Moderation by Emotional Intelligence on Perceived Leadership Effectiveness and Workplace Performance Outcomes

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Abstract. The research was conducted for inspecting the bond among Perceived Leadership and Employee Workplace Outcomes as well as the moderating role of Emotional Intelligence on the connection between perceived leadership and Employee Workplace Outcomes. The survey was conducted through 260 employees of high schools of Quetta Pakistan, perceiving their managers as leaders including teaching and non-teaching staff. The results of 232 employees analyzed statistically by SPSS (v. 25.0), Add on Process by Andrew Hayes and AMOS 24. Study findings showed that acting strategies of perceived leadership relate positively to employees workplace outcomes, which increases or decreases with increased or decreased relation between them. The performance results show significant moderating effects of emotional intelligence, i.e. increases employee workplace performance, by upgrading the relationship between leaders and employees. These findings contribute to the literature on perceived leadership and the impact of intelligence level of employees, which may promote the education quality in high schools by improving intelligence level and offering some directions to HR practitioners for some possibly advantageous exercises and recruitment procedures and promoting human empowerment. This study was focused on high schools only, future studies may be conducted on other sectors of the education department and remote areas other than cities.

Key words: Emotional Intelligence, Workplace Outcomes, Perceived Leadership, Employee Performance, Moderation.

1 Introduction

Leaders in all sectors may need to understand the importance of leadership strategies to enhance employee performance. Due to the relevance of the business sector on the performance of the labor force, providing evidence on best practices is essential. In this learning, the study proposes to bond the ideas between academia and industry, so business experts recognize the significance of leadership strategies (Sellers, 2017). There are various methods that can be used for a successful life, cleverness (Intelligence) is important, but not the only thing to be successful,

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where we use IQ for the account of educational and carrier success. For talent which contains the awareness and identifying resource and strategy, finding and checking solutions and valuations (Abdulmajeed, 2016). Social intelligence is hosted into findings by Thorndike's definition of public motorized and intellectual intelligence 1920 (Somazo, 1990).

Emotional Intelligence (EI) as a measurement of public intelligence is expressed as the talent of considering ones own feelings and others feelings, showing ones emotions, utilizing and handling them (Salovey and Mayer, 1990). Where intelligence in education sets fix forward right criteria of intelligence for humans, EI detects the correct standards of victory in life (Goleman, 1995). EI assists everyone to show your feelings exactly by gaining familiar with and examining your and others feelings and showing on those emotions in our life. Higher IQ level can help to be successful in life, but some other factors such as motivation, social skills, efforts, emotional adaptability, control, determination, and faith are also important (Epstein, 1998).

Humans reflect whether they mob the important features if they ever needed to gain somewhat simple alteration among people, considering they are expert adequately and ones that arent successful in achieving and initiating specific behavior (Selçuk et al., 2007). This condition refers to social self-performance in a social learning environment (Bandura, 1997).

Researchers and consultants have instigated to understand that procedural management is not the explanation to all problems and EI is the key source of getting the achievement of goals (Love et al., 2011; Rezvani et al., 2016). The concepts of EI are broadly classified into 2 separate designs: a mixed model and a qualitative model. Goldman et al. (1996) advocated a broader sense of the mixed model of El combining aspects of personality with social behaviors and abilities. Whereas, the model of competency: labeled by the work of Salovey and Mayer (1990) has the core characteristics of understanding and managing the emotions of oneself and others, capable of forming beneficial thoughts and behaviors (Bratton et al., 2011) and can be upgraded conferring to advancement of publics age and experiences.

1.1   Problem Statement

Leadership and school performance have gained substantial attention in the literature. Research studies in the field of leadership and EI have begun to be discovered in depth in recent years. According to Stephens and Hermond (2009), the thought of EI has struck a specific chord with many leaders today because it promotes what many have expected for so long that overall intelligence, as measured by IQ, is not the only critical factor in foreseeing the success of leaders in real everyday organizations. Maulding (2002) stated that the key to filtering leadership lies in using both features of the brain effectively (General Intelligence and Emotional Intelligence) by learning how to apply emotions effectively or, in other words, by emerging our EI (p. 235). He further posited that a certain level of general intelligence would secure the job, but EI is crucial to becoming a successful leader.

