire.
October 23-27, 2023	Contacted teachers for the interviews.
October 30-Novemebr 10, 2023	Conducted interviews.
November 13- 16, 2023	Transcribed the voice recordings.
November 17, 2023	Contacted interviewees for member checking.
November 20, 2023	Closed date for receiving checked interview script

Ethical Assurances

When research involves humans as participants, there are a number of ethical principles to consider. In 1979, the government of the United States of America, requested that The Belmont Report be written to address the many unethical issues that were the result of medical research. One such controversy as reported by Iyioke (2023) was the Tuskegee Syphilis Study (1932-1971). This study, that was conducted in United States, involved the use of African- American men approximately half of whom were infected with syphilis but were not told of their diagnoses. Many unethical principles transpired in the passage of this study. For example, the men were assured that they will receive free medical care during the course of the study. Initially, the men were deceived into believing that the study would take six months. The researchers actually intended to conduct this study over a forty-year period. Another unethical practice in that study was that the participants

who were syphilis positive were not given the correct medication. Instead, they were given placebos which eventually resulted in death, complication from the disease, further infection for unknowing partners and children who were born with birth defects (Iyioke, 2023).

This unethical controversy of the Tuskegee Syphilis Study was one of the studies that solicited a panel of ethical experts to propose principles that should guide research on soliciting the use of human beings in research (Friesen et al., 2023). These principles include beneficence, justice, and respect for people (Friesen et al., 2023). According to Taquette and Borges da Matta Souza (2022) a researcher whose main concern is the wellbeing of a research participant is showing beneficence. As further posited by Taquette and Borges da Matta Souza (2022) when a researcher shows beneficence, the goal is to minimize any ill will or harm to the participants and society. For example, in order to practice beneficence, the researcher's first concern is to ascertain if he or she can gather the same data in a different way that lowers the risks to the participants.

Justice as an ethical principle in research, addresses the need to balance the benefits and burdens of the research (Nagai, Nakazawa & Akabayashi, 2022). That is, the participant should be no worse off for participating in this research. This principle was ensured in this study by reassuring the participants that their information will be kept confidential and that they are free to discontinue whenever they wish.

Finally, according to the Belmont Report (1979), there is the principle of respect for people (Friesen et al., 2023). Persons should be treated as independent individuals and in cases where there is limited independence as in the case of the disabled, they should be afforded extra protection. Friesen et al. (2023) have summed it up adequately that one noteworthy ethical principle that should be followed is that each participant should be required to participate voluntarily in the study. According to Friesen et al. (2023), informed consent should be given

willingly by the participant after he or she has been totally apprised of the nature of the study. Potential for harm to participants should be avoided; results must be accurately recorded; and participants should be assured of confidentiality.

Each ethical principle will be examined at this point to reinforce this researcher's care in ensuring that the participants were safe. When the participants were approached to be part of this study, they were assured that their participation was voluntary (Rosenstein, 2019). Additionally, they were told that they had the right to exit the study of their own free will without penalty.

Informed consent is a very important part of the ethical principles. According to Creswell and Plano Clark (2011), informed consent would ensure that the participants are fully aware of all the study entails before they agree to participate. To further expound, this researcher apprised all participants of the full scope of the study, such as the benefits and risks of the study before they consented to join. According to Farrukh (2024), informed consent would require that the participants indicate by ticking or signing on a consent form. In this research, the participants ticked to indicate their consent.

Reducing the potential for harm to the participants was another important ethical consideration before conducting this research. As such, the participants were guaranteed that their physical, emotional, social status were free from the possibility of being harmed. In the case of the Tuskegee Syphilis Study, the participants were harmed physically as their health declined, which also led to them being harmed emotionally and socially as well. Ethical principles also apply to the quality of the written research. For example, gathering data and reporting the results should be free of plagiarism and reporting of incorrect information (Farrukh, 2024).

This researcher kept in mind the issue of maintaining confidentiality and anonymity when conducting her research as Kang and Hwang (2022) and Farrukh (2024) have suggested.

According to Kang and Hwang (2022) both confidentiality and anonymity are vital in research to protect participants from possible harm. For instance, if participants' identities are revealed, this can cause them to be stigmatized. In this study on emotional intelligence and leadership performance, two distinct instruments were used: a questionnaire and interviews. Once the participants were assured of confidentiality in completing the questionnaire, it was easy to maintain. Each questionnaire once collected was marked with a code for later data analysis. Therefore, to mitigate against participants' identity being revealed, pseudonyms or code words were used. In addition to this, the materials were kept in a secure place, whether encrypted on a file or locked away in a cabinet (Farrukh, 2024).

St. Kitts and Nevis is a small community, and it can be challenging to maintain anonymity and confidentiality. When conducting interviews, according to Lawrence, Trani, Anthony, Hummer, Jensen, Tuder and Whitsel (2024), this can be a difficult task because of deductive disclosure. Kaiser (2012) advanced that interviews contain valuable information about the participants. This concept of deductive disclosure is prevalent in interviews because it is easy to pick up on things that are easily identifiable such as voice and tone. Even with measures in place, such as coding and pseudonyms etc., people can still deduce who is who. However, even in a community as small as St. Kitts and Nevis, every effort to maintain strict security was treated as essential.

Based on the ethical principles outlined above, each participant was treated with the most careful consideration. For example, each participant was approached face to face. The researcher was introduced to the participants in an attempt to put them at ease. In this first meeting, the nature of the research was thoroughly explained. In this face-to-face meeting, the participants were given an opportunity to ask questions and have any issues explained. The participants were assured of

confidentiality and anonymity if they chose to become involved in the study. They were told that nothing will be in the questionnaires to reveal their identities (Rosenstein, 2019). It was also explained to the participants that they were free to discontinue the research at any time. It must also be explained to the participants that they are free to withdraw from the study at any time and without penalty (Rosenstein, 2019).

The questionnaire was then sent to the schools in an unmarked envelope. Formal informed consent was assured from each participant as they ticked the relevant option on the questionnaire. Once the questionnaire was delivered, the participants were told to seal the envelope and to return it to the researcher. As the envelopes were received by the researcher, they were coded for data analysis.

The second instrument was an interview. Conducting interviews require careful consideration. Once the researcher entered the schools to seek permission to enter the schools, it was revealed that in the primary schools, the members of the management teams included the principals and the vice principals. This posed a challenge as it reduced the proposed number of participants for the interviews. This could pose a conflict of interest if principals and vice principals also participated in the interviews. Therefore, the principals and vice principals were excluded from this activity. According to Bos (2020), a researcher should not be hesitant in identifying persons who may have conflicts of interest in the study. On the visits to the schools, the researcher asked for the names of the teachers who were part of the management teams at the various schools. When the names were given, the teachers were approached and invited to participate in the study. They were informed that this would happen at a later date after the questionnaires were collected.

Participants who were selected to engage in interviews with the researcher were also apprised of the nature of this study. Their consent was sought, and confidentiality and anonymity

were assured. Each participant was given the consent form to tick the relevant box. When consent was given, a date and time to conduct the interview were decided upon. Each interview was conducted either face-to-face or via phone in some instances, and the audio was recorded for later transcription. For the interviews that were conducted face-to-face, the participants were told of the procedures that would be incorporated. For example, a voice recorder was used to record the interview. During the interview, the "Dictate" function in Microsoft Word was also used. As the participant spoke into the recorder, the computer typed their responses. At times, they were asked to repeat as the computer did not understand what they were saying. The researcher also made notes as the interview progressed. The "Dictate" function in MS Word helped with the concept of member checking. As soon as the recordings were done, then participants were asked to verify what was said (Coy, 2019).

It was important to maintain the integrity of this research; therefore, all information obtained from the participants was kept confidential. The completed questionnaires were first coded, and the data inputted into a Microsoft Excel file for later analysis. The hard copies of the questionnaires were scanned and saved in an encrypted file. The hard copies were stored in a fireproof and waterproof cabinet at the Ministry of Education.

Regarding the interviews, when the voice recordings have been transcribed, the script will be sent to the participants to verify the accuracy of the information. According to Coy (2019), the concept of member checking is essential when conducting interviews. Member checking allows for trustworthiness of the results as it corroborates the accuracy and credibility of the results. Therefore, after the initial interview, the responses are transcribed and given back to the respondents to peruse. In this way, they can correct any errors in the transcribed work (Birt, Scott,

Cavers, Campbell & Walter, 2016). After the process of member checking has been completed, the recordings of the interviews will be secured on a pen drive and locked away.

This study required that the researcher interact with teachers in the public schools within St. Kitts and Nevis. Even though the researcher is an educator, bias was limited because the researcher is not employed by the Government of St. Kitts and Nevis. Also, the questionnaires were distributed and collected before the interviews were conducted. By collecting data from one source before collecting from another enables the researcher to limit biases.

Data Collection and Analysis

This study was investigated using a questionnaire that measured emotional intelligence and leadership performance. For this research, the instruments used were the Emotional Intelligence Questionnaire and the Multifactor Leadership Questionnaire which were combined to form one questionnaire. In addition to the questionnaire, conducting interviews was the other instrument. This questionnaire was administered using a self-administered method and a Likert scale made it easy for the principals and vice principals to record their responses. This method was selected because the population was considered to have attained a level of literacy and could read and comprehend the statements on the questionnaire. As stated by Baer (2019), self-report assessments are good because the respondents are the ones closest to the issue and can give accurate information.

The Emotional intelligence Questionnaire was administered to the principals and vice principals of the primary and secondary schools in St. Kitts and Nevis. The questionnaires were delivered in an unmarked envelope with a sealing strip at the back. The principals/vice principals were required to complete the questionnaire, seal the envelope and then return it or ask the researcher to collect it. Each received questionnaire was then coded with the initials PPS (Primary

School St. Kitts), SSS (Secondary School St. Kitts), PSN (Primary School Nevis and SSN (Secondary School Nevis).

The data on the questionnaires were then keyed in a Microsoft Excel spread sheet in preparation for data analysis (See Table 4 below).

Table 5

Distribution of respondents for the questionnaire

SCHOOLS	ST. KITTS	NEVIS	TOTAL
SECONDARY	11	4	**15**
PRIMARY	23	11	**33**
TOTAL	**34**	**15**	**48**

When all of the questionnaires were collected and coded for data analysis, the researcher was ready to conduct the interviews. Therefore, initial contact was made with the teachers who had initially consented to be part of the interviews. Some teachers were hesitant and hereafter refused because they were afraid of confidentiality issues and fear of their principals and vice principals. They were once again assured that the information would be kept confidential and that no names of participants or names of schools would be in the document.

A time suitable for the researcher and the participant was set for the interview. At the time of the interview, the participants were once again told of the nature of the study and that their participation was voluntary, and the information gathered will be kept in confidence. The participant was also asked to tick the applicable option on the consent form. Before voice recording began, each participant was made comfortable and reminded that he/she could stop the process at any time. The participants were aware that the interview would be recorded using a voice recorder and that MS Word would be dictating the information, and that the researcher would

be making notes as the interviews progressed. During the interviews, it was essential that the participants were assured that their input was valued and that their information would be confidential.

Data Analysis Procedures

To reiterate, this is a mixed methods design, that is; it uses both qualitative and quantitative means of collecting and analysing data. In mixed methods, both qualitative and quantitative methods to collect data are utilized. Quantitative research affords the use of a larger group of participants which will allow the possibility of generalization. On the other hand, qualitative research ensures deeper understanding of the issue from the participants (Dawadi, Shrestha & Giri, 2021).

Two types of data were collected in this research: questionnaire and interview. This will ensure that the data is corroborated and involves triangulation. There are many reasons why triangulation is used in research. As stated by Bans-Akutey and Tiimub (2021), triangulation provides a holistic view of the research as it enhances its credibility and validity of the research. One of the ways in which triangulation is used is called methodological triangulation (Bans-Akutey & Tiimub, 2021). To further explain, methodological triangulation uses a mixed methods approach. According to Bans-Akutey and Tiimub (2021), methodological triangulation assists researchers in minimizing the weaknesses of using only one type of approach.

At the end of all the data collection of the 60 questionnaires that were distributed, 48 complete questionnaires were returned. The data were coded onto an excel sheet in preparation for data analysis. There was additional coding done for the demographic data that was collected on the questionnaire. For the questionnaires that were received, there was no item nonresponse, that is, all questions were answered.

The data from the questionnaire was analysed using descriptive statistics using the Statistical Package for the Social Sciences (SPSS) version 28. Summative scores for emotional intelligence and leadership performance were tested using Spearman's Rank Correlation to determine the relationships between the different dimensions of emotional intelligence. For example:

Self-awareness (Interval Ratio) and Leadership Performance (Interval Ratio); Self-Regulation; (Interval Ratio) and Leadership Performance (Interval Ratio); Empathy (Interval Ratio) and Leadership Performance (Interval Ratio); Social Awareness (Interval Ratio) and Leadership Performance (Interval Ratio); The correlations and comparisons for each subgroup of the demographic data (age, years of service) will also be analysed (See table 6 below).

Table 6

Demographics for Primary schools

Demographics		**Number**
Gender:	Male	04
	Female	44
Age of Principals:		
	25-30	03
	31-35	06
	36-40	05
	41-45	09
	46-50	05
	51-55	05
Years of Service:		
	00-05	17
	06-10	07
	11-15	07
	16-20	02

Table 7

Demographics for Secondary schools

Demographics		**Number**
Gender:	Male Female	**04**
Age of Principals		
	25-30	**00**
	31-35	**00**
	36-40	**07**
	41-45	**03**
	46-50	**02**
	51-55	**03**
Years of Service		
	00-05	**10**
	06-10	**03**
	11-15	**02**

A total of 25 interviews were conducted until the information became repetitive (See table below). Data from the interviews were recorded using a voice recording app on the mobile phone, voice recorder and using MS Word dictate function. The MS Word version of the data was coded with numbers in order to remove references to the participants. Each voice recording was coded with PPS (Primary School St. Kitts), SSS (Secondary School St. Kitts), PSN (Primary School Nevis and SSN (Secondary School Nevis), then the recording was transcribed using Microsoft word dictate feature. The interview questions were typed in black, and the response was typed in red. An example is as follows:

When working on projects, does your principal/vice principal ask for help?

“No, they do not ask for help”

Table 8

Interview participants for Primary Schools

	School	Number of participants
	A	02
	B	01
	C	01
	D	01
	E	01
	F	02
	G	01
	H	01
	H	01
	J	01
	K	01
	Total	13

Table 9

Interview participants for secondary schools

	School	Number of participants
	A	01
	B	03
	C	02
	D	01
	E	01
	F	02
	G	02
	Total	12

There are two ways in which interviews can be analysed (Azungah, 2018), namely, inductive and deductive. According to Bingham and Witkowsky (2022), deductive analysis uses

an approach to analysing the data that starts at the top then to the bottom. In this way, predetermined codes are created for the data. One main advantage of using a deductive approach to analyzing interview data is that the data is organized to be in alignment with the research questions (Bingham & Witkowsky, 2022). On the other hand, according to Bingham and Witkowsky (2022), inductive analysis starts at the bottom and moves to the top in that the data is perused to elicit emerging themes.

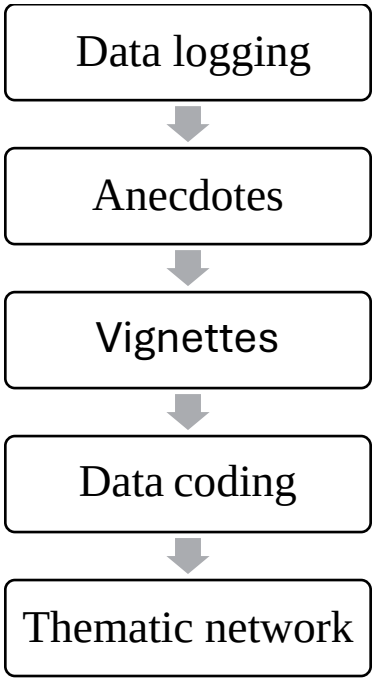
The analysis of the interview responses will follow a deductive methodology. According to Azungah (2018), the deductive method of analysing interview data requires that categories be developed in advance.

The transcripts were read through thoroughly for general trends/themes. After the predetermined categories were identified (self-regulation, empathy, social awareness and self-awareness), the interview data was analysed and placed under these categories. The researcher then perused the digital copies of the transcribed files and added information to the categories as they emerged. This process needed to be repeated several times to ensure that all of the relevant information is noted. The deductive method is the ideal fit for this research as it will enable the researcher to pull the information and organize it into categories (Azungah, 2018).

The theoretical framework that guided the data analysis for the interviews was advanced by Akinyode and Khan (2018) who proposed some steps that should be taken when analysing qualitative data. This theoretical framework assisted with gaining meaning of the data that was gathered from the teachers on the management teams of the schools. These steps are mentioned here and will be further discussed to show how they were integrated into this research: logging the data, making notes or anecdotes, vignettes, data coding and thematic network. Each will be discussed and shown how they were integrated into this research.

Figure 6

Akinyode and Khan (2018) Analysis Approach



Following these steps as posited by Akinyode and Khan (2018) assist with helping the researcher to gain a deeper understanding of the data that was collected and to be able to explain the findings.

Data Logging

As the name suggests, the raw data from the interviews is recorded. As mentioned earlier, written transcripts were generated as the interview progressed. Therefore, this document was read over with the intention of making notes on the information. That is, the researcher was allowed to check her field notes to verify information.

Anecdotes

This is done immediately after the specific interview. Included in the anecdotes are the researcher's observations and understanding of the information. Therefore, the researcher is

essentially making notes of what was seen and heard. According to Akinyode & Khan (2018), this is how themes are generated.

Vignettes

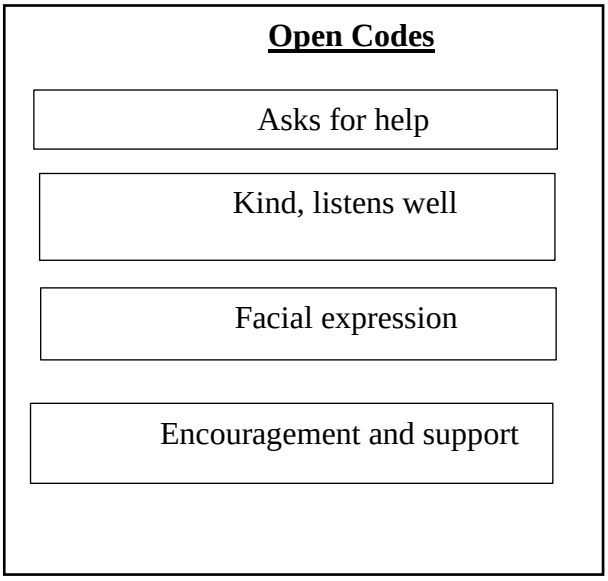
This step is even more comprehensive than the former one. In using vignettes, the interpretation of the data allows for deeper understanding of the information instead of merely describing it. This in turn gives a more profound interpretation (Akinyode & Khan, 2018).

Data coding

Coding happens when the researcher identifies, then labels the information by grouping things that are similar together (Williams & Moser, 2019). That is, labels are ascribed to content within the data that is similar (Akinyode & Khan, 2018). According to Akinyode and Khan (2018) coding has different levels: - open, axial and selective. The first step is open coding which involves the researcher finding separate concepts that can be grouped together. For example, broad concepts in this research were placed under the different dimensions of emotional intelligence that were embedded within the research questions. This was accomplished by sifting through the data for common single words, phrases etc. Once these words and phrases were identified, they were color coded.

Figure 7

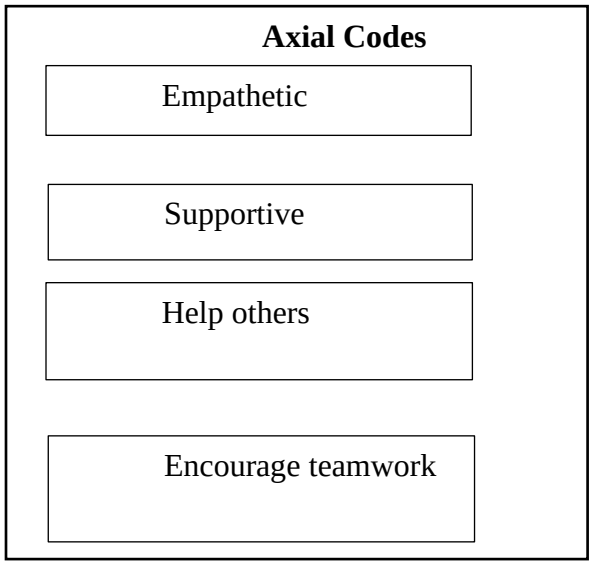
Open codes



Akinyode and Khan (2018) explained the next level of coding as axial coding. In this phase, the researcher sifted deeper with the intention of seeing themes emerge. It looks at relationships between codes. In this phase the researcher will be required to make comparison with the words and phrases in the first stage.

Figure 8

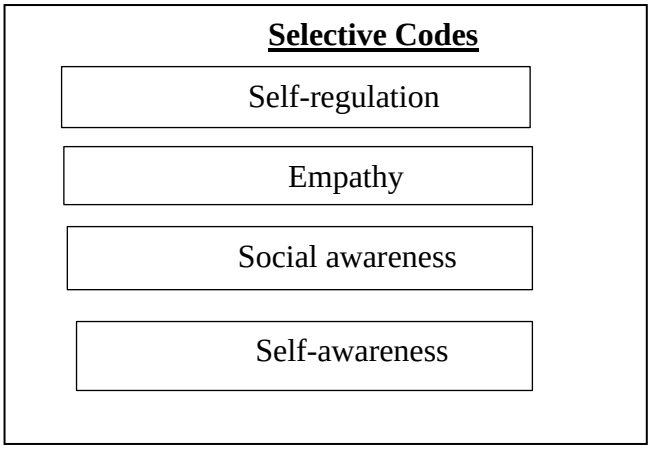
Axial codes



As posited by Akinyode and Khan (2018) after the researcher has identified the open and axial codes, the next step is to look at selective codes. Selective coding is at a deeper level than axial coding, in that the researcher is now able to incorporate the data from axial coding into making meaning behind the data. This phase is integral as when the coding is done, then theories can be posited.

Figure 9

Selective codes



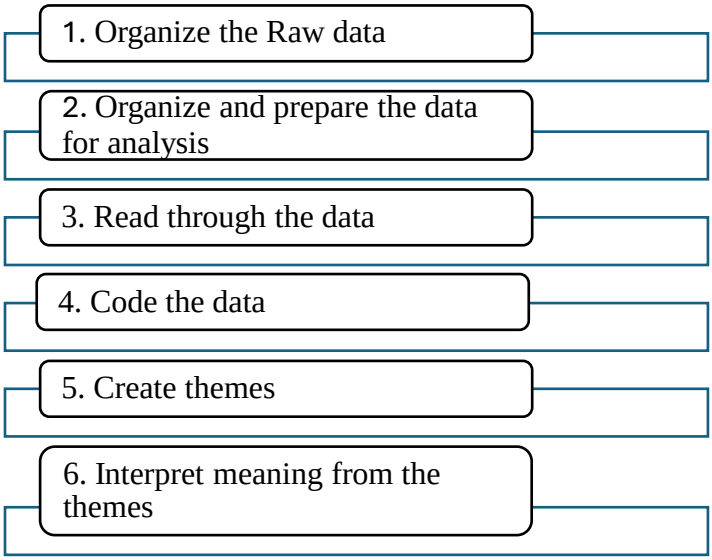
Thematic network

Akinyode and Khan (2018) explained that a thematic network looks like a spider's web as it contains everything that was involved in the data gathering and analyzing process. It is at this phase that the researcher looks for data saturation in that most of the participants are saying the same thing.

In addition to the theory of Akinyode and Khan (2018), the one posited by Creswell (2009) was also used. Creswell (2009) advanced a six-step model for data analysis.

Figure 10

Creswell's (2009) steps to analysing data



In following Creswell's (2009) steps these are the actions that were taken in this research.

Organize the raw data

The raw data was collected from the interviews that were conducted with teachers on the management team at the primary and secondary schools in St. Kitts and Nevis. The interviews were conducted either face to face or via the phone. The data for each interview was collected in two ways: using a voice recorder and the dictate function in MS Word on the computer. The data was separated into Primary school and Secondary school to represent the groups from whom the data was taken from. The transcripts were read many times to get a general feel for the data. Notes were made as the reading was being done. Even more important than reading the transcripts was listening to the voice recordings and making notes as the recording played.

Prepare the data for analysis

Preparing the data for analysis, first involves being acquainted with the data. This involves reading through and making detailed notes. Listening and reading the transcripts is an essential step and must be repeated extensively to gain deeper insights into the data. According to Akinyode and Khan (2018) at this stage, the researcher is looking for data saturation. Interviews were conducted with two groups, primary school teachers and secondary school teachers. During this step of preparing for data analysis, the voice recordings and written transcripts were separated into different files in preparation for analysis.

Reading through the data

Once again, the data must be read. This process looks at whether or not data saturation was achieved (Hennink & Kaiser, 2022). Additionally, while reading through the data, the researcher is making physical and mental notes about how to organize and interpret the data.

Code the data

As stated by Akinyode and Khan (2018), during this step labels or identification marks are placed on the transcripts. In addition, information that is similar is placed together. For example, in this study, there were four research questions, during this step, the data was organized using the emotional intelligence dimension that was included in the research question.

It is also at this step that other themes that are not related to the research question can arise. During this coding process, colours can also be used to denote specific themes as they emerge. Using color codes was done both with the computer and manually. For example, anything relating to self-regulation could be coded in green. Once this was done, then the research could check the colours both on the hard copy and the soft copy to ensure consistency.

Creating themes

As the researcher continued to read and re-read the transcripts, themes emerged. As explained by Akinyode and Khan (2018), thematic data analysis involves labelling, tagging and describing the data. Common ideas were identified. These ideas were used to assist with the process of triangulation in this mixed methods research.

Interpreting meaning of the themes

After coding was completed, it was time to compose a description and interpretation of the information. The interpretation and discussion will occur in the next chapter.

Summary

In this chapter, the methodology for how this research on emotional intelligence and leadership performance was conducted was explained under the following headings: research approach and design, population and sample of the research materials/instrumentation of research tools, operational definition of variables, study procedures and ethical assurances, and data collection and analysis.

The research approach for this study was mixed methods, and it had a comparative design. According to Taherdoost (2022), several researchers unearthed in relevant literature using a mixed methods approach is an appropriate fit for this study as it requires both qualitative and quantitative measures such as an interview and a questionnaire respectively to collect and analyse data.

A correlational analysis fits the qualitative aspect of this research because of the nature of looking at the relationship between two variables. In this study, emotional intelligence is the independent variable, and leadership performance is the dependent variable under investigation. Emotional intelligence has seen an uptick in popularity over the last century (Koutsioumpa, 2023). Based on the theoretical framework of Goleman (1995), this study investigated four dimensions

of emotional intelligence; self-regulation, empathy, social awareness and self-awareness. The leadership dimension will explore three types of leadership, namely, transformational, transactional and laissez-faire (Bass & Aviolo, 2020).

Teachers at primary and secondary schools in St. Kitts and Nevis formed the population of this study. From the population of teachers, a sample was selected using both probability sampling and non-probability methods. As posited by Lakens (2022), this type of sampling fits best with this mixed methods research. Furthermore, the exact types of sampling used were stratified sampling probability and purposive for non-probability sampling.

When conducting mixed method research, it is essential to use data collection instruments that align with the research methods (Andrade, 2021). Therefore, this research employed the use of a questionnaire to collect quantitative data and an interview to collect qualitative data. From a sample of 60 principals and vice principals a total of 48 questionnaires were returned. All the questionnaires were properly completed, that is, there were no non-responses.

The researcher received approval from UREC on September 07, 2023. This approval allowed the researcher to proceed with collecting data. This was carried out using two collection tools: a questionnaire and interviews. Based on the mixed methods approach, the data were analysed in different ways. For example, the data collected from the questionnaire was analysed using statistical software and the interviews using a deductive methodology.

