

**ORGANIZATIONAL CLIMATE IN RELATION TO EMOTIONAL
INTELLIGENCE OF PRINCIPALS OF SECONDARY SCHOOLS****Amit kauts¹ and Veenu Anand²**

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Abstract

The present study attempts to study the effect of Emotional intelligence of Principals on Organizational Climate of secondary schools. The sample consisted of 20 schools with male and 20 schools with female principals from government and private schools of Hoshiarpur and Jalandhar district. Out of selected schools, 20 teachers were taken from each school and investigation was carried out on 480 teachers to whom Organizational Climate questionnaire was administered. The obtained data was analyzed with the help of 2x2 analysis of variance. Teachers headed by female principals experienced more disengagement and alienation than the institution headed by the male principals. Teachers headed by highly emotionally intelligent principals experienced more disengagement, esprit, controls, humanized thrust than the institution headed by the low emotionally intelligent principals. Teachers working in schools with female principals having high emotional intelligence showed more alienation than the teachers working in schools with male principals having high emotional intelligence. Teachers working in schools with female principals having low emotional intelligence showed more alienation than teachers working in schools with male principals having high emotional intelligence.

Key words: *Emotional Intelligence, Organizational Climate*

Introduction: The school is the society's effective nurturing agency that synthesizes different values, promoting at the same time. It should, therefore, be realized that school cannot be divested from an important vital function of education. This will enable students to choose to behave well, even in those difficult situations where others do not. The abilities and understandings promoted in the common essential learning contribute to the establishment of an open and caring environment and thus support students' learning and their desire to learn.

Principals are the most important factor in creating an effective school culture, which influences student achievement (Keller, 1998; Maehr & Fyans, 1989). Establishing a culture that is positive and warm for both students and staff was ranked as a first priority of principals (Whitaker & Turner, 2000). “Effective school leaders understand that their primary objective is to motivate people by creating conditions under which people want to do what needs to be done” (Whitaker & Turner, p. 433). Possessing the ability to influence in the areas of relationships, vision, motivation and conflicts requires tremendous amounts of Emotional Intelligence.

Emotion in organization is intrinsically a multilevel phenomenon, extending all the way from the top of the organization to the most fundamental level. Emotions are considered a soft area and have often been thought of as a determinant in the workplace. Today’s workplace does not accept the autocratic style often adopted by leaders, so leadership has to evolve to match a growing sense of democracy and independence in the workplace. It contributes to the development of social intelligence. In order to emphasize with other’s emotional states, it is important to have a coherent understanding of one’s own emotional range. Implementing emotional intelligence into the workplace can provide an understanding towards the needs of the employee, which will help the employer to have a better company. If co-workers are trained in becoming more empathetic, understanding each other’s emotions and managing their own emotions, the workplace environment can become more productive and taking away lot of the stress between the employees and creating extra work around the office.

Emotional Intelligence (EI): Emotional Intelligence (EI) refers to an assortment of emotional, personal, and interpersonal abilities and skills that influence one’s overall capability to effectively cope with environmental pressures and demands. It activates our innermost values and aspirations, transforming them from things we think about to how we live. It is concerned with understanding self and others, relating to people, adapting, and coping with the environment. Emotional Intelligence is a way of consciously choosing thoughts, feelings, and actions to create optimal relationships with yourself and others.

The term emotional intelligence encompasses the following five characteristics and abilities as discussed by Goleman (1995):

- 1. Self-awareness:** knowing your emotions, recognizing feelings as they occur and discriminating between them.
- 2. Mood Management:** handling feelings so they are relevant to the current situation and you

react appropriately.

3. Self-motivation: “gathering up” your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness.

4. Empathy: recognizing feelings in others and tuning into their verbal and non- verbal views.

5. Managing Relationships: handling interpersonal interaction, conflict resolution and negotiations

According to Bar-On (1997), EI is an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.

Cooper and Sawaf (1997) defined Emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

According to Matthews, Zeidner and Roberts (2002), EI is the competence to identify and express emotions, understand emotions, assimilate emotions into thought and regulate both positive and negative emotions in the self and others.

Thus EI is a person’s ability to deal with his/her own emotions and the emotions of others in a constructive manner that promotes teamwork and productivity rather than conflict. E.I is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success.

Brown, Bettina Lankard (1999) found that emotional well being is being recognized as a predictor of success in school, family, and work life and many are advocating that emotional intelligence should be promoted at elementary schools.

Barth (2000) investigated and found that effective leaders have the ability to create an ideal culture for the company or school. Principals’ ability to perceive emotions and understand emotions of self and others are positive predictors of creating a school culture. These traits are necessary in the leadership of a school.

