

The Emotional Intelligence of Principals Effecting on School Teachers' Performance in Chinese Junior High Schools in Henan Province of China

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Abstract

This mixed-method research aimed to explore the relationship between principals' emotional intelligence and teacher performance. Four research objectives are proposed: (1) study the emotional intelligence of principals in Chinese junior high schools in Henan Province; (2) evaluate the performance of teachers in these schools; (3) examine the impact of principals' emotional intelligence on teacher performance; and (4) develop approaches to enhance principals' emotional intelligence for improving teacher performance and school management. The study employed both quantitative and qualitative methods, involving a questionnaire survey of 372 teachers and interviews with 10 school principals.

The study found that: (1) Principals generally exhibited high levels of emotional intelligence, particularly in self-regulation and motivation, while showing room for improvement in self-awareness and empathy. (2) Teachers demonstrated strong performance in relationship and communication skills, as well as display and planning management, though there were areas for improvement in class management and adapting teaching techniques. (3) Principals' emotional intelligence, especially in empathy and social skills, significantly influenced teacher performance, highlighting the importance of these leadership qualities. (4) Several approaches were developed to enhance principals' emotional intelligence, including regular training sessions, increased psychological support, and the integration of emotional intelligence practices into daily management.

Keywords: the emotional intelligence of principal; effecting on school teachers; performance in Chinese junior high schools

Introduction

Education, as a cornerstone of societal development, is heavily influenced by leadership. Principals, as the leaders of schools, significantly impact the academic and cultural tone, the overall development of the institution, and the quality of education. Their leadership style, decision-making processes, and interpersonal skills affect the school environment, teacher performance, and student outcomes. Research over the past two decades has demonstrated that principal leadership styles impact school climate, teacher attitudes, turnover rates, and student achievements (Cruickshank, 2017; Leithwood et al., 2017; Robinson et al., 2008).

Principals play a central role in ensuring a positive environment for teaching and learning. Recent developments in educational policy, such as high-stakes teacher evaluation systems and increased external accountability, have heightened expectations for principals to improve school climate, instructional practices, and student outcomes (Bartanen & Husain, 2021).

In recent years, the understanding of leadership has expanded to include emotional intelligence (EI). Emotional intelligence refers to an individual's ability to recognize, understand, manage, and utilize emotions effectively. It encompasses self-awareness, self-regulation, motivation, empathy, and social skills. In management and leadership, EI is a key determinant of effective leadership, influencing team dynamics, conflict resolution, and organizational performance.

In the context of Chinese junior high schools in Henan Province, the role of a principal's EI is even more pronounced. Teachers look up to principals for guidance, support, and motivation. A principal with high EI can foster a positive, collaborative, and supportive environment, enhancing teacher morale, motivation, and performance. Conversely, a lack of EI can lead to misunderstandings, decreased job satisfaction among teachers, and a decline in student achievements.

The significance of EI in educational leadership is widely acknowledged. Globally, studies have explored the relationship between EI and leadership efficacy as well as teacher performance. Patti and Tobin (2006) found a positive connection between school leaders' EI and teacher satisfaction and school culture. Taliadorou and Pashiardis (2015) noted that leaders with higher EI could better understand and respond to teachers' needs, creating a supportive work environment. Brackett et al. (2012) demonstrated that EI training could significantly improve the job satisfaction and efficiency of teachers and school leaders.

Domestic research, such as the study by Li Hua et al. (2017), found a positive relationship between Chinese junior high school principals' EI and teacher satisfaction and school performance. These studies underscore the importance of exploring EI among Chinese junior high school principals and its impact on teacher performance.

While research globally has explored the general impact of emotional intelligence on educational leadership, particularly its positive effects on teacher performance, these studies largely focus on broad scenarios and environments. Specifically, within the context of junior high schools in Henan Province, China, systematic studies on how principals' emotional intelligence impacts teacher performance are relatively scarce. Furthermore, research on how targeted strategies can enhance principals' emotional intelligence to improve teachers' work performance and school management efficiency, especially within the Chinese educational system, is lacking. This knowledge gap indicates that a deep exploration and development of how principals' emotional intelligence can be specifically applied and effective in the unique educational environment of junior high schools in Henan Province is crucial for optimizing educational management and enhancing overall school performance.

Therefore, this research aims to investigate the specific impact of the emotional intelligence of principals in junior high schools in Henan Province on teacher performance, intending to fill this existing gap in research. Through surveys and analysis of principals and teachers across several junior high schools in Henan Province, this study will propose strategies based on data analysis to enhance teacher performance and school management efficiency, thereby providing empirical support and actionable recommendations for the application of emotional intelligence in educational leadership.

