

The Impact of Emotional Intelligence on Teamwork Skills in Public Schools Principals

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ABSTRACT

This study aimed to identify the level of emotional intelligence and its impact on the cooperative work skills of public school principals, as well as examining the levels of their cooperative work skills practices. And its relationship to gender variables, and administrative experience. The study sample consisted of 53 public school principals, and the descriptive analytical approach was adopted in data collection, analysis and interpretation. The results showed that school principals had moderate levels of emotional intelligence, with a decrease in the abilities of emotional awareness, assertiveness and public relations. The study also revealed an average level of cooperative work skills practice, with low levels of empowerment skills practice. There are no statistically significant differences in the average emotional intelligence and the level of practice of cooperative work skills for the school principal due to the variables of gender and administrative experience. While there were statistically significant differences in the ability to adapt due to the gender variable for school principals. The results showed differences in the areas: the ability to withstand stress, control emotions, conflict resolution skills, communication and meeting management, attributed to the variable of administrative experience in favor of more experienced school principals. The study confirmed the existence of a positive and moderate correlation between emotional intelligence and collaborative work skills.

Key words: emotional intelligence – teamwork skills – public school

INTRODUCTION

School has still been a place to prepare new generations educationally, pedagogically and socially. All elements involved in the educational process, including teachers, learners, the external environment and the curriculum play an active role at school. Furthermore, the principal is considered to play a central role at school and, as the leader, he influences all parts of the school.

In today's schools, education demonstrates more needs and entails the development of students' higher-order thinking. Therefore, there must be creative teachers who cooperate in work teams with different management and leadership. To illustrate, the leadership of such groups differs from the supervision and management of traditional pyramidal models. Moreover, these groups call for trust, cooperation and establishment of relations (Hoor, 2009).

Communication and conflict resolution skills, enablement and cooperation skills, as well as other skills such as planning, coordination, time management, and meeting management are among the most important skills of team work. The school principal should master and apply such skills in order to organize an effective team and, consequently, to reinforce the positive atmosphere of school. This helps to encourage teachers and to establish work relations based on mutual cooperation, active communication, trust and obligation to achieve the school's goals.

Any principal having the above mentioned competencies and skills will definitely have a personality, different skills, intelligence--especially emotional intelligence--that lend him the leadership characteristic. A principal has to possess suitable personal competencies, such as emotional self-awareness, self-awareness and self-esteem, as well as social interaction competencies. He should establish relationships with others, should have the ability to adapt to, and endure, pressures, and should be positive and hopeful when working. These skills altogether make up the emotional intelligence of the principal.

Mayer and Salovey were the first to define emotional intelligence, considering it to be an intellectual ability to perceive one's own emotions and those of others and, subsequently, to control one's emotions by using them in regulating thinking and behavior (Mayer & Salovey, 1990). We assumed emotions to facilitate thinking processes. Furthermore, we clarified how to measure the features--the intellectual abilities--of this type of intelligence and determined the four dimensions of emotional intelligence: identifying, employing, understanding and regulating emotions.

The paramount competencies in persons with the most effective and successful lives, Bar-On (2006) emphasizes, are emotional self-awareness, empathy, flexibility, optimism, ability to solve problems, social competence, ability to establish personal relationships, impulse control and stress tolerance. Emotional intelligence, he added, is composed of 15 competencies distributed to five components and three dimensions--personal, emotional and social.

Considering the provided definitions, we believe emotional intelligence to comprise a set of intellectual abilities, personal and affective skills, as well as social competencies. An individual having such characteristics can understand and perceive his own and others' feelings, and he can control and regulate those feelings when adapting to the environment. Furthermore, such a person can motivate himself, endure tension and pressure, empathize with others, and establish successful personal relationships in which to communicate appropriately and resolve conflicts. There are various studies having investigated the association between emotional intelligence and some variables, among which are the following:

1. Al-Handasi (2008) performed a study in an attempt to investigate the degree of emotional intelligence in school principals in the Sultanate of Oman. An attempt was also made to investigate the relationship between emotional intelligence and some

demographic variables, including gender (male versus female), educational zone, years of experience and type of school. The most important results of this study suggested that:

- There are statistically no significant differences in the self-awareness dimension;
 - There are statistically significant differences in:
 - Self-regulation dimension favoring males;
 - Social skills dimension favoring females;
 - Social skills dimension in relation to experience, such that there are differences favoring principals having a long experience over those having a short experience.
2. Kurdi (2010) conducted a study that sought to identify the relationship between emotional intelligence and educational leadership in secondary school female principals in the Western Province, Saudi Arabia. This study also aimed to identify the relationship between emotional intelligence and social skills, as well as the relationship between emotional intelligence and self-efficacy in the sample group. Results showed the following:
- There is a positive relationship between emotional intelligence and leadership, and the former is related to leadership effectiveness;
 - There is a statistically significant relationship between emotional intelligence and social skills in leaders;
 - Emotional intelligence increases the principal's ability to solve problems and handle conflicts without being influenced by pressures that would reduce his self-efficacy.
3. Al-Omrat (2014) carried out a study that aimed to identify the relationship between emotional intelligence and leader effectiveness in principals of schools of Petra and Wadi Al-Seer, Jordan. The study sample comprised 102 male and female principals. Findings suggested that the level of emotional intelligence in principals was moderate, and so was the score of leader effectiveness.