Collecting data from the two instruments allows for triangulation in this study. To reiterate, this mixed methods study used a questionnaire and an interview to gather data. Triangulation as posited by Andrade (2021) will encourage reliability and credibility of the results. More specifically, the results from the principals/vice principals will be corroborated or nullified with the data collected from the interviews.

Ethical considerations were maintained in the present study. Each participant was assured of confidentiality and anonymity. In a small society such as St. Kitts and Nevis, it is important that participants feel comfortable sharing information about their superiors. Therefore, every step was taken to uphold the ethical standards throughout this research.

CHAPTER 4: FINDINGS

In this chapter, the findings and the trustworthiness of the data were discussed. This mixed methods comparative study examined the relationship between four dimensions (self-regulation, social awareness, empathy, and self-awareness) of Emotional Intelligence and Leadership Performance between Principals and Vice Principals of Primary and Secondary School in St. Kitts and Nevis.

Emotional intelligence as posited by Goleman (1998), entails the ability to be conscious of how one is feelings while simultaneously being knowledgeable of the moods of others. The reason for this research was to investigate the emotional intelligence levels and leadership levels of principals and vice principals at schools in St. Kitts and Nevis. Studies on emotional intelligence have shown that this trait greatly impacts on student achievement and an overall conducive work environment (Andrew and Soder, 1998; Waters, Marzano, & McNulty, 2005).

This explanatory sequential mixed methods study utilized both qualitative and quantitative principles to collect and analyze the data. According to Mrabti and Alaoui (2024), this process involved with selecting a research approach depends heavily on how the data will be collected and analysed. Taherdoost (2022), advanced that the quantitative aspect of research employed the use of questionnaires and surveys as a means to collecting numerical data. Once collected, this data is usually inputted into statistical software for analysis. Conversely to quantitative approach is the qualitative approach which as discussed by Zilber and Meyer (2022) provides in-depth information through the use of interviews and focus groups, for example, about how people feel or think. This study utilized both a questionnaire and an interview with a view to obtaining triangulation. Triangulation as posited by Taherdoost (2022), helps to strengthen the reliability and credibility of the research findings (Bans-Akutey & Tiimub, 2021).

The two variables under investigation were emotional intelligence and leadership performance. The correlation between these two variables was examined. In this research a comparative design was chosen to look at the correlation of the variables with a view towards comparing them between primary and secondary schools. Curtis, Comiskey and Dempsey (2016) stated that correlation is best when variables are being investigated, as it determines the prevalence of relationships and comparison looks at two or more levels. With correlation, the focus is on whether the relationships are significant or not significant. As previously stated, this investigation looked at the relationship between emotional intelligence and leadership performance. It also made a comparison of the correlation between primary and secondary schools, thus making a comparative design a suitable fit for this research.

This section will present the findings of this study. Discussion of the results used each of the proposed research questions and hypotheses as indicated below:

Research Question 1. To what extent does self-regulation affect leadership performance in primary and secondary schools in St. Kitts and Nevis?

Research Question 2. To what extent does empathy affect leadership performance in primary and secondary schools in St. Kitts and Nevis?

Research Question 3. To what extent does social awareness affect leadership performance in primary and secondary schools in St. Kitts and Nevis?

Research Question 4. To what extent does self-awareness affect leadership performance in primary and secondary schools in St. Kitts/Nevis?

In addition to the research questions, a null and an alternate hypothesis were presented for each dimension of emotional intelligence.

H_o: There is no significant relationship between self-regulation and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_a: There is a relationship between self-regulation and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_o: There is no significant relationship between empathy and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_a: There is a relationship between empathy and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_o: There is no significant relationship between social awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_a: There is a relationship between social awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_o: There is no significant relationship between self-awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis.

H_a: There is a relationship between self-awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis.

To further explain the hypotheses above, the independent variable is emotional intelligence, and the dependent variable is leadership performance. The alternative hypotheses posit that there is a relationship between the dimensions of emotional intelligence (self-regulation, empathy, social awareness and self-awareness) and leadership performance.

There was a total of 60 principals and vice principals across the primary and secondary schools in St. Kitts and Nevis. All were asked to take part in this study by completing the questionnaire. An initial visit was made to the schools to speak personally to the principals and notify them of the nature of the study. One week later, the questionnaires were hand delivered in white envelopes to the schools. The collection date was set to two weeks later. Those who did not return the questionnaires after two weeks were contacted and reminded to submit as soon as possible. Overall, of the 60 principals and vice principals, a total of 48 questionnaires were returned, which gave a return response rate of 80%. The demographics of the respondents are listed below:

Table 10

Demographics

Demographics	Number	Percent
Gender		
Male	06	12
Female	42	88
Age of participants		
25-30 years	03	06
31-35 years	06	12
36-40 years	12	25
41-45 years	12	25
46-50 years	07	15
51-55 years	08	17
Years of service		
0-5 years	27	56
6-10 years	10	21
11-15 years	09	19
16-20 years	02	04
21-30 years	-	-
31 and above	-	-

Twelve percent (12%) of the 48 principals and vice principals were male, and 88% were female. The principals/vice principals between the ages of 36-40 and 41-45 years were in the majority with a total of 12 each. The scale for years of service range was reduced to the ranges 0-5 years, 6-10 years, 11-15 years, 16-20 years as there were no principals and vice principals above those ranges. The results showed that over half (27) of the school leaders were between the ages of 0-5 years of service.

The data was collected from primary and secondary school principals/vice principals in St. Kitts/Nevis using two instruments: a questionnaire and an interview. The independent variable measured on the questionnaire was emotional intelligence and it was broken down into four dimensions: self-regulation, empathy, social awareness, and self-awareness. Each dimension was determined using ten Likert questions ranging from 1 to 5. These totals were added together to a summative measure that ranged between 1 and 50. On the questionnaire, 1 indicated "that the statement does not apply at all", 3 indicated that "the sentence pertains half the time" and 5 indicated that "the statement ALWAYS pertains to you". Gender, years of service, and age were also explored in some exploratory analyses as independent variables.

Leadership performance was identified as the dependent variable responses to twenty–one (21) questions, that measure the concept leadership performance structured on a scale of 0 to 4 were also added together to create a summative measure which range between 0 and 84.

Overall, the entire questionnaire comprised 74 questions that covered three major areas including: demographic characteristics of teachers (Sex, age group, years of service), dimensions of emotional intelligence (50 questions) and attributes of leadership performance (21 questions).

The information from the questionnaire when received was coded and entered into an MS Excel file. The data from this file was then studied using SPSS version 28. The demographics information was explored using Descriptive statistics.

Summative scores for Emotional Intelligence and Leadership Performance constituted a ratio level of measurement. The Shapiro-Wilks test revealed that the scores for Leadership Performance ($p<.05$) and self-awareness were not normally distributed ($p<.05$) and therefore a non-parametric correlation would be applied. The appropriate correlation tests were conducted using Spearman's Rank Correlation.

Table 11

Shapiro Wilk's test

Shapiro Wilk's Test of Normality for Variables in the Study

	Statistic	df	Sig
Self-awareness	0.911	48	0.001
Self-regulation	0.968	48	0.207
Empathy	0.957	48	0.077
Social awareness	0.791	48	0.272

Furthermore, Spearman's Rank Correlations was done to assess the affiliation between Emotional Intelligent subscales and Leadership performance because the data for each variable was interval/ratio (scale). Therefore, Self-awareness (Interval Ratio) and Leadership Performance (Interval Ratio), Self-regulation; (Interval Ratio) and Leadership Performance (Interval Ratio), Empathy (Interval Ratio) and Leadership Performance (Interval Ratio) and social awareness. (Interval Ratio) and Leadership Performance (Interval Ratio).

These correlations were repeated for each subgroup associated with the demographic's variables of years of service and age, to explore the differences in the strength of the relationships as it relates to the demographics. Finally, a statistical test was done on the overall model and examined the overall contribution of each element of emotional intelligence.

Validity of the Scales showed that the standardized Cronbach Alpha for two of the four subscales for emotional intelligence and leadership performance is highly reliable (above.7). Self-

regulation and empathy were reliable. The scores showed the following: leadership performance (.864) self-awareness (.753); self-regulation (.606); empathy (.458) and social awareness (.698)

This explanatory sequential mixed methods research also utilized an interview that was used to gather data from the teachers on the management teams at each school. The questions for the interview instrument (See Appendices) were sectioned under the four dimensions of emotional intelligence that are under investigation. This instrument also contained a section for demographic information from the participants. The demographics information included age, sex, years of service etc.

The interviews were conducted after the questionnaires were collected. As stated by Creswell and Inoue (2024) in mixed methods research, the data can be collected at the same time or at separate times. It was decided to collect the data at two separate times; therefore, the principals/vice principals were given the questionnaire to complete and submit before the interviews began. The period for collecting the data via interviews took approximately three weeks. Over this period, schedules were made with teachers on the management teams of the schools from which questionnaires were received. The data from the interviews were compiled for analysis. After perusing the responses, themes emerged that were coded for each of the dimensions of emotional intelligence, that is, self-regulation, empathy, social awareness, and self-awareness. The preliminary outcomes for the primary school teachers on the management teams are in Table 12 and will be expanded on in a later section.

Table 12

Coding for interviews

COLOUR CODE	PRELIMINARY RESULTS
Self-regulation/red	The principals were not well-regulated and did not receive feedback well.
Empathy/green	Empathy was lacking in most of the principals.
Social awareness/purple	The principals would ask for help and showed a level of social awareness.
Self-awareness/blue	The principals show little evidence of being self-aware.

Trustworthiness of Data

In every research it is essential to plan for contingencies that may arise. As stated by Rathore (2022), it is important that researchers become flexible as they navigate the steps in conducting research. For example, according to Rathore (2022) researchers should prepare for challenges that may arise in areas of recruitment of participants, collection of data and in extreme cases when participants drop out of the research. One major issue that some researchers face in collecting data is trustworthiness. Every researcher once he or she has done the challenging job of planning and executing, understands that the trustworthiness of the data is an essential component. Afterall, the main purpose of the research is to contribute to the body of knowledge by sharing the results of the study. Trustworthiness of the data also contributes to the viability of the research being accepted by academia.

In order to advance this discussion on what is trustworthiness of data, it was essential to posit a definition for the term. Trustworthiness is seen as the strength of the data that was collected, how it was analyzed and interpreted (Polit & Beck, 2014). Some researchers argued that it is not

always easy to assure quality of trustworthiness. This is especially the case in qualitative research (Polit & Beck, 2020; Adler, 2022). Adler (2022) also proved that the nature of qualitative research has been said to be less credible in comparison to quantitative research. One of the major reasons advanced by Adler (2020), is that the researcher becomes the main research instrument thus, this makes it challenging to ensure quality of the data. There are many criteria that are included in the concept of trustworthiness and ensuring quality of the research (McGill, McCloskey, Smith & Veitch, 2023). These are authenticity, credibility, transferability, dependability, confirmability and reflexibility. Each criterion will be subsequently discussed as they contributed to the trustworthiness of this research.

Authenticity

The first concept that was explored in relation to trustworthiness of data was authenticity. Within the concept of authenticity, Ezzat Khamis Amin, Nørgaard, Cavaco, Witry, Hillman, Cernasev and Desselle (2020), posited that fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity should be examined. Ezzat Khamis Amin et al. (2020), see fairness as being paramount when addressing the issue of authenticity, especially when conducting qualitative research. In qualitative research, where people are required to be research participants, it is vital to create a situation where participants are treated fairly and not subjected to being suppressed or exploited (Ezzat Khamis Amin et al., 2020). To prevent research participants from being exploited it is imperative to create balance. Balance can be created by ensuring that participants are given a chance to negotiate throughout the research process. According to Schwandt, Lincoln and Guba (2007) fairness can be ensured through member checking, peer debriefing and thick descriptions. Fairness can also be ascertained by allowing the participant to retract from the research if he or she feels unfairly treated. In this current research,

fairness was assured. During the interviews, for example, the primary and secondary school teachers on the management teams were exposed to the same type of questions.

Ezzat Khamis Amin et al. (2020) posited that educative authenticity is the understanding of how we differ in our values. The goal is not to agree with others but to understand our differences through being educated about what we value, our opinions and our actions. For example, in this study, the stakeholders such as the principals, vice principals and the teachers on the management teams became more educated about emotional intelligence.

Creating an audit trail and conducting peer debriefing are two ways to ascertain educative authenticity (Schwandt, Lincoln & Guba, 2007). An audit trail here would require the researcher to keep extensive notes about the procedures that were followed. These notes can be used by other researchers to follow the steps that were taken in the current research. Overall, the notes are important as they become a way to ensure that the information is that of the participants and not influenced by the biases of the researcher. In this study, the notes were shared and discussed with a peer to verify that there were no biases.

In educational authenticity, peer debriefing can also be a way of checking for authenticity. In peer debriefing there is collaboration between peers to discuss the research process. According to Schwandt, Lincoln and Guba (2007), in the research process it is important to share ideas about the findings and how they were interpreted with colleagues. This process helps the researcher to clarify ideas and/or gain new insights into what the research findings are revealing. In this research, collaboration or peer debriefing was done. Whenever the researcher noticed a certain trend in the results for the interviews, this information was discussed with the supervisor. Another peer who conducted previous research was also consulted to discuss the findings of this study.

Ontological authenticity involves making the research participants more knowledgeable because of their being involved in the research. One writer stated that research participants' mindset and knowledge base should be more expanded at the end of the research (Ezzat Khamis Amin et al., 2020; Schwandt, Lincoln & Guba, 2007). This can be exemplified in this study as the participants who did not know about emotional intelligence were made aware of what it is and its benefits to their practice. Therefore, as teachers and members of the management teams, they can utilize the skills learned about emotional intelligence in their classes, dealing with students and with parents. With this knowledge the participants can try new approaches to enhance their practice.

Another way to ensure authenticity when conducting research is via tactical authenticity. In this type of authenticity, according to Ezzat Khamis Amin et al. (2020) all the participants must be enabled to gain from the research. In the end, each participant should be seen as a valuable part of the process, therefore there should be some sort of benefit to them. Ezzat Khamis Amin et al. (2020) suggested that tactical authenticity can be achieved through ensuring confidentiality, providing consent forms for the participants to sign, informing the participants about how the data will be collected and analyzed, etc.

In the case of this study, the participants were assured many times during the research that their information was kept in the strictest confidence. Providing the participants with consent forms assured them that they were an integral part of the research and that their consent was needed and valuable. In this research, it was discussed with the participants how the data was to be collected. For example, the principals and vice principals knew that their data would be collected using a questionnaire and the teachers on the management teams were aware that their data would be collected via interviews.

The final way in which authenticity can be assured is via catalytic authenticity. As posited by Ezzat Khamis Amin et al. (2020), this way of ascertaining authenticity is action based. Based on the other ways to authenticity discussed above, catalytic authenticity is putting theory into practice. For example, the participants were educated about the variables in this research. The term emotional intelligence might have been a new concept for some of the participants. Now having knowledge and understanding about the term, catalytic authenticity, the participants incorporated knowledge of the term into their practice at school or even in their everyday lives. The result of catalytic authenticity is to spur change in the participants once they would have been exposed to the concepts within the research. Therefore, a teacher who did not show empathy to students who are experiencing problems, can now put the skill into action and explore ways in which they can be empathetic to students and peers.

Credibility

According to McGill, McCloskey, Smith and Veitch (2023), credibility is one of the most important criteria as it determines the veracity of the information gathered from the data. Also as defined by Polit and Beck (2020), credibility addresses the truthfulness of the findings of the research. When addressing credibility in research McGill et al. (2023) posited that one advances the questions as to whether the study was conducted using the prescribed criteria that are characteristic of that research. Additionally, if variations were made, were they justified? To further explain, a qualitative study should be conducted following the criteria used for another qualitative research. Does the information accurately represent the research participants? This question according to Kyngäs, Kääriäinen and Elo (2020), should be asked when establishing credibility. Furthermore, credibility looks at how truthful, accurate, and honest the findings of the results are.

This explanatory sequential mixed methods study utilized both qualitative and quantitative measures in collecting and analysing the data. First, qualitative processes were followed in the analysis of the interviews. According to Taherdoost (2022), credibility in qualitative studies is tied to how the data is collected, analysed, interpreted and compiled. In this study, the qualitative data was collected using interviews that were conducted with the teachers on the management teams at the primary and secondary schools. The analysis was done using codes and themes in order to interpret the data. In this present study, credibility was further improved through triangulation whereby, the data collected from the interviews were compared against the data collected from the questionnaires.

In the qualitative section of this research there was a heavy reliance on the participation of the sample group, that is the teachers on the management team. As a result, the utmost consideration was relayed to them in this study. For example, they were assured of confidentiality and anonymity throughout the process. This was especially important to the participants because they were answering questions that were related to their principals/vice principals. According to Bos (2020) assuring participants of confidentiality and anonymity will help to add to the credibility of the research. Within the concept of assuring confidentiality and anonymity, it is making the participants aware of the full nature and scope of the research in that the interview questions will be about their principals/vice principals. Thus, they were always reminded about the purpose of the study and that they were free to withdraw their participation at any time they wished to do so.

Another way to ensure credibility in qualitative research was, as stated by Kyngäs, Kääriäinen and Elo (2020), research participants can be required to give feedback on the data analyzed, and also by having participants verify their interview transcripts for accuracy. Another way of ascertaining credibility is to compare and contrast results of this study and the findings of

similar past investigations (Kyngäs, Kääriäinen & Elo, 2020). This can be done by conducting a thorough search of related literature, which was done in this study.

One of the ways to check for credibility is a concept called member checking also known as respondent validity (McGill, McCloskey, Smith & Veitch, 2023). In most qualitative research, it is recommended that once the data has been transcribed, that it be returned to the respondents for them to check for accuracy. According to Coleman (2022), this ensures that the information gathered is a true reflection of what the respondents have said in interviews or focus groups. As such, when the tapes were transcribed, the interview data was returned to the interviewees so that they were able to check for correctness in what they had said. Returning the interview transcripts for the participants to review their responses is the first step in member checking (Coleman, 2022). However, there are instances where some participants do not corroborate their information by returning the updated document.

As seen earlier, Kyngäs, Kääriäinen and Elo (2020), suggested that one way to determine credibility especially in qualitative research is to return the interview transcripts so that the interviewees can verify the information. In the present study, the concept of member checking was achieved over a period of seven days when the respondents were emailed the transcripts to verify their information. However, when the transcripts were returned to the interviewees for verification, most of the participants did not respond to the email prompt. Therefore, the researcher proceeded to analyze the data as first given via the voice recording.

Data saturation is also another way to ascertain credibility in this study. Hennink and Kaiser (2022) asserted that saturation would have been achieved when the responses become repetitive, and no new insights are offered. This makes collecting more data unnecessary. According to Hennink and Kaiser (2022), the repetition in the data suggests that the sample size is adequate.

Additionally, credibility in this research was also evident from the detailed information provided on how the participants were selected, how the data was collected and stored, as well as the analysis procedures that were used. All of these go together to ensure credibility of this research.

Quantitative approach was another aspect of this research, although credibility of the data pertains more to qualitative research. However, there are ways to ascertain credibility in quantitative research as well. The participants were required to complete a questionnaire that was analyzed statistically. According to Kittur (2023) using statistical programmes to test probability and confidence intervals is how credibility is assured in quantitative research. It must be noted that SPSS 28 software was used to analyze the data gathered from the questionnaires with a variety of tests being done on the data.

Transferability

Transferability is another criterion that can be used to measure trustworthiness of data in research. This is how the current research can be applied to other settings (Connelly, 2016). According to Polit and Beck (2020), the researcher is responsible for providing adequate information that can be used by other researchers to replicate the research in other settings. The researcher can accomplish this by supplying comprehensive information about the steps taken in the study that can be easily followed. This detailed information will include ideas on selection of the research participants, location, and data collection procedures etc., (Connelly, 2016). Therefore, in this study the participants were asked to provide their demographic data such as their age range, years of service etc. According to Connelly (2016), asking the research participants to provide this information, it can assist with transferability. Research stated that even though the nature of qualitative research makes it challenging to replicate, there should be detailed information that might fit a similar situation (Stahl and King, 2020). The steps were provided in

the previous chapter and are detailed to ensure that another researcher can replicate this study. Polit and Beck (2014) advanced that by providing detailed information, a concept called thick descriptions will create for the readers a clear picture of what transpired during the research. In this study, for example, the comprehensive description of the steps taken to select the sample, the most appropriate research method and design, the instruments, collecting and analysing data etc. all create a picture that is very clear for the reader to transfer to other contexts.

Dependability

The concept of dependability involves being able to ensure that the results are reliable and constant in the long run (Stahl & King, 2020). As posited by Stahl and King (2020), one vital feature of dependability as a dimension of trustworthiness is peer debriefing. In conducting peer debriefing, the researcher invites another person with expertise in the field to peruse the field notes made by the researcher. The objective is to allow the peer to back check the information which would give the researcher feedback before the study is completed. In this study, the Supervisor was consulted for her feedback at every step of the research. Stahl and King (2020), advanced that doing so will force the researcher to be truthful about the quality and veracity of his/her work.

Dependability as opined by Stahl and King (2020) can be accomplished with the involvement of a peer of equal or greater expertise. In the instance of this study, the researcher solicited the expert eyes of two colleagues who were invited to examine the data after it was coded and before it was analyzed. One colleague advised that there needed to be an additional review of the codes before analysis. The researcher also discussed certain patterns that were emerging in the data with the supervisor.

A further way in which to build dependability in the study is to verify the research approach. The approach used in this study was mixed methods. Embedded within this approach

are quantitative and qualitative procedures. Therefore, the results from both the questionnaire and the interviews must in fact be from the data that was collected. To ascertain that the data represented the results, each step of the research checks and balances were put in place. Furthermore, each phase of the procedure was documented so that readers can cross-check the dependability of the results.

Confirmability

Polit and Beck (2020) stated that confirmability primarily addresses objectivity of the data/findings. Confirmability also includes any shortcomings of the research that could potentially influence the data. To further explain, confirmability demonstrates that the findings are not the imagination of the researcher but that they truly represent the information that was given by the participants. Therefore, according to Nassaji (2020), confirmability is related to neutrality, asking the question: Are the findings established on the responses of the participants or on the biases of the researcher? Furthermore, can the conclusions be confirmed by other researchers? (McGill, McCloskey, Smith & Veitch, 2023). It is recommended that the researcher keeps a reflective journal in which to audit his/her thoughts and feelings about the research (McGill, McCloskey, Smith & Veitch, 2023). This reflective journal will consist of detailed notes about the research and will serve as a way of checking the information during the study. In this present study, detailed notes were kept about every stage of the process: - dates, concerns and activities that needed attention. According to Carcary (2020) triangulation can also be used to establish confirmability.

To ensure confirmability in this research, as advanced by Polit and Beck (2020) is to eliminate biases of the researcher. One way in which this was detailed in this study was to refer to the literature which confirmed the results of the study. Another way in which the researcher ascertained confirmability was to keep a journal about the steps and other important information

related to this study. At each juncture of the research, notes were made as to what happened and what else needed to be done. Additionally, as posited by Carcary (2020) keeping an audit trail is one way to establish confirmability in research.

Audit trail

As stated by Carcary (2020), the audit trail process can establish confirmability in research. An audit trail needs specific comprehensive information to be concise. Carcary (2020) suggested that it should include information on how instruments were developed, the completed instruments, notes on observations made during interviews, interview schedules etc. As such, within this research, the above mentioned were included in addition to how the themes were created, personal notes about the researcher's challenges, and how the data will be analysed. While making notes, Carcary (2020) suggested that these notes need to be studied and critiqued objectively. Therefore, at intervals throughout the study, this researcher consulted her notes to ensure that everything was going according to the plan.

From the concise notes taken by the researcher, readers can have a clear understanding of the research from its genesis to its completion. Making notes during this process showed that this study has transparency, and that the steps can be followed in order to reproduce a similar investigation. A person conducting a similar investigation can refer to and follow the steps outlined in study for guidance.

Triangulation

According to Vu (2021), one way in which researchers can verify the accuracy of the information collected is by using triangulation. Bans-Akutey & Tiimub, (2021) posited that triangulation measures how well the findings of the research are to the concepts being investigated,

thus confirming its validity. There are many ways in which researchers can utilize triangulation. Vu (2021) proposed that the type of triangulation used depends on how the data was collected, either via one tool or more. According to (Bans-Akutey & Tiimub (2021), triangulation is essential to mixed methods research as it ensures the validity of the multiple methods the researcher employed in conducting the research. In the case of this research, both a questionnaire and interviews were used which is also known as methodical triangulation (Bans-Akutey & Tiimub, 2021).

Audit trial is also another technique of triangulation. Audit trials require that the researcher provide detailed information about how the results were achieved (Vu, 2021). It is also recommended that in addition to the extended notes about the results, extensive notes concerning the coding and analyzing the data should be made. Additionally, keeping these notes is important to make the researcher aware of any possible biases that could impact on data collection and analysis. As stated by Vu (2021), the concept of an audit trail adds strength to the credibility of the study.

Triangulation was evident throughout this research. According to Vu (2021) triangulation can be ensured through the use of more than one instrument to collect information. For example, in this research the central instrument was a self-report questionnaire where the principals and vice principals rated their emotional intelligence and their leadership performance using a Likert style scale instrument. It is noted that when people complete self-report questionnaires, their responses can sometimes be biased. Therefore, it is important to triangulate to check for accuracy and veracity. As such, teachers who worked closely with the school leaders were asked a series of questions in an interview to corroborate their leaders' responses on the questionnaire. According

to Kelle, Kühberger and Bernhard (2019), using triangulation in a study provides consistency and depth to the process.

Reflexivity

Palaganas, Sanchez, Molintas and Caricativo (2017), contend that data that was collected and analysed must match or represent what was collected from the participants. Additionally, reflexivity in research addresses how initial contact was made and maintained with participants and the researcher's friendships or association with the participants. Therefore, according to Palaganas et al. (2017), all associations that can cause bias must be divulged. Reit (2012) as cited in Palaganas et al. (2017) stated that there are many challenges to reflexivity in research. One major issue is that of the relationship between the researcher and research participants. Therefore, in this study the researcher was mindful not to become alarmed at the information revealed throughout the interviews. It is an added credit to reflexivity in this research, in that the researcher does not work within the primary and secondary schools in St. Kitts and Nevis and can be considered an outsider.

The participants were approached in a professional way and separated from the nature of the research. The researcher kept the interactions with the participants on a professional level by explaining the nature of the research and encouraging participants to be honest and without fear of repercussions. It must be noted that the researcher is a teacher educator who had previously taught and interacted with the teachers. Therefore, while conducting the interviews, it was imperative that the researcher's reaction to the information revealed be limited. For example, the researcher should keep a straight face even if the information relayed is alarming. Thus, this researcher kept facial expression, body language and tone as neutral as possible. However, a strategy of not being too

detached was adopted, as Palaganas et al. (2017) believed that doing so can inhibit the process. This researcher was engaging and helped the interviewees to feel comfortable with what they divulged. The researcher also engaged in constant self-reflection practices to reduce the risk of bias in the research process.

Reliability and validity of data

In the past, the terms reliability and validity were used solely in quantitative research. However, in recent years the labels have also been applied to qualitative research (Coleman, 2022). In relation to qualitative research, they are closely linked to trustworthiness. One key feature of any research is for the researcher to select the most appropriate instrument to determine the results of the study (Sahu, 2023). Thus, it is imperative to ensure that the correct research instrument is used. Two terms that are used to discuss the accuracy and consistency of the research instruments are reliability and validity (Sahu, 2023).