Given the identified knowledge gaps, this research aims to delve into the emotional intelligence of principals in junior high schools in Henan Province and its potential impact on teacher performance. Through data analysis, this study will propose recommendations to improve teacher performance and school management, thereby providing empirical support and actionable insights for the application of emotional intelligence in educational leadership.

Research Objective

1. To study the Emotional intelligence of principals in Chinese Junior High schools in Henan Province, China.
2. To study school teacher performance in Chinese Junior High schools in Henan province, China.
3. To study the emotional intelligence of principals' effect on school teachers' performance in Chinese Junior High schools, China.
4. To suggest approaches to principals' Emotional Intelligence to enhance teacher performance and school management in Chinese Junior High schools.

Literature Reviews

Emotional Intelligence

Emotional intelligence (EI) is defined as the ability to perceive, interpret, express, control, evaluate, and utilize emotions effectively and constructively. It includes skills such as emotional awareness, managing emotions, and using emotions in problem-solving. EI is crucial for effective communication and building healthy, productive relationships. Self-awareness, a key component of EI, involves recognizing and understanding one's emotions, thoughts, values, and motivations, which is essential for improving mental health, well-being, and interpersonal relationships. Self-regulation refers to managing and controlling emotions, behaviors, and impulses to adapt to different situations and achieve long-term goals, encompassing impulse control, emotional self-control, and adaptability (Goleman, 1998; Mayer et al., 2008).

Motivation, another aspect of EI, involves the intrinsic or extrinsic driving force toward a goal or task. This influences the direction, intensity, and persistence of actions and is vital for learning capability, job performance, and life satisfaction (Ryan & Deci, 2000; Goleman, 1998). Empathy, the ability to perceive and understand others' emotions, facilitates improved communication, collaboration, and trust, including emotional understanding and perspective-taking (Goleman, 1998; Mayer et al., 2008).

Social skills, which encompass effective communication, conflict resolution, and teamwork, are crucial for career development, team collaboration, and a positive organizational atmosphere (Goleman, 1998; Mayer et al., 2008). Research has shown that EI positively impacts teacher performance, job satisfaction, and commitment. For example, Asrar et al. (2017) found a significant

positive effect of EI on teacher performance in Pakistan's higher education institutions, and Shooshtarian et al. (2013) revealed that EI positively influences job satisfaction, job performance, and job commitment among employees in an Iranian automobile manufacturing company.

Teacher Performance

Teacher performance theory has evolved significantly over time. In the mid-20th century, behavioral science theories emphasized the link between instructional behaviors and student learning (Chan et al. 2014). The 21st century introduced human capital and organizational behavior theories, highlighting the connection between teacher capabilities, achievements, effectiveness, and both student learning outcomes and organizational goals.

Chan et al. (2014) identified three primary areas in teacher performance theory: teacher capability (knowledge, skills, attitudes), teacher achievement (behaviors demonstrated in educational tasks), and teacher effectiveness (impact on student learning objectives). Evaluating these concepts requires methods like exams, observations, and interviews. Darling-Hammond et al. (2012) noted varied applications and empirical studies of teacher performance theory across different countries, reflecting differing policy objectives and evaluation methods.

Teacher performance encompasses various dimensions critical to educational success. Effective planning involves setting clear objectives, aligning content with learning outcomes, and preparing resources. Smith and Johnson (2020) and Jones et al. (2019) illustrate how strategic lesson planning positively impacts student engagement and comprehension. Effective teaching requires a range of skills, including content delivery and adapting to diverse student needs.

The Impact of Principals' Emotional Intelligence on Teacher Performance

Chen and Guo (2018) explored the impact of principals' emotional intelligence (EI) on teachers' instructional strategies through instructional leadership. The study aimed to verify whether principals' EI is related to their instructional leadership and whether this leadership affects teachers' instructional strategies. By conducting a questionnaire survey with 534 teachers from 54 primary schools in China, the study used structural equation modeling to analyze the relationships among these factors. The results indicated that principals' abilities in self-emotion appraisal and emotion regulation significantly influenced their performance in defining school missions and managing instructional programs. These instructional leadership behaviors, in turn, affected teachers' instructional strategies, including student-focused learning and engagement, instructional delivery, and academic performance feedback strategies. The study concluded that enhancing principals' EI

can improve instructional leadership behaviors, thereby promoting teachers' instructional strategies and improving teaching quality.