According to research (Naseem, 2018), EI displayed a moderating role for employee happiness and life satisfaction. It indicates that the ability of telecommunication employees to appropriately manage their emotions and other employee emotions can enhance their capabilities to cope with job stress in executing a job. Consequently, it may clue to a higher level of happiness and life satisfaction. This study contributes to the theoretical knowledge of job stress (Naseem, 2018). In spite of the operational boundaries of this report, the current outcomes deliver beneficial material for a forthcoming hierarchical addition of the dissimilar dispositional elements of gladness and highlight the independent involvement of the somewhat under-developed concept of feature EI in the expectation of cheerfulness. While additional repetition, altering for

bandwidth reliability and including conditional variables, is required for an additional examination of the incremental rationality of feature EI over personality and other individual difference factors, feature EI seems to be an imperative determining factor of cheerfulness (Chamorro-Premuzic et al., 2007). Based on the results, it is again ascertained that EI and Emotional Self Efficacy are not overlapping constructs, they are somewhat distinct and have separate utility from trait EI and ability EI (Kirk et al., 2011).

A Principals role in leading a campus toward victory has become more complicated and multifaceted, and as a conclusion, a principal must be able to encourage and sustain learning in the face of complicated and quick change (Fullan, 2002). Gragg (2008) posited that good principal demands good management, not only in the everyday management skills, but also the art of managing employees. After examining the existing theories and studies it is needed to find out the impacts of perceived leadership on workplace outcomes, and it is essential that how EI plays a moderating role between perceived leadership and workplace outcomes in the educational sector of Quetta city. There are some core reasons which should be explained, and these are as follows:

Firstly, no work in the education sector is done which is essential for going forward to be aware of different kinds of activities and behavior. The education sector is a separate environment specialized for working on daily bases processes of service for Nations future, they have distinct processes of dealing with the students which are dispersed from other organizations.

2   Literature Review

2.1   Emotional Intelligence

EI contains a combination of aptitudes that allow a person to be aware of, to know, and to be in control of their own emotions, to identify and recognize the emotions of others, and to use this knowledge to foster their success and the success of others (Kimani et al., 2019). EI, as an aspect of public intelligence, was explained as the capability of considering one's own and others' emotional state, conveying one's sentiments, utilizing and handling them (Cobb and Mayer, 2000; Salovey and Mayer, 1990).

	Self	**Others**
Recognition	**Self - Awareness** • Emotional Self - Awareness • Self - Confidence	**Social Awareness** • Organizational Awareness • Cultural Understanding • Empathy
Regulation	**Self-Management** • Adaptability • Emotional Self - Control • Positive	**Team Management** • Communication • Conflict Management • Teamwork

Dimensions of Emotional Intelligence

The capacity to deliberate ones own sentiments and emotions, producing a notable link among them and utilizing the data concluded from in ones self actions and rational. Therefore, EI is a vital gathering of a series of skills, such skills as the person be able to sustain his motivation and struggle against difficulties, delay his impulsivities and control them, regulate his own

attitudes, do not let the confusion fail the power of thinking, identification with others and be hopeful (**?**).

2.2   Leadership

Leadership is not "one size for all" type thing, and its styles vary significantly among effective leaders. Leadership has a straight impact on active worker involvement. Leadership style in a group is one factor that imprints a substantial role in upgrading or hindering the interest and obligation of the employees in the organization.

Leadership is a great tool or weapon of the organization to achieves its goals and its essential points and without it, it is unrealistic for the organization to achieve its main goal. Without the leadership the application of tasks and their accomplishments are dreadful (Mills, 2005).

2.2.1   Perceived Leadership

To know how employees see their leaders, it is obvious to know, how they interpret the knowledge and how do they understand the performance of the employees in various conditional perspectives. Theory of Implicit Leadership, that is most proper and related to the current learning, has been studied by Robert Lord and his associates (Hall and Lord, 1995; Lord et al., 1986; Lord and Hall, 1992) that describes leadership as the method of being perceived by employees (Lord and Hall, 1992). This concept fears the valuation that people make about leaders and also the intellectual method that inspires the valuations and views of headship (Recognition based method) and results of actions (Inference based method).

