

Original Article

Exploration of Headteacher's Administrative Challenges and Development of School Improvement Plan

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Abstract

The research named "Effect of Emotional Intelligence on Student's Learning Achievement at Secondary Schools Level" The study's stated goals were to (1) determine whether or not students' levels of self-awareness and (2) examine whether or not students' levels of self-regulation had an impact on their academic performance. Objectives: to determine the impact of intrinsic motivation on secondary school students' academic performance, the impact of empathy on students' academic performance, the impact of social competence on students' academic performance, and the impact of emotional intelligence on students' academic performance. The impact of emotional intelligence on secondary school pupils' academic performance was the primary focus of the research. The research was descriptive and survey-based. For this research, we used both quantitative and qualitative methods, or QUAN-qual. The method of explanatory sequential analysis was used. Qualitative research methods included an interview process and a questionnaire with both closed- and open-ended questions.

Keywords: SIP, Emotional Intelligence, Empathy, Learning Achievement, Headteachers Challenges

1. INTRODUCTION

In addition to supervising school administration, secondary school principals serve as learning stewards. They establish a safe and tranquil environment that strives for the goal of education at its highest level, and they lead all parties involved in the school with vision and energy. They are in charge of the school's overall operations and make sure everything runs well. They are answerable for all decisions and must live up to their promises if they want the school to achieve its full potential in terms of student achievement, teacher effectiveness, and the atmosphere for support staff to work in. Creating a supportive and encouraging environment is the responsibility of the headteacher, who is an important link in the educational hierarchy. A high school's administrative goals are like its "brain" and the headteacher is like its "muscle," thus they should collaborate to create the best possible system.

Secondary schools rely heavily on its headteachers to carry out their day-to-day operations and help students reach their academic potential in the long run. The principal of a secondary school is primarily responsible for implementing changes and policies that will rally the faculty and students to work towards common goals (Stringer & Hourani, 2016). Consequently, school success is highly dependent on the direction provided by principals. The success of a school is evaluated by the level of knowledge that its students acquire. Much of the learning happens in the classroom, where variables like instructors, classroom climate, student-teacher interactions, etc., shape the educational experience. However, instructors in secondary schools sometimes switch between topics, so there has to be a lot of consistency and interconnectedness among them. Even though they don't sit in on classes every day, principals have



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a role in influencing student achievement indirectly via their influence on a key component of classroom instruction. They have an immediate impact on classroom climate, teacher professional development, and group dynamics among educators (UNESCO, 2019).

If the specific requirements of each institution are addressed in light of the local environment and other social issues, a global strategy for school reform may be formulated by drawing on the experiences of both developed and developing nations. Every school administrator wants his school to succeed, but in the long run, schools only make a difference when they use creative, goal-oriented strategies to make improvements. The strategies for school improvement outline the measures that the principal may take to accomplish the goals and objectives. By establishing an atmosphere that is favorable to learning, this technique leads to excellent student accomplishment (Van Der Voort & Wood, 2014).

Statement of Problem:

The capacity to identify, understand, control, and articulate one's emotional state is referred to as emotional intelligence (EI). Despite the prevalence of traditional means of evaluating academic performance, such as grades and test scores, there is a rising awareness of the impact of EI on students' cumulative academic accomplishment. Despite (EI)'s rising profile, studies investigating its effects on academic performance, especially among secondary school pupils, are few. The problem is that at this pivotal point in their schooling, children's emotional intelligence has a significant impact on their academic achievement, and we need to find out how much. Educators, policymakers, and researchers must comprehend the relationship between students' (AA) and their (EI) at the secondary level in order to develop evidence-based strategies that may improve students' academic performance and overall welfare. The research titled "Effect of Emotional Intelligence on Students' Learning Achievement at Secondary School Level"

Research Objectives:

- To identify the strategies to cope with the administrative challenges of secondary school head teachers.
- To develop a school improvement plan.

Research Questions:

To identify the strategies to cope with the administrative challenges of secondary school head teachers.

To develop a school improvement plan.