Kouhsari et al. (2023) examined the direct effects of principals' emotional intelligence on teacher performance and explored the mediating roles of organizational trust and professional learning communities. Their study, involving 400 teachers and 100 principals from Iranian primary schools, found that while the direct relationship between principals' emotional intelligence and teacher performance was not significant, organizational trust and professional learning communities significantly positively impacted teacher performance. This suggests that enhancing organizational trust and building professional learning communities can effectively improve teachers' work performance, even if principals' emotional intelligence does not directly affect it.

Knowledge Gaps and Research Vacancies

While the importance of emotional intelligence in educational leadership is widely recognized, and its positive impact on teacher performance has been confirmed in various countries and cultural contexts, specific studies focused on particular provinces in China, such as Henan Province, remain relatively scarce. Moreover, research on how practical strategies can enhance principals' emotional intelligence to directly improve teacher performance and school management efficiency is also seldom addressed in existing literature. These knowledge gaps indicate the need for an in-depth exploration of the specific role emotional intelligence plays in affecting teacher performance among junior high school principals in Henan Province, as well as the exploration of specific interventions and strategies aimed at enhancing educational quality and management efficiency.

Summary of Literature Review and Conceptual Framework

This research extensively utilizes existing theories and findings on the relationship between emotional intelligence and teacher performance, particularly in the field of educational leadership. By synthesizing research both domestically and internationally, this paper not only reaffirms the positive impact of emotional intelligence on enhancing teacher job satisfaction and school culture but also demonstrates how various dimensions of emotional intelligence—such as self-awareness, self-regulation, motivation, empathy, and social skills—affect daily teaching activities and student outcomes. Additionally, by identifying knowledge gaps in the existing literature, this study clarifies its research purpose: to investigate the specific application of emotional intelligence in the junior high school environment of Henan Province and to propose strategies based on data analysis for improving teacher performance and school management, aiming to provide theoretical and empirical support

for educational management practices and policy-making. From the literature review, the conceptual framework can be drawn as shown in Figure 1.

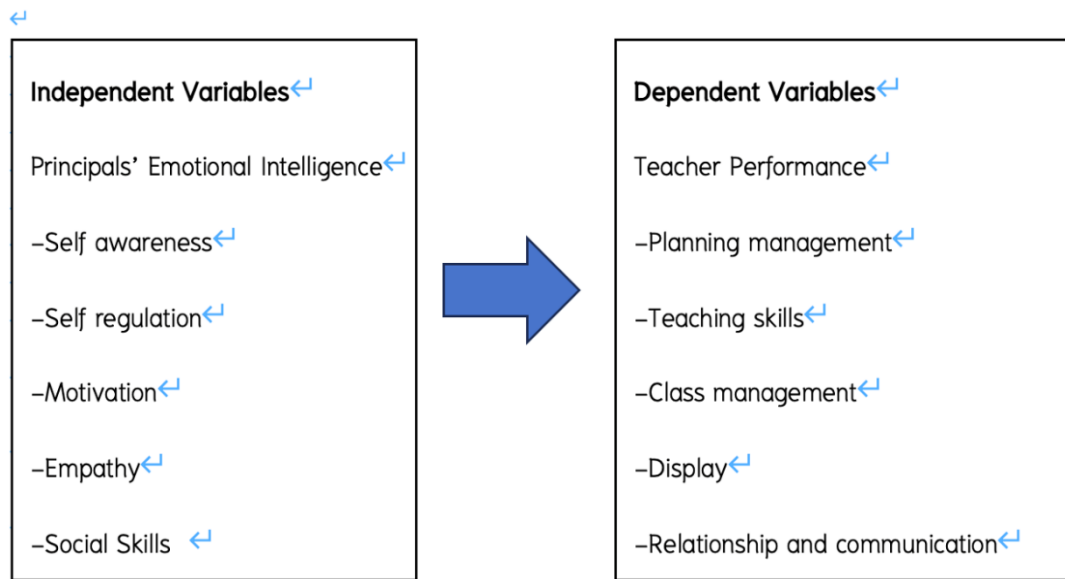


Figure 1 Conceptual Framework

Research Methodology

This study adopts a mixed-methods design, integrating both quantitative and qualitative methods to comprehensively understand the emotional intelligence of junior high school principals in Henan Province and its impact on teacher performance. The methodology includes a standardized process for questionnaire validation. A pilot test with 30 teachers not included in the final sample was conducted to ensure the reliability and validity of the questionnaires used in the study. The reliability and validity analysis from this pilot test is detailed in Table 1, while the analyses for the formal surveys are presented in Table 2. The research begins with quantitative data collection through surveys, followed by qualitative analysis to deepen the insights from the quantitative results.