Maulding (2002) found that the key to improving leadership lies in using both aspects of the brain effectively by learning and to utilize emotions effectively or in other words, by developing emotional intelligence.

Caruso & Salovey (2004) found that effective leaders are able to apply their emotional intelligence to make good decisions and effectively manage themselves and others.

Thus, human emotions play an important role in the learning process. Emotional Intelligence helps us in our health and wealth, because EI causes us to be wiser about our emotions. In health or in stress, emotional intelligence can help a person prevent, handle or cope with the situations they encounter, providing them with a step up in life. Emotional Intelligence is said to have a role in all of this. Helping individuals to deal effectively and rationally towards the situation even if negative life events happen the way. It is important for an individual to be emotionally intelligent, because they are not only helping others/world, but also themselves.

Organizational Climate: An organization is a special kind of group, whose members have various different responsibilities for accomplishing the group task. It is therefore, a part of administration dealing with the systematic arrangements and coordination of activities for certain definite purpose. It is the human environment within which an organization's employees do their work. It may be extend from the environment within a unit or the entire organization. It has a direct bearing on the quality or functions of an environment. Dictionary of psychology defines organizational climate as relatively enduring quality of internal environment of an organization that:

- Experienced by its member
- Influence their behavior
- Can be discarded in terms of the values of a particular set of characteristics or attributes of the organization.

Thus Organizational Climate can be defined as “those characteristics that distinguish the organization from other organization and that influence the behavior of people in the organization.”

The dictionary of Education (Good 1959) defined Organizational Climate as the pattern of social interaction that characterizes an organization.

Halpin (1966) defined Organizational Climate as the personality of an organization. School climate was the “personality” of a school described in terms of social interactions between teachers and principals and among members of teaching staff.

Evans (1976) referred Organizational climate as the collective personality of the organization. It is an accumulation of feelings and perceptions that people have about the work environment at their place of employment

Field & Abelson (1982) defined Organizational characteristics, which is perceived and interpreted by the organization's members, who then create the climate.

Halpin and Croft divided the eight dimensions into two groups. The first four of eight Subsets pertain to the behavior of principal and remaining four subsets pertain to the behavior of the teachers.

Characteristics of principal's behavior:

1. Alienation
2. Product Emphasis
3. Humanized Thrust
4. Controls

Characteristics of teacher's behavior:

1. Disengagement
2. Psycho- Physical Hindrance
3. Esprit
4. Intimacy

The above-mentioned eight dimensions of the organizational climate are the internal factors of climate.

Gaba (1980) found no significant difference between the relationship of organizational climate with job satisfaction of Principals of both govt. and private schools. It was concluded that organizational climate of a school affects teacher job satisfaction. If the climate is favorable, teacher feels satisfied and performs their duties in a self-centered manner.

Chakraborty (1990) studied the organizational climate of secondary schools in West Bengal and its correlation with other relevant variables. Significant and positive correlation was found between the school organizational climate and leadership behavior of the principal and the job satisfaction of the teacher.

Hoover (1990) studied relationships among perceptions of principals conflicts management behaviors, levels of conflicts and organizational climate in high schools and found that teachers in schools with high E.I. Principals scored high on dimensions Disengagement, Esprit, Intimacy, and humanized thrust than the teachers with low E.I. principals and In case of "Esprit" dimension of school climate in schools with high E.I. principals, teachers experience more esprit than teachers in schools with low E.I. principals irrespective of Government and Private Schools.

Williams (1994) investigated the CEOs of insurance companies and found a significant relationship between the EI abilities of the leader and the organizational climate.

Hay/McBer (2000) investigated on forty-two principals in the United Kingdom and found the relationship between leadership style and school climate. It was found that principal's

competencies in EI showed an increase in teachers' attitudes towards work, which reflected in students' grades whereas a principal with fewer emotional competencies has teachers who demonstrated apathy and this had a negative reflection on students' achievement.

Organizational climate consists of an effective component. Therefore, it is important to understand how emotions are also related to the construct. Emotional intelligence can help in creating an enthusiastic work environment and efficient administration. It also helps the management to create useful vision for the future of the organization. They can proceed from the current circumstance to the vision of preferred future with ease.