Results also showed that there are statistically significant differences at the level of emotional intelligence as a function of gender, field of study, school level and experience, favoring male principals holding a master's degree and working in primary schools. These differences were observed in the ideal influence dimension. There were, however, statistically no significant differences in the score of leader effectiveness as a function of field of study. Furthermore, findings pointed to a correlational relationship between the level of emotional intelligence and leader effectiveness score. This study recommended that it is necessary to train school principals to improve emotional intelligence.

The school principal is responsible for all activities done at and around the school. In addition, guardians' and students' stances are to a high extent determined by the methods the principal adopts while performing his duty. Therefore, if the school is a place full of activity, vigor and creativity, that would be thanks to the principal's leadership, as a key to success (Marzano, Waters & Manulty, 2011). In order for the principal to carry out his responsibilities effectively, he has to acquire a set of skills. Here, "skill" is meant to be the ability to apply the principles and knowledge that concern one's work. Skills required for the school principal are categorized under four headings: personal skills, technical skills, humanitarian skills, and perceptual and mental skills.

The most dominant characteristics of an effective leadership of a team, as Zahran (1984) argued, are the engagement of team members in determining objectives and in decision-making, humanitarian communication, declaration of intimacy, expression of mutual respect in business relations, and acceptance of subordinates' opinions, understanding of their problems and trying to solve them. Other such dominant features include the fully honest and sincere support of team spirit and cooperation inside the institution, and the helping of members to adjust to the team and compromise with society, so as to benefit the team and institution.

Belqis (1986) offered a set of principles that, once applied, will make the team leadership effective. Among these principles are exemplary principle and covert approach, morale principle, self-understanding principle, task- and work-understanding principle, time-regulation and time-management principle, principle of achieving the team's goals and purposes, and principle of increasing the team's strength and coherence.

Abedin (2001), citing from Menkerios (1970) and Al-Tawil (1991), introduced a set of characteristics, skills and ethics that a school principal should possess. Examples include, but are not limited to, objectivity and impartiality when applying systems, respecting the dignity of anyone who shows the highest levels of honesty, being concerned with the professional development of his own specialties, providing teachers and students with the best educational opportunities, experiences, ideas and alternatives, improving his relationship with the local community, and encouraging innovation and creativity. In doing so, he employs a principal element--effective communication.

Moreover, an effective leadership has been found to be influenced by many principles and skills, primarily making the leadership of a team work successful. For instance, obligation and modality, purposeful humanitarian relationships based on communication and motivation, and participation in decision-making and resource regulation and management are among such principles and skills. We should also add teachers' professional development competencies, such as training, setting up workshops and delegating tasks, which imply the mutual trust between the leader and team members.

School is a social unit consisting of administrative staff, teachers, workers, students and their guardians, all of whom have mutual social interaction with one another (Zahran, 1984). Therefore, in order for the school to perform its duties, it is inevitable to organize teams that shape up a cooperative framework for the interaction between team members.

Team work, as defined by Abu Abat and Niazi (2000), is a work method dependent on groups and, by making groups interact with one another, designed to make desirable changes or achieve certain goals at certain times. The interaction between groups occurs within the framework of mutual cooperation. In addition, team work is an approach that entails the presence of obligated, cohesive members having common ground. They to a high extent trust each other mutually, cooperate with one another, and have coherence. Members also have integrated skills, enabling them to work in their specialties.

Considering the scientific and technological developments and the complexity of social structure, including the school community, the team leader is to possess skills and experiences qualifying him to direct and lead the team effectively and efficiently. The principal's tasks at

school have now become more ramified and, conversely, the principal's individualistic work has become less influential and productive. Moreover, as a natural result of a purposeful school community, the participatory leadership demands an effective team work. Such a team has collective efficacy and capability to achieve goals.

Some studies have centered on team work, of which we cite the following:

- Burlea, Bogdan and Negulescu (2008) conducted a case study in an attempt to analyze the factors that helped the Project Team to succeed. The team was composed of 12 members and the study was done continuously between 1999 and 2008. Different variables were analyzed, the most important of which were to determine goals and roles, common feelings, cooperative situations, motivation and satisfaction. Study results emphasized that:
 - The most important factor influencing team effectiveness is the variety of skills and competencies that team members possess, especially when the joint goal has been determined clearly;
 - Having a vision is so crucial for team coherence, because it gives members a sense of stability and achievement;
 - The team will become more cohesive if members have effective cooperation and contact;
 - The cognitive variety of members was a determinant factor of the Project Team's success and sustainability.
- Barc Zac, Lassk and amp, and Mulki (2010) conducted a study entitled "Antecedents of team creativity: An examination of team emotional intelligence, team trust and collaborative culture." This study aimed to investigate the relationship between emotional intelligence and team trust. To this end, a survey of 82 student teams at a large university in the northeast United States was used. Results showed that team trust is promoted by team emotional intelligence. Trust in turn promotes collaborative culture and team creativity. Furthermore, the relationship between team creativity and collaborative culture is moderated by cognitive trust.
- In Saudi Arabia, Tayeb and Al-Otaibi (2016) carried out a study under the title "Work Team Leadership Skills in Department Heads of Directorate of Education in Al Mithnab Governorate." This study aimed to identify the degree to which Department Heads of the Directorate of Education in Al-Mithnab Governorate used work team leadership skills. To do so, the viewpoints of supervisors of these heads were surveyed. This study also sought to explore whether there is a difference in the degree of team leadership skills as a function of years of experience. Thus, a sample consisting of 58 department heads and 107 supervisors working in the Directorate of Education were employed. Work team leadership skills were the following: decision-making, contact, motivation, conflict management, and meeting management.