Phase 1: Quantitative Analysis — Principal Emotional Intelligence

This phase evaluates the emotional intelligence of principals in junior high schools in Dengfeng. Utilizing simple random sampling, 372 teachers are selected from a total of 5263 using the Taro Yamane formula. The emotional intelligence of principals is measured through a questionnaire that has undergone the earlier-mentioned validation processes. To ensure the feasibility of the questionnaire, this study conducted a pre-test involving a total of 40 samples.

Additionally, reliability and validity analyses were performed on both the pre-test and the formal questionnaire. Below are the results of the reliability and validity analysis.

Principal's Emotional Intelligence Pre-test Questionnaire: The questionnaire was validated by five educational experts, receiving a unanimous +1 IOC rating for perfect term alignment. It demonstrated adequate sampling for factor analysis with a KMO value of 0.795 and passed Bartlett's test of sphericity, affirming its applicability. The reliability analysis yielded a high Cronbach's alpha coefficient of 0.748, and item-total correlations ranged from 0.405 to 0.852, all significant at $p < 0.01$, confirming high internal consistency.

Principal's Emotional Intelligence Official Questionnaire: The reliability analysis confirmed high internal consistency with a Cronbach's alpha of 0.727. Factor analysis revealed a KMO value of 0.793 and significant Bartlett's test results ($p < 0.001$), identifying five factors that explained 70.628% of the total variance, with factor loadings between 0.405 and 0.852. This confirms the questionnaire's structural validity.

Phase 2: Quantitative Analysis — Teacher Performance This phase assesses the performance of the same 372 teachers. Data is collected using an electronic questionnaire, which was similarly validated as described, ensuring the collection of robust data for analysis.

Teacher Performance Pre-test Questionnaire: Similarly validated by five experts, this questionnaire also received a +1 IOC rating. The KMO value of 0.649 confirmed its suitability for factor analysis, and it met the criteria of Bartlett's test, underscoring data appropriateness. Cronbach's alpha for all dimensions exceeded 0.7, indicating good reliability. Item-total correlations ranged from 0.839 to 0.957, significant at $p < 0.01$, showing strong internal consistency.

Teacher Performance Official Questionnaire: Reliability was excellent, indicated by a Cronbach's alpha of 0.756. Validity was supported by a KMO value of 0.777 and a significant Bartlett's test ($p < 0.001$), with five factors explaining 69.719% of the variance and factor loadings from 0.839 to 0.930, ensuring the robustness and validity of the questionnaire.

These analyses confirm that both the Principal's Emotional Intelligence Questionnaire and the Teacher Performance Questionnaire are reliable and valid instruments, capable of providing insightful data for this research on educational leadership and teacher performance in Chinese junior high schools.

Phase 3: Quantitative Analysis This phase involves conducting multiple regression analyses to gain deeper insights into how principals' emotional intelligence affects teacher performance. The regression analysis helps in evaluating the impact of various dimensions of principals' emotional

intelligence, such as self-regulation, motivation, empathy, and social skills, on teacher performance. This quantitative approach provides a robust understanding of the predictive effects of different emotional intelligence dimensions on teacher performance.

Phase 4: Qualitative Analysis Based on insights gathered from qualitative analysis, interviews were conducted with 10 experts in educational management to develop strategies that leverage principals' emotional intelligence to enhance teacher performance and overall school management. These interviews provided valuable perspectives and informed the development of comprehensive strategies aimed at improving educational outcomes through enhanced emotional intelligence practices among school principals.

Research Results

Objective 1: To Study the Emotional Intelligence of Principals in Chinese Junior High Schools, in China.

Descriptive statistical analysis was employed to calculate the mean and standard deviation for each research variable and to rank them accordingly. This study used a Likert five-point scale, ranging from "1" (strongly disagree) to "5" (strongly agree), with higher scores indicating a greater alignment between participants' perceptions and descriptions.

The Principal's Emotional Intelligence Questionnaire is based on 5 dimensions of emotional intelligence characteristics. Below is a detailed analysis of them:

Table 1 Overall Emotional Intelligence Dimensions of Principals

Dimension	Mean	Standard Deviation	Rank
Self-awareness	3.6710	0.83812	5
Self-regulation	4.2733	1.03848	1
Motivation	4.2697	0.67636	2
Empathy	3.7276	0.92056	4
Social Skills	4.2061	0.80649	3

Among all the dimensions examined, Self-regulation scored the highest at 4.2733, indicating that principals are adept at controlling impulses, coping with stress, and adapting to change. This ability is especially critical in the uncertain and stressful situations frequently encountered in educational settings.

The Motivation dimension followed closely with a score of 4.2697, demonstrating that principals possess a strong internal drive and clear goal orientation, both of which are crucial for advancing school objectives and enhancing teacher morale. The Social Skills dimension also scored relatively high at 4.2061, underscoring the principals' capabilities in fostering teamwork, effective communication, and conflict resolution.