From the above discussion it is clear that the success of any organization in the long run depends very much on the emotional intelligence of leaders which can make better organizational climate. It is found that people who are emotionally adapted, who know and manage their own feelings well and who read and deals effectively with other people's feelings are at an advantage in any domain of life. Thus, we can say that Emotions in organization is intrinsically a multilevel phenomenon, extending all the way from the top of the organization to the most fundamental level. Emotions are considered a soft area and have often been thought of as a determinant in the workplace. The present study is an attempt to examine the role of emotionally intelligent principals of secondary schools in improving organizational climate.

In this study the following dimensions of organizational climate have been studied from scale of Dr. Motilal Sharma (1978)

- A - Disengagement
- B - Alienation
- C - Esprit
- D - Intimacy
- E - Psycho-physical Hindrance
- F - Controls
- G - Production Emphasis
- H - Humanized Thrust

The present study has been stated as "Organizational climate in Relation to Emotional Intelligence of Principals of Secondary Schools."

Objective of the Study: To study Organizational climate in relation to emotional intelligence of principals.

Hypotheses of the study

1. There is no significant difference in Organizational climate in schools with male and female principals.

2. There is no significant difference in Organizational climate in schools with principals with high emotional intelligence and schools with principals with low emotional intelligence.
3. There is no interaction between gender and emotional intelligence of principals on the scores of Organizational climate.

Method of the study

Sample: In the present study, twenty schools with male and twenty schools with female principals were taken from the government and private schools of Hoshiarpur and Jalandhar district keeping in view their student strength and faculty strength.

Design and Procedure: 2 X 2 factorial design was employed on the scores of Organizational Climate wherein gender and emotional intelligence of the principals were independent variables and were used for the purpose of classification viz-a- viz schools with male and female Principals and schools with high and low emotional intelligence Principals. Organizational Climate was studied as dependent variable. Emotional intelligence questionnaire was administered to the twenty male and twenty female principals of selected schools. Based on the scores of emotional intelligence questionnaire, the scores were arranged in ascending order. 30% top and 30% bottom schools i.e. six schools with male principals with high emotional intelligence and six schools with male principals with low emotional intelligence, Similarly, six schools with female principals with high emotional intelligence and six schools with female principals with low emotional intelligence were identified. After that, Organizational climate scale was administered to twenty teachers in each school. The collected data was scored and treated for interpretation of results.

Tools of the Study: Following tools were used to collect data.

1. Emotional intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002).
2. School Organizational Climate Description Questionnaire by Dr. Motilal Sharma (1978).

Statistical Techniques Employed

Following statistical techniques were used to analyze the data:

1. Mean, Standard Deviation were employed to understand the nature of data on the scores of Organizational Climate and Emotional Intelligence.
2. 2X2 analysis of variance was employed on the scores of Organizational Climate and Emotional Intelligence.
3. t-ratios in those cases where F-values were found to be significant.

Following acronyms were used:

- EI ----- Emotional Intelligence
- HEI -----High Emotional Intelligence
- LEI -----Low Emotional Intelligence
- N ----- Number of scores
- M ----- Mean Scores
- σ ----- Standard Deviation
- SS ----- Sum of Squares
- MSS ----- Mean Sum of Squares
- df -----Degree of freedom

Results: 2x2 Analysis of variance on the scores of ‘Organizational climate’ in relation to emotional intelligence of male and female principals.

The means of subgroups of 2X2 design of ANOVA on the scores of various dimensions of Organizational climate have been calculated and are presented below in the table 1(A) and table 1(B)

TABLE 1(A)

	A			B			C			D		
	Male	Female		Male	Female		Male	Female		Male	Female	
HEI	M=19.62 σ =4.76 N=120	M=20.13 σ =4.49 N=120	MM=19.87	M1= 8.60 σ 1 =2.42 N1=120	M2=9.73 σ 2=2.25 N2=120	MM =9.16	M1=24.07 σ 1 =5.45 N1=120	M2=23.77 σ 2=5.28 N2=120	MM=23.92	M1=19.75 σ 1 =4.08 N1=120	M2=19.22 σ 2=4.49 N2=120	M=22.27 M=22.27
LEI	M3=17.48 σ 3=4.87 N3=120	M4=19.38 σ 4=5.20 N4=120	MM=18.43	M3=9.07 σ 3=2.87 N3=120	M4=9.24 σ 4=2.25 N4=120	MM =9.15	M3=21.68 σ 3=5.95 N3=120	M4=22.86 σ 4=6.28 N4=120	MM=22.27	M3=18.73 σ 3=4.93 N3=120	M4=18.63 σ 4=4.65 N4=120	M=18.68 M=18.68
	MM=18.55	MM=19.75		MM=8.83	MM=9.48		MM=22.87	MM=23.31		MM=19.24	MM=18.92	

TABLE1 (B)