Reliability

How reliability is defined depends on the type of research. In qualitative investigations, reliability has been referred to as confirmability and consistency (Coleman, 2022). A quick reminder about this research is that it utilizes a mixed methods approach, that is, it has elements of quantitative and qualitative studies. According to Coleman (2022), in qualitative research it was proposed that it is difficult to determine reliability because of the lack of statistical tests. However, triangulation can help to increase the integrity of the research because it incorporates a variety of data collection methods. As exemplified in this research, both a questionnaire and interviews were used to gather data. In both cases, it was vital that the researcher ensured that the ethical

considerations of the participants be upheld throughout the process. For example, when conducting interviews, Coleman (2022), advised that the process be comfortable for the interviewees so as to encourage them to share their information freely. It was also advised that using multiple coding methods (peer review, intercoder reliability) will assist in increasing reliability in qualitative research (Coleman, 2022). Therefore, once the researcher perused the transcripts and deduced codes and themes from the data, the data was also reviewed by a trusted peer to determine whether the coding was consistent for both parties. There were a few instances where both parties discussed variations in the themes.

In addition to triangulation, other methods were used to ensure reliability, such as analysing and interpreting the data that was collected and keeping comprehensive records of the research.

Validity

Sahu (2023) advanced that validity addresses how a tool determines what it is intended to quantify. For example, if a tool is designed to measure emotional intelligence, then validity will assume that emotional intelligence is what is being measured. As cited by Vu (2021) the common themes of reliability are replicability and consistency. That is: Will another researcher be able to use the study procedures and have the same results? (Bans-Akutey & Tiimub, 2021). Whether the research is qualitative or quantitative determines the type of validity. For example, Taherdoost (2016) describes validity in quantitative research to be of the following types: “internal and external validity, criterion validity, content validity and face validity”. Therefore, cogent notes on the specifics such as dates for interviews and distribution of instruments were kept. Furthermore, the data from the questionnaires and interviews were examined for similarities and differences. When looking at validity, there are four types external, internal, face and content validity, which will be expounded upon in the next section.

External validity

Once the results of a study have been revealed, external validity addresses how these results represent the population from which the sample was taken (Bans-Akutey & Tiimub, 2021). Findley, Kikuta and Denly (2021), described external validity as inferences that can be deduced from the sample that was selected from the larger population. For example, in this study the sample representing the population of principals and vice principals was selected from among teachers in St. Kitts and Nevis. Bans-Akutey and Tiimub (2021) also advanced that external validity can also involve ecological factors such as the region in which the population was studied. The population for this study showed both population and ecological validity seeking to ensure that they can be generalized in future studies.

Internal validity

According to Bans-Akutey and Tiimub (2021), internal validity requires the researcher to remove any biases that he/she might have that might obstruct the results of the study. Findley, Kikuta and Denly (2021) have stated that biases can be found in all research, and it is difficult to reduce it. However, it was recommended that the researcher become aware of the different types of biases so as to decrease them as much as possible. To reduce the interviewer's bias, the researcher guaranteed that the interviewees were comfortable and aware of the nature of the research. Each participant was assured that he/she could refuse to participate at any time throughout the research process. The participants were also reassured that the information gathered will be kept anonymous and confidential. Interviewer bias was also minimized with the researcher maintaining a professional demeanor so as to not influence the responses of the participants. Therefore, the researcher did not share her opinions with the participants about the principals but instead listened to their responses.

Face validity

According to Sahu (2023), an instrument is deemed to have face validity when an expert can determine that it measures what it purports to measure. Taherdoost (2016) advanced that face validity evaluates the questionnaire for how it looks. That is: Is it readable? Is the formatting clear? Correct font, spacing? etc. Taherdoost (2016), also stated that this is the most reliable form of validity. To determine face validity, an expert examined the questionnaire and gave his approval based on its face value. According to Taherdoost (2016), face validity can be subjective as it depends on the subjectivity of an expert instead of on statistical tests. The expert who reviewed the questionnaire mentioned that the document was consistent in its layout, the fonts were uniformed in size and the document looked reader friendly.

Content validity

Contrary to face validity, content validity is more systematic. As stated by Singh (2017) content validity looks at the quality of the questionnaire items. According to Kimberlin and Winterstein (2008), when there is content validity, the items are representative of the variables under investigation. For example, do the items on the emotional intelligence questionnaire accurately measure the different dimensions of emotional intelligence? There is no statistical test to determine content validity, therefore experts in the area are the ones who determine validity (Kimberlin & Winterstein, 2008). According to Sürücü, and Maslakci (2020) in cases where the researcher did not develop the questionnaire but instead used an established one, then it is important to test for content validity. According to Singh (2017) one way to test for content validity is to ask an expert to review the instrument. Therefore, one of my colleagues was asked to peruse the instruments and to offer her feedback. The feedback received suggested that the instruments would indeed measure what they were developed to measure. According to Vu (2021), both

validity and reliability are vital to the worth of any research. It can be noted that even though validity and reliability saw their genesis in quantitative research, they are relevant to mixed research as well.

Criterion validity

This type of validity is also called criterion-related validity. Roebianto, Savitri, Aulia, Suciyana and Mubarokah (2023), proposed that criterion validity determines whether a test assesses what it was intended to measure. It was Roebianto et al. (2023), who further stated that in order to ascertain criterion validity, the results should be compared to the variables under investigation. According to Roebianto et al. (2023), concurrent and predictive validity are two subgroups of criterion validity. As such, if the results gathered from this questionnaire agreed with the results of similar types of questionnaires, then it would demonstrate the concept of criterion validity (Ross, 2019). Overall, based on the information presented above, it can be concluded that both instruments would produce trustworthy data.

Results for Primary and Secondary schools

This is explanatory sequential mixed methods research that uses a comparative design to investigate the relationship between emotional intelligence and leadership performance in primary and secondary schools in St. Kitts and Nevis. A combined questionnaire and an interview were used to gather data. Henceforth, the results gathered from the questionnaire will be discussed using the proposed research questions and hypotheses that guided this study. First, the presentation of the results will begin with the questionnaire analysis.

Descriptive statistics were calculated to compare primary and secondary school principals across four emotional intelligence domains and leadership performance: - self-awareness, self-

regulation, empathy, and social awareness (Table 1). Table 13 presents the standard deviation and the means of emotional intelligence and leadership performance for both primary and secondary schools.

Table 13

Descriptive statistics for primary and secondary schools

Domain	Primary (Mean)	Primary (SD)	Secondary (Mean)	Secondary (SD)
Self-awareness	42.00	5.30	41.53	4.14
Self-regulation	36.00	5.05	34.87	3.85
Empathy	38.45	3.33	37.60	3.38
Social awareness	38.27	5.26	38.47	4.72

The primary schools' principals demonstrated higher mean scores than their secondary school counterparts in four of the five domains. Specifically, leadership performance was notably higher among primary principals (M = 64.27, SD = 7.18) compared to secondary principals (M = 58.93, SD = 13.92). This suggests not only greater perceived leadership capability at the primary level, but also more consistency in performance, as evidenced by the lower standard deviation.

In terms of self-awareness, primary principals scored slightly higher (M = 42.00, SD = 5.30) than secondary principals (M = 41.53, SD = 4.14). A similar trend was observed for self-regulation, with primary principals again outperforming secondary principals (M = 36.00, SD = 5.05 vs. M = 34.87, SD = 3.85). Empathy scores also favored the primary group (M = 38.45, SD = 3.33) over the secondary group (M = 37.60, SD = 3.38), though the difference was minimal and variability between groups was nearly identical.

Social awareness was the only domain in which secondary principals marginally outscored primary principals (M = 38.47, SD = 4.72 vs. M = 38.27, SD = 5.26). However, the difference was negligible, and both groups showed comparable levels of performance.

In summary, the data suggests that primary school principals exhibit marginally stronger emotional intelligence competencies in most measured areas, with secondary principals demonstrating slightly higher scores only in social awareness. Moreover, secondary principals displayed greater variability in leadership performance, indicating a wider range of individual differences at that level.

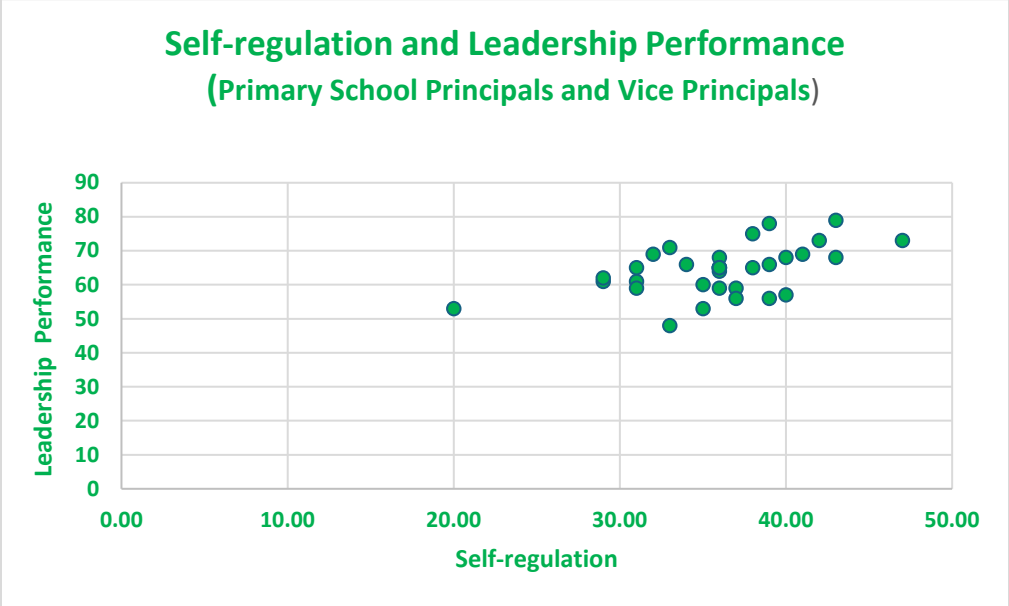
A Spearman's rank-order correlation was conducted to assess the relationship between leadership performance and four dimensions of emotional intelligence—self-awareness, self-regulation, empathy, and social awareness—for primary and secondary school leaders. The results will be presented by research questions/hypotheses.

Research Question 1/Hypothesis:

Self-regulation and leadership performance were the main focus of this research question. The null hypothesis was rejected. However, the alternate hypothesis agreed that a relationship exists between the two variables. From the results for the primary schools' principals/vice principals, there is a positive statistically significant correlation between self-regulation and leadership performance in the primary schools r_s (33) = .474, p = .005. This suggests that as self-regulation increases, leadership performance will also increase (See table below).

Figure 11

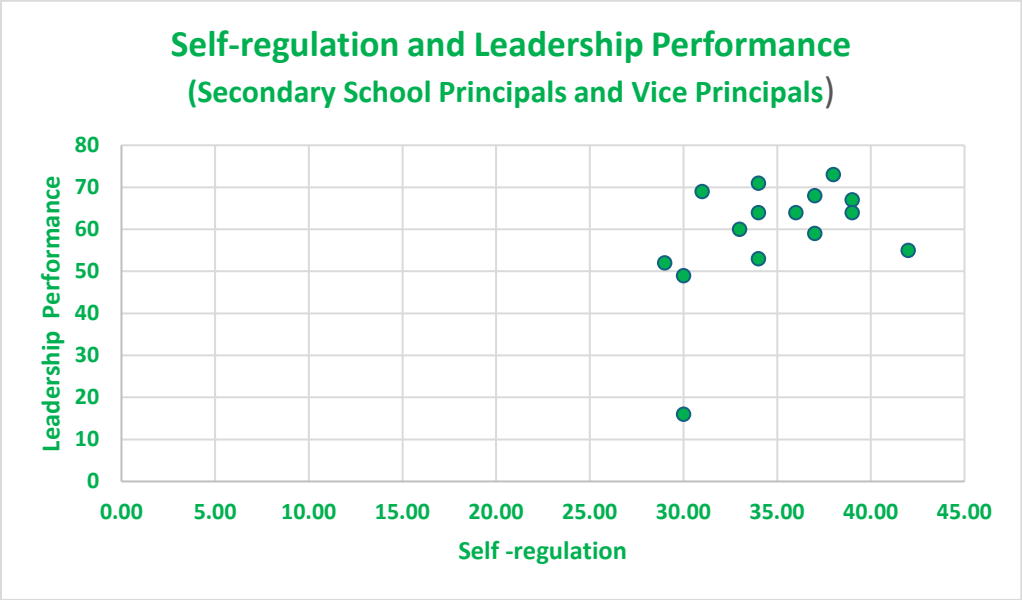
Self-regulation and leadership performance of primary schools' principals/vice principals



In Figure 11 the results for secondary schools' principals/vice principals are presented. As stated in the current research question, the focus was on self-regulation and leadership performance of the secondary schools' principals/vice principals. The results showed a correlation at r_s (15) = .438, with a p value of .102 for secondary schools' principals.

Figure 12

Self-regulation and leadership performance of secondary schools' principals/vice principals



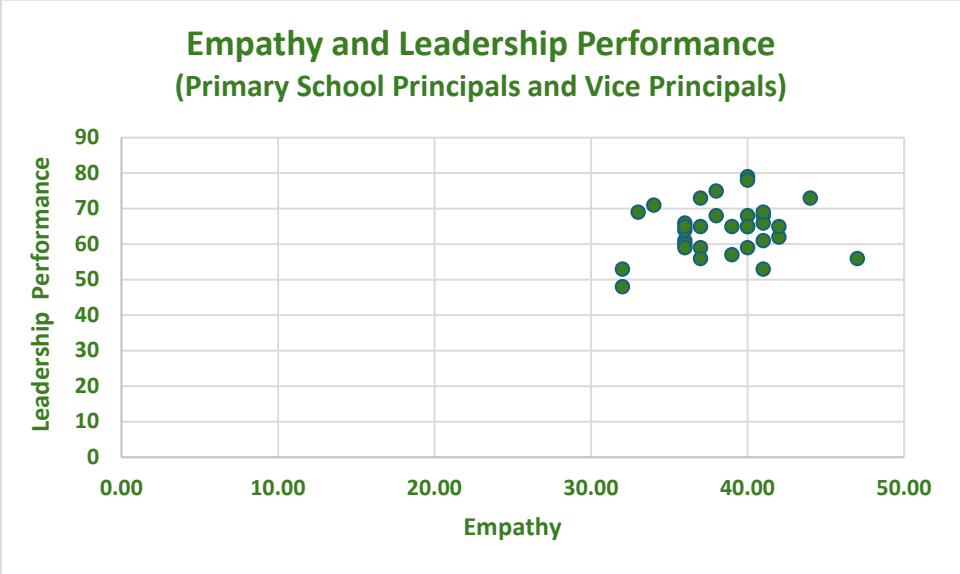
These results were confirmed by studies conducted by Ayub, Sultana, Iqbal, Abdullah, and Khan, (2021) who found that self-regulation is an important mediating variable as they investigated its link between job performance and workplace ostracism in a mediating role in Pakistan. Haron, Mustafa and Alias (2010) used a mixed method approach to research emotional self-regulation among a group of academics in Malaysia. Their results also agreed that self-regulation is an essential dimension of emotional intelligence. According to Lim and Yeo (2021), in the field of education, the term self-regulation deals with how learners set and accomplish their goals, and they also acknowledged in their findings the significance of self-regulation to emotional intelligence.

Research Question 2/Hypothesis:

Empathy and leadership performance was the focus of the second research question. These results, as shown in Figure 13, showed that a positive statistically significant correlation exists between empathy and leadership performance, r_s (33) = .159, p = .378. This suggests that as empathy increases, leadership performance will also increase.

Figure 13

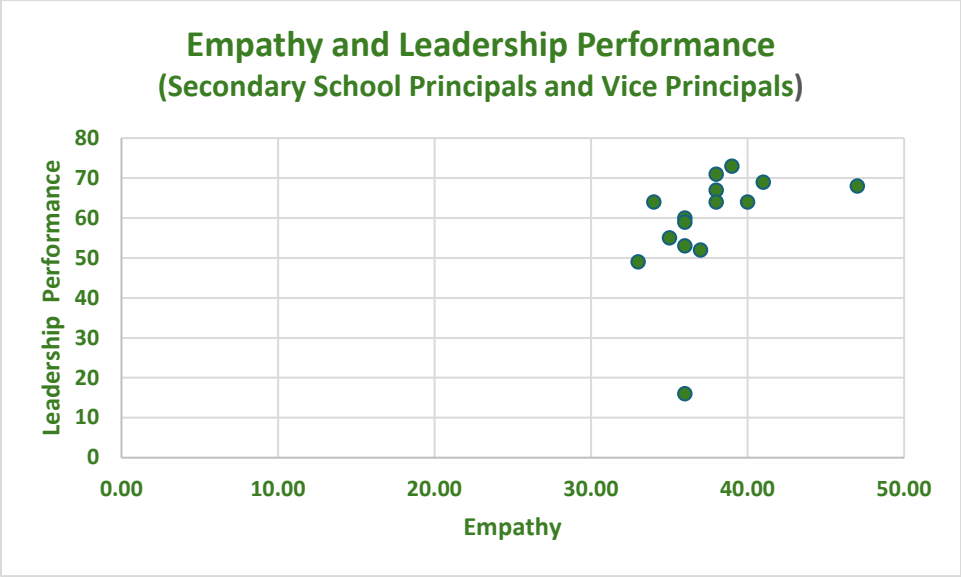
Empathy and leadership performance of primary schools' principals/vice principals



The results for research question 2 for the secondary schools' principals/vice principals showed that a strong correlation was found: r_s (15) = .715, p = .003 between empathy and leadership performance (Figure 13).

Figure 14

Empathy and leadership performance of secondary schools' principals/vice principals



Aparicio-Flores, Esteve-Faubel, Vicent, Gonzálvez, Sanmartín and García-Fernández (2021) in their study to explore emotional intelligence and academic performance, found that there were statistical differences with emotional intelligence. A correlational study conducted by Giménez-Espert and Prado-Gascó (2018) revealed that there is a direct relation between empathy as a dimension of emotional intelligence and communication. The results from a study conducted by Salminen, Hamari and Ravaja (2021) also support the view that empathy was directly correlated as a dimension of emotional intelligence.

Research Question 3/Hypothesis

In research question 3, the alternate hypothesis was confirmed from the results that there is a positive statistically significant correlation between social awareness and leadership

performance, the primary group showed a moderate but non-significant association: r_s (33) = .325, p=.065 r_s (46) = .40, p = .01. This suggests, as seen in Fig.15, that Social Awareness increases, performance will also increase.

Figure 15

Social awareness and leadership performance of primary schools' principals/vice principals

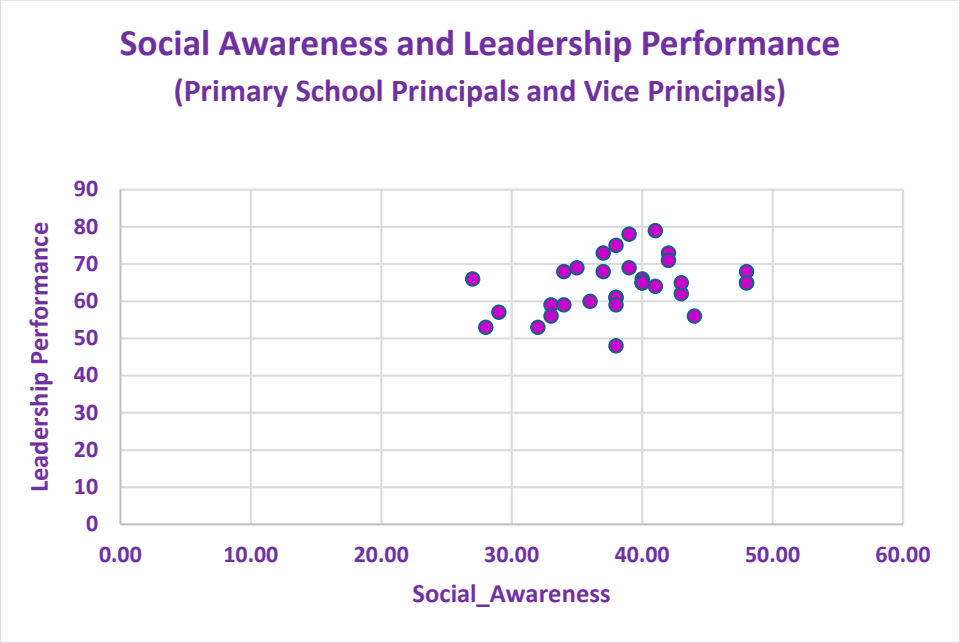
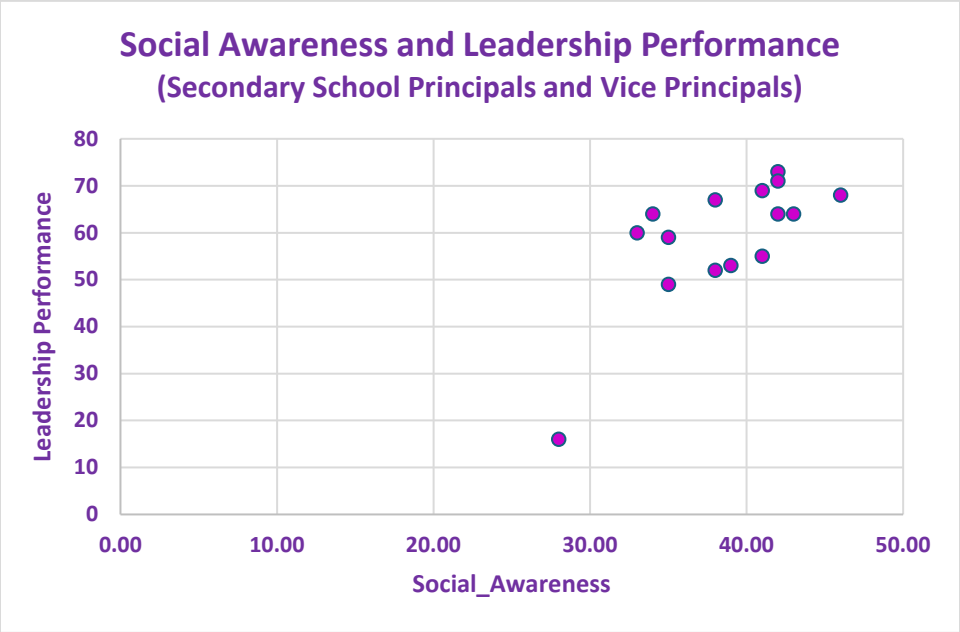


Figure 16

Social awareness and leadership performance of secondary schools' principals/vice principals



Support for the above findings can be seen in studies done by Ahad, Mustafa, Mohamad, Abdullah and Nordin (2021) who posited that social awareness as a dimension of emotional intelligence is essential in keeping a person on the job motivated. This result also became true for a study done by Hadiwijaya and Hutasoit (2017) who researched emotional intelligence and student achievement. They found that the major influence on student achievement was social awareness. Furthermore, according to Rhodes and Foran (2022), their study revealed that social awareness is essential to understanding how people think and feel. Another study that agrees with social awareness having a moderate in emotional intelligence was researched by Prija Phyllis and Praveen Kumar (2022). They advised that teachers with moderate degrees of emotional intelligence had better effects on students.

Research Question 4/Hypothesis

Self-awareness and leadership performance

For this research question, the null hypothesis was rejected. The alternate hypothesis was accepted from the findings for the primary schools that showed a positive, statistically important correlation between self-awareness and leadership performance, r_s (46) = .35, p = .02. This suggests that as self-awareness increases, performance will also increase.

Figure 17

Self-awareness and leadership performance of primary schools' principals/vice principals

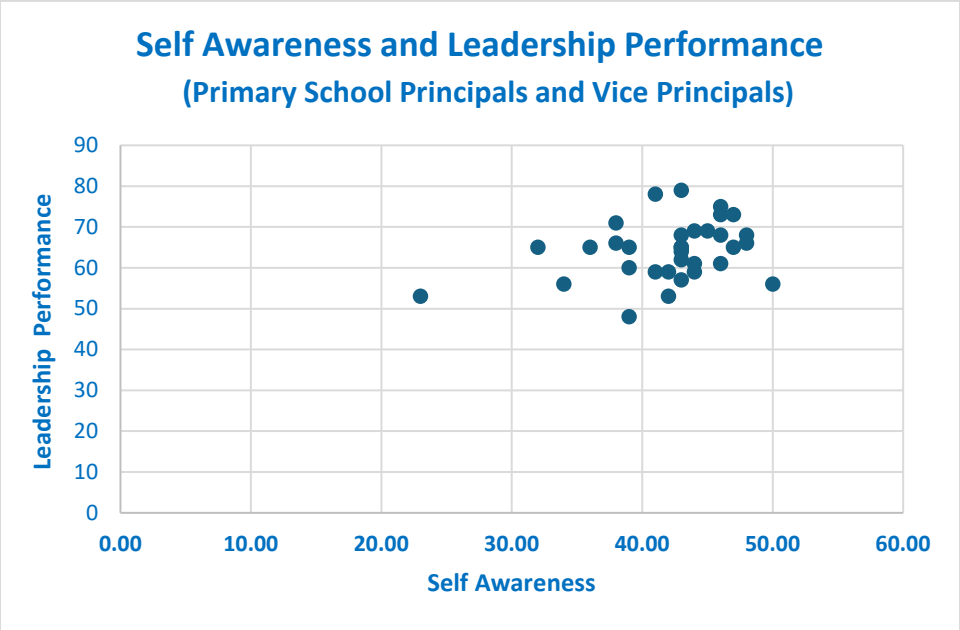
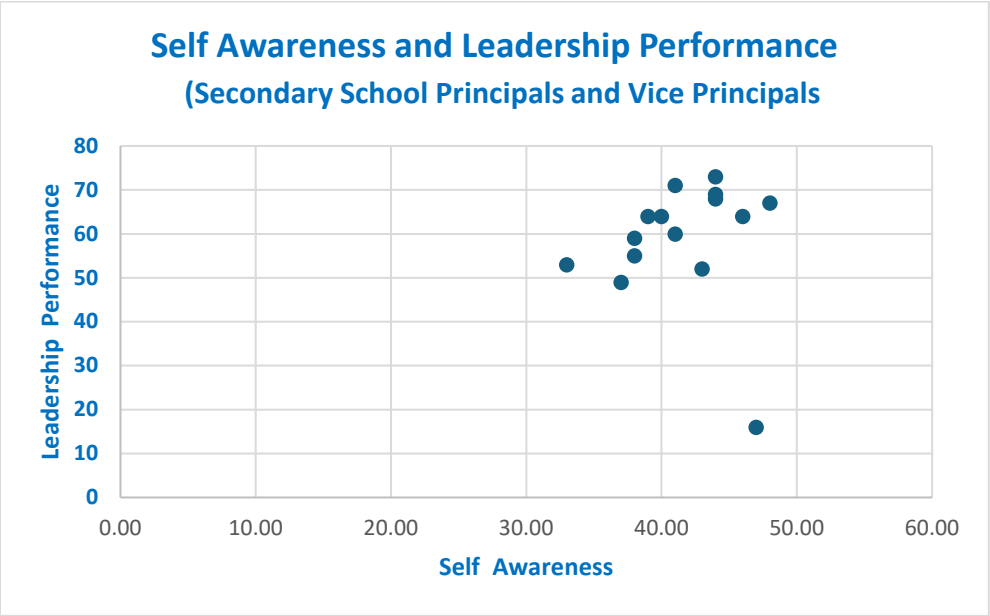


Figure 18

Self-awareness and leadership performance of secondary schools' principals/vice principals



Results for the Interviews

The interviews were embedded in the qualitative aspect of this research. The other instrument that was used to gather data for this study was done using a series of interview questions. The data gathered was from teachers on the management teams at the primary and at the secondary schools in St. Kitts and Nevis. Henceforth, the results will be presented by dimension of emotional intelligence and by primary school and then the secondary school teachers. To keep the teachers anonymous, codes such as Teacher PS 1 (Primary school 1) were used to represent the teachers. For the secondary schools teachers on the management teams, the codes were Teacher SS 1(Secondary school 1).