2. LITERATURE REVIEW

Organisation, planning, management of people, control, and management are the five pillars upon which management rests. Together, they enable an organisation to reach its objectives and fulfil its mission. Whatever an organisation strives to achieve might be its objective. That "management is a process or function common to all human organisations and institutions" is what Richard (1986) said. You can't function in the private sector without the support of the military, government, schools, hospitals, and other types of businesses (Van de Ven, 1986). The management process brings about the realisation of objectives when individuals work together to accomplish them. "Organisation of all the organisations and institutions that make it up" is what Harold (1984) calls it. An organization's capacity to serve one of our societal pillars—the state, the church, or the military—is proportional to the calibre of its leadership. Thus, the administration learns, in a broad sense, how well we accomplish our political, social, and economic goals. Management entails five distinct tasks, as outlined by Richard (1986): organising, planning, directing, coordinating, and controlling. Two professors from UCLA developed a management handbook in the 1950s that would go on to become the most popular books on the subject for the next two decades. The manual was based on the five functions of planning, organisation, people, management, and control. Like other well-liked textbooks, this one is structured on the management functions, which are often reduced to four main areas: planning, organisation, leading, and controlling. Interpersonal and ceremonial responsibilities are inherent to any manager's position.

A university president hands out diplomas at commencement or a manufacturing manager shows a group of high school students around the facility; in both cases, the official is only serving as a decorative figure. Leadership is an essential function of any management. Recruiting, training, motivating, and

disciplining staff are all part of this role. The interpersonal group has a third function, that of a connection. The ability to accept and process data from sources outside of one's own organisation is an essential information function that all managers do. Read publications and chat to people to learn about public taste shifts, rival strategies, and similar things. According to Gupta's (1987) management paradigm, excellent control is the defining feature of effective activities. For those in charge of administrative matters, it is crucial to have knowledge of all relevant matters, not only academic knowledge. In order to establish and accomplish objectives via the utilisation of people and other resources, "management is a separate process consisting of planning, organisation, action and control activities," (Franklin, 2000). Along with the aforementioned pursuits, the executive branch also directs actions by coordinating seemingly unrelated occurrences into meaningful linkages.

A thorough familiarity with and use of a variety of management strategies determines the efficacy with which natural behaviours are guided and regulated to achieve the intended outcome. College principals and secondary school heads are subject to the same incentives, according to research by Shah (1998). The significance of managerial training was emphasised by a director of higher education who is involved in the process of appointing head teachers. "Leadership is not linked to the promotion of votes. A step to the next wage scale can be an incentive, but that is not the case. Regardless of whether you are appointed head teacher or not, you will move to the next salary scale according to the four-tier system," says Shah (1998). The role of the head teacher is crucial to the organisation but also quite challenging. Concerning the pupils and their issues, it is like if one were a friend. It has to speak to the public as well as its educated employees and professional group. It is a home full with difficulties. How many would willingly do it, and why? In contrast, if there were possibilities for professional development—which is now lacking—people might show up to work hard or teach a few times a day in the hopes of getting a raise or a promotion. Staff and faculty personnel may experience a wide range of administrative issues, including but not limited to: changes in scheduling, insufficient materials, and teacher evaluations. Pedagogical challenges are something that administrators encounter, and they work along with personnel to find solutions. Making everyone's needs known in a neat, task-oriented environment is no easy feat. State, federal, and municipal governments all contribute to education budgets. While the federal government does send cash to state and local governments, it does not mandate that schools within a district be financially equal. The distribution of school staff funding is a matter of administrative discretion. They must make a thoughtful hiring decision in order to meet the expectations of the standards-based school district, to whom they are responsible. Today, secondary school administrators throughout Nigeria confront the same problems as their predecessors: a lack of resources, including money and buildings, and the absence of tools to address these issues. How much money is at stake is a key consideration. A scenario when the bulk of the government does not take federal, state, or municipal requests seriously.