	E			F			G			H			COMPLETE ORGANIZATIONAL CLIMATE		
	Male	Female		Male	Female		Male	Female		Male	Female		Male	Female	
HEI	M=13.67 $\sigma=3.51$ N=120	M=13.16 $\sigma=3.35$ N=120	MM=13.41	M=15.63 $\sigma=2.99$ N=120	M=15.01 $\sigma=3.47$ N=120	MM=15.32	M=18.15 $\sigma=4.38$ N=120	M=19.23 $\sigma=4.19$ N=120	MM=18.69	M=35.91 $\sigma=8.36$ N=120	M=37.38 $\sigma=8.11$ N=120	MM=36.64	M=345.65 $\sigma=24.65$ N=120	M=345.52 $\sigma=22.29$ N=120	MM=345.58
LEI	M=12.97 $\sigma=3.21$ N=120	M=13.16 $\sigma=3.31$ N=120	MM=13.06	M=14.07 $\sigma=3.77$ N=120	M=13.55 $\sigma=3.60$ N=120	MM=13.81	M=17.83 $\sigma=4.87$ N=120	M=18.11 $\sigma=4.32$ N=120	MM=17.97	M=33.03 $\sigma=9.00$ N=120	M=33.85 $\sigma=8.33$ N=120	MM=33.44	M=331.58 $\sigma=26.38$ N=120	M=341.83 $\sigma=23.93$ N=120	MM=336.70
	MM=13.32	MM=13.16		MM=14.85	MM=14.28		MM=17.99	MM=18.67		MM=34.47	MM=35.61		MM=338.61	MM=343.67	

Summary of ANOVA for 2x2 design on the scores of various dimensions of organizational climate in relation to sex and emotional intelligence of principals are presented below in table 2 (A) and table 2(B)

TABLE2 (A)

Source of variance	A		B		C		D		E	
	MSS	F-Ratio	MSS	F-Ratio	MSS	F-Ratio	MSS	F-Ratio	MSS	F-Ratio
Gender	176.419	7.546**	51.352	7.984**	51.352	7.984**	51.352	7.984**	3.008	.269
EI	250.852	10.730**	.019	.003	.019	.003	.019	.003	14.700	1.312
Interaction	58.102	2.485	27.552	4.283*	27.552	4.283*	27.552	4.283*	14.700	1.312

TABLE2 (B)

Source of variance	F		G		H		COMPLETE ORGANIZATIONAL CLIMATE	
	MSS	F-Ratio	MSS	F-Ratio	MSS	F-Ratio	MSS	F-Ratio
Gender	38.533	3.200	55.352	2.798	55.352	2.798	1143.919	1.550
EI	273.008	22.670**	62.352	3.152	62.352	3.152	11281.102	15.290**
Interaction	.300	.025	18.802	.951	18.802	.951	87.552	.119

** Significant at 0.01 level of confidence, * Significant at 0.05 level of confidence

Gender (A): It may be observed from the table 2(A) that F- ratios for the differences between means of male and female principals on the scores of dimension A (disengagement), B (Alienation) were found to be significant at the 0.01 level of confidence. Thus, the data provides sufficient evidence to reject the Hypothesis namely, “There is no significant difference between emotional intelligence of male and female principals on the scores of various dimensions viz. A and B of Organizational climate in schools with male and female Principals” whereas the data does not provide sufficient evidence to reject the Hypothesis in case of dimensions A,C,D,E,F,G,H and Complete Organizational climate neither at the 0.05 nor at the 0.01 level of confidence. Further the analysis of the means table 1(A) suggests that the teachers headed by female principals experience more disengagement and Alienation than the institution headed by the Male principals. This finding is in tune with some dimensions with the study of Kauts and Hans (2008-2009).

Emotional Intelligence (B): It may be observed from the table 2(A) and 2(B) that F-ratios for the differences between means of Male and Female principals on the scores of dimensions A(Disengagement) ,C (Esprit),F (Controls) and H (humanized thrust) and complete Organizational Climate were found to be significant at the 0.01 level of confidence. Thus, the data provides sufficient evidence to reject the Hypothesis namely, “There is no significant difference between emotional Intelligence of Male and female Principals on the scores of organizational Climate in case of dimensions A, C, F and H whereas the data does not provide sufficient evidence to reject the Hypothesis in case of dimensions B, D, E, F, G neither at the 0.05 nor at the 0.01 level of confidence. Further the analysis of the means table 1(A)and 1(B) suggests that the teachers headed by highly emotionally intelligent principals experience more

disengagement, Esprit, Controls, Humanized thrust than the institution headed by the Low emotionally intelligent principals. The same is true for complete organizational climate.