Self-regulation

There were four questions that sought to elicit from the interviewees their views on their principals/vice principals' self-regulation competency (See Appendices). From the responses gathered from the primary schools' teachers, it was noted that they perceived that their principals/vice principals showed frustration when given negative feedback. For example, of the teachers interviewed, Teacher PS 1 described her principals' reaction to feedback as: "She shouts and gets angry when people give her feedback".

Teacher PS 3 indicated that her principal "shuts down and she becomes very quiet. She treats you like you did something wrong by giving her feedback". Some of the other terms used to describe their views are: (Teacher PS 5) "they act distant and don't want to be bothered", (Teacher PS 10) "you can tell from their body language that they are displeased", and Teacher PS 9 said that the principal/vice principal "shouts a lot when she is talking to teachers". When questioned if their principals/vice principals work well with other personalities, except for Teacher PS 5, the other teachers said, their principals do not work well with others.

The results collected and analysed from the secondary teachers in relation to self-regulation were contrary to those given by the primary teachers. When asked if the principals/vice principals asked for help when doing projects, Teacher SS 6 mentioned that the principals "asked for help only when tasks are challenging". Teacher SS 1 also agreed that the principals/vice principals "asked for help and listened to feedback" and Teacher SS 3 also agreed that the principals ask for help when they need it. The teachers were also asked how their principals/vice principals reacted to feedback. Teacher SS 7 stated that "it is difficult to tell when the principal/vice principal is frustrated".

Empathy

The focus of this dimension was to look at the principals/vice principals' empathy emotional intelligence. The primary school teachers on the management teams were asked questions related to if empathy affect leadership performance in primary and secondary schools in St. Kitts and Nevis? The responses from many of the teachers indicated that the principals/vice principals do not show empathy to other workers, for example, Teacher PS 1 said, "they have no empathy". However, Teachers PS 2, 4, 5, 8, 7 were able to relate at least one instance in which the principal/vice principal showed empathy to another worker. They related instances such as the principal/vice principal "visiting coworkers in the hospital", "saying a prayer", "giving the day off" and "enquiring about their wellbeing".

The teachers were also asked how they would best describe their principals. The responses varied from: Teacher PS 4 said "my principal is an autocratic leader" to PS 10 stated "I would describe my principal as being unhappy and bringing her personal issues to work and her mood changes often and one does not know what to expect from her".

In answering the question about how the principals handle conflict among staff members, it was revealed that most of these matters are kept private between the principal and the vice principal. Teacher PS 3 stated that her principal does not address matters of conflict which most times lead to further conflict. Teacher PS 8 stated that the principal only defends the teachers she likes. The teachers on the management teams were also asked how they would best describe their principals/vice principals. Teacher PS 5 indicated that the principal is "trying to do the job" whereas Teacher PS 2 summed up the teacher as being, "easily frustrated" and "sometimes unhappy".

On the other hand, to the results gleaned from the secondary school teachers about whether their principals/vice principals show empathy, it was unanimous from the answers from the secondary school teachers that the principals/vice principals show empathy in different ways. Teachers SS 3, can be quoted as saying that "the principals/vice principals showed empathy by "giving them a day to rest when I felt unwell." Teacher SS 5 remembered a time when she was hospitalized and said that the principal "visited them in the hospital." Teacher SS 9 said that the principal showed empathy by "being friendly" and "sending a sympathy card on the passing of a family member."

The secondary schools' teachers' responses to how they would best describe their principals were: Teacher SS 2, said "my principal is hard working and energetic. "She is very kind". In response to how the principal/vice principals handle conflict among staff members, most of the teachers responded that the principals find ways to address the problems. Teacher SS 7 said that when there is conflict "she calls them in and hears the matter. Sometimes, she would ask a ministry official to deal with the matter."

Social awareness

The teachers on the management teams were asked what the most rewarding thing was about working with their principal/vice principal. Teacher PS 10 indicated that he/she could not identify the most rewarding thing about working with their principal/vice principal. Teacher PS 4 also noted that the principal was not genuine when she gave school items for the classroom. However, Teacher PS 3 said she/he enjoyed working with the principal because the principal believes in inclusion and made them feel accepted. Another question that was asked of the teachers was whether their principals reacted well to challenges at work. Teacher PS 1 reported

that the principal quickly shows frustration when faced with challenges. Teacher PS 3 reported that the principal “is easily frustrated and it shows in her facial expressions.”

“How does your principal/vice principal motivate other team members?” was one of the questions that would help to ascertain if the principal/vice principals showed social awareness. In response to this question, Teacher PS 5 noted that the principal/vice principal would inform them that they could ask for help if they needed it. It was found that most of the teachers could not relate examples where the principals/vice principals motivated them.

In terms of social awareness, the secondary teachers revealed that the principals/vice principals: (Teacher SS 2) “give tokens to show appreciation to the other staff members.” Teacher SS 6 added that the principals/vice principals motivate them by “celebrating their accomplishments” and by “being kind”. Teacher SS 8 noted that when others are going through challenges, the principals/vice principals “give good advice to help the person through the problem.”

Self-awareness

The final dimension of emotional intelligence addressed was self-awareness. Most of the primary school teachers responded that the principals/vice principals did not receive feedback well. For example, Teacher SS 3 indicated that the principals/vice principals “do not take responsibility for anything and blame others for everything”. Teacher SS 8 also indicated that there was no evidence that the principals/vice principals evaluated his/her behaviours and that in most cases there was no sign of the principals/vice principals encouraging teamwork among staff members.

Conversely to the responses given by the primary teachers about their principals'/vice principals self-awareness ability, the secondary school teachers indicated that their principals/vice principals, Teacher SS 1, stated that the principal "receives feedback well because they do not react negatively." This view was reinforced by Teacher SS 4, who stated that the principal "takes constructive criticisms well."

The results from this study can be verified with a study conducted by Mansel and Einion (2019) who found that self-awareness construct of emotional intelligence can be used to strengthen leadership skills. (Mansel & Einion, 2019). This was also supported by Hassan, Robani and Bokhari (2015) when they investigated the potential of self-awareness as a dimension of emotional intelligence on teachers. They found that self-awareness is a vital aspect of a productive and effective workplace. Conversely, Dubey and Bakhshi (2018) conducted a study on students and their emotional intelligence which found that their results were not significant as the R square was negative.

To look at the overall conclusion of emotional intelligence on leadership performance, a Multiple Linear Regression test was carried out to investigate what relationship existed between Emotional Intelligence with respect to self-awareness, self-regulation, empathy, social awareness, and leadership performance of the primary and secondary schools. These results will be presented below, first for the primary schools then for the secondary schools:

For the primary school principals, the regression model was statistically significant, $F(4, 28) = 4.43$, $p = .007$, indicating that the predictors collectively explained a meaningful portion of the variance in leadership performance. The model accounted for approximately 38.7% of the variance in leadership performance ($R^2 = .387$).

With these results, two predictors emerged as statistically significant: They were self-

regulation which was positively associated with leadership performance (B = .828, β = .583, t = 3.15, p = .004). This suggested that principals who reported greater emotional self-regulation also reported higher leadership performance. The second predictor was social awareness, which also significantly predicted leadership performance (B = .479, β = .351, t = 2.13, p = .042). In contrast, self-awareness (p = .631) and empathy (p = .131) were not significant predictors in this group.

Regarding the results of the secondary schools, the regression model for secondary school principals was not statistically significant, F (4, 10) = 3.23, p = .060, explaining 56.3% of the variance in leadership performance (R^2 = .563), though this did not reach conventional levels of significance.

As seen in Table 14, among the predictors (self-regulation, empathy, social awareness and self-awareness), none reached statistical significance. However, social awareness approached significance (B = 1.657, β = .562, t = 2.01, p = .072), suggesting a potential trend. Self-regulation (p = .540), empathy (p = .486), and self-awareness (p = .690) were not statistically significant predictors in this model.

Table 14

Multiple regression for primary and secondary

ANOVA[a]

School_Category	Model		Sum of Squares	df	Mean Square	F	Sig.
Primary	1	Regression	639.412	4	159.853	4.427	.007[b]
		Residual	1011.134	28	36.112		
		Total	1650.545	32			
Secondary	1	Regression	1527.703	4	381.926	3.228	.060[c]
		Residual	1183.230	10	118.323		
		Total	2710.933	14			

a. Dependent Variable: Leadership_Performance

b. Predictors: (Constant), Social_Awareness, Self_Regulation, Self_Awareness, Empathy

c. Predictors: (Constant), Social_Awareness, Self_Awareness, Self_Regulation, Empathy

Coefficients[a]

School_Category	Model		Unstandardized Coefficients		Standardized Coefficients		
			B	Std. Error	Beta	t	Sig.
Primary	1	(Constant)	36.958	12.791		2.889	.007
		Self_Awareness	.125	.258	.092	.486	.631
		Self_Regulation	.828	.263	.583	3.147	.004
		Empathy	-.678	.436	-.314	-1.554	.131
		Social_Awareness	.479	.225	.351	2.128	.042
Secondary	1	(Constant)	-40.906	43.091		-.949	.365
		Self_Awareness	-.333	.812	-.099	-.410	.690
		Self_Regulation	.560	.884	.155	.634	.540
		Empathy	.809	1.118	.196	.723	.486
		Social_Awareness	1.657	.825	.562	2.008	.072

a. Dependent Variable: Leadership_Performance

These findings indicate that the relationship between emotional intelligence domains and leadership performance differs by school level. Among the primary schools' principals/vice principals, self-regulation and social awareness were significant predictors of leadership performance, underscoring the importance of internal emotional control and awareness of others in this context. In contrast, although the overall model for secondary school principals explained a larger portion of variance, none of the individual predictors were statistically significant, possibly

due to smaller sample size or higher variability. Social awareness showed the strongest predictive potential in this group, although it did not reach statistical significance.

Demographic data from questionnaire

The questionnaire that the principals/vice principals completed also asked for some demographic information, (Table 15)

Table 15

Correlation Between Dimensions of Emotional Intelligence and Leadership Performance by School Category, Years of Service, Age, Location

Correlation Between Dimensions of Emotional Intelligence and Leadership Performance by School Category, Years of Service, Age, Location

		Self-awareness		Self-regulation		Empathy		Social Awareness	
Variable	N	Spearman's r	Sig	Spearman's r	Sig	Spearman's r	Sig	Spearman's r	Sig
All Respondents	48	0.345	0.016	0.444	0.002	0.366	0.01	0.402	0.005
School Category									
Primary	33	0.311	0.078	0.474	0.005	0.159	0.378	0.325	0.065
Secondary	15	0.382	0.16	0.438	0.102	0.715	0.003	0.628	0.012
Years of Service									
0- 5	27	0.286	0.148	0.562	0.002	0.342	0.081	0.369	0.058
6 -10	10	0.643	0.045	0.626	0.053	0.772	0.009	0.579	0.079
11 -15	9	0.265	0.491	0.094	0.81	-0.18	0.644	0.47	0.202
16 -20	2	NA	NA	NA	NA	NA	NA	NA	NA
Age									
25 - 30	3	0.00	1.00	-0.500	0.667	-0.500	0.667	0.500	0.667
31 - 35	6	0.441	0.381	0.841	0.036	0.806	0.053	0.058	0.913
36 - 40	12	0.465	0.128	0.072	0.823	0.449	0.143	0.377	0.226
41 - 45	12	0.278	0.382	0.694	0.012	0.511	0.09	0.573	0.051
46 -50	7	0.198	0.67	0.857	0.014	0.473	0.284	0.679	0.094
51- 55	8	0.245	0.558	0.00	1.00	0.479	0.23	0.614	0.106
Location									
St. Kitts	33	0.411	0.018	0.506	0.003	0.398	0.022	0.371	0.034
Nevis	15	0.382	0.16	0.003	0.992	0.325	0.236	0.363	0.184

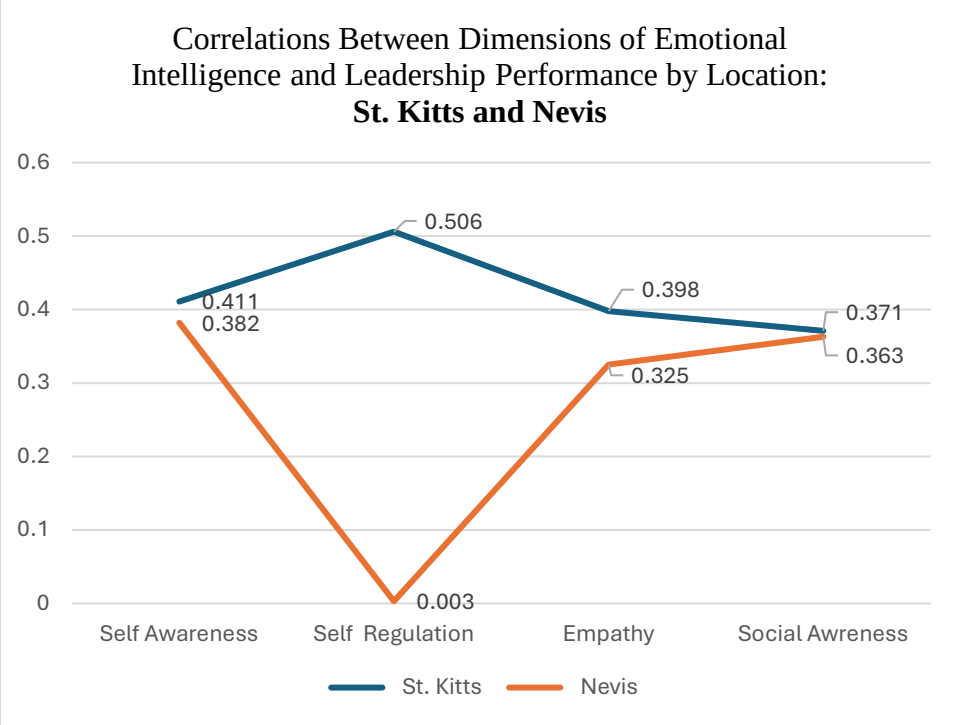
Strength of Relationships by School Location

The link concerning self-regulation and leadership performance was significantly higher and moderate among teachers in St Kits (r=.506) and among those in Nevis (r=. 003.. The other

three categories of emotional intelligence were marginally higher among the teachers in St. Kitts when compared to Nevis. These correlations ranged between .371 and .411.

Figure 19

Correlations by location



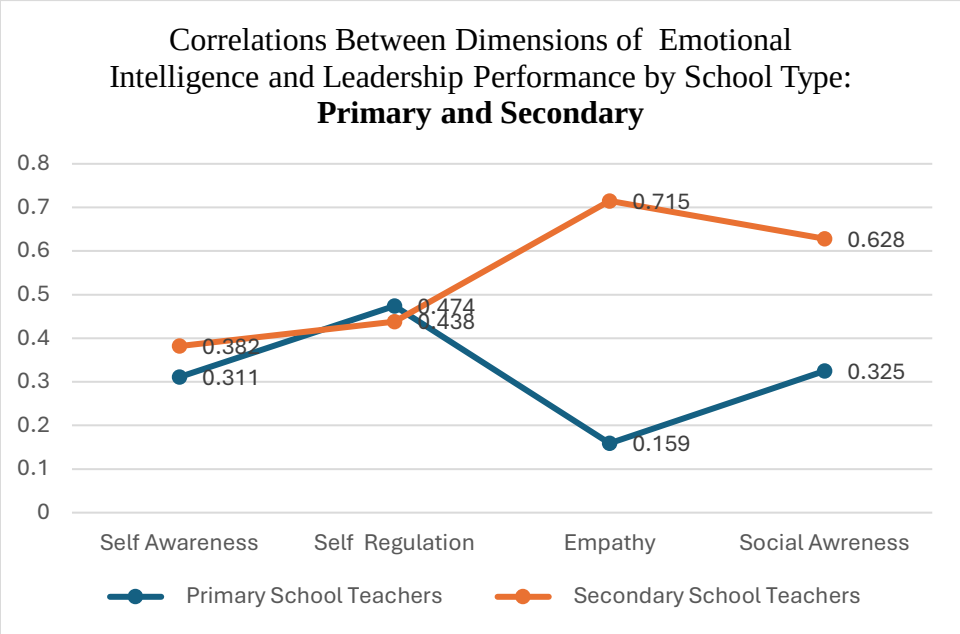
Strength of Relationships by School Category: Primary and Secondary

The correlation between empathy and leadership performance was higher among secondary school principals/vice principals (r=.715) when compared to primary school principals/vice principals (r=.159).

A similar trend occurred for social awareness with a correlation of (r=.628) for secondary principals/vice principals as opposed to (r=.325) for primary school principals/vice principals.

Figure 20

Correlations by Primary and Secondary



Strength of Relationships by Years of Service

A crosstabulation was performed to examine the distribution of school principals' years of experience across school categories (Primary vs. Secondary). Overall, there were 48 principals, of whom 68.8% were from primary schools (n = 33) and 31.3% from secondary schools (n = 15). Among principals with 0–5 years of experience, 63.0% (n = 17) worked in primary schools and 37.0% (n = 10) in secondary schools. For those with 6–10 years of experience, 70.0% (n = 7) were in primary schools compared to 30.0% (n = 3) in secondary schools. In the 11–15 years category, 77.8% (n = 7) were primary school principals, while 22.2% (n = 2) were secondary school principals. Lastly, among principals with 16–20 years of experience, all (100%, n = 2) worked in primary schools.

In summary, as Table 16 shows, across all experience categories, most principals were in primary schools, with the dominance becoming more pronounced as years of experience increased. Secondary school principals were more represented in the less experienced groups, particularly in the 0–5 years category.

Table 16

Years of Experience by School Category

Years of Experience	Primary	Secondary	Total
0–5 Years	17 (63.0%)	10 (37.0%)	27
6–10 Years	7 (70.0%)	3 (30.0%)	10
11–15 Years	7 (77.8%)	2 (22.2%)	9
16–20 Years	2 (100.0%)	0 (0.0%)	2
Total	33 (68.8%)	15 (31.3%)	48

Age Distribution of Primary and Secondary School Principals

A crosstabulation was conducted to examine the distribution of school principals' age across school categories (Primary vs. Secondary). Overall, there were 48 principals, of whom 68.8% were in primary schools (n = 33) and 31.3% in secondary schools (n = 15). For the 20–30 years age group, all principals (100%, n = 3) worked in primary schools. Similarly, in the 31–35 years group, all principals (100%, n = 6) were from primary schools. In the 36–40 years age range, principals were more evenly split, with 41.7% (n = 5) in primary and 58.3% (n = 7) in secondary schools. Among those 41–45 years, most principals were in primary schools (75.0%, n = 9), while 25.0% (n = 3) were in secondary schools. For the 46–50 years age category, 71.4% (n = 5) were in primary schools and 28.6% (n = 2) were in secondary schools. Finally,

among those aged 51–55 years, 62.5% (n = 5) were primary school principals and 37.5% (n = 3) were secondary school principals.

In summary, younger principals (20–35 years) were exclusively in primary schools, while a greater representation of secondary school principals emerged in the 36–55 years range, particularly within the 36–40 years age group (Table 17).

Table 17

Age by School Category Crosstabulation

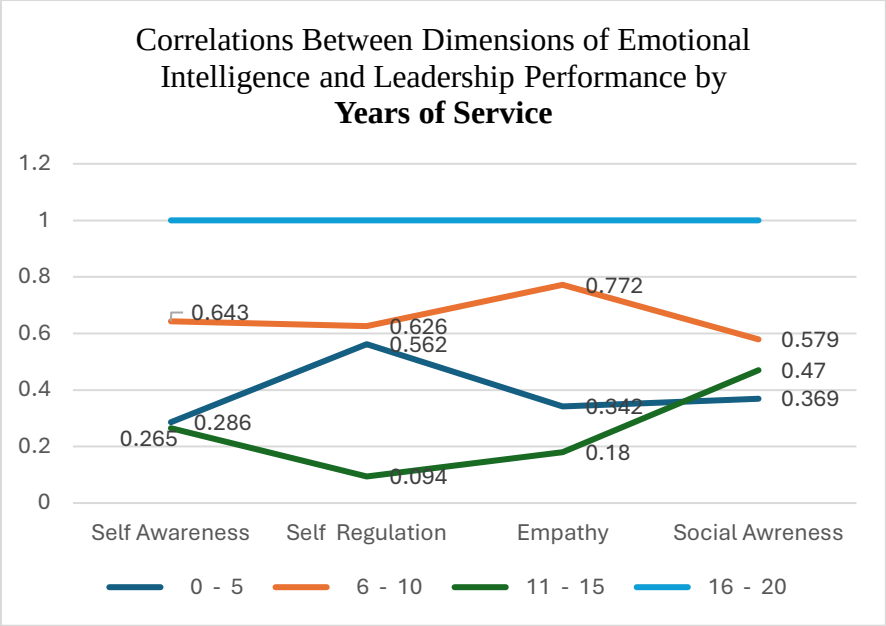
Age	Primary	Secondary	Total
20–30 Years	3 (100%)	0 (0%)	3
31–35 Years	6 (100%)	0 (0%)	6
36–40 Years	5 (41.7%)	7 (58.3%)	12
41–45 Years	9 (75.0%)	3 (25.0%)	12
46–50 Years	5 (71.4%)	2 (28.6%)	7
51–55 Years	5 (62.5%)	3 (37.5%)	8
Total	33 (68.8%)	15 (31.3%)	48

Teachers with 6-10 Years of Service reported much stronger associations between performance and self-awareness, self-regulation, and empathy than teachers within other service categories.

Among this group the relationship between leadership performance and self-awareness (r=.643), self-regulation (r=.626), empathy (r=.772) was relatively higher than social awareness (r=3597).

Figure 21

Correlations by years of service

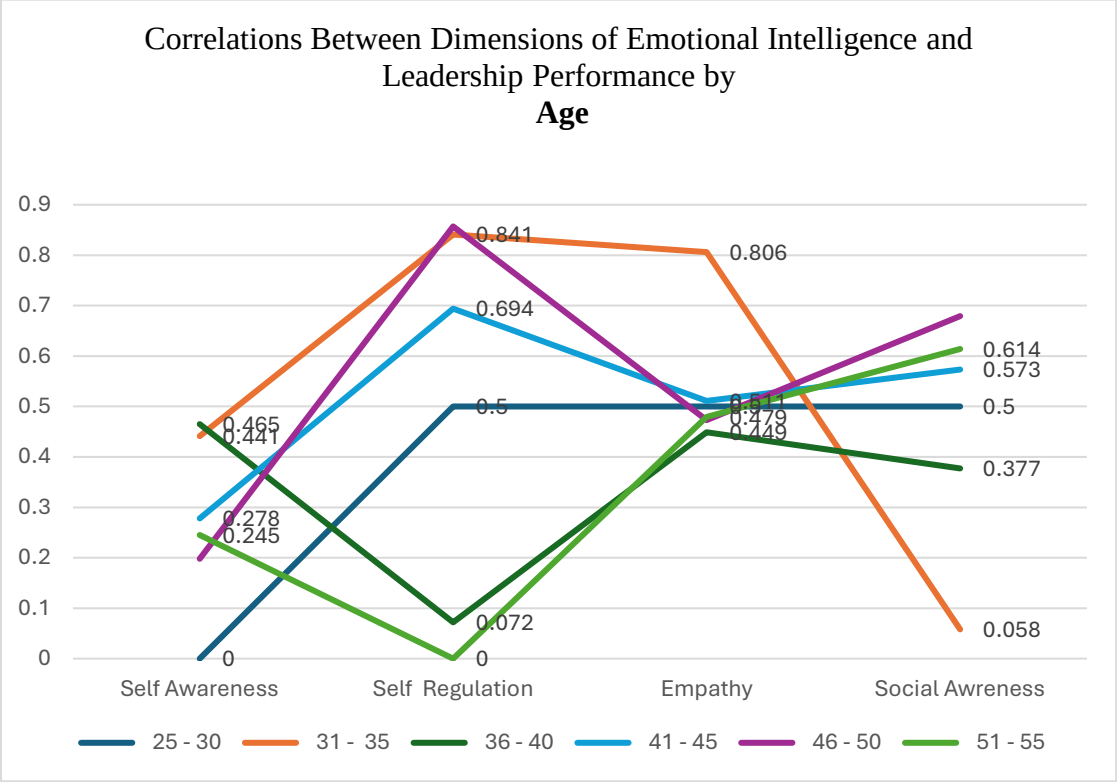


Strength of Relationships by Age Group

Figure 22 indicates that the connection between self-awareness and performance was highest among the 36-40 (r=.465) and 31-35 (r=.441) age groups and partially nonexistent among the 25-30 (r=.00) age group. The link between self-regulation and performance was highest among the 46-50 (r=.857) and 31-35 (r=.841) age groups and practically nonexistent among the 51-55 (r=.00) age group. The relationship between empathy and performance was higher and strong among the 31-35 (r=.806) age group, While the relationship between social awareness and performance was higher and strong among the 46-50 (r=.679) and 51-55 age groups (r= .614) it was weak and lowest among the 31-35 (r=.0580) age group.

Figure 22

Correlations by age group



Evaluation of Findings

This research was conducted to compare the emotional intelligence and leadership performance of principals and vice principals in primary and secondary schools in St. Kitts and Nevis. According to Goleman (1995) emotional intelligence is a concept that encompasses understanding our feelings while simultaneously understanding the feelings of others. From the initial research on the concept of emotional intelligence, it was later seen to be an essential component of the characteristics of an effective leader. According to Bucich (2019), emotional intelligence impacts school leadership performance. Alternately, Al Shdaifat and Al Zyoud (2021)

advanced that the presence of emotional intelligence in leaders results in a more conducive work environment for employees.

Data was collected using a questionnaire and an interview in this mixed methods research that used a comparative design. Data collection followed the four research questions, and the hypotheses posited in this study. Several emotional intelligence theories were used to guide this research Goleman, 1995; Bar-On, 2005). However, this study closely followed the conceptual framework advanced by Goleman (1995). His model of Emotional intelligence advanced the four dimensions that were used in this study, namely self-regulation, empathy, social awareness and self-awareness.

This researcher made use of a comparative design and a mixed methods approach to collect the data using a questionnaire and an interview. The principals and vice principals completed the questionnaire while teachers on the management teams at the schools were invited to participate in the interviews. Triangulation was evident as the data collected from the principals and vice principals was verified with the information collected from the interviews.

These findings revealed information that is consistent with the related literature surrounding emotional intelligence and leadership performance. The results of this study will be discussed based on each research question and the hypotheses based on what was revealed from the questionnaires and the interviews.

Research Question 1

In this research question, the aim was to look at the dimension of self-regulation and how it impacts leadership performance. The information for this research question was gleaned from

the questionnaire administered to the principals and vice principals of primary and the secondary schools. Self-regulation as a dimension of emotional intelligence involves being able to manage one's behaviours and emotions (Nachon, Segretin & Lipina, 2020). According to Sotiriadis and Galanakis (2022), self-regulation is a necessary trait for leaders to help them to manage their emotions in a bid towards being more effective. Spearman's Rank Correlation and a multiple linear regression analysis were conducted separately for primary and secondary school principals, to examine the extent to which four emotional intelligence dimensions; self-regulation, empathy, social awareness, and self-awareness predicted leadership performance.

As mentioned above, both the Spearman's Rank Correlation and a multiple regressions test were done. The analysis of the Spearman's Rank Correlation showed that in relation to self-regulation, the r value for the primary principals/vice principals (r. 474) was slightly higher than that of the secondary principals/vice principals (r .438). These results indicate that there is a positive correlation between self-regulation and leadership performance for both levels of education: primary and secondary.