Despite their persistence, they fall short when confronted with the mountain of schoolwork that demands their attention. Managing people is what management is all about (Graham & Thornley, 2000). The management of secondary schools in Nigeria has been significantly impacted by the government's policy of Universal Basic Education (UBE), according to Omotayo, Ihebereme, and Maduewesi (2008). When a new minister of education is appointed or in office, it is common for them to demand to be heard or mowed down when they lay out their political platform, especially if it conflicts with the field's existing efforts. The result was a situation where the majority of secondary school courses were either not followed or misused. The role of principals in fostering students' academic success is an essential component of both instructional and administrative leadership. They are no longer limited to managing buildings and addressing issues on campus. As stated on e-Lead.org, modern administrators need a more holistic understanding of the community and society. According to Wahlstrom and Louis (2008), the principal acts as a bridge between the school and the community by coordinating the use of material, human, and intellectual resources to provide an environment conducive to effective teaching and learning. In the 1920s, Thorndike first proposed the idea of emotional intelligence as having three components: mechanical intelligence, social intelligence, and abstract intelligence (1920).

Afterwards, a number of scholars in the 1980s added to the idea of emotional intelligence; for instance, Gardner (2013) put out the notions of intra- and inter-emotional intelligence. Steiner first proposed the idea of EI in 1984. Thanks to these professionals' input, Salovey and Mayer were able to establish and refine the concept of "emotional intelligence" (1990). Emotional intelligence has subsequently been the subject of substantial research in several academic disciplines, including management, human resources, organisational behaviour, and more (Asrar-ul-Haq et al., 2017). The ability to recognise, understand,

and manage one's own and other people's emotions is called emotional intelligence (EI) (Ioannidou & Konstantikaki, 2008). Emotional intelligence is the ability to recognise and appropriately respond to one's own and other people's emotions. Since its inception in the 1990s, the concept of emotional intelligence has grown into a well-respected and investigated academic discipline.

"Emotional Intelligence: Why It Can Matter More Than IQ" by Daniel Goleman became famous in 1995, but the term was first introduced in 1990 by psychologists Peter Salovey and John Mayer. With the help of Goleman's book, the concept of emotional intelligence gained significant exposure and became more well-known. Researchers in several disciplines have examined emotional intelligence and its effects since Goleman's book came out. These disciplines include education, neuroscience, and psychology, among others. Researchers have shown that those with greater EQ have better relationships with others, are better leaders, have better mental health, do better in school and work, and are happier overall. Emotional intelligence has also been useful in many other fields, such as teaching, leadership development, workplace training, and mental health therapy. Emotional intelligence is becoming more important to many companies, who include it into their training and recruiting processes.

To sum up, emotional intelligence provides a framework for understanding and developing the social and emotional skills necessary for success in one's personal and professional life. Both the academic study of it and its practical applications are intriguing. Emotional intelligence is the ability to recognise, control, and evaluate one's own and other people's emotions. Academics have differing opinions on whether emotional intelligence is innate or something that can be developed via practice. As a means of evaluating EI, many models have been developed. A leader may handle every circumstance with less stress, less emotional reaction, and fewer unintended consequences if they possess the four components of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. Emotional intelligence (EI) is defined as the capacity to identify, understand, regulate, and effectively use one's own and other people's emotions. Emotional intelligence encompasses a wide set of skills that allow individuals to recognise, manage, and react to their own and other people's emotions. Since its inception over 25 years ago, the concept of emotional intelligence (EQ) has gone through several transformations, from trendy to foundational, in the realms of leadership and team development. Because of the high regard in which it is held by both experts and laypeople, it is really unique. As already stated by Ackley (2016).

In the 1990s, psychologist Daniel Goleman brought the concept of emotional intelligence to a wider audience. The five pillars of emotional intelligence that Goleman laid forth are as follows:

- **Self-awareness:** This means knowing and understanding one's own thoughts, emotions, strengths, weaknesses, values, and goals. People who are self-aware are cognizant of the fact that their feelings influence their decisions and behaviours. Both self-efficacy and emotional intelligence have a role in academic performance, and the former may provide light on the latter (Gharetepeh et al., 2015).
- **Self-regulation:** The ability to control and manage one's own emotions, impulses, and reactions. People with strong self-regulation talents are able to keep their cool, adapt to new situations, and make thoughtful decisions. The capacity to recognise, understand, and appropriately use one's emotions is known as emotional intelligence (EQ) (Maharani et al., 2019). In 2018, Siregar and colleagues published a study on this topic. Managing one's emotions in the here and now, dealing with conflicting or unpleasant emotions, and being adept at absorbing the emotions of others and oneself in social interactions. Levels are greater for this strategy, which is based on intrinsic drive and social skills (Heshmati & Ahmadkhanloo, 2017).
- **Inspiration:** An indicator of emotional intelligence is being motivated by internal forces like self-improvement, achievement, and purpose. Individuals who score high on the EI scale tend to be optimistic, hardworking, and determined. Results showed a stronger correlation between EQ and intrinsic school incentives than between EQ with amotivation or extrinsic motives. There were also correlations between students' levels of emotional regulation, intrinsic motivation, and demotivation and their academic achievement. the role that students' emotional intelligence, school motivation, and academic success play in their development as individuals and as learners (Pellerone et al., 2017).
- The ability to understand and share another person's feelings is known as empathy. It comprises

taking action, inspiring others, and swaying their opinions. The ability to recognise and manage one's own and other people's emotions is a key component of emotional intelligence. (Hajibabaei et al., 2018)

More and more people are realising that emotional intelligence is crucial to their success in the workplace and in life. Evidence suggests it may improve leadership, interpersonal skills, communication, and overall health. An important part of being emotionally intelligent is being able to identify and appreciate the feelings and perspectives of other people, even when they vary from your own. Listening attentively, showing compassion, and building trust are all skills that people with empathy excel at. The development of emotional abilities may greatly benefit young people's personal accomplishment, well-being, and their capacity to overcome new academic challenges. (From, 2023). Assisting Others: Many different types of interpersonal talents go under the umbrella term "social skills," including the ability to communicate effectively, resolve conflicts amicably, work well in a team, and take the lead. A person's social skills may be measured by their ability to form and sustain connections, as well as their capacity to work in tandem with others. The development of emotional abilities may greatly benefit young people's personal accomplishment, well-being, and their capacity to overcome new academic challenges. In 2017, Salavera, Usán, et al. Better communication skills, more positive work cultures, and more productivity are the results of a consistent effort to develop emotional bravery.

Conceptual Framework

The conceptual model of emotional intelligence and student accomplishment is based on the premise that emotions may have a large influence on (AP). Having emotional intelligence (EI) means you can recognise, name, and control your own and other people's emotions. Success in school is more likely for children with high EI since they are better equipped to handle the stresses and challenges of school life.

Incorporating emotional intelligence development into educational programmes may be beneficial, since the conceptual framework of EI and students' learning accomplishment implies that EI is a crucial component for academic success.