Conversely, Empathy and Self-awareness scored lower, at 3.7276 and 3.6710 respectively, suggesting areas where further enhancement might be beneficial. Specifically, the lower score in Self-awareness, a foundational aspect of emotional intelligence, suggests that some principals may face challenges in self-assessment and emotional management. This observation points to potential areas for further research into professional development practices aimed at enhancing these aspects of emotional intelligence among principals.

This study encompasses 17 assessment items (S1 to S17), each aligned with one of five core dimensions of emotional intelligence. Below is a detailed analysis of the items within each dimension, aimed at providing a deeper exploration of principals' performances in these critical areas.

The "Self-awareness" dimension (Items S1–S5) assesses principals' emotional consciousness and capacity for reflection. While principals generally display strong confidence and understanding of emotional triggers, there are noticeable gaps in self-assessment and reflection. The "Self-regulation" dimension (Items S6–S8) shows that principals are adept at remaining calm under stress and adapting to various situations, though controlling impulses remains an area for improvement. The "Motivation" dimension (Items S9–S11) indicates that principals have a strong desire to achieve and clear goal orientation, with intrinsic motivation needing slight enhancement. The "Empathy" dimension (Items S12–S14) reveals that principals can empathize with staff challenges and emotions, but understanding teaching problems from different perspectives varies. The "Social Skills" dimension (Items S15–S17) highlights principals' effectiveness in communication, conflict resolution, and teamwork, with some variability in maintaining a positive teaching environment.

Objective 2: To Study School Teacher Performance in Chinese Junior High Schools, in China. The Teacher Performance Questionnaire evaluates different dimensions of teacher performance, with items corresponding to various teaching skills and strategies.

Table 2 Overall Dimensions of Teacher Performance

Dimension	Mean	Standard Deviation	Rank
Planning Management	4.6030	0.52132	3
Teaching Skill	4.4722	0.56673	4
Class Management	4.4588	0.56749	5
Display	4.6129	0.61583	2
Relationship and Communication	4.6586	0.49580	1

The analysis reveals distinct performance levels across instructional dimensions. The "Relationship and Communication" dimension scores the highest (mean: 4.6586), indicating strong capabilities in interpersonal communication within classrooms. This suggests effective existing training in communication skills. Conversely, "Class Management" exhibits the lowest mean score (4.4588), highlighting a critical need for improvement in strategies to maintain order and enhance productivity in classroom settings. Similarly, the "Teaching Skill" dimension, while proficient, shows potential for enhancement, particularly in adapting teaching methods to diverse student needs.

The "Display" dimension, despite a high mean score, shows considerable variability, suggesting inconsistency in the use of visual aids. This points to a need for more standardized training in this area.

The "Planning Management" dimension (Items S1–S3) shows teachers excel in organizing educational goals and structuring lesson plans, with variability in adapting plans to student needs. The "Teaching Skill" dimension (Items S4–S6) indicates proficiency in assessment strategies and pedagogical methods, but variability in adapting to diverse learning styles. The "Class Management" dimension (Items S7–S8) highlights strengths in creating productive environments and supporting activities, though maintaining order varies. The "Display" dimension (Items S10–S12) reflects proficiency in using visual aids, with variability in creating stimulating environments. The "Relationship and Communication" dimension (Items S13–S15) shows teachers excel in fostering respectful relationships and overcoming barriers, with slight variability in fostering inclusivity.

Objective 3: To Study the Emotional Intelligence of Principal Effect on School Teachers' Performance in Chinese Junior High Schools.

This section examines the influence of principals' emotional intelligence on teacher performance in Chinese junior high schools, using multiple regression analysis to understand the predictive effects of different emotional intelligence dimensions on teacher performance.

Table 3 Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.190 ^a	.036	.023	5.60557
a. Predictors: (Constant), 维度5, 维度2, 维度1, 维度3, 维度4				

Correlation analysis confirmed significant positive relationships among the main study variables, yet the direction of their impacts remained ambiguous. In line with the research hypotheses, this analysis investigates how various dimensions of the principal's emotional intelligence influence the dependent variable, teacher performance. Multiple regression analysis was utilized to examine the predictive effects of each dimension of the principal's emotional intelligence on teacher performance, comparing the impact magnitudes.

To ensure the regression model's integrity, multicollinearity among the independent variables was assessed using Tolerance (TOL) and the Variance Inflation Factor (VIF). Tolerance is the reciprocal of VIF (i.e., $TOL = 1/VIF$). Smaller VIF values indicate higher tolerance, reducing the risk of multicollinearity. Typically, when TOL values range between 0–1 and VIF values fall within 0–10, it suggests multicollinearity is within acceptable limits, allowing the regression model to be retained.