In this study, the descriptive method was employed and the results were as below:

- Work team leadership skills of Department Heads were frequently used. The contact skill was employed the most, followed by meeting management, decision-making, motivation and conflict management;

- As a function of years of experience, and from the viewpoints of supervisors, there were essential differences in the dimensions and degree of using work team leadership skills among Department Heads.

RESEARCH PROBLEM AND QUESTIONS

Several provisions on the internal system of public schools in Lebanon (2001) emphasized the necessity of the collaboration between educational employees and the person in charge of the school. Such a collaboration occurs in work teams that take the form of various committees. In practice, however, this team work does not occur in such a way to achieve the desired goals. Instead, competition and insignificant collaboration are as yet common in workers.

The school principal does not take the role of an educational leader who makes a plan, develops work teams, and designs, executes and follows the social work. Rather, he still adopts the traditional methods of managing, and the school is a place where there is almost no collaboration, human contact and companionship.

Golman surveyed the viewpoints of principals working in paramount institutions and in different areas. It is necessary for principals, results showed, to possess emotional intelligence skills in order to increase the annual income. The most important words used by the participants to refer to emotional intelligence were trust, empathy, rapport, openness and team work (Golman, 1998).

Therefore, we believe team work to be in some ways related to emotional intelligence skills of the school principal. A principal having those skills is more flexible when managing the relations of team members. Moreover, such a principal is a source of inspiration and influence for team members, helps to improve their abilities, tries to solve problems knowingly, and promotes team and collaborative work. With this in mind, it is necessary for the school principal to produce team work and enhance it in the school community. In doing so, he should make use of any leadership and administrative competencies as well as any abilities he has, most notably emotional intelligence abilities.

On this basis, the study problem is expressed as follows: **What is the impact of emotional intelligence and its components on teamwork skills among public school principals in Lebanon?**

Out of this problem, the following questions can be raised:

1. What is the level of emotional intelligence and its dimensions in public school principals in Lebanon?
2. Are there statistically significant differences at the level of emotional intelligence and its components as a function of gender (male versus female) and experience in managing?
3. To what extent are teamwork skills used by public school principals?
4. Are there statistically significant differences in the degree of using teamwork skills and its dimensions as a function of gender and experience in managing?
5. Is there a correlational relationship between emotional intelligence and team work in public school principals?

RESEARCH OBJECTIVES

The main objective of the present study is to identify the impact of emotional intelligence on teamwork skills in public school principals. Out of this objective, the following secondary objectives emerge:

1. Measuring the level of emotional intelligence in public school principals and identifying the deficiencies they have on this scale, as well as identifying the degree to which emotional intelligence is influenced by gender and experience in managing;
2. Measuring the extent to which teamwork skills are used by principals and identifying some factors that influence emotional intelligence, such as gender and experience in managing, as well as determining the weaknesses in using those skills;
3. Ensuring that there exists a correlational relationship between emotional intelligence components and teamwork skills in principals, in an attempt to fill the gaps and enhance performance.

Research Hypotheses

Based on what has been presented thus far, the following hypotheses can be put forth:

1. There are statistically significant differences at the level of emotional intelligence in principals, that are attributed to gender and experience in managing;
2. There are statistically significant differences at the levels of using teamwork skills in principals, that are attributed to gender and experience in managing;
3. There is a correlational relationship between the level of emotional intelligence and its dimensions and teamwork skills in public school principals.

Research Boundaries

Scientific boundary: This study was limited to identifying the impact of emotional intelligence, as introduced by Bar-On's model, on teamwork skills. Elements and categories which are related to the variables and which were discussed earlier will be taken into account.

Social boundary: Principals and staff working in public schools of Minieh-Danniyeh District, North Governorate, Lebanon.

Population and Sample

This study was performed in public schools of Minieh-Danniyeh District, Northern Lebanon. This division comprises 68 public primary schools and 12 public secondary school. Thus, there is a total of 80 principals who work in all these schools and who form the study population. The study sample consisted of 53 principals who were selected randomly.

Research Tools

To explore the relationship between emotional intelligence in school principals and their teamwork skills, two scales will be used. These scales are presented below:

1. Bar On scale regarding emotional intelligence:

In order to measure emotional intelligence skills of principals, one absolutely needs to employ a scientific and reliable scale. Therefore, the scale developed by Bar On in 1997 was used. This scale measures 15 elements of emotional intelligence and has 133 items each with a short statement. It takes 40 minutes to fill out this questionnaire. The original version of this scale has a number of important characteristics, the paramount of which are the following (Bar On, 2006):

- Filled out by a large, standard sample exceeding 4000 persons;

- Was the result of a body of research done over 17 years;
- Has the required reliability and validity;
- Can be used in the educational area;
- Suits 17-year-old and older individuals;
- Measures several skills related to personality.