INTERACTION (AXB): It may be observed from the table 2(A) that the F- ratios for the interaction between gender and Emotional intelligence of the principals at secondary stage on the scores of dimension B (Alienation) of organizational Climate were found to be significant at the 0.05 level of confidence. Thus, the Data provides sufficient evidence to reject the hypothesis namely, “There is no interaction between gender and emotional intelligence of principals on the scores of dimension B of organizational Climate.” whereas the data does not provide sufficient evidence to reject Hypothesis neither at the 0.05 nor at the 0.01 level of confidence on the various dimensions of Organizational Climate. The same is true in case of complete Organizational Climate.

To further analyze the significance of difference in various cells, t- have been computed to know the inter cell differences due to which F- ratios for the interaction have been found to be significant, t-Ratios have been presented in table 3

TABLE 3

Mean group	SE _d	D	t-ratio
M1-M2	0.30	1.13	3.76**
M1-M3	0.31	0.47	1.51
M1-M4	0.29	0.64	2.20**
M2-M3	0.32	0.66	2.06**
M2-M4	0.28	0.49	1.75
M3-M4	0.32	0.17	0.53

*significant at 0.05 level of confidence

**significant at 0.01 level of confidence

(M₁-Male HEI, M₂-female HEI, M₃- Male LEI, M₄- female LEI) It was observed from the table3 that means of sub-groups on Dimension B of organizational climate shows that t-ratios were significant for some sub-groups namely M₁-M₂, M₁-M₄, and M₂-M₃. The further examination of table suggests that:

1. Teachers working in schools with female principals having high emotional intelligence show more alienation than the teachers in schools with male principals having high emotional intelligence.
2. Teachers in schools with female principals having low emotional intelligence show more alienation than teachers in schools with male principals having high emotional intelligence.
3. Teachers in schools with female principals having high emotional intelligence show more alienation than teachers in schools with male principals having low emotional intelligence.

Discussion of Findings

This study has been conducted to examine the impact of emotional intelligence of school principals on the organizational climate. The findings of present study reveals that teachers headed by female principals experienced more disengagement and alienation than the institution headed by the male principals. Findings get its support from quality of the organizational climate varied directly in proportion to the quality of leadership and motivation it had.

Study also reveals that teachers headed by highly emotionally intelligent principals, experience more disengagement, esprit, controls, humanized thrust than the institution headed by the low emotionally intelligent principals. The same is true in case of complete organizational climate. The findings are in tune with the findings of studies conducted by Hoover (1990) who found that teachers in schools with high E.I. Principals scored high on dimensions Disengagement, Esprit, Intimacy, and humanized thrust than teachers with low E.I. principals. Findings basically suggest that emotional intelligence plays an effective role in building academic climate in the institution and emotionally intelligent principal as a leader of the school is assumed to take initiative, anticipate and recognize changes in the organizational climate. The findings revealed that teachers working in schools with female principals having high emotional intelligence show more alienation than the teachers working in schools with male principals having high emotional intelligence. The findings revealed that teachers working in schools with female principals having low emotional intelligence showed more alienation than teachers working in schools with male principals having high emotional intelligence. It is interpreted from the study that there is impact of emotional intelligence of principals on organizational climate. This finding is in tune with the findings of studies conducted by Fullan (2001), Donaldson (2001), Chakraborty (1990) who found a significant and positive correlation between the school organizational climate and leadership behavior of the principal and the job satisfaction of the teacher.

As a matter of fact that Emotional Intelligence can be developed among the principals, administrators and teachers who are associated with schools. Principals should be trained with regard to the components of Emotional Intelligence. They should be guided regarding how to become self-aware i.e. how to recognize the feelings of the moments and use them to guide the decision-making. They should be taught how to carry on self-regulation and take up responsibilities, how to handle emotions so that they facilitate rather than interfere with the task at hand. They should be guided regarding self-motivation i.e. how to persevere in face of setbacks and frustrations. They should be provided opportunities for empathizing with others. From the present study, it can be concluded that emotional intelligence is essential for enhancing the organizational climate of schools. Thus, the principal's leadership behavior and his/her style of dealing determine processes such as perspectives on education, the tone of the school i.e. the school organizational climate and the quality of the teaching and non-teaching staff. In a holistic sense, leadership of the principal constructs the quality of the school edifice. Thus, the leadership behavior of the principal plays a significant role in the effective functioning of the institution. Therefore emotional intelligence should be improved for the climate of the schools.

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