Full ranged leadership is by far the highest research quality to empirically identify the influence of leadership on sub ordinates performance (Judge and Piccolo, 2004; Wright et al., 2012). Research is done as a step toward integrating common ideas into leadership (Antonakis and House, 2013), and findings can take into account current theories, how these styles are aligned with workplace performance. From a career development perspective, leadership styles are elastic and can be altered through interventions (e.g., executive coaching and training). Therefore, organizations can change the leadership style to make effective workplace progress.

Furthermore, as younger workers (such as idealized performances) show a better level of parenting development in their growth, leaders expressing these views will be positively evaluated for their change in the workplace (Holt and Marques, 2012).

2.3   Leadership and Employee Performance

Leadership has a constructive impact on employee performance (Shahab and Nisa, 2014) and therefore plays vital roles to ensure the growth of an organization and individual performance (Gul et al., 2012).

In order to inspire and encourage subordinates extra-role behaviors, leaders may consider stand-in as ideals for their dependents by representing astonishing technical skills, being obstinate in tackling problematic tasks, and by admitting the employees worth and efforts (Srithongrung, 2011). As an outcome of this, employees will be inspired to put in more energy to enhance their performance.

Other investigators have also confirmed the consequence of leadership on performance. For example, McCann et al. (2014) proposed that at its best, leadership motivates and inspires employees to effort hard towards organizational ideas and help the organization flourish. Armstrong further signposted that high performance comes about as a product of suitable perfor-

mance, especially flexible behavior and the effective use of obligatory skills, knowledge, and aptitudes which is influenced among other things by leadership style. Thus, employees choose to accomplish the tasks as a result of their identification with the leader.

This confirms a survey by Paracha et al. (2012) who after a study to determine whether leadership style (transformational and transactional) has an influence or able to influence employee performance found that there is a noteworthy positive association between the leaders of the style implement and employee performance and therefore vital that organizations carefully investigate the kind of style they adopt if they want to increase employee performance.

2.4   Conceptual / Theoretical Framework

The theoretical framework of the study was influenced by the early work of Salovey and Mayer (1990) and Goleman et al. (2002) who proposed 2 EI models that have set the groundwork for continued research in the area of EI. While these 2 theoretical frameworks underlined business leadership, more newly the construct of EI in education, specifically the EI of students, teachers, and leaders, have become topics of focus for research. Nelson and Low (2011) theoretical framework of EI emphasizes its importance in the field of education.
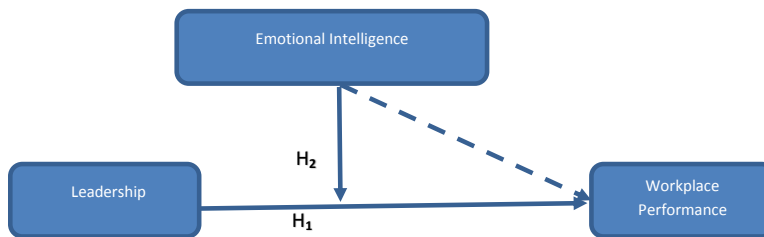

Figure 1: Theoretical Diagram

The study is intended to determine the impacts of leadership styles which influence the performance which is the dependent variable and there is also the influence of EI as a moderating variable that impresses the relationship between these two determined variables.

2.5   Hypotheses

According to (?) the study determines that the leaders are revealing the correct leadership styles even though it is not influencing the performance of the employees. The leadership styles (Transformational and Transactional) are complementary styles that when exhibited appropriately, should step forward to the peak performance levels of employees. The employees do not essentially depend so much on their leaders in executing their duties. The employees admired the leaders style of leading but that does not result in higher performance. Implying that, there are further aspects that needed to be measured in order to attain the highest performances of the employees (?).

H_1: Leadership style will have a positive significant effect on workplace performance.

Effective leadership needs an extensive range of skills. EI is one skill that may lead principals as they struggle to more effectively see the necessities of students. Based on the outcomes

of a general hypothesis, it can be compiled that there is a significant relationship between EI and an open leadership style. It shows that principals with high EI apply open leadership style more and try best to create enthusiasm among their employees, also hearten others greatly to make them keep on trying.

H_2: EI will play a positive moderating role between leadership style and workplace performance.

3   Research Methodology

3.1   Participants

This study evaluates 260 employees of the education sector in Quetta city through questioner which many researchers have utilized in previous studies. The cause of the selection of the education sector is to improve the quality and productivity of education in Quetta city. Therefore, the study will examine the predetermined variables in the education sector of all employees. The most experienced size for this study is (200 300) and this study contains 300 participants, the sampling technique convenience (non-probability) is utilized for the data collection due to time limit and for better access to information. 25 well-known school employees to be invited to participate in the study by filling questionnaires.