The Arabic version of this scale was borrowed from a doctorate thesis by Fidwa Al-Mordi'a at Saint Joseph University of Beirut. The original version of the scale was, under the supervision of Dr. Ghassan Yakoob, translated into Arabic (Al-Mordi'a, 2010). The Bar-On scale is made up of 133 items. The principal, after reading each item, chooses a response that he finds suitable, and does so on five points:

- (1) Seldom or never applies to me.
- (2) Rarely applies to me.
- (3) Sometimes applies to me.
- (4) Often applies to me.
- (5) Usually applies to me.

As shown in Table (1), Bar On questionnaire items are distributed to 5 scales and 15 subscales (Al-Mordi'a, 2010):

Table (1): Dimensions of emotional intelligence and distribution of Bar-On questionnaire items

Scales of Emotional Intelligence	Subscales of Emotional Intelligence
Intrapersonal Intelligence	Emotional Self-Awareness Self-Regard Assertiveness Independence Self-Actualization
Interpersonal Intelligence	Empathy Social Responsibility Interpersonal Relationship
Stress Management	Stress Tolerance Impulse Control
Adaptability	Reality-Testing Flexibility Problem-Solving
General Mood	Optimism Happiness

TEAMWORK SKILLS SCALE

In order to measure teamwork skills in principals, we developed a questionnaire in this regard. The final form of the questionnaire is composed of three sections:

- The first section includes personal data: gender and years of experience in managing.
- The second section includes teamwork skills. With the help of several previous references and studies, and after reviewing, and according to, the theoretical literature on this topic, we developed the indicators, items, scales and subscales of teamwork skills questionnaire. As indicated in Table (2), the questionnaire comprises 102 items that are distributed to 5 scales and 16 subscales. It takes 25 minutes to fill in this questionnaire.

Table (2): Teamwork skills and distribution of the questionnaire items

Main Teamwork Skills	Secondary Teamwork Skills
Communication Skills	Attentiveness and Conversation Personal Presence Using Means of Expression Creating Team Coherence Developing Trust
Psychological Support Skills	Motivating Reassuring and Satisfying Others
Conflict Resolution Skills	Negotiating Decision-Making
Administrative Skills	Planning, Organizing, Evaluating Directing and Coordinating Meeting Management Time Management Information Management
Enablement Skills	Training Entrusting

Thus, questionnaires were distributed and then collected, and their data were entered in the statistical analysis application "SPSS." In order to calculate the averages of emotional intelligence and teamwork skills, we converted raw data into standard averages. The standards shown in the table above were used to evaluate the sample averages.

Research Terms

In the present study, many terms and concepts regarding emotional intelligence and teamwork skills have been used. The most important terms are defined below:

Skill: It has been defined as the ability to perform an action, execute a procedure, or achieve a result. In doing so, one makes use of methods and ways in which he would be self-efficient and distinguished, thereby he achieves the best results. Skill is learned and improves, and man acquires it through his experiences and performances. Furthermore, skill is the result of imitating, learning, training and practicing (Ghindil, 2010).

Emotional intelligence: As defined by scientists, it is an individual's ability to pay attention to, perceive and understand his own emotions and feelings well, and to formulate them clearly. Emotional intelligence is also an ability to regulate one's emotions and feelings according to an accurate perception and monitoring of others' emotions and feelings. This is done in order to establish positive, social, emotional relationships with others that help the individual to transcend intellectually, emotionally and professionally, and to learn more positive life skills (Al-Atoum and Koufahi, 2011). Emotional intelligence has been operationally defined as the overall score that a principal achieves on Bar-On emotional intelligence scale and its skills.

Team work: It is a course of action that requires a group of people who form a team and who are obligated and cohesive. They have common ground and a high degree of mutual trust, cooperation and coherence. Members of this group also have integrated skills and are capable in their work. The team leader is to have skills and expertise qualifying him to direct and lead the team effectively and efficiently. He sets out common goals which the team strives to achieve.

School principal's teamwork skills: These are a set of actions and behaviors performed by the principal, as the leader, at work and in meetings, with intent to help team members to achieve goals (Abu Abat and Niazi, 2000). Operationally, these skills are defined as the overall score achieved by the principal on the scale that we developed. The overall score on this scale is achieved after evaluating the use of teamwork skills by the principal.

Validity and Reliability of the Tools

Scientific research, as is always the case, relies on measuring. There are two important features that any scale has to have--validity and reliability. Validity is about the extent to which a tool measures what it is supposed to; it concerns the accuracy, significance and benefits of the denotations of test scores (Ary, Jacobs and Razavieh, 2009). Reliability, however, is about the degree to which a tool remains consistent; it concerns the impact of the scale's random errors on the stability of scores (Ary, Jacobs and Razavieh, 2009). Most often, to test reliability, Cronbach's alpha coefficient is used.