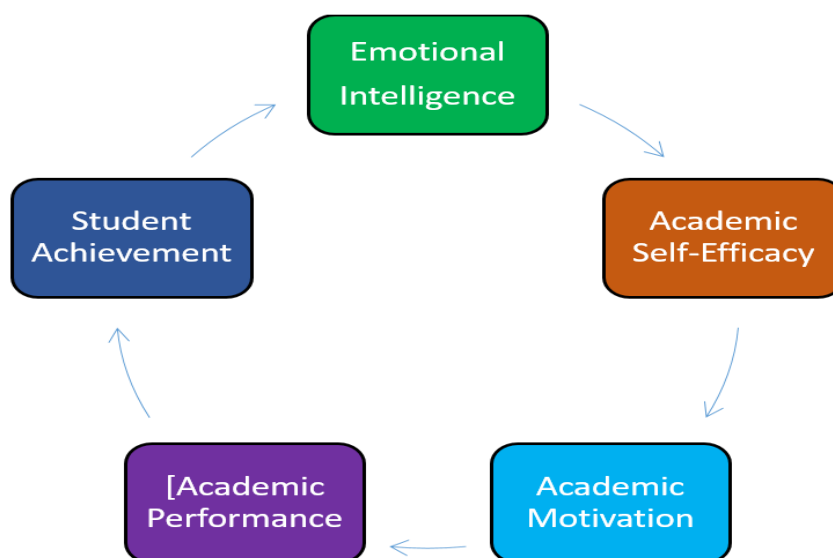


Figure 1 Conceptual Framework

Source: Self-Designed

Hypotheses

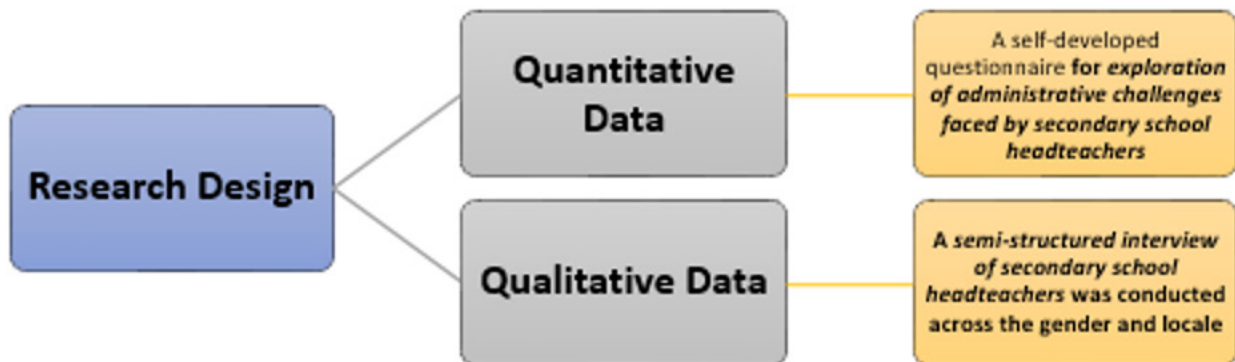
- Ho. The self-awareness to enhance students learning achievement at secondary school level.
- Ho. The social skills to enhance students learning achievement at secondary school level.
- Ho. The self-regulation to enhance students' learning achievement at secondary school level.

3. RESEARCH METHODOLOGY:

Using a descriptive technique, this study gathered and analyzed quantitative and qualitative information. Interviews, questionnaires, observations, and statistical analysis were among the methods used to

compile detailed information about the study's topic. In addition, the approach laid the groundwork for deriving significant conclusions from the results and enabled in-depth examination of the study topics.

To learn more about the difficulties secondary school principals face in their administrative roles, they used a survey questionnaire they had created themselves. The quantitative data on the 5-point Likert Scale was collected using the questionnaire. The construction of the questionnaire followed the normal method.



Population:

Those in charge of public secondary schools in South Punjab, Pakistan, regardless of gender or location. Bahawalpur, Multan, and Dera Ghazi Khan are the three divisions that make up south Punjab. There is a district level of subdivision within each division. Muzaffargarh, Dera Ghazi Khan, Layyah, and Rajanpur are the four districts of Dera Ghazi Khan; four districts in Multan are Khanewal, Lodhran, Vehari, and Rahim Yar Khan; and three districts in Bahawalpur are Bahawalpur, Bahawalnagar, and Rahim Yar Khan. There is a tehsil level of subdivision inside each division.

Results & Findings

Factor.1: Empathy

Table 1 Empathy

Items	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
Mental Understanding	F	0	0	01	126	257	384	0.478	4.67
	%	0	0	0.3	32.8	66.9	100%		
Emotional Understanding	F	0	02	06	110	266	384	0.534	4.67
	%	0	0.5	1.6	28.6	69.3	100%		
Generosity	F	0	03	07	177	197	384	0.578	4.48
	%	0	0.78	1.8	46	51.3	100%		
Feelings of Pain	F	0	01	12	143	228	384	0.571	4.56
	%	0	0.3	3.1	37.2	59.3	100%		
Spiritual Sympathy	F	0	0	10	165	209	384	0.550	4.52
	%	0	0	2.6	43	54.4	100%		
Role-taking	F	0	09	17	168	190	384	0.619	4.45
	%	0	2.34	4.43	43.75	49	100%		
Feelings of Kindness	F	0	02	20	130	232	384	0.614	4.41
	%	0	0.52	5.20	33.84	60.42	100%		
Total	F	0	17	73	1019	1579	2688	0.563	4.54
	%	0	4.43	19.0%	37.9%	58.7%	100%		