3.2   Instruments / Scales

3.2.1   Perceived Leadership

The author used different criteria for acceptable leadership, MLQ6X (Bass, 2000), a 360-degree tool that consists of two portions. The first portion is the self- evaluation of the leaders and their leadership style. While, the second portion is for the sub-ordinates, peers, or bosses to report their perception about the immediate peers, sub-ordinates, or supervisors.

Four factors are measured by MLQ-6X in transformational leadership (Bass et al., 2003), (a) intellectual awareness, (b) personal thinking, (c) charisma (outstanding qualities and behaviors), and (d) inspirational stimuli. Intellectual motivations encourage viewers to ask the status quo and encourage them to ask their own ways and find ways to expand ideas (Weinberger, 2003).

This study uses the MLQ Form 6S, offering an explanation to leadership style. 21 expressive declarations are itemized below. It judges in what way regularly each statement fits. The MLQ Form measures the leadership on 7 factors associated with leadership. Each factors score is resolute by summing 3 stated items on the form. For instance, to determine the score for 1st factor, Idealized Influence, add the replies for items 1, 8, and 15. Complete this process for all 7 factors.

3.2.2   Emotional Intelligence

The 16-point WIEIS self-report, which is based on (Salovey and Mayer, 1990) was used. This Emotional Intelligence model is a 4-D measuring model, i.e., (i) Self-Emotional Assessment (SEA) measure of their personality to understand their emotions. (ii) Others Emotional Appraisal (OEA)) parameter exists to recognize and understand other people's emotions. (iii) Use of Emotion (UOE) tendencies to express yourself for performance enhancement and (iv) Regulation of Emotions (ROE) assesses the ability to handle emotions (Fukuda et al., 2011). In this study, for the Emotional Intelligence test, WIEIS (Wong and Law Emotional Intelligence Scale)

is used, which is already used by many researchers, it is a short 16-item measure of Emotional Intelligence, used in research and practice in management. WLEIS is designed to measure emotional intelligence based on the capability model.

3.2.3 Employee Workplace Performance

Employee Workplace Performance Questionnaire designed by Tabouli et al. (2016) based on some previous studies (Nassazi, 2013). The first dimension, Efficiency of the work, comprises 4 items, and the second dimension, Planning the Work, consists of 4 items, while the third dimension, Creativity and Innovation, has 5 items, last dimension making efforts comprises 4 items. Thus, totaling a number of 17 items for the questionnaire used for measuring employee performance.

3.3 Procedure

3.3.1 Sample and Data Collection

The case contained high school employees focusing their perceptions about their leaders. The sample size comprised of partakers who joined the survey. About 260 high school employees were requested to take part in the survey; where 245 employees returned the questionnaire and 13 out of them were removed due to deficiency on inspection quality. A suitable sample size of 232 employees was analyzed as a subset of the overall population estimated as 3,000 high school employees in Quetta. The study focused on employees working in high school from Teaching and Non-Teaching professions. The convenient population included partakers that were willing to be a part of the survey. Traits of the taster population had a resemblance to the target population. Because the performance of the participants in the school was similar to those of the other schools, the suitable sample size may be representative of the target population. Information gathered from those 232 questionnaires were analyzed through the SPSS (v. 25.0) statistical packet program using regression correlation analysis.

3.3.2 Analysis

The data collected for this study from high school employees through questionnaires is to be analyzed through Statistical Package for the Social Sciences (SPSS V. 25.0), with the help of add-on processes to SPSS and IBM Amos (V. 24.0). Kaiser Meyer Olkin (KMO) was used to verify data validity. For factor analysis: the KNIO value has to be at least 0.70. Principle component analysts and Varimax rotation were performed. Nothing was left out in beginning, after loading factors, 6 questions were eliminated because their factor load value was below 0.50. During these, the factor was analyzed after every-thin was finished. At the end of factor analysis and elimination of some issues, MLQ remained with 3-Ds. After this procedure, reliability analysis was performed for each dimension. Because the third dimension had a lower KMO value (0,49) the third dimension was removed, and all processes were repeated again. In the back court: MLQ was left with 2-Ds- The first one consisted of 8 points and the second one consisted of 5 items. To understand the results of the reviews, it can be said that the school staff perceived their leaders.