Validity and reliability of the questionnaires have been confirmed as follows:

a. The first questionnaire regarding the principal's emotional intelligence

Considering the studies done by Bar-On over 17 years (2006), the first version of emotional intelligence questionnaire is both valid and reliable. The Arabic version of the tool is also valid and reliable, as the study by Mordi'a confirms. One of the tables indicates Cronbach's alpha coefficient, which confirms that in this study, the whole scale including its five subscales is reliant.

b. The second questionnaire respecting the principal's team work

In relation to content reliability of this questionnaire, we made use of several previous sources, references and studies that dealt with team work, its skills and the factors that make it succeed. After determining the research objectives and questions, we developed a large set of phrases connected with team work dimensions and skills. These phrases can actually measure the respective skills.

The questionnaire's primary form consisting of 182 items was presented to a committee that comprised five specialized referees. Furthermore, the questionnaire was handed out to a pilot sample that included 15 principals. The notes made by the committee were taken into account and we then analyzed data by the statistical application SPSS. The principal component analysis (PCA) showed that 80 items could not help determine the skills. Thus, items with less than 0.4 degree were to be avoided and eliminated (Brace, Kemp and Snelgar, 2009). Hence, such items were removed and the final total number of the questionnaire's items became 102, which were distributed to 5 scales and 16 subscales. One of the tables shows the reliability of the questionnaire with all its scales. The reliability was determined through Cronbach's alpha coefficient.

Statistical Analysis

In this study, we used the following statistical analyses:

- **Cronbach's alpha coefficient**--to calculate the internal consistency of study tools;
- **Principal component analysis (PCA)**, which converts a number of connected variables into a smaller number of disconnected variables;
- **Pearson correlation coefficient**, which, using Pearson's rule, indicates the relationship between two variables, and its value varies from -1 to +1;

- **The independent T-Test**, which is among the most commonly used tests that aim to determine whether the averages of scores of two groups significantly differ from each other;
- One-way independent analysis of variance (ANOVA), which determines whether multiple groups have average scores significantly different from each other.

RESULTS AND DISCUSSION

The first question: What is the level of emotional intelligence and its dimensions in public school principals?

The average score of emotional intelligence in the sample group was 96.9, with the minimum average being 60.9 and maximum being 135.1. The standard deviation was 18.4. This average score is between 90 and 109 and, as regarded by Bar-On himself, it is moderate, implying that the emotional ability of the sample group is sufficient and appropriate.

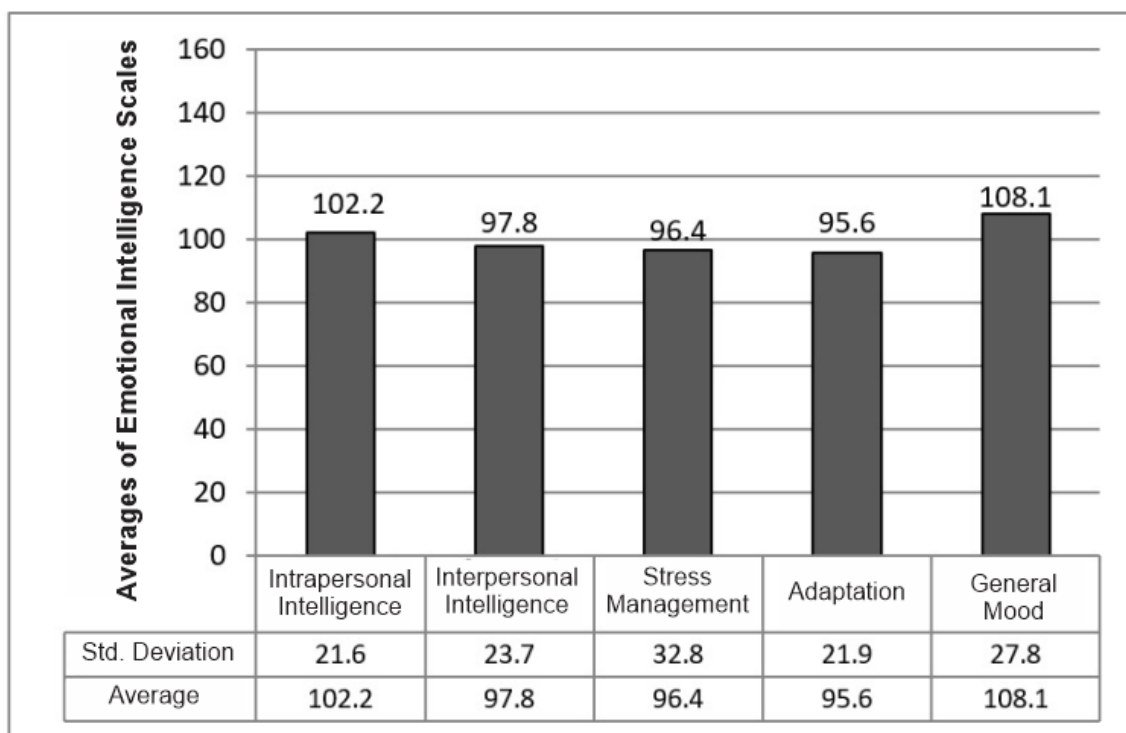


Figure (1): Averages of emotional intelligence scales and their standard deviations

Figure (1) illustrates the averages of the scales of emotional intelligence. As can be noticed, all averages are between 90 and 109, meaning that they are moderate and appropriate. It should be noted that the maximum average concerns general mood scale whose value was 108.1. The minimum average, however, concerns adaptation scale whose value was 95.6.