A total of 58.7% of school administrators, educators, and students held the firm belief that classroom instruction plays a significant role in helping students gain conceptual understanding; 37.9% of school administrators, educators, and students agreed; 19% were unsure; and 4.43% strongly disagreed. Teachers foster students' conceptual knowledge via inspiration, according to the vast majority of principals, instructors, and students. The assertion was validated by the mean score of 4.54 and standard deviation of 0.563.

Factor.2: Social Skills**Table 2** Social Skills

Items	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
Effective Communication	F	0	06	27	120	231	384	0.697	4.50
	%	0	1.51	7.03	31.25	60.15	100%		
Conflict Resolution	F	0	01	23	161	199	384	0.620	4.45
	%	0	0.3	6.0	41.9	51.8	100%		
Active Listening	F	0	01	23	179	181	384	0.615	4.41
	%	0	0.3	6.0	46.6	47.1	100%		
Management Skills	F	0	02	07	167	208	384	0.564	4.51
	%	0	0.5	1.8	43.5	54.2	100%		
Respect Others	F	0	0	04	129	251	384	0.501	4.64
	%	0	0	01	33.6	65.4	100%		
Total	F	0	10	84	756	1070	1920	0.599	4.50
	%	0	0.5	4.4	39.3	55.7	100%		

Competence in Interpersonal Relations. Analysis of the data shows that 55.7% of school administrators, teachers, and students strongly agreed that classroom discussions help students communicate better with one another, while 39.3% agreed, 4.4% were unsure, and 0.5% strongly disagreed. Teachers facilitate productive student-to-student connection via class discussions, as was unanimously agreed upon by school administrators, instructors, and students. The claim was backed by a mean score of 4.50 and a standard deviation of 0.599.

Self Awareness Skills**Table 3** Self Awareness Skills

Items	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
Self-Examination	F	0	0	07	169	208	384	0.535	4.52
	%	0	0	1.8	44.0	54.2	100%		
Self-Acceptance	F	0	0	11	167	206	384	0.555	4.51
	%	0	0	2.9	43.5	53.6	100%		
Living Purposefully	F	0	0	16	179	189	384	0.576	4.45
	%	0	0	4.2	46.6	49.2	100%		
Mindfulness	F	0	0	15	182	187	384	0.571	4.45
	%	0	0	3.9	47.4	48.7	100%		
Emotional Awareness	F	0	0	0	167	217	384	0.496	4.57
	%	0	0	0	43.5	56.5	100%		
Self-knowledge	F	0	0	0	162	222	384	0.495	4.58
	%	0	0	0	42.2	57.8	100%		
Total	F	0	0	49	1026	1229	2304	0.538	4.51
	%	0	0	2.1	44.5	53.3	100%		

Competencies in Self-Awareness. The data shows that among the Head Teachers, Teachers, and Students surveyed, 53.3% strongly agreed that training students to critically evaluate their own work is an important part of quality education, 44.5% agreed, 2.1% were unsure, and 0% disagreed. With a mean score of 4.51 and a standard deviation of 0.538, the statement was endorsed by the majority of head teachers who strongly agreed that teachers should help students develop abilities in self-examination via training.

Discussion

As a first consideration, there was empathy; research confirmed that most educators motivate their pupils to gain mental understanding, but only a minority of educators were unsure about this. While some instructors do foster emotional awareness in their pupils, the survey found that the majority of teachers are persuaded that their students would develop this skill via observation and imitation. Most

educators believe that setting a good example is the best way to help their pupils develop emotional intelligence. According to the results, most educators show their pupils how to be generous by setting a good example themselves. However, a small number of educators expressed doubt about this claim. All things considered, the vast majority of educators want to inspire altruism in their pupils by setting a good example. Similarly, Hajibabae and Farahani (2018) state that having emotional intelligence makes it easier to understand one's own and other people's emotions. The research found that most educators definitely imbue their pupils with empathy for others' suffering, whereas some educators were unsure and a small number were unsure. All things considered, most educators fill their pupils with empathy for the plight of others.