4 Results & Discussions

4.1 Results

Table 4.1: Validity and Reliability: Validity Measures, Correlations, Reliability, Means, Standard Deviations, Correlations

	CR	AVE	MSV	PL	EI	WP
PL	0.85	0.715	0.561	0.79		
EI	0.831	0.681	0.232	0.254**	0.802	
WP	0.742	0.633	0.534	0.929**	0.313**	0.769
MEAN				3.46165	2.32294	1.47492
SD				3.84339	2.86494	1.13938

*** Correlation is significant at the 0.01 level (2-tailed).*

Table 1 shows that Confirmatory Factor Analysis (CFA) has been used to validate the scale. Because, the scale was adapted and used without any modifications, only CFA was sufficient. As per the criteria suggested by Hair Jr et al. (2010) and Malhotra et al. (2013), the overall model represents high reliability as all the Composite Reliability (CR) values are above 0.7. The scales also indicate discriminant validity as the Average Variance Extracted (AVE) are all above 0.5. The scales also have convergent validity as all the AVE values are greater than Maximum Shared Variance (MSV). Thus, the whole measurement scales were valid and reliable.

In addition, the overall model fit is also acceptable ((CMIN/DF=2.17; RMR=.651; GFI=.934; NFI=.94; CFI=.93; RMSEA=.073) as per the cutoff criteria are given by Hu and Bentler (1999).

4.2 Results of Moderation Analysis

Summary of the Variables in PROCESS Macro

Model NO 1:	Moderation in PROCESS
Dependent Variable:	WP
Independent Variable:	PL
Moderator:	EI

Results of the Moderation Analysis
Summary of Model: PL (IV) and WP (DV)

Table 4.2: Model Summary

R	R2	MSE	F	P
0.9335	0.8715	0.1716	237.404	0

Model Coefficients: Interaction

Table 2 outputs shows the results of the regression that relationship between PL (IV) and WP (DV) which is positively significant, where F = 237.404, P < 0.05, R2 = 0.87.

Table 4.3: Coefficients of the Regression Estimates and Interaction

	Coefficients	SE	T	P	LLCI	ULCI
Constant	1.4889	0.0411	36.2569	0	1.4075	1.5703
PL	0.2695	0.0107	25.1328	0	0.2482	0.2908
EI	0.0345	0.0144	2.389	0.019	0.0059	0.0631
Int_1	0.005	0.0038	1.3175	0.02	0.0126	0.0025

The t test result shows that PL has positive significant effects on WP, where a 1-unit change in PL causes 0.2695 change in WP, where b1 = 0.2695, t = 25.1328, and p < 0.05. Where a 1-unit change in EI causes 0.0345 change in WP, where b2 = 0.0345, t = 2.389, and p < 0.05 and the interaction of EI and PL has positive significant effects on WP, where a 1-unit change in XM causes 0.005 change in WP, where b3 = 0.005, t = 1.32, and p < 0.05.

Table 3 illustrates the correlation among model variables. Based on this, there is a positive and direct relationship between PL and WP moderated by EI and it can be stated with a 95% confidence level that the higher EI the leader has, the more he/she would organize, which will encourage employee's performance. The variables in the table, correlation model is given together which can be with a 95% confidence level that all indexes have a positive and direct relationship with each other since the level of significance level for all the parameters are below 0.05.