Table 4 Model ANOVA Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	429.803	5	85.961	2.736	.019 ^b
	Residual	11500.613	366	31.422		
	Total	11930.417	371			

a. Dependent Variable: 大维度

b. Predictors: (Constant), 维度5, 维度2, 维度1, 维度3, 维度4

The regression model evaluating the effects of different dimensions of the principal's emotional intelligence on teacher performance showed a significant F value of 165.318 ($p < 0.001$), with an R^2 of 0.334, indicating that the model explains a significant proportion of the variance in teacher performance, demonstrating a strong fit.

Table 5 Regression Coefficients and Significance

Coefficients ^a								
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	70.900	2.583	27.445	<.001			
	维度1	-.037	.086	-.027	.429	.668	.659	1.518
	维度2	.093	.094	.051	.991	.323	.987	1.013
	维度3	-.229	.159	-.082	-1.437	.152	.811	1.233
	维度4	.362	.139	.176	2.614	.009	.578	1.729
	维度5	-.327	.138	-.139	-2.368	.018	.760	1.316

a. Dependent Variable: 大维度

Tolerance values ranged from 0.332 to 0.440, and VIF values from 2.271 to 3.015, all below 10, confirming that the model is free from problematic multicollinearity and is thus reliable. The regression coefficients for self-regulation ($\beta = 0.136$, $p < 0.001$), motivation ($\beta = 0.093$, $p < 0.05$), empathy ($\beta = 0.219$, $p < 0.001$), and social skills ($\beta = 0.206$, $p < 0.001$) all positively impacted teacher performance, supporting the hypotheses H1a–H1d.

Table 6 Multicollinearity Diagnostics

Collinearity Diagnostics ^a									
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions					
				(Constant)	维度1	维度2	维度3	维度4	维度5
1	1	5.843	1.000	.00	.00	.00	.00	.00	.00
	2	.070	9.124	.00	.04	.53	.00	.08	.01
	3	.034	13.069	.02	.26	.13	.09	.14	.22
	4	.024	15.554	.02	.45	.07	.09	.53	.11
	5	.019	17.718	.01	.22	.01	.36	.22	.57
	6	.009	25.005	.95	.02	.26	.45	.03	.09

a. Dependent Variable: 大维度

The absolute values of the β coefficients indicate the influence strength of each variable on teacher performance. Empathy had the strongest impact, followed by social skills, highlighting that these aspects of leadership are critical in enhancing teacher performance. Self-regulation and motivation, though impactful, had relatively smaller effects, suggesting their influence on teacher performance is significant but less potent compared to other dimensions.

This analysis validates that the principal's emotional intelligence, particularly empathy and social skills, significantly enhances teacher performance, providing essential insights for leadership practices

in education. The findings emphasize the importance of developing these emotional intelligence dimensions in school principals to improve teacher performance and overall educational outcomes.

Objective 4: To Develop Approaches to Principals' Emotional Intelligence to Enhance Teacher Performance and School Management in Chinese Junior High Schools

This study interviews 10 experts in educational leadership, psychology, and emotional intelligence to identify strategies that strengthen principals' emotional intelligence, thereby boosting teacher performance and enhancing school management. The experts recommended a comprehensive set of practices designed to elevate educational quality by improving principals' emotional competencies.

Training and Workshops: Experts emphasized the importance of regular emotional intelligence training. They suggested that schools hold quarterly sessions focusing on key emotional competencies like self-awareness, self-regulation, empathy, motivation, and social skills, utilizing interactive activities and simulations to enrich learning.

Psychological Support: Increasing the availability of school psychologists was advised to offer emotional support and counseling to both principals and teachers. This support is crucial for helping principals manage their emotions effectively and fostering a supportive and positive school environment.

Assessment and Feedback: Establishing a robust emotional intelligence assessment and feedback system is critical. Regular evaluations, incorporating self-assessments and feedback from teachers, students, and parents, will help principals recognize their strengths and areas needing improvement, facilitating the development of personalized enhancement plans.

Integration into Daily Activities: Incorporating emotional intelligence practices into daily management activities can significantly improve principals' emotional skills. Encouraging empathy and active listening in daily interactions can help principals naturally enhance their emotional intelligence.

Incentives and Recognition: To foster ongoing development, the experts suggested implementing incentive mechanisms such as recognizing "Outstanding Emotional Intelligence Principals." This recognition serves to motivate principals continually to develop their emotional intelligence skills.