Regarding the overall average of emotional intelligence subscales, Figure (2) shows that the sample group has weaknesses in four subscales—emotional self-awareness, assertiveness, interpersonal relationship and flexibility. The averages of these four subscales have been shown to be less than 89 and thus, according to Bar-On, they are regarded as low. Hence, public school principals are weak and non-advanced on the aforesaid four skills and therefore the

latter need to improve. Averages of the other subscales of intelligence exceed 90, implying that they are appropriate and sufficient.

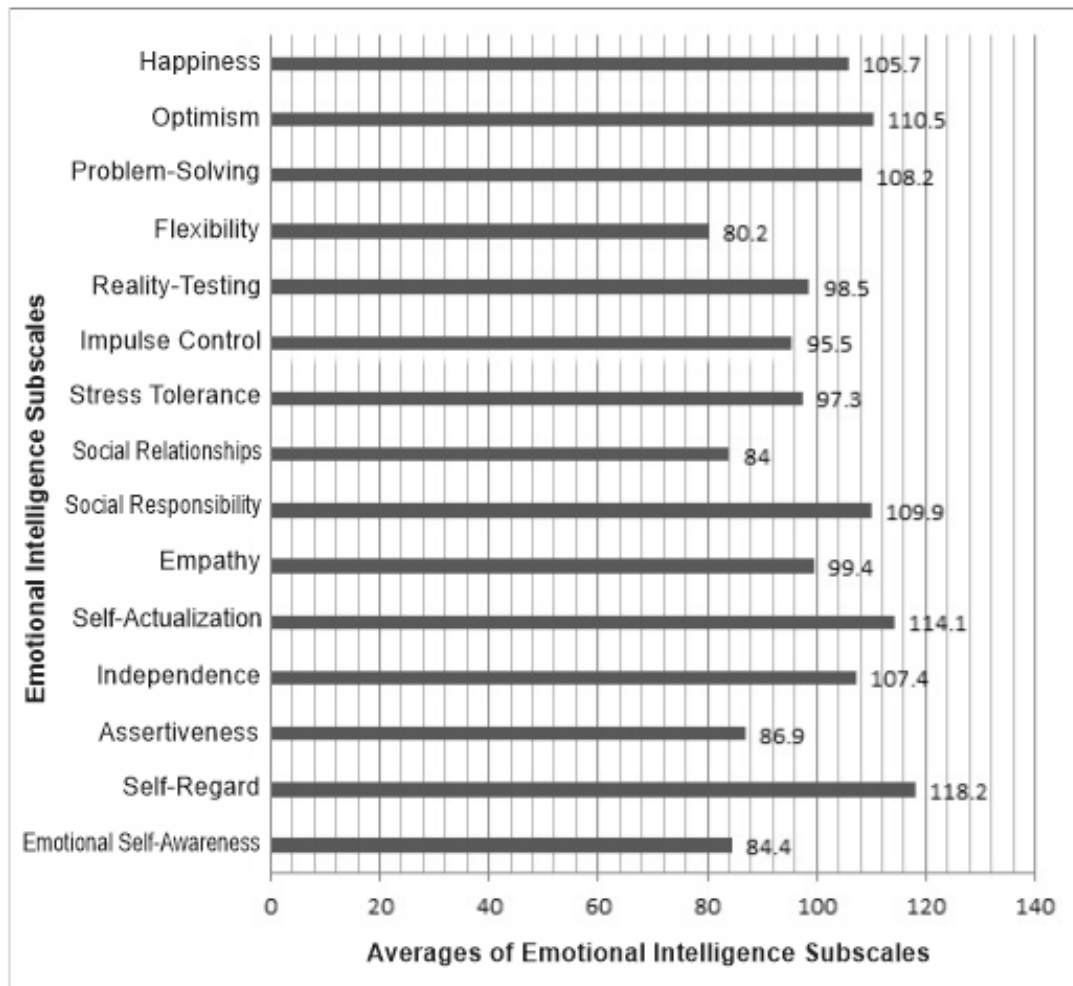


Figure (2): Averages of emotional intelligence subscales

The second question: Are there statistically significant differences at the level of emotional intelligence and its components as a function of gender and experience in managing?

This question encompasses a number of variables related to principals, which are:

1. **Gender:** The sample includes 35 male principals and 18 female principals.
2. **Experience in managing:** The sample was divided into three groups, with the first group having less than 10 years of experience, the second having 10-20 years, and the third having more than 20 years.

Each variable will be discussed separately, such that data will be presented and then analyzed and explained. Subsequently, a comparison will be drawn between the averages of all groups and, through T-Test and ANOVA test, it will be examined whether the differences are statistically significant.