4.3   Graphical Representation

The graph confirms the results from the simple slops analysis. It shows that the direction of the relationship between perceived leadership and workplace performance is positive. Specifically, the orange line indicates a progressive improvement by EI on WP. Additionally, the fact that the lines indicate a significant interaction effect (moderation). So basically, we can conclude that the relationship between PL and WP is positively influenced by the effect of EI.
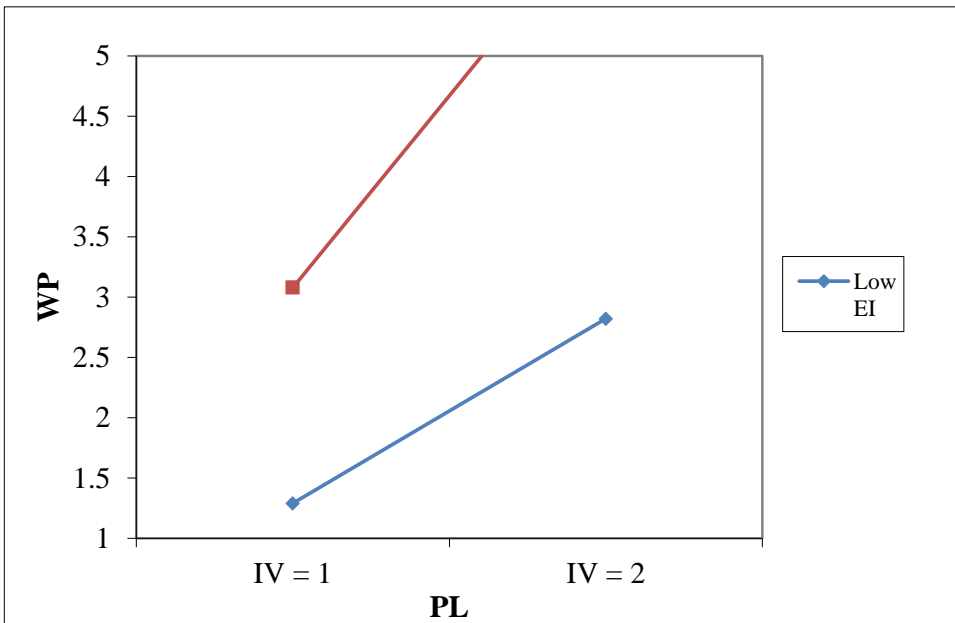
Figure 2: Interaction Plot

4.4   Discussion

Results were produced to deliberate the studys discoveries, advise theoretical and practical consequences, and mention upcoming studies. To continue to light the mandate for improved performance of the school, leaders must strengthen and develop confident skills to help train a campus to effectively meet the requirements of Federal and Local government.

The primary component of EI explained by Salovey and Mayer (1990) like the capability to be self-aware of emotions and to be able to show emotions and emotional needs precisely to others. They also observed that this includes an ability to differentiate between inaccurate and accurate expressions of emotions, and between dishonest and honest expressions of emotions by others. The issue of EI is chiefly suitable in the context of the current article because EI is an initial point for coping with the perceptions that evolve from employee performance. In other words, subordinates feelings related to performance drive the behavioral and emotional consequences that follow. The capability to diagnose others emotions and the seriousness of those emotional expressions is also of use in coping with perceptions of employee performance.

EI is the capability to manage the state of mind, so that they are articulated effectively and appropriately, empowering subordinates to do teamwork smoothly to achieve common goals and that it not only separates outstanding leaders but can also be related to the strong presentation. This was related to Goleman et al. (2002) supporting this impression by hypothesizing that leaders mastering their own emotions are much better able to manage with modification and help organizations successfully move forward.

Nelson and Low (2011) had hypothesized that EI is the most significant prompting variable in leadership and career achievement. Their theoretical framework is grounded on the confidence that people who are emotionally intelligent, have the capability to behave intelligently

and deliberate fruitfully and thus can advance these skills to increase excellence in their career. The results of this research confirm that leaders felt that with time, a leader with a high EI must have a significant correlation with workplace performance.

The outcomes of the hypotheses agree and confirm consequences from preceding surveys that leadership is a critical issue in the victory or disaster of an organizations performance. First-rate administrations begin with brilliant leadership and effective organizations reflect their leadership. EI has been related to the leader and employee presentation in diversity in business situations (Browne Graves, 1999; Cavallo and Brienza, 2002; Lam and Kirby, 2002; Sosik and Megerian, 1999).

The second hypothesis examined the combined result of the magnitudes of headship behavior resulting in EI and WP. 4 proportions of leadership EI, Inspirational motivation, Intellectual stimulation, and Individual consideration, had a unique and significant impression upon the EI of leaders in this survey.

Waqas (2012) conducted a survey on the influence of a leader on employee workplace outcomes in Pakistan. They investigated 6 private schools for the 250 samples size of employees, Regression and correlation were performed to investigate the data. The results showed that leaders have a positive and significant association on employee workplace performance. Kiyani et al. (2013) investigated EI and employee workplace outcomes by studying the relationship between emotional leadership and employee outcomes in Pakistan, they steered a survey and the sample was 300 workers, including a managerial and non-managerial workforce of 4 leading software companies and two telecom companies in Islamabad, Pakistan. Statistical and descriptive analysis and regression analysis were used in this study also concluded that the role of EI on the leader is a vital thing about the performance of employees.