The other test, a multiple regression, showed that the model was statistically significant for the primary schools' principals/vice principals ($B = .828$, $\beta = .583$, $t = 3.15$, $p = .004$) and positively associated with leadership. This means that principals who reported greater emotional self-regulation also reported higher leadership performance. On the other hand, to the results for primary, the regression model was not statistically significant for self-regulation for the secondary principals/vice principals ($p=.540$). Thus, for the secondary schools' principals/vice principals, the null hypothesis was rejected to show that there is no correlation between self-regulation and leadership performance.

The results from the questionnaire on the primary schools' principals/vice principals were consistent with results of Ayub, Sultana, Iqbal, Abdullah and Khan (2021) who found self-regulation as a dimension of emotional intelligence is correlated to leadership performance. Additionally, based on the theoretical framework for emotional intelligence advanced by Goleman (1998), self-regulation is an important attribute of emotional intelligence.

The analysis of the questionnaire showed that in relation to self-regulation, the principals and vice principals of the primary schools can self-regulate, and this was linked to leadership performance. Furthermore, these results concur with the research that there is a correlation between emotional intelligence and leadership performance (Sotiriadis & Galanakis, 2022; Deliu & Perez, 2024).

Analysis of the interviews saw that the results varied between the primary and the secondary school teachers. The teachers in the primary schools revealed that their principals and vice principals do not self-regulate their emotions. They cited that the principals showed frustration easily and that they did not take negative feedback well. On the other hand, the secondary teachers' results for the interviews were consistent with what was found in the literature researched, that self-regulation is correlated to leadership performance. For instance, Sowndarya and Elavarasan (2022) stated that self-regulation is an essential dimension that leads to effective leadership. They agreed that their principals demonstrated the ability to self-regulate by being able to receive negative feedback. They also described their principals and vice principals in positive ways.

Hypothesis 1

As an aid to answering research question 1, in hypothesis 1, the null hypothesis posited that there was no correlation between self-regulation and leadership performance of the principals and vice principals. For primary school teachers, the null hypothesis was rejected, as it was proven that there is a relationship between emotional intelligence and leadership performance. Both the Spearman's rank correlation and the multiple regression showed that there is a significant relationship between self-regulation and leadership performance for both the primary group as well as the secondary group of principals and vice principals. However, the multiple regression model revealed that there was no significance in the model for the secondary schools' principals/vice principals.

Research Question 2

Empathy involves being able to feel figuratively what another person is feeling. According to Dzafic and Ilic (2024), this allows that person to fully understand the issues that someone is experiencing. Empathy can also be described as a cognitive ability. In this example, the person can hear the challenges of another and share an opinion to help the person (Karaaziz, Can & Keskindağ, 2017). According to He, et al (2024) empathy is an essential trait that leaders need to positively influence the attitudes of their subordinates. In this research question, the dimension of empathy was the focus to determine if there is a correlation with leadership performance of the principals and vice principals and to compare the results between primary and secondary schools' principal/vice principals. To answer this research question, the principals and vice principals were

asked to complete the questionnaire. The teachers on the management teams at the different teams took part in an interview to address the research question.

The findings from the questionnaire showed that there was a positive correlation between emotional intelligence (empathy) and leadership performance of the principals and vice principals at both the primary and the secondary schools. These results were obtained from the Spearman's rank correlation test. The correlation was extremely higher for the secondary schools' principals (r .0.715) than for the primary schools' principals (0.159).

When looking at the results for the multiple regression, the model was not significant for empathy for the primary schools' principals/vice principals (p=.136). Additionally, no significance was found for the secondary schools' principals/vice principals (p=486). The findings from multiple regression showed that there is no statistical relationship between emotional intelligence and leadership performance. These results that showed a correlation between emotional intelligence and leadership performance were inconsistent with findings from the model of emotional intelligence posited by Goleman (1995). The results from the questionnaire were gathered from the principals and vice principals via a self-report questionnaire.

Hypothesis 2

Based on the spearman's rank correlation test, the alternate hypothesis was accepted that a correlation between empathy and leadership performance exists for both the primary and secondary schools. Similarly to this study, Salminen, Hamari and Ravaja (2021) found that empathy was directly correlated as a dimension of emotional intelligence.

Similar to what was revealed between the primary and secondary teachers in the interviews, the secondary teachers' results concurred with that of the related literature, in that their principals and vice principals display traits of being empathetic. The primary school teachers, however, revealed that their principals/vice principals were not empathetic. When asked to identify one instance in which the principal/vice principal displayed empathy, they were able to identify at least one example, even though the act of empathy was not directly directed to them. They identified at least one instance in which the principal/vice principal was empathetic to another coworker. For example, they mentioned that the principal asked about the well-being of a sick co-worker, gave cards when a coworker experienced a death in the family and or by allowing a teacher to submit lesson plans at a later date.

Research Question 3

The results from the questionnaire disclosed that there exists a parallel between social awareness and leadership performance. These results were acquired from the spearman's rank correlation that was conducted on the data set. It showed that the value for social awareness was higher in the secondary principals/vice principals (r .628) than the primary teachers (r .325). These results indicate that as social awareness increases, so does leadership performance. Looking at the multiple linear results for the primary principals/vice principals it showed that it statistically significantly predicted leadership ($B = .479$, $\beta = .351$, $t = 2.13$, $p = .042$). However, even though the model did not achieve significance for the secondary schools' principals/vice principals, social awareness was close ($B = 1.657$, $\beta = .562$, $t = 2.01$, $p = .072$). This result for the secondary principals/vice principals showed that neither social awareness nor leadership performance outweighed each other.

As stated by Lin (2024) social awareness involves service to others. Therefore, it is important that leaders become willing to serve the needs of their employees. These results for the primary schools' principals/vice principals are in line with those advanced by Ahad, Mustafa, Mohamad, Abdullah and Nordin (2021) who found that social awareness is imperative to keep a person motivated on the job. Rhodes and Foran (2022) also agreed that social awareness is an important trait to understand how people think and feel. Furthermore, Saleh and Hibatullah (2023) opined that teachers who are socially aware can have a positive effect on student achievement. Hadiwijaya and Hutasoit (2017) also support the view that emotional intelligence can influence the academic performance of students. According to Makkar and Basu (2019), employers are now understanding that when employees are socially aware, the business place becomes more conducive to them.

The interviews with the secondary teachers were consistent with the results agreeing that emotional intelligence is correlated to leadership performance (Md-Nawi, Redzuan, Hamsan, & Md-Nawi, 2017). The teachers on the management teams expressed that their principals and vice principals motivated them and celebrated their successes. These results also support the literature that when leaders are able to motivate their subordinates (Farahbakhsh, 2012). Conversely, the primary school teachers revealed that they could not recall the most rewarding thing about working with their principals, nor do the principals motivate them. Overall, they felt that their principals/vice principals were not socially aware of their needs and how to motivate them in challenging situations.

Hypothesis 3

For this research question, the alternate hypothesis was accepted that there is a relationship between emotional intelligence and leadership performance for the primary schools' principals/vice principals. This finding supports previous research conducted by Lin (2024) who found that there is a relationship between social awareness and leadership performance.

Research Question 4

There is a positive affiliation between self-awareness and leadership as revealed from the outcomes from the questionnaire for both primary (r .382) and secondary schools' principals/vice principals (r .311). Results gained from the multiple regression model showed that self-awareness was not significant to leadership performance for either the primary principals/vice principals (p= 631) or the secondary principals/vice principals (p= 690). Research conducted by Hassan, Robani and Bokhari (2015), in their research found that self-awareness is an important aspect of an efficient workplace.

The interview results were consistent with what was seen for the dimensions of self-regulation, empathy and social awareness. The secondary teachers agreed with the results of this study and found that their principals and vice principals displayed traits of being self-aware by taking constructive criticisms and receiving feedback well.

Conversely, the primary teachers expressed that their principals and vice principals do not exhibit traits of being self-aware. According to them, their principals do not evaluate their behaviours, nor do they take responsibility for anything.

Hypothesis 4

Results from this study are in alignment with what was posited in the review of literature about the link between emotional intelligence and leadership performance. Goleman (1998) posited that emotional intelligence is an important component to a leader's success. His work sparked research to extend from the business field to the field of education. Bucich and MacCann (2019) found that school leaders who are emotionally intelligent make the workplace a better place for teachers, students and auxiliary staff to work.

Based on the findings of the p value, the null hypothesis is accepted that there is no significant relationship between self-awareness and leadership performance. However, a gap exists between the results of the questionnaire that was completed by the principals/vice principals and the results of the interviews conducted with the teachers on the management teams in the primary schools. The results from the secondary school teachers on the management teams supported the related literature on emotional intelligence and its impact on leadership performance.

Integration of quantitative and qualitative results

This section will look at the combined results for the quantitative and the qualitative aspects of this research. This explanatory sequential mixed method design was used to gather the quantitative data first; then the qualitative data was collected. According to Leacock, Warrican and Rose (2015), within the explanatory sequential design, the emphasis is placed on the quantitative aspect of the research and ultimately the data is connected between both.

This aim of this study was to investigate emotional intelligence and leadership performance of principals/vice principals at both primary and secondary schools in St. Kitts and Nevis. To gather the data, five research questions were advanced to address different dimensions of

emotional intelligence (self-regulation, empathy, social awareness and self-awareness) as posited by Goleman (1995). From the combination of quantitative and qualitative results, it was revealed that the dimensions of emotional intelligence react differently across the two school levels. According to Goleman (1998), the dynamics of what occurs at the primary and secondary levels of education can impact leadership performance.

Looking at the first dimension, self-regulation, as a predictor of leadership performance had a stronger effect on the primary schools than the secondary schools. The quantitative results showed a positive correlation for both levels of education: primary and secondary. On the other hand, the qualitative results showed that even though the principals at the primary schools did not display strong examples of self-regulation, self-regulation is a predictor of leadership performance. Goleman (1998) found that leaders who are self-regulated can better encourage positive school culture.

Empathy had a significant correlation with leadership performance for both the primary schools and the secondary schools as seen from the quantitative results. The qualitative results showed that the secondary schools' principals/vice principals were more empathetic than the principals/vice principals in the primary schools. The suggestions from these integrated results imply that at secondary schools, empathy has an influential role in leadership performance. Furthermore, Goleman (1998) advanced that empathy as a dimension of emotional intelligence is essential for building effective staff relationships.

Social awareness was the third dimension examined in this research. Its correlation with leadership performance at both the primary and secondary schools was positive. For the qualitative results, the teachers on the management teams at the primary schools indicated that they were not motivated by their principals. However, the opposite was reported by the teachers at the secondary

schools. Integrating the results would indicate that when social awareness is combined with leadership that exhibits motivating factors it is impactful.

The quantitative results for self-awareness and leadership performance showed that there is a positive correlation for both the primary and secondary schools' principals/vice principals. Similarly to the other dimensions, the qualitative results for the primary schools' principals/vice principals indicated that they did not perceive their principals as being self-aware. However, the secondary schools' principals/vice principals were seen as self-aware. The combined integration indicates that as a dimension of emotional intelligence, self-awareness acts as a support to leadership performance as this requires that principals/vice principals become reflective leaders (Goleman, 1998).

Emotional intelligence is dynamic and influences leadership performance. This research underscores the importance of conducting professional development sessions that can address the dimensions in which principals/vice principals are deficient. Many of the results concurred with the existing research on emotional intelligence and leadership performance. Most importantly, the results agreed with the emotional intelligence theory as advanced by Goleman (1995).

Summary

This explanatory sequential mixed methods study explored the connection between emotional intelligence and leadership performance of principals and vice principals at two levels of schools (primary and secondary) in St. Kitts and Nevis. The results between the primary schools' principals/vice principals and the secondary schools' principals/vice principals were compared. The dimensions of emotional intelligence under investigation were empathy, social

awareness, self-regulation and self-awareness as advanced by Goleman (1998). Five research questions guided this study, and each addressed a different dimension of emotional intelligence.

The population for this research was principals and vice principals at primary and secondary schools in St. Kitts and Nevis. A total of forty-eight (48) of sixty (60) principals and vice principals in St. Kitts and Nevis contributed by completing the questionnaire that was the main tool. A further breakdown of the participants showed a total thirty-four (34) principals/vice principals from the primary schools and fourteen (14) principals from the secondary schools in St. Kitts and Nevis. For the most part, the principals and vice principals were cooperative and returned the questionnaire within the time stipulated which was two weeks. Information was also gathered from teachers on the management teams at the schools with the use of an interview. These teachers, even though they were assured of confidentiality and anonymity, displayed reluctance to participate. They needed constant reassurance that their responses would not be reported to their school leaders.

With any research, it is important to ensure that the whole process is conducted with integrity and that the data collected is trustworthy. That is, it is important to look at what methods are used to gather the data and how they are interpreted (Polit & Beck, 2014). In order to ascertain that the data in this study was trustworthy, a few verifications were made. For example, this study was grounded in triangulation. According to Vu (2021), triangulation is one way in which the researcher can verify the truth of the information that is being gathered. Triangulation also adds depth to the process. In this mixed methods study, in addition to the questionnaire, interviews were conducted to verify the information given by the principals and vice principals. Gleaning information from teachers who work closely with the principals and vice principals is an excellent way to ascertain information. In addition to triangulation, it is important that the data is credible.

To maintain credibility in this research, the interview transcripts were returned for member checking. According to McGill, McCloskey, Smith and Veitch (2023), transcripts are returned to the interviewees so that they can verify and make corrections to what they said, so that what is analyzed is a true reflection of what was verbalized. Even though member checking is an integral step in attaining credibility in research, most of the interviewees did not respond to the prompts to return the transcripts.

Confirmability is another way to determine trustworthiness of the data. Polit & Beck (2020, posited that it is important to confirm that the conclusions are actually the information that was collected and analyzed. Therefore, it is important that the researcher becomes neutral so as not to influence the participants. In this case, confirmability was assured by reviewing the literature that agrees with the discoveries of this research.

This is mixed methods research and as exemplified in mixed method studies, different types of instruments are used to gather data that will also be analyzed in different ways. This study used a questionnaire that was analyzed using SPSS statistical tools and an interview that used coding and themes to analyze the data. The reliability of this research was determined by having the data backchecked and by using a variety of research techniques. According to Coleman (2022), using triangulation in research helps to increase the integrity of the study because it uses different ways to collect data. This was exemplified in this research. Additionally, member checking helps to verify the accuracy of the information gathered.

Validity was also an important component of this research. As advanced by Sahu (2023), an instrument should measure what it was designed to measure. Concepts such as internal validity, content validity, face validity and external validity were discussed, and it was concluded that this

study can be considered as valid. For example, it measured what it purported to measure, the questionnaire was reader friendly so that the respondents were able to understand the content.

These findings of this research revealed information that is consistent with the related literature that there is a significant correlation between emotional intelligence and leadership performance. The findings/results were discussed based on each research question based on what was revealed from the questionnaires and the interviews for the primary and secondary principals/vice principals. It must be noted that each research question was analysed using SPSS version 29, and both the Spearman's rank correlation and multiple regression tests were conducted on the data. The results were compared for the primary and secondary schools' principals/vice principals.

The findings for the first research question looked at self-regulation and leadership performance of the principals/vice principals of the primary and the secondary schools. In this case, the primary schools principals/vice principals recorded higher self-regulation correlation scores than the secondary principals. While the results of the multiple regression showed a significant association between self-regulation and leadership performance for the primary schools, there was no statistical significance between the two variables for the secondary schools.

The other three research questions that address empathy, social awareness and self-awareness showed higher correlation to leadership performance for the secondary schools' principals/vice principals than the primary schools principals/vice principals. The multiple regression analysis however showed statistically significant associations for the primary schools but none for the secondary schools' principals/vice principals.

CHAPTER 5: IMPLEMENTATION, RECOMMENDATIONS, AND CONCLUSIONS

Introduction

This research on emotional intelligence and leadership performance was conceived from a few issues that are currently occurring in the education system of St. Kitts and Nevis. There is curriculum reform currently in progress which adds an extra challenge to the principals and vice principals to perform their duties in ways that are new. For instance, principals are expected to oversee the teachers as they implement the new changes to the curriculum. The principals and vice principals are also credited or discredited when students do not perform at a high standard. At the end of the school year, students undertake promotion exams as well as school leavers' exams, therefore, when students do not pass examinations, the blame is placed on their teachers and principals. UNESCO (2016) cited that only twenty-nine percent of the students who enter high schools complete the programme. To further expound, of the high number of students who enter first form of the different secondary schools in St. Kitts and Nevis, less than half of them graduate or make it to fifth form. It was also reported by UNESCO (2016) that the Ministries of Education on both islands are faced with challenges to come to a consensus on issues that prevail across the two islands. In some instances, the schools in Nevis follow a different schedule from those in St. Kitts. For example, test items are different and are administered at different times. Another area of concern within the schools is that there is a high turnover (40%) of teachers moving from one school to the next. Teachers are transferred across schools or out of the school system into positions within the Ministry of Education. Since the inception of this research and the collection of data, at least five of the sampled schools had a change in leadership. That is, either the principal was

removed, and the vice principal took over the principal's duties, or a new teacher was sent to another school to be the principal. Therefore, this mixed methods study used a comparative design to investigate the relationship between emotional intelligence and leadership performance of principals and vice principals of the primary and the secondary schools in St. Kitts and Nevis. This investigation took place within the public or government-owned primary and secondary schools within St. Kitts and Nevis.

This study followed an explanatory sequential mixed methods design which looked at emotional intelligence and leadership performance at the primary and the secondary level in St. Kitts and Nevis. In this mixed methods study, two instruments were used to collect the data; a closed-ended questionnaire was used with the principals and vice principals, and a list of open-ended interview questions were asked of the teachers on the management teams at the primary and secondary schools in St. Kitts and Nevis. The data for this research was collected from the principals/vice principals of the public primary and secondary schools in St. Kitts and Nevis and also from the teachers on the management teams at these schools. Once collected, the data was analyzed based on the criteria set out by the research approach to determine if emotional intelligence and leadership performance were correlated. Therefore, the quantitative aspects of the research were analysed using statistical software SPSS version 28 and the qualitative aspects followed the procedure of coding and forming themes. Data analysis for both the questionnaire and the interviews was done surrounding the research questions and hypotheses that were advanced in this study. Furthermore, the purpose for collecting data from the two distinct sources was to provide avenues for cross-checking and triangulation. That is, the information provided by the principals was verified or nullified by the data collected from the teachers on the management teams at these schools. According to Leacock, et al (2015), this helps to validate the information.

No research is without its limitations. As such, there were some experienced with this research that are worth mentioning. The main limitation with collecting data using interviews was that some of the interviewees appeared apprehensive that they were answering questions about their principals and vice principals. They were repeatedly assured that the principals/vice principals had a different instrument to complete and that there would be no breaches in confidentiality and that their information would be kept anonymous and confidential.

Another limitation that was encountered was the use of the Emotional Intelligence Questionnaire, which is a self-assessment tool. Self-assessment tools allow respondents to rate themselves which can lead to what is called self-enhancement bias (Demetriou, Özer and Essau, 2015). Furthermore, as stated by Demetriou, Özer and Essau (2015), respondents are prone to overemphasize their characteristics and their abilities when given the opportunity to rate themselves.

To aid in organizing the remainder of this chapter, the implications of the research findings will be expounded upon to show how they match the goals of this research. This chapter also contains some recommendations that can be useful to promote additional research on this issue. Furthermore, each section will be discussed under the four research questions and the proposed hypotheses.

Implications

In this explanatory sequential mixed methods design study, the focus was on investigating the relationship between emotional intelligence and leadership performance of principals and vice principals at primary and secondary schools in St. Kitts and Nevis. This research found that there is a significant correlation between the dimensions of emotional intelligence and leadership performance of the primary and secondary schools principals/vice principals. The multiple

regression analysis revealed that for the primary schools' principals/vice principals, self-regulation and social awareness were statistically associated with leadership performance. However, both self-awareness and empathy were not significantly associated with leadership performance.

As reported in Chapter 4, for the secondary schools, the multiple regression analysis showed that none of the researched emotional intelligence dimensions (self-regulation, empathy, social awareness and self-awareness) was statistically significant with leadership performance. However, social awareness was the only dimension that got close to being statistically significant to leadership performance.

The implications of this research are discussed below first by research questions, then theory, practice, policy and future research. Since this is explanatory sequential mixed methods research, the implications will be discussed first for the primary schools and then for the secondary schools' principals/vice principals.

Research question 1: Self-regulation

A review of the definition of self-regulation shows that self-regulation is how one modifies one's behaviour (Fomina, Burmistrova-Savenkova & Morosanova, 2020). Hoyle and Moshontz (2018) see self-regulation as the behavior that directs a person towards his or her goals. Thus, a person who is self-regulated display attributes such as being able to manage one's emotions, being focused and calm.

The results from the questionnaire revealed a positive statistically significant correlation between self-regulation and leadership performance for both the primary schools as well as secondary schools. However, the primary school principals' r value showed a slightly higher

correlation than that of the secondary schools. These results suggest that as self-regulation increases, so does leadership performance.

Regression analysis was also done on the data collected from the principals of both primary and secondary schools. When comparing the two sets of results, the regression model for the primary school teachers was significant: $F(4, 28) = 4.43$, $p = .007$. The model accounted for approximately 38.7% of the variance in leadership performance ($R^2 = .387$). Thirty nine percent (39%) in variance is significant; however, it leaves the other sixty one percent (61 %) to account for other factors that can contribute to leadership performance. However, the model for the secondary schools' principals/vice principals was not statistically significant.

The results of the spearman's rank correlation support the alternate hypothesis that stated that a significant relationship between self-regulation and leadership performance exists while rejecting the null hypothesis. These results support the conceptual framework as advanced by Goleman's (1998). Goleman's (1998) model, advanced that emotionally intelligent leaders were more competent at their jobs. His model was established on the following dimensions of emotional intelligence: self-awareness, social awareness, self-management, and relationship management. Also, support for these results can be found in the cases presented below (Lu, Lee, Yang & Song, 2021; Ayub, Sultana, Iqbal, Abdullah, & Khan, 2021; Haron, Mustafa & Alias, 2010; Mabekoje, 2010; Nguyen, White, Hall & Bell, 2019 and Özkan Kunduraci & Yarali Tozduman, 2022) as each researcher found that self-regulation was an integral aspect of leadership.

Based on a study by Lu et al., (2021), on the relationship between emotional intelligence and labour satisfaction at the workplace, their conclusions of their study proved that emotional intelligence and more specifically self-regulation was the most important variable. Another study that also exposed self-regulation as a central dimension of emotional intelligence was done by

Ayub, Sultana, Iqbal, Abdullah, and Khan (2021). They examined the connection related to job performance and ostracism at the job in Pakistan. The results showed that self-regulation restricts the negative effects of workplace isolation (Ayub et al, 2021). A mixed methods approach was used to research emotional intelligence/self-regulation among educators in Malaysia and the results confirmed that the lecturers used a variety of self-regulation techniques to motivate themselves (Haron, Mustafa & Alias, 2010).

Also, the correlation between self-regulation and leadership performance revealed in the present this research, found support in a study conducted on teenagers in Nigeria by Mabekoje (2010). The results concluded that self-regulation and emotional intelligence are positively associated. Nguyen, White, Hall and Bell (2019) stated that effective managers are not made from their educational achievements and their work experiences. In a study that examined effective communication on emotional intelligence of managers. The research was grounded on Goleman's (1998) model of emotional intelligence. Self-regulation was the factor that was found to be essential for one to become familiar with his/her weaknesses and strengths (Nguyen, White, Hall & Bell, 2019). Furthermore, as advanced by Özkan Kunduraci and Yarali Tozduman (2022), leadership is vital for social development and building societies and self-regulation is a skill that is necessary to help one to control one's behaviour. The research concluded that self-regulation also had a high correlation with leadership skills of the children.

Research question 2 Empathy

From the data analysis that was done on the questionnaires, it found a positive statistically significant correlation between empathy and leadership performance which suggests that as empathy increases so does leadership performance. Even though the correlation value for the

primary schools' principals/vice principals were significantly lower than those reported for the secondary schools, the alternate hypothesis supported that there is a significant relationship between empathy and leadership performance. Therefore, the null hypothesis was rejected. The results from the regression analysis did not find the model to be significant for this dimension (empathy p= 631) of emotional intelligence.

The review of literature is replete with studies where empathy as a dimension of emotional intelligence is closely linked to leadership performance. One such case as advanced by Guslyakova and Guslyakova (2020), examined the link connecting emotional intelligence in teachers and its correlation to how successful foreign language students in Russia can be. They put forward that there should be effective communication between teachers and students and that it was important that teachers are emotionally intelligent. The outcomes affirmed emotional intelligence and empathy are important features of a foreign language teacher's success (Guslyakova & Guslyakova, 2020).

Another study whose results support these findings of the correlational analysis was done by Vrontis, Chaarani, Nemar and Dib (2021) who concluded that managers with high levels of empathy impact the employees' performances in the health care division. Geisler (2022) theorized that it is imperative that leaders possess empathy as that quality helps them to see the perspective of others. These findings propose that empathy is an important professional trait that impacts the interactions between teachers and students as well as how it affects leadership performance in educational settings.

Using a self-reported questionnaire, Giménez-Espert and Prado-Gascó (2018) investigated if empathy as an attribute of emotional intelligence can affect the attitudes of nurses

towards how they communicate. The results indicated that empathy as a dimension of emotional intelligence is directly related to the nurses' attitudes towards communication. Salminen, Hamari and Ravaja (2021) required the participants in their study to read real scenarios to determine if these scenarios would evoke empathy in them. The partakers completed a self-reported emotional intelligence questionnaire that would determine whether empathy was evoked through reading the scenarios. Conclusively, the findings agreed there is a correlation between empathy and emotional intelligence (Salminen, Hamari & Ravaja, 2021).

Shi and Du (2020) observed the connection between emotional intelligence and empathy in medical students using a self-reported questionnaire to collect information which ultimately indicated that the medical students had low levels of empathy. Unlike findings that support the impact of empathy on leadership, the findings by Shi and Du (2020) are significant. These findings showed that empathy is not always a strong predictor of leadership performance. Additionally, the findings by Shi and Du (2020) add to the research gap of whether low levels of empathy can be improved.

Research question 3 Social awareness

Overall, a positive statistically significant correlation between social awareness and leadership performance from the results gathered from the questionnaire, suggests that as social awareness increases so does leadership performance. The correlation scores for primary schools showed a lower score than that received by the secondary schools' principals/vice principals. This result also agrees with the alternate hypothesis which asserted "There is a relationship between social awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis". The results from the secondary teachers on the management teams supported the view

that emotional intelligence and more specifically social awareness are related to leadership performance. When the analysis for the regression was done, it showed that social awareness was positively associated with leadership performance of the primary principals/ vice principals (B = .479, β = .351, t = 2.13, p = .042). However, the dimension of social awareness did not reach any levels of statistical significance for the secondary principals/vice principals.

Even though the regression analysis did not find any significance in social awareness and leadership performance, the literature showed that there are studies that support the correlational analysis between emotional intelligence and leadership performance. For example, Goleman's (1998) Model of Emotional Intelligence was built on the assertion that emotionally intelligent leaders were more competent at their jobs. His model was also based on the following dimensions of emotional intelligence: self-awareness, social awareness, self-management, and relationship management. The result of this study agrees with the theoretical model as advanced by Goleman (1998). For example, in this study and in support of Goleman's (1998) theory, two dimensions; self-awareness and social awareness were both shown to be correlated to leadership performance. Studies such as those explained below are also in agreement with the results of this research.

Ahad, Mustafa, Mohamad, Abdullah and Nordin (2021) posited that emotional intelligence is essential to keeping a person on the job motivated. Their study examined the link between the connection with attitudes and commitment to work of educators in Malaysia. The results confirmed that emotional intelligence and one's attitude to work are correlated and can be a motivator in the workplace (Ahad et al., 2021). Hadiwijaya and Hutasoit's (2017) research looked at the effects of emotional intelligence and student achievement. The data was gathered using a questionnaire that was analysed using Statistics for Product and Service Solution (SPSS).