Emotional Intelligence and its Scales as a Function of Gender

In terms of gender, the sample is divided into two groups, where there are 35 male principals and 18 female principals. Table (3) indicates that the average of emotional intelligence of females outweighs that of males. This difference was not statistically significant, however. In addition, female principals outweigh their male counterparts when it comes to averages of emotional intelligence subscales--intrapersonal intelligence, interpersonal intelligence, stress management, adaptation and general mood. Notably, average score of the adaptation scale in females (104.4 with standard deviation 19.6) was significantly greater than that of males (91.1 with standard deviation 21.9). The difference is 13.3 points which is significant at 2-tailed significance level ($\alpha = 0.03 < 0.05$). Other differences in averages, however, are not significant statistically.

Table (3): Descriptive statistics and T-Test of emotional intelligence and its scales as a function of gender

Emotional Intelligence and its Scales	Gender	Frequency	Mean	Std. Deviation	T Value	Sig. (2-tailed)
Emotional Intelligence	Male	35	94.4	20.1	-1.56	0.13
	Female	18	101.7	13.8		
Intrapersonal Intelligence	Male	35	99.3	22.5	-1.39	0.17
	Female	18	107.9	19.1		
Interpersonal Intelligence	Male	35	95.8	23.1	-0.86	0.39
	Female	18	101.7	24.9		
Stress Management	Male	35	96.5	35.6	0.02	0.98
	Female	18	96.3	27.7		
Adaptation	Male	35	91.1	21.9	-2.18	0.03
	Female	18	104.4	19.6		
General Mood	Male	35	105.7	29.6	-0.88	0.39
	Female	18	112.8	24.0		

The table above shows there are differences in the average scores of emotional intelligence scales. Females, on all secondary skills, have higher averages compared to males. All differences are statistically not significant, except the differences on self-actualization and flexibility subscales. T-Test revealed that the average score of self-actualization in females (126.7 with standard deviation 22.6), with a 19.1 points difference and at a significant level ($\alpha = 0.02 < 0.05$), was greater than that in males (107.6 with standard deviation 30.3). Thus, the ability of females to actualize themselves is high, whereas that of males is moderate.

T-Test also showed the average ability of females to be flexible (92.1 with standard deviation 34.2), with an 18.1 points difference and at a significant level ($\alpha = 0.05$), was more than that of males (74.0 with standard deviation 29.8). Therefore, females' ability to be flexible is moderate, while this ability is very low in males. The reason behind this may be the fact that women are able to adapt more than men, as results showed.

To conclude, gender neither has an effect on emotional intelligence nor on its scales and subscales. Here, one exception is in relation to adaptation, where female principals outdid their

male counterparts in this regard. Respecting self-actualization and flexibility, females also came to outdo males.

Emotional Intelligence and its Scales as a Function of Experience in Managing

In order to identify the impact of experience in managing on principals' emotional intelligence, the sample was divided into three groups: (1) With 10 years of experience or less; (2) with 10-20 years of experience; (3) more than 20 years of experience.

If we give one-way ANOVA a second look, it becomes clear that averages of emotional intelligence were not significant statistically. Differences in averages of emotional intelligence scales were not statistically significant either, except the stress management scale, as shown in Table (4). In other words, findings revealed that experience generally and significantly affects the stress management scale of emotional intelligence ($4.00 = F(2; 5) \alpha = 0.02 < 0.05$).

Table (4): Descriptive statistics and ANOVA test of the averages of emotional intelligence and its scales as a function of experience in managing

Experience in Managing	10 Years or Less		10-20 Years		More than 20 Years		F Value	Sig.
Emotional Intelligence and its Scales	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation		
Frequency	26		15		12			
Emotional Intelligence	96.3	17.2	94.1	22.8	101.8	15.2	0.60	0.56
Intrapersonal Intelligence	101.2	23.5	101.8	23.7	104.7	15.2	0.11	0.90
Interpersonal Intelligence	97.0	21.5	102.0	28.5	94.2	22.9	0.38	0.68
Stress Management	93.0	30.6	85.2	36.6	117.9	23.8	4.00	0.02
Adaptation	92.5	21.1	97.1	26.3	100.6	17.8	0.59	0.56
General Mood	110.2	22.9	101.9	40.6	111.5	17.3	0.53	0.59

Using the Bonferroni test to compare groups, as indicated in Table 12 of the Appendix, the only statistically significant difference ($\alpha = 0.027 < 0.05$) was between the second group and the third group, with a 32.7 points difference and in favor of the latter. The average score of stress management scale in the third group (117.9 with standard deviation 23.8) was significantly greater than that in the second group (85.2 with standard deviation 36.6). No significant differences were found between the average of the first group and those of the other groups. Therefore, having more than 20 years of experience in managing increases the principal's ability to manage work and life pressures.

Furthermore, when we consider the results, it becomes apparent that the differences in averages of subscales were not statistically significant, except the difference in relation to impulse control, as indicated in Table (14) of the Appendix. To illustrate, this study showed that

experience in managing has a statistically significant effect on the impulse control subscale ($F(2; 50) = 3.82; \alpha = 0.03 < 0.05$).