Regression studies indicate that the ability of employees to understand themselves and understand the emotions of others is better identification of employee outcomes. From an optional perspective, if one needs to be a credible leader, the importance of responsibility, pride, and credibility, the importance of special needs, the and aspirations of the purple, reward for performance. for being involved, he successful, so one important thing is to clearly identify and recognize the employee's sentiments. EI examination may expand an organization's capability to guess an effective leader, who may bring about a creative group and who may be pleased with their job but may not sidestep concern or be inattentive when required.

Effective leaders that are capable to bring about constructive and damaging emotions within themselves and within others are intelligent to make a dream for the upcoming time, offer inspiration, talk optimistically, and meaning, arouse in others new ways of responsibilities, inspiring new concepts and intrude in difficulties earlier then they turn out to be serious. EI may cause the capacity of the leader to be intellectually stimulating and inspirationally encouraging. Another study that investigates the relationship between EI and leadership m senior and middle leaders. Although the results of the study provide an important platform for examining the relationship between different leadership styles and EI, these leaders should also explore the relationship between EI and minutes of workplace performance. It so requires a 360-degree workplace emotional scale that meets workplace emotional intelligence standards.

5   Conclusion & Recommendations

5.1   Conclusion

The present study was an attempt to explore the impact of perceived leadership on employee performance outcomes. Secondly, this study was conducted to examine the impact of EI as a moderator between leadership style and workplace outcome, so that it was considered that leadership was associated with outcomes and job opportunities. Based on the statistical data analysis and analysis obtained for the hypothesis testing presented in this study, the final conclusions are as follows:

The outcomes of this case study firstly show that PL has a positive impact on WP. PL has been found significant as it delivers an admirable framework to look at how employees see their managers. Research findings propose that this intuition is correct in that leaders build solid relationships with their employees. Therefore, it is important to provide a leadership assessment that is not too harsh and unhelpful to achieve successful results.

The second part shows that EI has a positive moderating role between PL and WP. The study shows a significant impact upon the WP of the subordinates through EI. The leader and employees with a high level of EI will strengthen the organizations and thus the quality will be the only outcome. The increased level of leadership and emotionally intelligent employees will put a vast impact on the socio-economic setup of the whole social network in emerging countries like Pakistan.

5.2   Implications

5.2.1   Theoretical Implications

Apart from the significance of statistical results, this study conducted as a review of the literature displayed very few research studies investigating the role of EI of a leader of high schools in relation to WP. The study may open a new path for investigation in the field, by shifting the investigations from typical to a modern way of improvement by introducing, identifying and implicating new variables in the field of study. Thus, the current study plays a significant role in improving quality education in the future. And promoting manpower in terms of performance and recruitment.

5.3   Practical Implications

This study develops, supports, and increases the leaders EI skills to become a better and effective administrator. EI skills can also be developed, strengthened, and improved through professional development opportunities like continuing for higher education, workshops, and staff development. The organizers may plan workshops to enhance and strength the new administrators EI and meet regularly as a group. Administrators would learn precise skills during the workshops and be given certain tasks to complete in their campus between workshops. The organizers would work one on one with administrators as they accomplish their goals. At the end of the academic year, all the participants may take the EI assessment again. The aim of the program would be to strengthen, develop and enhance an administrators EI to prove him/her in becoming an active and effective leader.

5.4   Recommendations for Further Research

This studys limitations, delimitations, and assumptions provide openings for further research in the field of education and human empowerment. To increase the generalizability of the results, it is recommended that:

- The study may be replicated with a more heterogeneous sample;

- The study only conducted on high school leaders,

- The replication of the study using different measures for emotional intelligence and workplace performance;

- Conducting both quantitative and qualitative studies from the perspectives of a leaders emotional intelligence in relation to employee workplace performance

5.5   Limitations

Due to the nature of cultural norms and related fields, some numbers of the group were too small for a dependable conclusion. Also, the sample of the study comprised high schools with a restricted quantity of workers, which may not signify the complete schooling division of Quetta city.

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