It found that social awareness was the dimension of emotional intelligence that had the most influence on student achievement than the other dimensions (Hadiwijaya & Hutasoit, 2017). Furthermore, the results from a study conducted by Md-Nawi, Redzuan, Hamsan, and Md-Nawi (2017) on emotional intelligence and leadership behaviours of educators in Malaysia found that all dimensions of emotional intelligence were closely related to leadership behaviour.

Research done by Sánchez-Núñez, Patti and Holzer (2015) investigated how effective an advanced training program would be for hopeful school managers. This study examined aspects of social and emotional intelligence as posited by the Goleman-Boyatzis model. The aspirant school leaders' self-reported questionnaire disclosed that there were considerable relationships between emotional intelligence and more specifically social awareness and leadership. Nonetheless, what the observers reported about the school leaders was contrary to the findings of the study. This result was contrary to what observers reported about the aspiring school leaders and confirms self-assessment bias which is an identified limitation to this study.

Another study that supports social awareness is an integral dimension of emotional intelligence was done by Victoroff and Boyatzis (2013) as they posited that emotional intelligence is the main attribute that separates average from excellent leaders. The data was collected using an Emotional Competence Inventory which when analysed showed that the association of social awareness in this study was negligible.

Overall, the correlation was stronger between social awareness and leadership performance among the secondary schools' principals. However, when considering social awareness was jointly linked with the other dimensions of emotional intelligence, it did not show any significance. However, even though social awareness showed weaker at the bivariate stage

for the primary schools' principals, social awareness remained significant among all the dimensions.

Research question 4: Self-awareness

Does self-awareness affect leadership performance in schools in St. Kitts/Nevis, was the fourth research question posed in this study. The Spearman's rank correlation analysis results from the questionnaire disclosed a positive statistically significant correlation between self-awareness and leadership performance. This suggests that as self-awareness increases, so does leadership performance. These results showed that the score was slightly higher for the secondary schools' principals/vice principals (r 0.0382) than the primary principals/vice principals (r 0.311). This conclusion rejects the null hypothesis which stated that "There is no relationship between self-awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis" and accepted the alternate hypothesis which stated, "There is a significant relationship between self-awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis".

The primary schools' conclusion for the regression analysis showed that self-awareness was not statistically significant (p=631). The same was reported for the secondary schools' principals/vice principals (p=690). In spite of these results from the regression test, the Spearman's Rank Correlation test showed that there is a connection between self-awareness as a dimension of emotional intelligence and leadership performance.

Another conceptual framework that examined emotional intelligence is that of the Emotional Intelligence Appraisal of Bradberry and Greaves (2001). This test uses a self-assessment Likert Scale questionnaire as posited by Bradberry and Greaves (2001). To date this

instrument has received very high reliability scores (Ganji, Mirhashemi, Malek, Sabet & Mehrdad, 2006). The main data collecting instrument in this research was a self-assessment Likert Scale questionnaire. One of the main criticisms of the tool developed by Bradberry and Greaves (2001) is that when respondents are asked to assess themselves, they are often deceptive about their abilities (Conte, 2005). Even though the Emotional Intelligence Appraisal of Bradberry and Greaves (2001) have high reliability in that it consistently measures emotional intelligence. However, Conte (2005) addresses the issue of validity, that is, did the principals' responses reflect their true characteristics? The following review of related literature further supports these results as exhibited in the following examples presented below.

The first studies of self-awareness being used as a predictor for leadership effectiveness were done by Atwater and Yammarino in 1992. They found that employees who are self-aware have better work attitudes and can set realistic goals. Almost thirty years later, Dubey and Bakhshi (2018) also realized that anyone with high self-awareness understands his/her assets and flaws. Research done by Perkins (2021) asserted self-awareness training is a fundamental aspect of therapy training. The instrument was the Trait Emotional Intelligence Questionnaire which is a self-assessment questionnaire. According to Perkins (2021) "the COVID 19 pandemic showed the heightened need for self-awareness training as it helps persons to connect with others".

Another study on examining if self-awareness could improve the emotional intelligence of teachers was research done by Hassan, Robani and Bokhari (2015). The researchers who advanced that emotional intelligence is an integral aspect of a productive workplace, set out to examine the potential of self-awareness as a dimension of emotional intelligence on teachers. From this study it was ascertained that self-awareness is a characteristic of emotional intelligence and is necessary for enhancing teachers' efficacy. A study conducted in Hungary concluded that even though all

dimensions of emotional intelligence do not entirely predict how well an organization operates, it found that self-awareness does predict performance (Krén & Séllei, 2021). The views of Krén and Séllei (2021) mirror the regression results from this current research that show that not every dimension of emotional intelligence is statistically significant when examined as a group. For example, individually, social awareness was significant for the secondary principals and self-regulation remained significant for primary schools, while the other dimensions of emotional intelligence did not achieve significance. Aldawsari (2020) examined the connection linking the emotional intelligence and leadership effectiveness of top management at three universities in Saudi Arabia. The findings suggest a strong affiliation between leadership effectiveness and emotional intelligence, more specifically self-awareness.

Another study that supports the value of emotional intelligence was carried out by Valeriu (2017), who posited that tertiary institutions are challenged in terms of leadership and there is a need that they change the ideas around leadership. The data was gathered using the Genos Emotional Intelligence Inventory that covered the four dimensions of emotional intelligence. This mixed methods research had findings that ascertained that self-awareness is related to leadership performance.

Interviews (Self-regulation)

In contrast to the questionnaire data, the results for the interviews that were conducted on the primary school teachers on the management teams indicated that the principals/ vice principals do not exhibit features of being self-regulated. As such, the teachers reported that their principals/vice principals “easily show their frustration” and “do not receive feedback well”. These were some of the comments they used to describe their principals/vice principals. This

difference between the results from the questionnaire and the interview for the primary schools shows consistency with the literature on how principals are perceived (Tosh and Doss, 2020). Tosh and Doss (2020) further stated that principals are usually rated lower by their teachers who work closely with them than how they rate themselves. According to Tosh and Doss (2020), the high ratings that school leaders give themselves have negative effects on productivity, job satisfaction and the overall school.

On the other hand, the results from the interviews conducted with the secondary teachers, revealed that the principals/vice principals "asked for help when doing projects", and that "they listened well to feedback even when it was negative". This shows support for the view that self-regulation is an essential component of emotional intelligence. When it comes to triangulation, the results from the principals/vice principals and the interview responses from the teachers on the management teams of secondary schools reveal that the results are similar. In direct opposition to the results from the primary schools' principals, Tosh and Doss (2020) found that the similarities between how the principals perceived themselves and how they were viewed by their subordinates can lead to positive outcomes within the schools.

Interviews (Empathy)

The results from the interviews that were conducted with members of the management team at the primary schools revealed that the principals were not empathetic to them, except on one occasion Being able to relate an incident where the principals showed empathy to another coworker would suggest that indeed the principals/vice principals are empathetic or have underlying tendencies of being empathetic. Eyal, Berkovich and Yosef-Hassidim (2024) found

that principals who overstated their emotional intelligence on how the staff perceives them, worked in school environments where staff was consistently unmotivated.

Contrary to the results from the primary teachers, the secondary teachers affirmed that the principals/vice principals showed empathy to teachers in many different ways such as visiting staff members who were hospitalized and even noticing that a staff member needed to go home to rest. Overall, these results agreed with what was found in the analysis of the questionnaires regarding the correlation between empathy and leadership performance. The responses from the teachers on the management teams, support the literature that teachers perform better on the job when their principals are supportive (Floman et al, 2024).

Interviews (Social Awareness)

The interview responses from the primary teachers demonstrated that their leaders did not portray traits of social awareness. For example, the teachers on the management teams indicated that the principals/vice principals “do not react well to challenges at work”, and that they could not state examples where the principals/vice principals motivated them at work. The results from the interviews for the primary schools’ principals/vice principals contrast with the results from the questionnaires that showed a correlation between social awareness and leadership performance. To further explain, even though a correlation exists between social awareness and leadership performance, this was not experienced by the teachers on the management teams at the primary schools. This contrast as explained by Maas, Schoch, Scholz, Rackow, Schuler, Wegner and Keller (2022) show that sometimes a principal’s social awareness does not translate into how the other teachers view him/her.

On the other hand, the secondary teachers cited cases where their principals/vice principals "reacted well to challenges" and that their principals/vice principals used a variety of ways to motivate them at work. These findings support those from the questionnaire analysis that was presented in Chapter 4 and as stated by Maas (2022), when principals meaningfully support their staff members, it helps teachers to be more motivated.

Interviews (Self-awareness)

In contrast to the results obtained from the questionnaire, the interview results from the primary teachers indicated that the principals/vice principals did not receive feedback well and that they did not take responsibility for anything that went wrong in the schools. Moreover, they stated that the principals/vice principals did not encourage teamwork among their staff members. These findings show that when school leaders do not take accountability for their actions or what happens within the school setting show a level departing from being self-aware. According to Goleman (1998) self-awareness is exhibited when leaders are able to see their contribution to a situation whether it is negative or positive.

The secondary school teachers, however, revealed that their principals/ vice principals showed that they were self-aware by being willing to take constructive criticism and they readily encourage teamwork among their staff members. Being able to accept criticism reflects Goleman's (1998) views that leaders who are self-aware are also reflective and can concretely express their behaviours. According to Tosh and Doss (2020), being self-aware is a direct trait of an effective leader.

Results for demographic data

In addition to the results discussed based on the research questions, each participant of the primary and secondary school was also required to complete demographic data which consisted

of; sex, age and years of service and location (St. Kitts or Nevis). From the analysis, there were no correlation for sex of the principals/vice principals. The schools were divided into primary schools and secondary schools. The results indicated correlation only for the Secondary schools' principals/vice principals' emotional intelligence in empathy 0.713 and social awareness 0.628.

Based on the small numbers of the participants in this research, the analysis for years of service and age group done by level of education, that is, by primary and secondary, was minimal. However, when both primary and secondary schools were combined, years of service showed some correlation only for the 6-to-10-year service group. This group showed correlation in empathy 0.772, self-regulation 0.626 and self-awareness 0.643. Of the forty-eight (48) principals in this research, twenty-seven (27) of them have between 0 to 5 years of service. It was not surprising that no association between emotional intelligence and number of years worked was found. The shortage of emotional intelligence might be because they do not have many years of service. The ranges 11 to 15 and 16 to 20 years of service showed no correlations. These results were inconsistent with the literature which implied that levels of emotional intelligence increase the longer the years of service (Goleman, Boyatzis & McKee, 2002).

For age, and more specifically, the 31 to 35 age range, the findings explained a significant correlation between emotional intelligence (Self-regulation 0.841, empathy 0.806 and social awareness 0.913). The 46 to 50 age group showed significance in self-regulation (0. 857). These conclusions are in line with research literature which suggested that emotional intelligence levels increase with age (Bar-On, 2000). Chen, Peng and Fang (2016) agreed that emotional intelligence is higher in older people than in younger people. They posited that this is so because of experience and the accumulation of knowledge. Accordingly, Chen, Peng and Fang (2016) further advanced that the ability to practice being emotionally intelligent also contributes to the high levels. With

age, one has an opportunity to practise and gather ways in which to become more emotionally intelligent. This is especially so for younger individuals who have not had time to develop fully.

Where the schools were located was an option in the demographic data section, whether in St. Kitts or Nevis. The findings showed that the results did not show any significance with which island the schools were located.

Overall, the implications of this research can be looked at under theory, practice, policy and future research. Theoretically, the results fit into Goleman's theory of emotional intelligence that the dimensions of self-regulation, empathy, social awareness and self-awareness are correlated to leadership performance. For each research question, the implications, when it concerns practice suggest that there is need for professional development sessions that will train teachers in the area of the emotional intelligence dimensions when deficient or limited (Clarke, 2010).

It is also important to create policy that will incorporate the importance of emotional intelligence dimensions in their recruiting processes for principals. In addition to the recruiting and promoting process, there should be policies in place to support those principals who are already displaying the emotional intelligence dimensions. In terms of future research, the scope is open to bridging the gap on each dimension of emotional intelligence and how they impact leadership performance. Research can be longitudinal, comparative between other levels of education and across different islands in the Caribbean. This is mixed methods research; however, future research can cover only the qualitative aspect of research to delve deeper into how the principals use the different dimensions of emotional intelligence.

Limitations

Limitations in research refer to those shortcomings that are outside of the control of the researcher **(**Theofanidis & Fountouki, 2018). According to Theofanidis and Fountouki (2018)

limitations do not refer to flaws in how the study was designed or executed but more so in the constraints that were experienced while gathering data, the methodology, sampling procedures etc. This research incorporated a mixed methods design to gather and analyze data on emotional intelligence and leadership performance in primary and secondary schools' principals/vice principals in St. Kitts and Nevis and several limitations are explained below.

According to Theofanidis and Fountouki (2018), small populations can inhibit the results in a study which is a limitation in this current research that covered a small geographical region: St. Kitts and Nevis. The Federation of St. Kitts and Nevis consists of two small islands in the Caribbean Sea. Combined, they have a population of approximately 50,000 people. There are an estimated 600 teachers. One limitation posed is that the population of teachers is small, which is made for a small sample size. Nevertheless, in a Federation of this size, a sample size of this nature is ideal.

Additionally, mixed methods incorporate strategies from quantitative as well as qualitative methods. For example, in this research, a questionnaire was used to collect quantitative data and interviews were used to collect qualitative data. The principals/vice principals were required to assess their emotional intelligence levels and their leadership performance using a questionnaire and interviews were conducted with the teachers on the management teams. One limitation of using interviews is that responses that were gained after data saturation might not be the same in another geographical area. Another limitation of using interviews to gather data is that some might perceive the interview to be long-winded and the questions sensitive, however in this research the questionnaire was easy to manage and did not require more than twenty minutes to complete. The teachers in this study were assured of confidentiality and anonymity, nonetheless, in some

instances the participants were hesitant to say “too much” about their principals/vice principals. Their responses will be an asset to this mixed methods study as it encourages triangulation, that is these responses will either confirm or refute the data gathered from the questionnaire.

The research members for this investigation were principals, vice principals and teachers on the management team at the primary and secondary schools in St. Kitts and Nevis. As posited by Kang and Hwang (2022), when using human beings as part of the research sample, there are some limitations to consider. One such limitation is the risk of harm to the individual. To mitigate against harm to the participants, their consent to participate was required. The participants were assured of confidentiality and anonymity throughout the process.

Another limitation of this research was surrounding the instruments used to gather data. The main instrument used to gather data was a questionnaire. More specifically, it was a structured, closed-ended Likert Scale questionnaire. Likert scales on their own can be a limitation in any research. According to Theofanidis and Fountouki (2018), using this type of questionnaire can limit the results in that the researcher is not able to illuminate any question from the respondent, and it can also encourage dishonesty among the participants as they might be exaggerating their skills. Additionally, many participants are reluctant to select measures on the extreme end such as “strongly agree” and “strongly disagree”. However, as stated by Heo, Kim, Park and Back (2022), when Likert scales are used in research, they make it easier to analyze the data. In this research, the data was analyzed using SPSS package. Another limitation of using a self-assessment tool is that participants are prone to overstate their competencies and omit essential data. Even though one disadvantage as stated above is that of Likert scale questionnaires,

these questionnaires have high reliability. For example, the Emotional Intelligence questionnaire has a Cronbach Alpha of 0.698 and the leadership performance questionnaire 0.864.

The stimulus for this study came from a few problematic situations in the education system in St. Kitts and Nevis. Research shows that school leaders play an integral role in student achievement (Andrew and Soder, 1998; Waters, Marzano, & McNulty, 2005). The education system is currently undergoing some changes that are proving to be challenging to all stakeholders. There is greater pressure placed on the school leaders to adapt to these changes. A brief recap of these challenges involves curriculum reform, conflict between the two ministries of Education on both islands, low school leaving percentages and a high turnover of teachers every school year. The outcomes of this study support the idea that emotional intelligence and leadership performance are positively correlated. These findings support the results from Bower, O'Connor, Harris, & Frick (2018) who from their research found that teachers perceived that principals and school leaders are more effective when they displayed emotional intelligence.

Significance

This research investigated the relationship between emotional intelligence and leadership performance of principals/vice principals at primary and secondary schools in St. Kitts and Nevis. As such, its contribution can be discussed under theoretical, methodological educational and organizational. The main theoretical framework that guided this research was that of Goleman (1995). Goleman’s theory of emotional intelligence advanced the following dimensions of emotional intelligence: self-regulation, empathy, social awareness and self-awareness. Based on the results of this research it can be surmised that the dimensions of emotional intelligence as posited by Goleman (1995) are correlated to leadership performance.

Another one of the theoretical frameworks that guided this research was that of Bar-On (2005). Studies conducted using the Bar-on Emotional Quotient have seen similar results to those realized in this study. An example was a study conducted by Handley (1997), which showed there is a parallel between emotional intelligence and occupational performance. The Handley (1997) study conducted on United States Air Force members investigated the effect of emotional intelligence on performance used to determine if it can be applied to recruiting suitable people for the job. The outcomes proved a considerable connection between emotional intelligence and occupational performance (Bar-On, Handley & Fund, 2006). It is important to note that the Bar-On (2005) model asserts an association exists between the workplace and with how students performed in school. Based on this finding, it is expected that this research will add significantly to established sources of emotional intelligence and its correlation to leadership performance, especially within the education system. As stated previously, this concept found its beginning in the business world and as such, this research on the field of education is necessary. Its contribution can be in the form of helping Ministries of Education to recruit and hire principals/vice principals. According to Papoutsi, Drigas and Skianis (2019) in their study examined the positive correlations between emotional intelligence and an effective working environment, they found that emotional intelligence can influence many areas of the workplace and is an effective tool that can assist managers in recruiting and selecting employees. Furthermore, it can help to inhibit the high turnover rates in the workplace. Thus, research of this nature can be of benefit to the Ministry of Education in St. Kitts/Nevis. Another study that supports the need for training in emotional intelligence was conducted by Singh and Dali (2013) who in their study on principals about their work experience. All the participants acknowledged that having empathy is integral to carrying out their duties. They also acknowledged that if they are provided with ongoing training in

empathy competency it will allow them to effectively handle the changes in the work environment. Also, Church (1997), discovered that managers who perform at a high level are recorded as being more self-aware than those who were average performers. The results from this study were expected to some degree. For example, based on past research, it was anticipated that there would be a significant relationship between emotional intelligence and leadership performance, however, the researcher thought that it would have been a stronger correlation in this research.

The methodology that was used in this study is also of significance. This study utilized explanatory sequential mixed methods research. Using an approach of this nature adds to literature by taking into account data from both a quantitative as well as a qualitative aspect. By combining quantitative data from the principals/vice principals and qualitative interviews from the teachers on the management teams, this showed a good example of explanatory sequential mixed methods design that was used in this research. Based on one of the major criticisms of self-assessment tools, participants overstate their abilities. Therefore, the use of qualitative interviews can mitigate the bias rising from the use of self-assessment tools in this research. This study will be significant to future researchers who investigate emotional intelligence and leadership performance using an explanatory sequential mixed methods now have an example of how a study of this nature works.

The educational significance of this study lies in the need for training in individual dimensions of emotional intelligence. The results showed that even though all the dimensions of emotional intelligence are correlated to leadership performance, dimensions such as social awareness react differently across the different educational levels. Overall, the findings of this investigation affirm the view that there is a link between emotional intelligence and leadership performance and therefore adds to the existing body of research.

The organizational significance of this research is its contribution to the process by which the Ministry of Education can recruit, select and evaluate principals/vice principals. The contribution of this study is specific to the St. Kitts and Nevis context by utilizing emotional assessments into its recruitment procedures. The findings of this research agree with international research such as that of Papoutsi, Drigas and Skianis (2019) who agree with the role of emotional intelligence in reducing turnover on the job, and Church's (1997) who linked self- awareness to effective leadership all strengthen the need for the Ministry of Education in St. Kitts and Nevis to consider the importance of emotional intelligence.

Recommendations for application

Two major statistical analyses were done on the data that was gathered from the questionnaire administered to the principals and vice principals. One test being the spearman's rank correlation test that was done to examine the strength and direction of relationships between the four dimensions of emotional intelligence and leadership performance. The other statistical test was a multiple regression analysis that was used to examine the extent to which each dimension of emotional intelligence predicted leadership performance. This allowed for a more distinct understanding of how each dimension contributes individually beyond what the spearman's rank correlation alone could reveal.

The correlation between all of the dimensions of emotional intelligence (self-regulation, empathy, social awareness and self-awareness) and leadership performance was confirmed in this study thus providing empirical support for the models of emotional intelligence advanced by Goleman (1995) and Bar-On (2005). However, it was found that the strength of the correlation varied for the two levels of education that were compared in this research. The primary school principals/vice principals recorded higher scores in self-regulation than the secondary principals.

However, the secondary principals/vice principals showed a higher correlation in empathy, social awareness and self-awareness. These results would suggest that as emotional intelligence levels rise, there is also a rise in leadership performance. Igbokwe, Egboka, Thompson, Etele, Anyanwu, Okeke- James and Uzoekwe (2023) stated that emotional intelligence is a factor that can influence every area of a person's life. Being emotionally intelligent can improve our lives in a variety of ways whether it is personally or professionally (Igbokwe et al., 2023). The ways that will be expounded upon are improved communication, job satisfaction, and more productivity.

Recommendations

Improved communication can benefit both our personal and professional lives. According to Igbokwe et al. (2023), when someone is emotionally intelligent, he/she is able to be more succinct in explaining ideas. This capacity for succinct communication decreases the chances of miscommunication which in turn allows a leader's intentions to be clearly understood. In addition to being able to speak in clear ways, an emotionally intelligent person is also able to practice good active listening skills that helps him/her to understand what is being communicated. The importance of active listening cannot be undermined as it allows a leader to grasp both what is explicitly stated as well as the underlying matters at hand.

Another way in which being emotionally intelligent can assist a person's professional life is by increasing satisfaction on the job. Igbokwe et al. (2023) posited that the presence of emotional intelligence makes one more able to enjoy their jobs. This satisfaction is displayed in the strong relationships that are built on the job as well as their ability to manage stressful situations. Importantly, school leadership is a demanding job that requires principals/ vice principals to share responsibilities with staff and other stakeholders. Principals/vice principals who are emotionally intelligent are in a better position to support their staff.

As stated by Igbokwe et al. (2023), emotionally intelligent employees are productive on their jobs. Productivity in the workplace can be seen by how these employees are motivated and disciplined to use their time effectively. This capacity for the effective use of time is imperative given the wide range of duties that principals/vice principals perform during a typical school day. Therefore, managing time effectively ensures that the principals/vice principal has time to listen to staff members' concerns to provide support if needed.

In addition to the above personal and professional benefits of emotional intelligence, as reported by Igbokwe et al. (2023), emotional intelligence can profit people in their academic endeavors. Emotional intelligence is seen as an educated ability that can benefit people by helping them to make more money on the job. Bradberry and Greaves (2023) as cited in Igbokwe et al (2023), added to the discussion on the benefits of emotional intelligence by stating that high levels of emotional intelligence are a benefit to job performance. Their research found that the majority of top performers on a job have high emotional intelligence.

Leadership abilities also increase when emotional intelligence improves (Igbokwe et al., 2023). This is so because leaders become better skilled to assess themselves before they make decisions. Sometimes these decisions can negatively impact the lives of employees, however, emotionally intelligent leaders can convey negative feedback with humility. Being resilient is another trait that sets emotionally intelligent people on a higher plain. Resilience can be seen in the happiness and contentment exuded, even in times of high stress and uncertainty (Igbokwe et al., 2023). This shows that they are able to manage their emotions and or self-regulate.

Palomera, Fernández-Berrocal and Brackett (2008), stated that "teaching is notably a stressful job that requires teachers to be able to adjust their emotions in addition to regulating the

emotions of other around them such as students, other teachers, parents etc.". Furthermore, teachers who possess elevated levels of emotional intelligence are better able to cope with the stresses of their work duties (Palomera, Fernández-Berrocal & Brackett, 2008). Igbokwe et al.(2023) added that emotional intelligence is an important trait that can lead to success in one's academic, personal and professional life. This leads to managers and in this case principals who are more likely to be promoted and be seen as competent leaders.

According to Handley (1997) emotional intelligence is a teachable attribute. Igbokwe et al. (2023), agree with this position. In order for this training or change to occur, Igbokwe et al. (2023), posited that the people must be intrinsically motivated and be willing to practice the new skills learnt. Igbokwe et al. (2023), believed that the practices to improve or train emotional intelligence encompass being self-aware. This trait will help people first of all to acknowledge how they are feeling, why they feel that particular way and how feeling that way impacts on others. Let us take for example, a principal having personal issues at home, coming to school and looking sad or upset. This demeanor can greatly impact those who interact with that principal. Therefore, it is important that the principal is self-aware to control his/her emotions.

Other traits that were discussed based on information advanced by Igbokwe et al. (2023), were that the person should be unperturbed in challenging situations. This is evidence of self-control. That person should also be willing to adapt to fit the situation. To expound, sometimes there are situations that require people to make an adjustment. For instance, in the school, a specific time could have been chosen for a staff meeting. However, if there is a serious incident involving a staff member, a leader who is emotionally intelligent can adapt to the situation and reschedule the meeting to a more appropriate time.

Innovation is another skill that will help to develop emotional intelligence (Igbokwe et al., 2023). As mentioned in Chapter 1, the schools in St. Kitts and Nevis are going through some changes. This trait of innovativeness will assist an emotionally intelligent leader/principal with the to meet the challenges head on. Being innovative might sometimes require the principal to take risks that will be to the ultimate benefit of the school. Piggy backing on the trait of innovation is the trait of empathy. Empathy can be taught as it is an essential component of emotionally intelligent leaders. Empathy includes comprehending and being conscientious of the feelings of others. Training is important, but one needs to see the results of this training. Therefore, Igbokwe et al (2023), stated that emotionally intelligent leaders must be willing to assist in the development of others. In this case, within the schools, a principal can take to mentoring teachers once they saw deficits in the teacher's practice. Helping to develop other staff members will result in an improved working situation.

Based on the background on the benefits of emotional intelligence and how it can be trained, it is highly recommended that all principals/vice principals be exposed to training in these areas. It is possible that some school leaders do not know the concept of emotional intelligence, thus, it can be explained to them in professional development sessions. Principals/vice principals should also be exposed to research that supports the view that emotional intelligence is an essential skill that school leaders should possess. The challenges at the workplace are many, thus, it is key that school leaders are able to master their emotions effectively.

As cited in Roco (2012), there are programmes that have been used to train emotional intelligence with good results. Let us look at some of them. The Emotional Competence Training Program was created in 1992 for managers in a financial institution. Within the training programme, the role of emotions on the job was the focus of helping the managers to become more

sensitive. Apart from being sensitized about how to manage emotions on the job, the managers were also taught how best to converse with other employees on the job. Once this programme was analysed, the company saw increased sales from departments in which the managers were trained (Roco, 2012).

Another programme for enrichment as outlined by Roco (2012) involved training approximately two thousand people who held managerial positions in their organizations. The managers were engaged in six months' training in the first case, then intensive counselling based on individual needs. Each phase of the training was scored and totaled. Interestingly, the scores were gathered as soon as the training was completed and again after six months. The conclusion of the research by Roco (2012) showed that the high scores attained after the training remained over a long period of time.

A programmed named LeaderLab was created to help people to become effective leaders (Roco, 2012). Within this programme, the topics included leadership, self-awareness and teamwork among others. The participants in this programme were all managers who committed six months to completing the programme. The findings revealed that after completing the programme, the participants improved in social awareness, social skills and self-awareness (Roco, 2012).