The second component was knowledge of one's own strengths and weaknesses; research showed that most educators are confident in their ability to instill in their pupils the habit of regularly reflecting on their own actions and decisions as a result of classroom instruction. The research found that most educators strongly encourage their students to develop self-acceptance skills via practical application; nevertheless, a small percentage of educators expressed doubt or ambivalence about this recommendation. In their classrooms, the vast majority of instructors actively encourage their pupils to practise self-acceptance. To a similar extent, Gharetepeh Safari (2015) argues that self-efficacy is an explanation of emotional intelligence, which is crucial for academic performance. According to the research, most educators are convinced that their pupils will acquire lifelong skills via classroom instruction, while a small percentage express doubt. Results showed that although some instructors did manage to bring their pupils' attention to the present moment via physical activity, the vast majority of teachers did not. The research demonstrated that while some educators do instill emotional awareness in their pupils via training, the vast majority of educators do so. According to the results, while not all instructors aim to increase their pupils' self-awareness via individualized instruction, the vast majority do so.

As for the third component, communication skills, research has shown that although some educators do a better job than others of fostering students' capacity for effective dialogue in the classroom. The research demonstrated that while some educators do promote students' capacity to understand others via emotional teamwork, the vast majority of educators do so. The survey found that although some instructors do use creative writing to help their pupils improve their written communication abilities, the majority of teachers use it as a means to do so. According to the research, most instructors do, in fact, help their pupils improve their public speaking abilities by having them participate in speech contests, and a small percentage of teachers do the same. Better communication skills, more positive team cultures, and more productivity are all outcomes of consistently working to strengthen emotional bravery (Nguyen, White, 2019). According to the results, most educators strongly believe that their students would benefit from practicing non-verbal communication skills; yet, a small percentage of educators expressed doubt. According to the results, while not all instructors actively encourage flexibility in their pupils, the vast majority do so via classroom regulations. According to the results, most educators thoroughly embed the habit of providing and receiving feedback to students via class discussions. A small percentage of educators expressed doubt about this practice.

4. CONCLUSION

The research found that most educators are confident in their ability to inspire pupils to gain conceptual knowledge; yet, although some educators are unsure, the vast majority are assured. Motivating their pupils to get a deeper knowledge is a common strategy used by most educators. Researchers found that most educators do, in fact, instill emotional intelligence in their pupils by setting a good example; nevertheless, a small percentage of educators expressed doubt about this practice. Most educators believe that setting a good example is the best way to help their pupils develop emotional intelligence. While some instructors may be unsure about whether or not they are helping their pupils become more generous, the survey found that most teachers do so by setting a good example. All things considered, the vast majority of educators want to inspire altruism in their pupils by setting a good example. The research found that most educators definitely cause their pupils to experience suffering for people around them via compassion, whereas some educators are unsure about this and a small number are unsure. All things considered, most educators fill their pupils with empathy for the plight of others. While some instructors were unsure about whether or not they effectively foster student-to-student contact via discussion, the survey found that most teachers did so. In a classroom setting, the majority of instructors facilitate productive student-teacher dialogue via class discussion. According to the results, most educators believe that problem-solving activities are an excellent way to help students learn to resolve conflicts, while a

small percentage of educators are unsure. By working together, most educators help students learn to solve problems in a way that doesn't lead to confrontation.

Recommendations

- The impact of empathy on pupils' learning is substantial. Empathy is a skill that secondary school instructors may use to help their pupils build emotional intelligence.
- Students can't study without developing their social abilities. In order to help their secondary school pupils develop emotional intelligence, instructors might practise social skills with them.
- Students' learning relies heavily on their level of self-awareness. Secondary school pupils may benefit from instructors who practise self-awareness in order to foster emotional intelligence.
- Students' learning is greatly impacted by their ability to communicate effectively. Secondary school pupils' emotional intelligence might benefit from instructors' communication abilities.

Competing Interests

The authors did not declare any competing interest.

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