Resource-Sharing Platform: Creating a platform for sharing resources and experiences was recommended to enable principals to exchange educational materials and success stories. Such collaboration not only aids individual development but also strengthens the collective emotional intelligence of the leadership, improving school management.

Discussion

This study deeply explored the impact of the emotional intelligence (EI) of junior high school principals in Henan Province, China, on teacher performance. The results indicate that principals with high levels of EI, particularly in self-regulation and motivation, significantly enhance teacher performance. This finding aligns with the results of Asrar et al. (2017), who found a significant positive effect of EI on teacher performance in higher education institutions in Pakistan, and Shooshtarian et al. (2013), who revealed that EI positively influences job satisfaction, job performance, and job commitment among employees in an Iranian automobile manufacturing company.

Additionally, principals' high social skills also positively impact educational outcomes, underscoring the critical role of EI in educational leadership. This is consistent with the findings of Patti and Tobin (2006), who discovered a positive connection between school leaders' EI and teacher satisfaction and school culture. Similarly, Taliadoros & Pashiardis (2015) noted that leaders with higher EI could better understand and respond to teachers' needs, creating a supportive work environment.

However, while principals showed relatively lower performance in self-awareness and empathy, this highlights areas for future professional development. Specifically, improving self-assessment and emotional reflection abilities will help principals manage their emotions more effectively, thereby better-supporting teachers and students. This gap aligns with the conclusions of Chen & Guo (2018), who found that principals' abilities in self-emotion appraisal and emotion regulation significantly influenced their performance in defining school missions and managing instructional programs, which in turn affected teachers' instructional strategies.

Based on expert recommendations, the study proposed a series of strategies to enhance principals' EI. These strategies include regular EI training sessions, increased psychological support, establishing an EI assessment and feedback mechanism, integrating EI practices into daily management activities, and promoting continuous development through incentives and a resource-sharing platform. These measures aim to systematically improve principals' EI, thereby enhancing teacher performance and overall school management efficiency.

In summary, this study not only reveals the impact of principals' EI on teacher performance but also provides concrete strategies for improving EI in school management practices. These strategies help optimize the teaching and management environment within schools, ultimately

enhancing student learning outcomes. These findings offer practical guidance for educational administrators and policymakers, aiming to comprehensively improve the quality of junior high school education in China. The findings also resonate with the conclusions of Kouhsari, Chen, & Amirian (2023), who emphasized the importance of organizational trust and professional learning communities in improving teacher performance, suggesting that a comprehensive approach to enhancing EI and organizational dynamics is crucial.

New Knowledge

This study conducted an in-depth analysis of the impact of principals' emotional intelligence on the performance of junior high school teachers in China, offering a range of new insights and knowledge points that expand the existing framework of educational management theory. The findings can be summarized into four key areas:

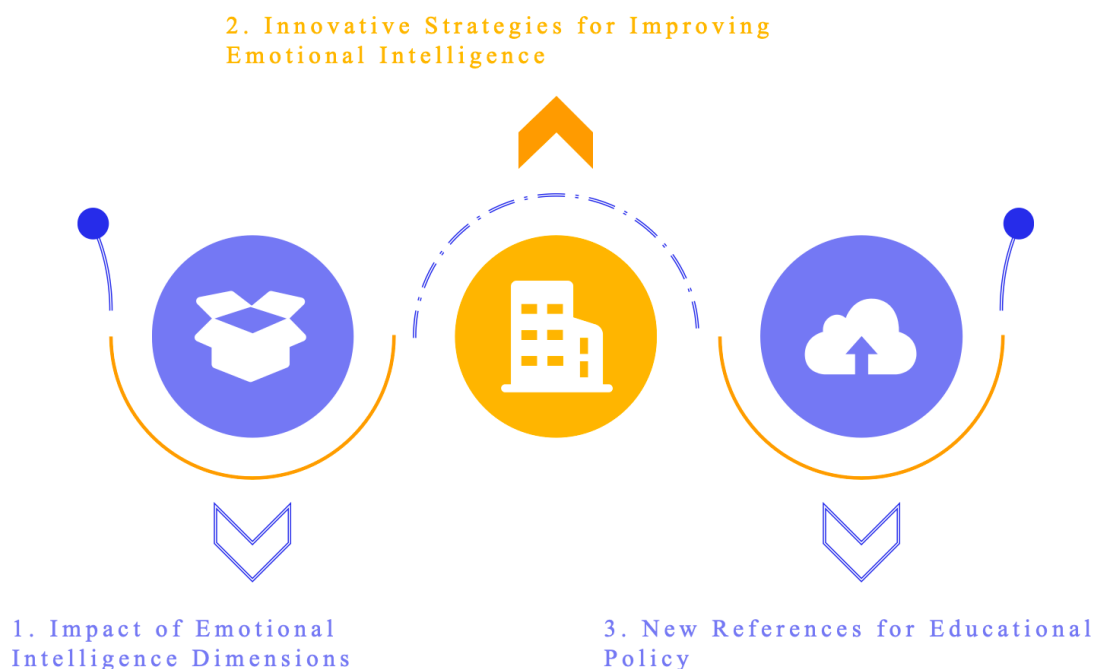


Figure 2 New Knowledge

Impact of Emotional Intelligence Dimensions: The research reveals the specific effects of various dimensions of principals' emotional intelligence on teacher performance. Among these, empathy and social skills have significant impacts. This finding not only deepens our understanding

of the role of emotional intelligence in educational leadership but also emphasizes the importance of enhancing principals' emotional intelligence in practical management.

Innovative Approaches for Improving Emotional Intelligence: The study proposes several innovative strategies to improve principals' emotional intelligence. These strategies include regular emotional intelligence training, increasing psychological support in schools, and establishing emotional intelligence assessment and feedback mechanisms. These concrete methods provide educational managers with systematic improvement pathways, contributing to overall improvements in school management efficiency and educational quality.

New References for Educational Policy: The research results provide new references for the formulation of educational policies. The proposed strategies for enhancing principals' emotional intelligence not only apply to school-level management practices but also provide a scientific basis for educational authorities to design and implement training programs, thereby supporting the advancement of the entire education system.

Conclusion

This study, employing both quantitative and qualitative methods, deeply investigated the impact of junior high school principals' emotional intelligence on teacher performance in Henan Province, China. The findings reveal that principals excel in self-regulation and motivation, dimensions of emotional intelligence that significantly affect teacher performance. Additionally, while there is room for improvement in self-awareness and empathy, their skills in social interactions also positively contribute to educational outcomes.

The research confirmed that principals' emotional intelligence has a significant positive impact on teachers' work performance, especially in empathy and social skills. These findings emphasize the importance of cultivating and enhancing principals' emotional intelligence within schools to more effectively improve teaching performance and school management efficiency.

Based on expert recommendations, the study proposes several strategies to enhance principals' emotional intelligence, including regular emotional intelligence training sessions, increased psychological support, establishing an emotional intelligence assessment and feedback mechanism, integrating emotional intelligence practices into daily management activities, and promoting continuous development through incentives and a resource-sharing platform. The implementation of these strategies is expected to significantly improve the quality of education in Chinese junior high

schools, providing valuable insights and practical guidance for educational policymakers and practitioners.

In conclusion, this study not only reveals the impact of principals' emotional intelligence on teacher performance but also provides concrete strategies for improving emotional intelligence in school management practices. These strategies help optimize the teaching and management environment within schools, ultimately enhancing student learning outcomes.

Suggestions

This section presents two types of recommendations: Recommendations from This Study based on the current research findings and Directions for Future Research.

Recommendations from This Study

Regular Emotional Intelligence Training: Schools should introduce regular training sessions for principals on components of emotional intelligence such as self-awareness, self-regulation, empathy, motivation, and social skills. Interactive workshops and scenario-based learning could be particularly effective.

Psychological Support: Increase the availability of psychological support services in schools to provide counseling for both principals and teachers, enhancing their emotional management capabilities.

Assessment and Feedback Mechanisms: Implement robust assessment systems to regularly evaluate the emotional intelligence of principals. This should include self-assessments and feedback from teachers, students, and parents to help principals recognize and improve upon their areas of weakness.

Integration of Emotional Intelligence in Daily Activities: Encourage principals to incorporate emotional intelligence practices in their daily management tasks. This could include practicing empathy and active listening during interactions, which will help in naturally improving their emotional intelligence over time.

Incentives and Recognition: Establish incentive mechanisms, such as recognizing "Outstanding Emotional Intelligence Principals," to motivate continuous development in emotional intelligence.

Directions for Future Research

Longitudinal Studies: Future research should consider longitudinal studies to examine the long-term effects of enhanced emotional intelligence training for principals on school performance and teacher satisfaction.

Cross-Cultural Comparisons: Investigate how emotional intelligence impacts educational leadership in different cultural contexts, which can provide insights into the global applicability of the strategies suggested.

Technological Integration: Explore the use of technology in training and assessing emotional intelligence, which can offer scalable and innovative approaches to enhance leadership skills in education.

Impact on Student Outcomes: Further research should also focus on directly measuring how improvements in principals' emotional intelligence affect student academic performance and well-being.

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