According to Geh (2022), employees are more efficient and productive when they are emotionally stable. Therefore, as stated by Geh (2022), it is important that organizations invest in emotional intelligence training to support the managers and employees. Bagheri, Kosnin and Besharat (2016) supports the view that emotional intelligence can and should be trained. Therefore, they designed a course that will assist with training in emotional intelligence. This training course

was based on the work that was advanced by Mayer and Salovey's (1990) ability theory of emotional intelligence.

Apoorv, Gaurav, Priyam and Indira (2022) are also in agreement that emotional intelligence is a skill/trait that can be trained. With training, the belief is that emotional intelligence levels will increase. From the research conducted by Apoorv et al. (2022), they advanced some recommendations that can assist with corporations helping their employees to develop in emotional intelligence. The main recommendation is that when hiring new people to join the company, only those with high levels of emotional intelligence should be selected. According to Apoorv et al. (2022), hiring people with high levels of emotional intelligence will result in people who are able to cope with different situations. Even though someone could present with high levels of emotional intelligence when they are hired, the levels can change or decrease over time. As such, another recommendation by Apoorv et al. (2022) is to spot check for emotional intelligence occasionally. Doing so will ensure that productivity and communication remain top priority.

It will only benefit an organization to train their employees in the benefits of emotional intelligence, however, the onus for increasing and or maintaining high levels of emotional intelligence belongs to the individual; therefore, employees should be encouraged to improve their levels (Apoorv et al., (2022)).

Another recommendation for application is directly related to the recruitment processes used by the Ministry of Education on both islands. Every year the Ministry of Education invites prospective teachers to apply to teach within the various schools. These prospective teachers are exposed to sessions on classroom management, lesson planning etc. At the end of the two-week sessions, the teachers are invited to participate in an interview phase to determine if that person will be hired. Based on the related literature on emotional intelligence it shows that it has a

relationship with students' academic achievement as well as leadership performance. Interview questions that will evaluate the teachers' levels of emotional intelligence should be included in the interview process. As reiterated by Handley (2001), emotional intelligence training can greatly improve the different dimensions in a person. Kalraa (2025) also believes that during the selection and recruitment process, prospective teachers should be assessed for their emotional intelligence levels. Doing so can help the Ministry of Education to decipher which prospective teacher will be more inclined to exemplify emotionally intelligent characteristics that will enhance the work environment (Kalraa, 2025). Today there are many emotional intelligence tests available on the market. Most of these tests are reliable and free of cost to the user and therefore will not be an additional cost to the Ministry of Education.

There are teachers on staff at the primary and secondary schools who are interested in being principals/vice principals. Some of currently serve on the different management teams at the schools. These aspiring leaders could benefit from professional development sessions that can educate them on the necessity of being emotionally intelligent. According to Holland (2021), self-regulation, self-awareness and empathy are universal traits of successful leaders. Kalraa (2025) also added that training should be a prerequisite of any leadership program. These training sessions can include workshops that emphasize the different dimensions of emotional intelligence to help the prospective leaders to learn interpersonal competencies. Within these training sessions on emotional intelligence, the teachers can be taught that improving emotional intelligence skills will assist them in how to resolve conflicts, how to become empathetic in their interactions and to be better at listening actively. According to Kalraa (2025), learning how to resolve conflicts and being empathetic can result in a workplace that is conducive to growth.

Another recommendation for application could be to introduce the concept of emotional intelligence into the Teacher Training programme at the local college. Each year, aspiring teachers apply to the college to pursue an associate's degree in teacher education. Within this programme, the student teachers learn about child development and their various specialty subjects. Emotional intelligence training within the Psychology courses could be an addition that will benefit the teachers in training. Upon completion of the programme, these new teachers are placed in the schools within St. Kitts and Nevis and with this new information about emotional intelligence, they can put it into practice when interacting with other teachers, students and their parents. Palomera, Fernández-Berrocal and Brackett (2008), asserted that most pre-service teacher training programmes pay more attention to pedagogy instead of personal and interpersonal skills which will assist them with dealing with the problems that may face later.

Within most workplaces, employees are required to take part in performance appraisals. According to Cappelli and Conyon (2018), performance appraisals are done annually to review a worker's performance on the job. It is during this process that the employer assesses the employee's performance, the results of which will either upgrade the employee's salary or terminate his services. Kalraa (2025) proposed that this is an ideal time in which the emotional intelligence competencies of the employee can be tested and discussed. This will also send a signal to the employee that being emotionally intelligent is an essential part of the workplace culture. It must be pointed out that in the case of this research, the principals and vice principals who conduct performance appraisals, can include conversations about emotional intelligence. In addition to conducting performance appraisals, principals/vice principals who are emotionally intelligent can include mentoring/coaching sessions to promote the concept of emotional intelligence to their

staff. These mentoring sessions can be used to assist teachers on the management teams as they are aspiring leaders who interact with many stakeholders of the school.

In the case of St. Kitts and Nevis, the Ministry of Education is requiring many changes within the schools. Currently, the schools are piloting a new curriculum, principals/vice principals are being changed each school year, and these are some of the challenges that the principals/vice principals are facing. As posited by Kalraa (2025), being emotionally intelligent is an essential skill as changes are being made. Now more than ever, the principals/vice principals need to be aware of their own emotions as well as being able to manage them as according to Kalraa (2025), these are the types of leaders who are able to take the schools successfully through the changes. Furthermore, leaders trained in emotional intelligence are able to be better at communication and they can manage the problems that occur as the schools undertake the changes.

Schutte, Malouff and Thorsteinsson (2013) reported that emotional intelligence training is an effective way to increase emotional intelligence levels in managers. As cited in Schutte, Malouff and Thorsteinsson (2013), Slaski and Carwright (2003) did a comparison of leaders who were trained for a period of four weeks alongside a control group. The results showed that the managers who were actively trained performed higher and had better scores than the managers in the control group. Yet another business made emotional intelligence training available for their managers over an eleven-week period. At the end of the training, these managers who took part in the training had higher scores in emotional intelligence than those who had not participated in the training, Schutte and Hine (2011) as cited in (Schutte, Malouff & Thorsteinsson, 2013).

The increased emotional levels that were recorded in the business field were also received in the field of education. As reported by Schutte, Malouff and Thorsteinsson (2013) a group of Business studies students took part in a half day training in emotional intelligence and received

higher scores than the control group. Additionally, Schutte, Malouff and Thorsteinsson (2013) found that children who receive emotional intelligence training have shown improvement in their social and academic skills.

The elements of emotional intelligence that were examined were self-regulation, empathy, social awareness and self-awareness. In addition to the general recommendations given in the section above, each dimension of emotional intelligence will be explained, and recommendations will be given established on the research questions that guided this study.

Research Question 1: Self-regulation

According to Fomina, Burmistrova-Savenkova and Morosanova (2020), self-regulation as a dimension of emotional intelligence deals with how people are able to adjust their emotions to suit a particular situation in such a way that their frustrations are not easily seen. Furthermore, Vohs and Baumeister (2004), described self-regulation as how a person manages his/her behaviours. Berkman (2016) sees self-regulation as the drive towards a goal. This can be a short term or long-term goal. The results of this research indicated that a positive correlation exists between self-regulation and leadership performance for both the primary and secondary schools. As such the researcher advanced some ways that the research posited in which self-regulation in individuals can increase or improve.

McClelland, Geldhof, Morrison, Gestsdóttir, Cameron, Bowers and Grammer (2018) posited that self-regulation is a great forecaster of many outcomes in our daily lives. For example, being self-regulated can help one to accomplish personal goals. According to McClelland, et al. (2018), self-regulation can be improved in individuals. However, it is best to address issues of low or lack of self-regulation at critical points in the person's life. For example, a principal being new to the position is an ideal candidate for self-regulation intervention.

One recommendation in this area is to provide guidance for the school leaders who are weak in self-regulation. Bradberry and Greaves (2021) in their extensive research and writings on emotional intelligence have advanced the following ways in which self-regulation can be improved. They suggested that making goals public is one way to improve self-regulation. From the answers related to self-regulation on the questionnaire and in the interview questions. it was obvious that the principals generally had a problem with taking criticism or asking for help when working on projects. It was suggested by Bradberry and Greaves (2021), that it is vital that the principals make their goals public so that others can hold them accountable. Furthermore, one is more likely to complete activities once other people are involved.

Berkman (2016) proposed using the strength model to train people in improving their self-regulation competencies. Within the strength model of self-regulation training, the focus is on drawing from a source of power. According to Berkman (2016) this model of self-regulation is flexible and can be used with many different populations. A concrete example of how the strength model can apply to this current research would be to have principals/vice principals who have self-regulation weaknesses in managing their emotions focus instead on training in another task. For instance, the principal/vice principal can train in a task in which he/she is efficient so that the focus is not on the person's limitations.

The motivation model is another programme that can be used to train or improve self-regulation. This model emphasizes the person's innate will instead of the procedure/process (Berkman, 2016). According to Berkman (2016), this model requires the person to set a goal and monitor that goal. To be more specific, in the case of the participants in this study, the principals/vice principals can set a goal to be more self-regulated and controlling emotions. One of the questions on the interview list asked if the teachers on the management teams can tell when

their principals/vice principals are frustrated. Most of the teachers revealed that they were able to ascertain frustration in their principals/vice principals through their facial expressions and body language. Applying the motivation model of self-regulation to being able to control how they react to frustration, would mean that the principals/vice principals would set the goal to moderate their emotions. Along the way, the principals/vice principals will also monitor their progress. According to the motivation model of self-regulation, a principal/vice principal who is failing at this, will make adjustments as to how they think about and react to situations in order to real the goal of being self-regulation.

Another suggestion as advanced by Bradberry and Greaves (2021) to improve self-regulation in the principals/vice principals would be to find strategies such as counting to ten, and or taking a break from situations that are stressful. It was noted in the responses gleaned from members of the management teams of the primary schools that they were able to see when their principals/vice principals were frustrated. For principals/vice principals who have to manage conflicts and the demands from students and teachers, strategies such as counting to ten are important to help them to deal with high pressure situations.

Research question 2 Empathy

Empathy as a dimension of emotional intelligence addresses the intuition a person must have understand how another person is feeling (Badea & Pană, 2010). As stated by Hajibabaee, Farahani, Ameri, Salehi, and Hosseini (2018), having empathy helps a person to manage his or her emotions with self and others. According to Sergey, Boris and Nadiia (2020), being empathetic is a required trait that all leaders should possess as it helps leaders to nurture relationships with their

subordinates. XXX (2022) added that empathetic people are good at managing relationships with others. They are also good at listening and recognizing how others are feeling.

According to Nowack and (2020) when leaders show empathy to their subordinates, this promotes higher performance and retention rates. Furthermore, when leaders lack empathy, it can lead to employees who are often absent, stressed out and disengaged. The results from this study revealed that the principals/vice principals do not show empathy and that they are easily frustrated. Therefore, it is important that leaders become empathetic if they are not. The research suggested that empathy can be trained, leading to improvement (Hodges & Klein, 2001). One technique that may be used is helping the person to see the perspective of the other. According to Ioannidou and Konstantikaki (2008), using this technique has brought some changes in behaviour in the short term. Pionke and Graham (2021) also agreed that empathy can be taught and further stated that empathy training can yield long term changes.

One way to increase empathy is perspective training and "shifting relevant motives" as advanced by (Weisz, Ong, Carlson & Zaki, 2021). According to Weisz et al. (2021) empathy stems from the motivation to get closer to another person. According to Weisz et al. (2021), motivation can be shifted through specific intervention such as encouraging participants to view it as a skill that can grow instead of being fixed. Therefore, once principals/vice principals are coached to consider the ideas/feelings of their subordinates, it can help to increase their empathy levels.

Aponte-Moreno (2021) conducted research using the "Global Citizen Story". Using this approach helps to develop empathy in a leader as the researcher found that when writing, or retelling the story of another person, this allows the leader to move towards a deeper understanding of what the person is experiencing, which in turn can build empathy. Just like what was proposed by Thangarasu, Renganathan and Natarajan (2020), telling stories or rather embodying a character

in a story, can help leaders to become empathetic as they are standing in the position of the character whose story they are telling.

According to Taylor and Lambert (2022) leaders need to see the importance of being empathetic. This was especially so during the Pandemic of 2020 when principals were required to make quick decisions that impacted on their staff and students. We are now out of the pandemic, but it is still important that school leaders display empathy as on a daily basis staff members and students are faced with many challenges with which they are required to deal. Taylor and Lambert (2022) stated that when teachers are treated well, they are more prone to participate in team building activities at school because they know that they are valued. Furthermore, when students have teachers who are empathetic, it has appositive impact on their academic performance. Therefore, Taylor and Lambert (2022), advanced that it is important that hiring bodies select and recruit principals and vice principals who are empathetic. Empathy can be taught and maintained through practice, thus as explained by Taylor and Lambert (2022) principals can learn how to read the body language of those around them and to learn to see the perspectives of other people. Another way to develop empathy in principals will be to ensure that staff members and students know that their thoughts and opinions are important.

Research question 3 Social awareness

Serrat and Serrat (2017) described a person with high levels of social awareness as a good listener and helpful through understanding the moods of others. Kastberg, Buchko and Buchko (2020) added that it is outward looking as it entails understanding the emotions of other people. Bradberry and Greaves (2021) also described social awareness as being able to look outward to learning about and being aware of other people. The results of this research indicated that a meaningful correlation exists between social awareness and leadership performance. The findings

from the interviews further revealed that the principals/vice principals do not react well to challenges at school, and the teachers could not indicate examples of when the principals/vice principals motivated them. Social awareness is an essential trait that principals/vice principals should possess as they deal daily with many stakeholders as they perform their daily duties. Training in this area will help principals/vice principals to read body language, facial expressions and tone of voice of their teachers and students. As such, Bradberry and Greaves (2021) recommend the following to assist people who are deficient in this skill of social awareness.

Pay attention to the mood in the room: Principals/vice principals are expected to interact with their staff members and students. Some schools have weekly staff meetings at which information is shared. Sadly, meetings are normally held at the end of the workday which infringes on teachers' time to get home and prepare for the next day. A principal/vice principal who has social awareness skills should be able to peruse the room before and during the meeting to ascertain the mood of the participants. This skill will ensure that the principal/vice principal is seen as being considerate of people's time. From the research interviews the primary school teachers have revealed that their principals do not care about them. According to Bradberry and Greaves (2021), being able to show this consideration to others can create an environment where teachers feel safe.

Another suggestion as advanced by Bradberry and Greaves (2021) is to seek out the whole picture. They explained this recommendation for training as seeing ourselves through the eyes of others. The primary teachers on the management teams stated that the principals/vice principals do not receive feedback well. Training in this area will require that the principals be willing to learn how others view them. Bradberry and Greaves (2021) advanced that this takes courage to open oneself to be critiqued, however it is an essential step to develop social awareness.

From the results, the teachers reported that they do not receive motivation from their principals/vice principals. They also reported that they could not identify the most rewarding thing about their principals/vice principals. These responses indicate that conversations are rare between the parties. As advanced by Bradberry and Greaves (2021), leaders need to practice the art of listening. According to Xalmurzayevna and Zairjanovich (2021), listening entails words, tone, speed of the words, how loud or soft the words are etc. With all of the previously mentioned elements, it is important that the principals and vice principals become better listeners.

A suggestion given by Kastberg, Buchko and Buchko (2020), showed that social awareness can be enhanced through the training with the use of role plays, discussions and lectures. For example, role playing in different situations will allow the participants to understand how others are feeling.

Research question 4

Bradberry and Greaves (2021) explained that self-awareness is knowing oneself holistically. Atwater and Yammarino (1992), stated that employees who are self-aware seem to be more successful and effective at their jobs and have better attitudes at work. According to Dubey and Bakhshi (2018), high self-awareness enables one with the ability to completely understand his/her strengths and weakness. Kastberg, Buchko and Buchko (2020) posited that self-awareness can be taught or improved through a variety of measures; journal writing and 360 assessments.

One major observation from the interviews conducted with the primary teachers was that the principals did not receive feedback well. Some teachers described them as getting frustrated when they are told what they do not like to hear. According to XXX (2022), people who are self-aware look at themselves honestly, that is, they are cognizant of their strengths and weaknesses

and are willing to work to improve their weak areas. Goleman (2021) also added that a self-aware person is conscious of his/her moods and can quickly make adjustments. Bradberry and Greaves (2021) posited that when people actually seek out feedback that will show them their strengths or weaknesses, they are in a position to learn how their emotions and reactions affect others in their surroundings. Kastberg, Buchko and Buchko (2020) advanced that emotional intelligence self-awareness is the dimension of emotional intelligence that should be trained first. This is so as self-awareness helps one to identify and manage one's emotions. According to Kastberg, Buchko and Buchko (2020), once self-awareness is developed, other dimensions such as self-regulation and empathy can be addressed.

"Know who and what pushes your buttons" is the phrase used by Bradberry and Greaves (2021) to describe a strategy to improve self-awareness in persons. It is also recommended that to develop self-awareness, one has to know his or her triggers. There are many challenges that arise during the workday. To this, Bradberry and Greaves (2021), recommended that one must be able to take control of one's emotions. The teachers reported that the principals/vice principals are easily frustrated, and this can be seen in their body language, facial expression and tone of voice. If principals/vice principals are able to identify the situations that create a negative response in them, they would be better able to control them (Bradberry & Greaves, 2021).

Being a leader can be stressful. The leaders, being the principals and vice principals in this research, are expected to perform varying duties from managing staff issues, disobedient students and concerned parents, etc. Yet another strategy that can be used to increase this essential self-awareness skill is learning who we are when under stressful situations. According to Bradberry and Greaves (2021), there are warning signs to indicate when a person is experiencing stress. As such it is imperative that people are able to heed the signs and make changes. As stated by

Bradberry and Greaves (2021), we feel stress in both our minds and our bodies, for example, fatigue, nervousness, headaches and irritability etc. Therefore, a person who has the skill of self-awareness needs to recognize the stress triggers and address them (Bradberry & Greaves, 2021).

Being introspective is one ability that self-aware people possess (Eurich, 2018). The problem here is that according to Eurich (2018), most people use ineffective measures to being introspective. To develop self-awareness, Eurich (2018) posited that instead of asking the why of the matter, people should instead ask about what is happening. Asking what is happening will help the person to not focus on ineffective behaviour but to focus on the solutions. To further exemplify, instead of a principal asking the why question about how to help. According to Eurich (2018) the why question is focused on the problem. However, a principal who is introspective and will be concerned about what they need to do in order to help. In this case, the principal will be looking for solutions instead of only focusing on the problem.

Smith and Kamm (2024) advanced that emotional intelligence training can and should be part of teachers' professional development. In research that they conducted, as teachers became aware of their previous negative behaviour and attitude, their relationships with students improved. In addition to building better relationships between teachers and students, emotional intelligence training can help to build the self-esteem of teachers (Smith & Kamm, 2024).

Recommendations for Future Research

It was of importance to the researcher to conduct research to compare the emotional intelligence and leadership performance of principals at primary and secondary schools in St. Kitts and Nevis. As defined by Goleman (1998), emotional intelligence deals with a person's ability to be aware of his/her emotions as well as the emotions of those around them. The four dimensions under investigation in this study are self-regulation, empathy, self-awareness and social awareness.

Emotional intelligence is a relatively new concept that became popular through the research of Daniel Goleman who connected it to the business field. Studies conducted on business leaders found that those with high emotional intelligence levels were more effective at their jobs than those who had low levels (Goleman & Boyatzis, 2017). This was also supported by Kim and Kim (2021) who found that leaders who lack emotional intelligence have challenges with being good leaders.

Research on emotional intelligence shows that there is also a link between a school leader's emotional intelligence and student achievement (Bucich & MacCann, 2019). Al Shdaifat and Al Zyoud (2021) also posited that emotionally intelligent leaders create a better work environment for their workers. It has been concluded that emotional intelligence also contributes positively to students staying in school (Fiorilli, Farina, Buonomo, Costa, Romano, Larcan & Petrides, 2020). Bower, O'Connor, Harris, and Frick (2018) added to the literature on emotional intelligence by finding that in their research they found that teachers believed that their principals were more effective when they displayed emotional intelligence characteristics. That is, they acknowledged their weaknesses and gave positive feedback to their staff members. With this background on what was revealed in the literature on emotional intelligence, it gave an impetus to this study which was conducted on principals and vice principals at primary and secondary schools in St. Kitts and Nevis.

A quick glance at the problem statement for this research, looked at the current challenges that principals/vice principals are facing with preparing and implementing the new curriculum. This is proving to be a challenge for the principals and vice principals as they are often blamed for lack of student achievement/success (Andrew and Soder, 1998; Waters, Marzano, & McNulty, 2005). According to UNESCO (2016) in St. Kitts and Nevis only 56% of the students who enter

high school complete to gain a secondary school certificate. That is, 29% of high school students do not leave school with benchmark achievement levels. Another challenge that the principals and vice principals face involves the high numbers of teachers who request to be transferred and or are dissatisfied at their respective schools.

The results of this research revealed similar results to research conducted by Goleman (1998). He posited that there are different dimensions to emotional intelligence. As stated in Chapter 2, emotional intelligence as posited by Goleman (1998) is competency based and involves dimensions such as social awareness and self-regulation among others. Even though the results of this study were similar to other research on emotional intelligence and leadership performance, there are areas in which other studies can be improved in the future. For example, the section on demographic data on the questionnaire provides a foundation on which another research can be built or expanded upon. For example, including demographic data in research gives a more in-depth background of who the participants are. In this study the demographic data required of the participants were age, years of service. The results showed that there was no correlation between sex and emotional intelligence and leadership performance for either primary or secondary schools' principals/vice principals. This could have been because the ratio of females in this study was extremely higher than those of males. A recommendation for future research could be to conduct research using only male or only female principals at primary or secondary schools to determine if there will be any significant correlation between the two sexes. Schutte, Malouff & Thorsteinsson (2013) recommended that further research be conducted to ascertain the characteristics that make us different such as age, sex etc. when it is related to emotional intelligence.

Age also plays a role in one's level of emotional intelligence. According to Fariselli, Ghini and Freedman (2008); Kumar and Muniandy (2020), the older a person gets, the higher the emotional intelligence score. The results of this study showed that the age groups 31-35 and 36-40 years had high levels of self-awareness. According to the results self-awareness was practically nonexistent among the 25–30-year-olds. Furthermore, self-regulation was highest among the 31-35 and 46–50-year-olds and non-existent among the 51-55 age group. Social awareness was also higher among the 46-50- and 51–55-year-olds and lowest among the 31–35-year-olds. However, the age group 51–55-year-old showed contrary results to the related literature, therefore, it would be a good recommendation to do further research to authenticate these results.

Principals and vice principals who had between 6 to 10 years of service had a higher score in self-awareness, self-regulation and empathy than other age groups. A recommendation for future research could be to conduct some longer-term studies on emotional intelligence and leadership performance, especially in the area of social awareness as the results found a low correlation. It would also be a good recommendation to train educators in the dimensions of emotional intelligence so that they can stay longer in the position of principal/vice principal. Schutte, Malouff and Thorsteinsson (2013) posited that people develop the same emotional intelligence levels the longer they work together. This is so because when one person displays high levels of emotional intelligence, it is likely that others will want to emulate those characteristics.

The approximate population of St. Kitts and Nevis is 50,000 people. The teaching profession has an estimated 600 teachers. The sample for this study was the principals and vice principals at the schools in St. Kitts and Nevis. The total of principals and vice principals for both islands was 60 combined. Future research can be conducted using a larger sample size.

Alternative recommendations for future research could be to use qualitative methods to gain information from the principals/vice principals instead of using quantitative measures such as questionnaires. The data for this group was gathered using a closed-ended questionnaire. A closed ended questionnaire does not provide scope for additional answers or for expounding on responses. Therefore, future studies that are done using an open-ended questionnaire will help to glean additional information from the principals. For example, the interviews conducted with the members of the management teams at the schools gleaned more in-depth information on the principals/vice principals' emotional intelligence and leadership performance levels than the questionnaires that the principals/vice principals completed.

The following research questions guided this study, and each dimension revealed that there is a significant correlation between emotional intelligence and leadership performance. The interviews conducted with the primary and secondary teachers who are part of the management teams revealed contrary results. These results will be addressed below along with recommendations for future research.

Research question 1

Spearman's Rank Correlation and multiple regression tests were conducted on the data. Results from the spearman's rank correlation showed that there is a significant correlation between self-regulation and leadership performance for both the primary and the secondary schools' principals. It must be noted that the correlation was higher for the primary group (r.474) than the secondary group (r.438)

According to Roni and Djajadikerta (2021), multiple regression analysis tests assess both if there is a relationship between the variables as well as the strength of the relationship between variables. As such, the multiple regression analysis found that there was a statistically significant

association between emotional intelligence and leadership performance for the primary schools' principals. Conversely to the results for primary schools' principals, the multiple regression test for the secondary schools' principals were not significant.

There were mixed results for the interviews for the primary and secondary teachers. The primary group concluded that their principals/vice principals do not display traits of self-regulation whereas the secondary teachers confirmed that their principals/vice principals appeared to be self-regulated. These results were not in congruence with those from the questionnaire. The results from the questionnaire for the primary schools' principals/vice principals were opposite to the results from the interviews. In the case of the results for the secondary schools' principals/vice principals, there is a significant correlation between self-regulation and leadership, however the multiple regression analysis showed that the strength between self-regulation and leadership performance is not statistically significant. However, the interview results for the secondary section indicated that their principals/vice principals were self-regulated.

One recommendation for future research would be to conduct further investigation as to what is contributing to the secondary schools' principals/vice principals' leadership performance. Conversely, more in-depth interviews can be conducted with both the primary and the secondary schools' teachers on the management teams to determine what other factors contribute to leadership performance. Additionally, the primary and secondary schools' principals/vice principals who are self-regulated can share the strategies that they use to increase their competency of being self-regulated.

Research question 2

According to the results from the analysis of the questionnaires, the results indicated a significant correlation between empathy and leadership performance. Further analysis with

multiple regression showed that empathy was not statistically associated with leadership performance for the primary schools' principals/vice principals or for the schools' principals/vice principals. This would suggest that another variable other than empathy contributes to leadership performance of the primary and secondary principals. In light of this finding, it is suggested that further research be conducted to ascertain what other variables contribute to leadership performance.

The primary school teachers on the management team who were part of the interviews revealed that their principals/vice principals do not exhibit traits of being empathetic. Contrary to the results from the primary teachers, the secondary teachers unanimously agreed that their principals displayed empathy in how they related to the staff.

Based on the results from questionnaires, interviews and the impact of empathy on leadership performance, it is imperative that principals/vice principals are supported with training that will enable them to either enhance their empathy skills or in cases where it is lacking, be trained in ways to attain it. This will be especially so for both the primary and secondary schools' principals/vice principals.

Research question 3

First to look at the results of the interviews. The teachers on the management teams at the primary group of teachers did not view their principals/vice principals as being socially aware whereas the secondary group agreed that their principals/vice principals demonstrated traits of being socially aware. Social awareness as an element of emotional intelligence according to the secondary teachers is present in their principals/vice principals and according to the primary school teachers is absent in their school leaders. The results from the questionnaires agreed that there is a correlation between social awareness and leadership performance for both the primary and

secondary principal/vice principals. Even though there was correlation, the r value for the secondary principals/vice principals was higher for the secondary (r.628) than the primary principals/vice principals (r.325). Additional analysis was done on the data from the questionnaires to determine the strength of the variables of social awareness and leadership performance. As such the multiple regression analysis showed that the model was statistically significant for the primary schools' principals/vice principals. However, there was no statistically significant association between social awareness and leadership for the secondary schools' principals/vice principals.

Research question 4

Based on the results received from the interviews conducted with the primary school teachers, it showed that they do not see their principals/vice principals as being self-aware. The opposite was said of the secondary school principals by their teachers on the management teams. Based on the spearman's rank analysis of the questionnaires, self-awareness was correlated to leadership performance for both the primary and secondary principals/vice principals. In relation to the multiple regression analysis, the results for self-awareness showed that neither the primary nor secondary schools' principals/vice principals showed any association to leadership performance.

The main recommendation based on the results will be to further investigate emotional intelligence dimension self-awareness among primary schools' principals/vice principals. To sum up the recommendations based on the research questions, there is a disparity in the results for the primary and the secondary principals/vice principals, future research in this area is a necessity. Further research should be conducted with an emphasis on emotional intelligence and leadership performance between the two islands: St. Kitts and Nevis.

The solutions for this study indicated a parallel between emotional intelligence and leadership performance. These findings were garnered from a questionnaire where the principals and vice principals completed a self-assessment of their emotional intelligence levels. However, the results from the interviews with members of the management teams at these schools showed that there are elements of emotional intelligence that the principals/vice principals are deficient in. Thus, there is a need for further research to confirm these results.

The recommendation is that additional research should be convened on the differences in emotional intelligence of principals/vice principals of the two separate islands (St. Kitts and Nevis). Additionally, future research can be conducted on the differences between emotional intelligence of primary school teachers versus secondary school teachers.

The results from this study can be used to inform the Ministry of Education when hiring new teachers and more specifically principals/vice principals to take on the task of leading. These results can also be of benefit to the Teacher Education Division at our community college as the information can be integrated into the programme of teachers who are on training.

Another general recommendation for future research is based on the data collection procedures. The information for this research was amassed mainly using a closed-ended Likert scale questionnaire. The questionnaires were physically distributed to the participants. A recommendation would be to provide both a hard copy and a soft (online) copy to the participants. This would give the participants the opportunity to complete the questionnaire in a mode that they are most comfortable with. The same can be concluded for the interviews, that instead of conducting interviews face to face, they could also be done via phone. This could help to eliminate any biases from either the researcher or the participants.

Whether a link exists between emotional intelligence and student achievement in the schools in St. Kitts and Nevis would be a good topic to study. A study conducted by Kastberg, Buchko & Buchko (2020) showed that there is a link between emotional intelligence and academic achievement of students. Conducting further research in this area in the Caribbean will help to answer some of the questions that have been posed as to why students have low grades in certain subject areas.

Conclusions

This research compared emotional intelligence and leadership performance of principals and vice principals of both primary and secondary schools in St. Kitts and Nevis. The statement of the problem that created interest in the researcher to conduct this research began because of the challenges that the education system in St. Kitts and Nevis has been experiencing. For example, UNESCO (2016), reported that 56% of students who enter secondary schools only 29% achieve the requirements to graduate. Also in secondary schools, principals are blamed when students do not pass the CSEC (Caribbean Secondary Examination Certificate) exams. There is also a lack of coordination between the Ministries of Education on both islands. For example, schools close at different times and tests are administered differently. The past five years have seen an increase in teachers asking to be transferred from one school to the next which has resulted in a high turnover (40%) rate of teachers. Another issue is that the primary schools' principals are tasked with implementing and coordinating a new curriculum as it is being piloted. Over the past four years, the curriculum has been piloted in grades four (ages 9-10 years) and grades six (ages 11-12 years). An additional curriculum that caters to kindergarten (5-6 years) to Grade 2 (7-8 years) will be piloted in the upcoming school year. The coordinating and implementing process have led to extra pressure and more expectations being placed on the principals as research indicates that they are

responsible for students' success (Waters, Marzano, & McNulty, 2005). Further afield, the research shows that students perform better in schools where teachers and principals are emotionally intelligent as it helps to reduce the instances of students dropping out of school (Fiorilli et al., 2020).

According to Goleman's theory on emotional intelligence, the following four areas of emotional intelligence were under investigation in this research: self-regulation, empathy, self-awareness and social awareness. These four areas were investigated in the primary and the secondary schools across the Federation of St. Kitts and Nevis. As such, the objectives of this research to analyze how self-regulation affects leadership performance in primary and secondary schools, determine the influence of empathy on leadership performance in primary and secondary schools, examine the effects of social awareness on leadership performance in primary schools and secondary schools and evaluate the impact of self-awareness on leadership performance in Primary schools and secondary schools.

The significance of this study can be extended to many stakeholders. First, research on emotional intelligence is important in helping employees to become efficient in their jobs (Ahad, Mustafa, Mohamad, Abdullah & Nordin, 2021). Furthermore, leaders are the ones who determine the emotional meter of their organizations and if the work environment is not conducive to the emotional state of their subordinates, the results can be detrimental to the entire organizations. Therefore, St. Kitts and Nevis can benefit from this research to help to address some of the issues that are being experienced in their primary and secondary schools. The challenges faced in St. Kitts and Nevis are reflected across the Education system across the Caribbean Region; thus, a study of this nature could have significance for how not only St. Kitts and Nevis recruit and select principals but also how it is done in other Caribbean Islands.

The main participants of this study, the principals and vice principals of the primary and secondary schools, can also gain significantly from this research. It can help them to address their deficiencies in relation to emotional intelligence. To reiterate, emotional intelligence is a trait that can be taught/trained which can cause it to improve (Caruso & Salovey, 2004). Smith and Kamm (2024) suggested that emotional intelligence coaching should be part of the schools' professional development sessions as this type of training has many benefits.

Another significance of these results could be to academia as it can be used as a framework for additional studies on emotional intelligence, leadership and the different educational levels: primary and secondary. Smith and Kamm (2024), added to the literature by suggesting that emotional intelligence should be part of the schools' curriculum as when students learn these skills, their academic performance also increases.

This was an explanatory sequential mixed methods research study that utilized a closed-ended questionnaire and an interview to gather the data from the principals and vice principals. The analysis was done using SPSS for the questionnaire, more specifically Spearman's Rank Correlations to observe the relationships between Emotional Intelligent subscales and Leadership performance because the data for each variable was interval/ratio (scale) and coding and themes for the interviews. Additionally, multiple regression was done to determine the strength of the relationships between the variables. The results for the spearman's rank correlation showed that each dimension of emotional intelligence had positive significant correlation with leadership performance for the primary and secondary principals/vice principals.

This research was steered by the following four research questions and a null and alternate hypotheses for each question. Data for each question was gathered using a closed-ended questionnaire and an interview. Principals and vice principals were required to complete a

questionnaire that examined their emotional intelligence and leadership performance competencies of principals/vice principals at the primary and secondary schools in St. Kitts and Nevis. Teachers on the management teams at the schools were required to participate in an interview. As stated in Chapter 1, this study was guided by four research questions that were used to guide data collection in this study. Based on the data gathered, it was analyzed, and the findings will be discussed below along with the research questions.

Research question 1

Using the results from the questionnaires that the principals and vice principals completed, the alternate hypothesis was accepted that there is a link between emotional intelligence and leadership performance. The results of this study revealed a positive association linking self-regulation and leadership performance, that is as the principals (self-regulate) manage their emotions, leadership performance also showed an increase. These results were consistent for the principals and vice principals in the primary and secondary schools across the Federation of St. Kitts and Nevis. According to Mwania (2023), self-regulated leaders are able to manage their own emotions as well as the emotions of their subordinates. These results support the views of Mwania (2023), who also advanced that self-regulation is an essential part of management. As posited by (Sotiriadis & Galanakis (2022), when leaders are emotionally intelligent, it assists with how well employees/students perform. Suan (2023) conducted research that supports that school leaders who are able to self-regulate are essential to the academic achievement of their students.

Overall, it is seen that it is imperative that leaders are provided with training in self-regulation. As advanced by Masaki (2023) some of the traits of a self-regulated person involve the ability to manage one’s feelings and emotions, remain calm under difficult situations and practice resiliency.

Research question 2

As stated in Chapter 1, the second research question in this study reads: To what extent does empathy affect leadership performance in primary and secondary schools in St. Kitts and Nevis? Based on the results of this study, empathy has a significant positive correlation with leadership performance based on the statistical analysis of the questionnaire. As posited by Butler (2021), there are many traits that define empathy in a person. Some of these traits include being an active listener with a view towards feeling the pain of others and being able to decipher the body language of others. Additionally, an empathetic person is able to appreciate how other people think. Mrisho and Mseti (2024) also found that empathetic people are open to building relationships with other people.

The results support research conducted by Moudatsou, Stavropoulou, Philalithis and Koukouli (2020) who found that empathy is a trait that all healthcare professionals should possess as this helps them to properly assist their patients/clients. In research by Ridho (2024), it was confirmed that empathetic leaders are better able to manage relationships on the job. Furthermore, they are also able to handle the stresses on the job. According to Asadova (2024), academic success of students is also influenced by emotional intelligence. Asadova (2024) advanced that students need positive interactions with their teachers and the environment in order to succeed academically.

To triangulate the results from the spearman's rank correlation, multiple regression and the interviews, there is evidence that there is a correlation between empathy and leadership performance for both primary and secondary schools' principals/vice principals. The results from multiple regression indicate that there is a statistical association between empathy and leadership performance for only the primary schools' principals/vice principals. The findings for the

secondary schools were not statistically associated with leadership. This would suggest that there needs to be further research to ascertain what variable contributes to leadership performance. In cases where empathy was a significant predictor of leadership performance, there should be more in-depth research that shows how empathy is developed and exemplified.

Research question 3

The third research question that was explored in this research reads: "To what extent does social awareness affect leadership performance in primary and secondary schools in St. Kitts and Nevis?" The findings of this study revealed that there is a positive correlation between social awareness and leadership performance in primary and secondary schools in St. Kitts and Nevis exists. These results were gained from the Emotional intelligence questionnaire that the principals and vice principals completed. To recap, social awareness includes a person's ability to be empathetic and of service or assistance to other people (Igbokwe et al., 2023). From the review of the related literature, it was also proven that social awareness is an essential part of emotional intelligence. For example, Lin (2024) explored leadership styles of bank managers alongside emotional intelligence and found that social awareness showed significant relationship with leadership styles. Another study that highlights the significance of emotional intelligence on students' academic achievement was conducted by Saleh and Hibatullah (2023). The research by Saleh and Hibatullah (2023) involved looking at primary and secondary schools in Indonesia. It was found that social awareness, a dimension of emotional intelligence, has a relationship between the teachers and the students they associate with.

Research question 4

The fourth research question examined the question: "To what extent does self-awareness affect leadership performance in primary and secondary schools in St. Kitts/Nevis?" This research

question was also answered in the positive. The results showed that there is a significant association between self-awareness and leadership performance. According to Butler (2021) self-awareness allows the person to look inside and self analyse. In so doing, the person is able to identify his/her emotional state in any given situation. Additionally, Butler (2021) posited that this dimension of emotional intelligence is the most important one as it is the beginning of identifying how one feels and their effects on others in their surroundings. Some of the traits of individuals who are self-aware are that they are good at communicating effectively, they are confident when in a position to make decisions (Eurich, 2018). In addition to the traits advanced by Eurich (2018), Mokhtar and Krishnan (2023) supported the view that leaders who are self-aware are cognizant of their strengths and their weaknesses. Having this ability will help them to be more effective. According to literature analysis done by Sofia (2024), it was found that being self-aware is a trait that supports conducive work culture. The review of the related literature showed many cases where self-awareness as a dimension of emotional intelligence is integral to enhancing the work environment (Singh et al. 2024; Kalraa, 2025).

The implications of these results gathered from this study show that there is need for additional training for the principals and vice principals at all schools and more specifically in the secondary schools in St. Kitts and Nevis. The training should be targeted on each dimension of emotional intelligence. This training could even involve the principals/vice principals from primary schools sharing the strategies they are using in their schools to make the environment emotionally intelligent for their teachers. Continued professional development sessions will also help to improve the dimensions of self-regulation, empathy, social awareness and self-awareness in all the principals/vice principals.

The results of the multiple regression showed that self-regulation, empathy, social awareness and self-awareness all dimensions of emotional intelligence were not statistically associated with leadership performance. Additional research will be imperative to determine what the predictor of leadership performance is in these instances.

Interviews

The other instrument that was used to gather data was a set of interview questions. These questions were asked of the teachers on the management teams at the primary and secondary schools. The teachers on the management teams were selected to participate in the interviews because they are the ones who work closely with the principals and vice principals to make decisions concerning the schools.

Self-regulation

For the interviews, the primary group of teachers advanced that their leaders do not display the skills that would enable them to regulate their emotions. For example, the teachers reported that the principals/vice principals did not receive feedback well and that they were easily frustrated. On the other hand, the secondary teachers found that their principals/vice principals showed traits of being self-regulated, especially by their ability to take criticisms and manage their frustrations. These results are significant for future research, especially for the primary schools' principals and vice principals.

Empathy

Contrary to the questionnaire, the results for the interviews showed otherwise concerning this area for the primary school principals. The teachers on the management teams reported that

the principals/vice principals do not show empathy. However, the secondary teachers described examples where their principals visited a sick staff member in the hospital, gave teachers the day off to rest as some examples of empathetic gestures by their principals/vice principals.

Social awareness

The interview results from the secondary school teachers also agreed with this result as they mentioned that their principals/vice principals gave tokens of appreciation and celebrated the successes of other staff members. However, the primary school teachers had results that showed that their principals do not display traits of being socially aware. For example, the primary school teachers on the management teams explained that their principals/vice principals do not motivate staff members. In looking at the results for multiple regression, it was seen that social awareness is a predictor of leadership performance for the primary schools' principals/vice principals but not for the secondary schools.

Self-awareness

The results for the analysis of the questionnaire showed different results from the interviews conducted with teachers who work closely with the principals and vice principals. The interview results for the primary schools' principals and vice principals showed that the teachers on the management teams do not see them as being self-aware in their daily duties at work. The teachers cited instances of principals/vice principals not taking responsibility for anything and that there is no evidence that the principals/vice principals evaluate themselves. As expressed in the previous three research questions, multiple regression analysis showed that self-awareness is a predictor of leadership performance for only the primary schools' principals/vice principals.

Based on the conclusion of this study it adds to the pool of information that there is a parallel between emotional intelligence and leadership performance is now known. From the

results, especially the results from the interviews, it shows that the primary schools principals and vice principals do not possess these dimensions of emotional intelligence. However, the opposite was found from the analysis from the questionnaires. It would, therefore, be a good idea to interview the principals/vice principals to learn more about their challenges on the job. It is quite possible that the close-ended, structured questionnaire did not allow them to express their views effectively. It shows that there is a need for further research to ascertain what is happening within the primary schools in relation to the principals and vice principals.

The interpretation of these results could have been limited for a number of reasons. One of the biggest limitations of this study was using a self-report instrument to assess behaviour. According to Yates, Gough and Brazil (2022), when participants are required to self-assess, they usually over state their abilities. Future studies could separate principals and vice principals and primary and secondary schools.

By and large, the findings of this study confirm the theoretical framework of the Model of Emotional Intelligence as advanced by Goleman (1995). Goleman (1995) as cited in Goleman (2021), posited that when leaders are emotionally intelligent, they are more efficient at their jobs. According to Goleman (1998), there are four branches of emotional intelligence that apply to the workplace.

The views of the Bar-On model of emotional intelligence were also supported in this research. The Bar-On (2005) model focuses on how people understand themselves, how they understand others, how they relate to others while being aware of the daily stressors of life. Bar-On (2005) further thinks that people who have high emotional intelligence scores are more competent with addressing the daily demands and pressures.

Overall, the results from this study helped to fill the research gap for studies that employ explanatory sequential mixed methods approaches, as this will help to provide deeper insights into how principals and vice-principals, including those who work in St. Kitts & Nevis and the Caribbean in general, at different educational levels can utilize emotional intelligence in shaping leadership performance.

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APPENDICES

A UREC Decision

UNICAF UNIVERSITY

UREC Decision, Version 2.0

Unicaf University Research Ethics Committee Decision

Student's Name:	Nadine Lawrence
Student's ID #:	R2011D11586977
Supervisor's Name:	Dr Susan Wasike
Program of Study:	UUZ: EdD Doctoral of Education
Offer ID /Group ID:	O59872G64417
Dissertation Stage:	3
Research Project Title:	EMOTIONAL INTELLIGENCE AND LEADERSHIP PERFORMANCE IN PRIMARY AND SECONDARY SCHOOLS IN ST. KITTS AND NEVIS
Comments:	No comments.
Decision*:	A. Approved without revision or comments
Date:	07-Sep-2023

*Provisional appeoval peovided at the Dissertation Stage 1, whereas the final approval is provided at the Dissertation stage 3. The student is allowed to proceed to data collection following the final approval.

B. Letter to Ministry of Education

ST. CHRISTOPHER & NEVIS

Tel: (869) 467-1515 (Chief Education Officer)
Email: francil.morris@moe.edu.kn

Ministry of Education
EDUCATION DEPARTMENT
P.O. Box 333
Stanford Building
Basseterre
St. Kitts, West Indies

5th September, 2023

Ms. Nadine Lawrence
Mansion Village
St. Kitts

Dear Ms. Lawrence:

I hereby acknowledge receipt of your letter dated 23rd August, 2023 seeking permission to conduct a Research Study in all public schools in St. Kitts and Nevis during the period 4th September, 2023 to 2nd October, 2023 to satisfy your doctoral degree at the University of Unicaf.

Please know that the Ministry of Education is willing to grant approval and that you are required to sign the consent form that is attached.

The data collected from the study, **"To Investigate Emotional Intelligence and Its Relationship to Leadership Performance of School Leaders,"** can only be used for the purpose as outlined in the study.

Best wishes are extended to you as you seek to fulfill the requirements to complete your Doctoral Degree at the Unicaf University.

Yours sincerely,

MINISTRY OF EDUCATION ST. KITTS

Francil Morris (Mr.)
Chief Education Officer

FM/jpvh

Cc: The Principal - All Public Schools in St. Kitts & Nevis

C. Ministry of Education Consent Form

ST. CHRISTOPHER & NEVIS

Tel: (869) 467-1515 (Chief Education Officer)
Email: francil.morris@moe.edu.kn

Ministry of Education
EDUCATION DEPARTMENT
P.O. Box 333
Stanford Building
Basseterre
St. Kitts, West Indies

CONSENT FORM

Research Study: **Doctoral Degree**

Topic/Emphasis: **"To Investigate Emotional Intelligence and Its Relationship to Leadership Performance of School Leaders"**

Name of Researcher: **Ms. Nadine Lawrence**

I Nadine Lawrence hereby agree to conduct my study consistent with the guidelines outlined by the Ministry of Education. I shall:

1. Provide a copy of the completed study to the Ministry of Education.
2. Ensure that the data is used for the sole purpose as outlined in the research.

NB: The completed document **SHOULD NOT** be shared with schools.

N Lawrence
Nadine Lawrence (Ms.)

September 7, 2023
Date

for
Francil Morris (Mr.)
Chief Education Officer

5/09/2023
Date

FM:jpvh

MINISTRY OF EDUCATION ST. KITTS

D Participant's consent Form

Dear Participant:

My name is Nadine Lawrence, and I am a doctoral student at Unicaf. I am conducting this academic research to investigate the relationship between emotional intelligence and leadership performance in primary and secondary schools in St. Kitts and Nevis.

Kindly complete the questionnaire below which assesses your emotional intelligence and your leadership levels. It is also important to complete the section on your demographic information.

I assure you that the information you provide will be kept in the strictest confidence and anonymity will be maintained.

Thank you for your kind participation.

Consent Form

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss it. I have received satisfactory answers to all my questions, and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences.

I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation in this study. I understand that my data will remain anonymous and confidential, unless stated otherwise.

I consent voluntarily to be a participant in this study **Yes** ☐ **No** ☐

Date: _____

E Questionnaire for Principals /Vice Principals

Questionnaire For Principals /Vice Principals

Demographic Information

Gender

Male ☐ **Other** ☐

Female ☐ **Prefer not to mention** ☐

Including this year, how many years have you been a principal?

0-5 ☐ **16-20** ☐

6-10 ☐ **21-30** ☐

11-15 ☐ **31 and above** ☐

Age

25-30 ☐ **41-45** ☐

31-35 ☐ **46-50** ☐

36-40 ☐ **51-55** ☐

Please assess and score how much each statement applies to you.

1 – DOES NOT APPLY

2 – APPLIES SOMETIMES

3 – APPLIES HALF THE TIME

4 – APPLIES MOST OF THE TIMES

5 – ALWAYS APPLIES

1 I realize immediately when I lose my temper	1 2 3 4 5
2 I can 'reframe' bad situations quickly	1 2 3 4 5
3 I am able to always motivate myself to do difficult tasks	1 2 3 4 5
4 I am always able to see things from the other person's viewpoint	1 2 3 4 5
5 I am an excellent listener	1 2 3 4 5
6 I know when I am happy	1 2 3 4 5
7 I do not wear my 'heart on my sleeve'	1 2 3 4 5
8 I am usually able to prioritize important activities at work and get on with them	1 2 3 4 5
9 I am excellent at empathizing with someone else's problem	1 2 3 4 5
10 I never interrupt other people's conversations	1 2 3 4 5
11 I usually recognize when I am stressed	1 2 3 4 5
12 Others can rarely tell what kind of mood I am in	1 2 3 4 5
13 I always meet deadlines	1 2 3 4 5
14 I can tell if someone is not happy with me	1 2 3 4 5
15 I am good at adapting and mixing with a variety of people	1 2 3 4 5
16 When I am being 'emotional' I am aware of this	1 2 3 4 5
17 I rarely 'fly off the handle' at other people	1 2 3 4 5
18 I never waste time	1 2 3 4 5
19 I can tell if a team of people are not getting along with each other	1 2 3 4 5
20 People are the most interesting thing in life for me	1 2 3 4 5
21 When I feel anxious, I usually can account for the reason(s)	1 2 3 4 5
22 Difficult people do not annoy me	1 2 3 4 5
23 I do not prevaricate	1 2 3 4 5
24 I can usually understand why people are being difficult towards me	1 2 3 4 5
25 I love to meet new people and get to know what makes them 'tick'	1 2 3 4 5

26 I always know when I'm being unreasonable	1	2	3	4	5
27 I can consciously alter my frame of mind or mood	1	2	3	4	5
28 I believe you should do the difficult things first	1	2	3	4	5
29 Other individuals are not 'difficult' just 'different'	1	2	3	4	5
30 I need a variety of work colleagues to make my job interesting	1	2	3	4	5
31 Awareness of my own emotions is very important to me at all times	1	2	3	4	5
32 I do not let stressful situations or people affect me once I have left work	1	2	3	4	5
33 Delayed gratification is a virtue that I hold to	1	2	3	4	5
34 I can understand if I am being unreasonable	1	2	3	4	5
35 I like to ask questions to find out what it is important to people	1	2	3	4	5
36 I can tell if someone has upset or annoyed me	1	2	3	4	5
37 I rarely worry about work or life in general	1	2	3	4	5
38 I believe in 'Action this Day'	1	2	3	4	5
39 I can understand why my actions sometimes offend others	1	2	3	4	5
40 I see working with difficult people as simply a challenge to win them over	1	2	3	4	5
41 I can let anger 'go' quickly so that it no longer affects me	1	2	3	4	5
42 I can suppress my emotions when I need to	1	2	3	4	5
43 I can always motivate myself even when I feel low	1	2	3	4	5
44 I can sometimes see things from others' point of view	1	2	3	4	5
45 I am good at reconciling differences with other people	1	2	3	4	5
46 I know what makes me happy	1	2	3	4	5
47 Others often do not know how I am feeling about things	1	2	3	4	5
48 Motivation has been the key to my success	1	2	3	4	5
49 Reasons for disagreements are always clear to me	1	2	3	4	5
50 I generally build solid relationships with those I work with	1	2	3	4	5

This questionnaire provides a description of your leadership style. Twenty-one descriptive questions are listed below. Judge how frequently each statement fits you. The word 'others' may mean your colleagues, staff members etc.

KEY

0 Not at all

1 Once in a while

2 Sometimes

3 Fairly often

4 Frequently, if not always

Questions

1	I tell others what to do if they want to be rewarded for their work.	0 1 2 3 4
2	I provide recognition/rewards when others reach their goals.	0 1 2 3 4
3	I call attention to what others can get for what they accomplish.	0 1 2 3 4
4	I help others develop themselves.	0 1 2 3 4
5	I let others know how I think they are doing.	0 1 2 3 4
6	I give personal attention to others who seem rejected.	0 1 2 3 4
7	I make others feel good to be around me.	0 1 2 3 4
8	Others have complete faith in me.	0 1 2 3 4
9	Others are proud to be associated with me.	0 1 2 3 4
10	I express with a few simple words what we could and should do.	0 1 2 3 4
11	I provide appealing images about what we can do.	0 1 2 3 4
12	I help others find meaning in their work.	0 1 2 3 4
13	I enable others to think about old problems in new ways.	0 1 2 3 4
14	I provide others with new ways of looking at puzzling things.	0 1 2 3 4
15	I get others to rethink ideas that they had never questioned before.	0 1 2 3 4
16	I am content to let others continue working in the same way as always.	0 1 2 3 4

17	Whatever others want to do is O.K. with me.	0 1 2 3 4
18	I ask no more of others than what is absolutely essential.	0 1 2 3 4
19	I am satisfied when others meet agreed-upon standards.	0 1 2 3 4
20	As long as things are working, I do not try to change anything.	0 1 2 3 4
21	I tell others the standards they have to know to carry out their work.	0 1 2 3 4

F Interview Questions for teachers on the Management Teams

Dear Participant :

My name is Nadine Lawrence, and I am a doctoral student at Unicaf. I am conducting this academic research to investigate the relationship between emotional intelligence and leadership performance in primary and secondary schools in St. Kitts and Nevis.

Kindly review the questions below in preparation for the interview session. This session should last approximately forty-five minutes. You are required to complete the demographic information section, and this will be collected on the day of the interview. Each interview session will be audio recorded.

I assure you that the information you provide will be kept in the strictest confidence and anonymity will be maintained.

Thank you for your kind participation.

Consent Form

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss it. I have received satisfactory answers to all my questions, and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences.

I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation in this study. I understand that my data will remain anonymous and confidential, unless stated otherwise.

I consent voluntarily to be a participant in this study ☐ **Yes** ☐ **No**

Date: _____

Interview Questions for teachers on the management teams

Demographic Information

Gender

☐ **Male** ☐ **Other**

☐ **Female** ☐ **Prefer not to mention**

Including this year, how many years have you worked at this school?

0-5 ☐ **16-20** ☐

6-10 ☐ **21-30** ☐

11-15 ☐ **31 and above** ☐

Age

25-30 ☐ **41-45** ☐

31-35 ☐ **46-50** ☐

36-40 ☐ **51-55** ☐

RQ1. How does self-regulation affect leadership performance in primary and secondary schools in St. Kitts and Nevis?

1. When working on projects, does your principal/vice principal ask for help?
2. How does your principal/vice principal manage or react when the feedback is negative?
3. Does your principal/vice principal work well with different personalities?
4. Can you identify when your principal/vice principal is frustrated? Explain what this looks like.

RQ 2. How does empathy affect leadership performance in primary and secondary schools in St. Kitts and Nevis?

1. How does your principal/vice principal show empathy to other workers?

1. Give one example where your principal/vice principal showed empathy to you or another worker.
2. How does your principal/vice principal handle conflict among staff members?
3. How would you best describe your principal/vice principal?

RQ3. How does social awareness affect leadership performance in primary and secondary schools in St. Kitts and Nevis?

1. What is the most rewarding thing about working with your principal/vice principal?

2. How does your principal/vice principal react to challenges at work?

1. How does your principal/vice principal motivate other team members?
2. If another coworker is going through some challenges, how does your principal/vice principal approach the matter?

RQ4. How does self-awareness affect leadership performance in primary and secondary schools in St. Kitts/Nevis?

1. When provided with feedback, does your principal/vice principal receive it well? Explain.

2.What does your principal/vice principal do to show that he/she evaluates his/her behaviours?

1. What is your principal/vice principal's greatest achievement over the last school year? Explain.

2. How does your principal/vice principal encourage teamwork in the school?