Based on the comparison made between groups using the Bonferroni test, as shown in Table (15) of the Appendix, only the difference between the second and third groups was found to be statistically significant ($\alpha = 0.031 < 0.05$). There was a 43.8 points difference between the groups, favoring the third one. The average score of impulse control subscale in the third group (124.1 with standard deviation 26.8) was significantly greater than that in the second group (80.2 and standard deviation 44.8). No significant difference was found between the average of the first group and those of the other groups. This finding points to the fact that a principal having a long experience would be more capable of controlling his feelings and more patient in his work at school. To conclude, a long experience in school management makes the principal more capable of tolerating stress and of controlling impulses.

Going back to the first hypothesis, findings suggested statistically no significant differences at the level of principals' general emotional intelligence as a function of gender and experience in managing. Therefore, we reject this hypothesis and accept the null hypothesis regarding the general emotional intelligence. In relation to the scales and subscales of emotional intelligence, however, results showed significant differences in:

- The ability to adapt between genders favoring females;
- The ability to tolerate pressure and control emotions between principals with different experience, favoring those having a longer experience.

Hence, study results were partially consistent with the first hypothesis, namely in relation to the aforesaid secondary skills.

The third question: To what extent are teamwork skills used by public school principals?

Findings showed that the average score of teamwork skills in principals is 94.8 with standard deviation 19.9. Given that this average is between 90 and 109, namely in the middle of the continuum, it can be concluded that principals to an appropriate extent possess teamwork skills. The minimum score of the average of teamwork skills was 17.7 (very low) and the maximum score was 129.7 (very high).

Table (5): Descriptive statistics of the main teamwork skills

The Main Teamwork Skills	Communication Skills	Psychological Support Skills	Conflict Resolution Skills	Administrative Skills	Enablement Skills
No.	308	308	308	308	308
Mean	98.4	98.4	97.4	93.0	86.7
Std. Deviation	19.4	22.6	22.6	21.7	22.4

Regarding the main teamwork skills, Table (5) shows that enablement skills have a low degree (86.7 with standard deviation 22.4), whereas the averages of the other main skills are between 93.0 and 98.4, thus the latter are moderate, appropriate and sufficient.

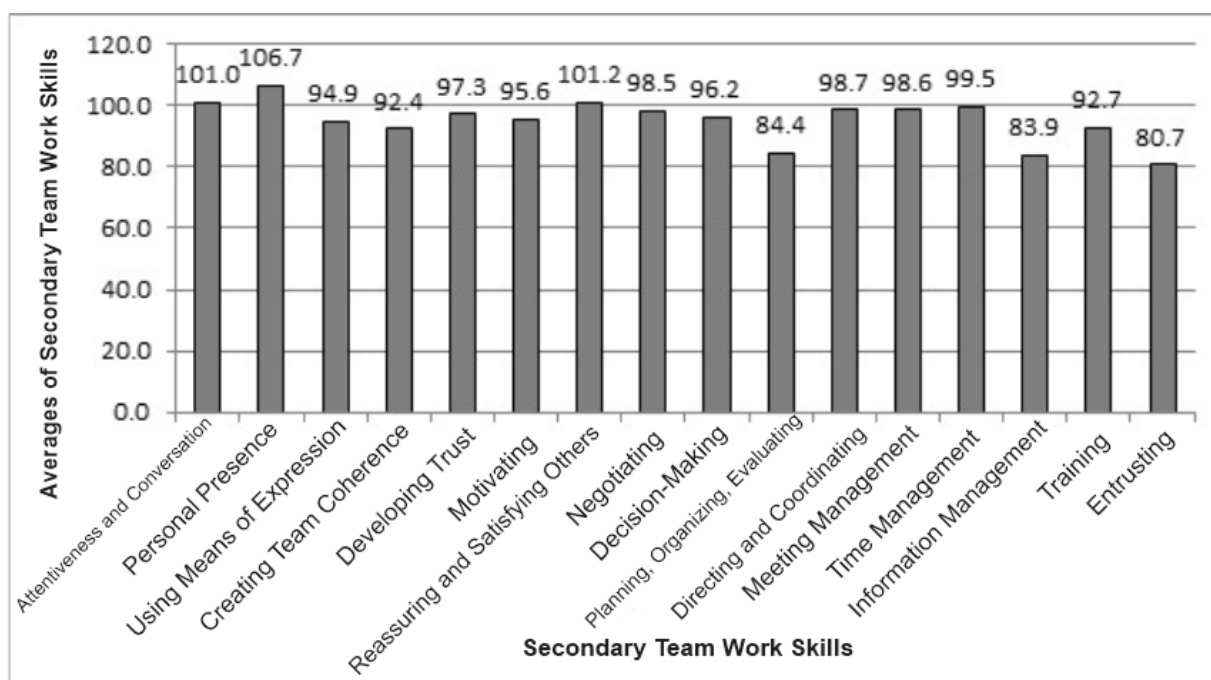


Figure (3): Averages of the secondary teamwork skills

As illustrated in Figure (3), most of the secondary teamwork skills in principals have an average score between 92.4 and 106.7, which is moderate and appropriate. Notably, there are skills with low averages, such as the “planning, organizing and evaluating” skill, information management skill, and entrusting skill. These skills are non-advanced and need to improve, because their averages are below 89.

Results also indicated that the minimum score of the secondary teamwork skills are between 0 and 33.33, implying that some principals lack the negotiation, time-management, training and entrusting skills. Furthermore, we conclude that the overall average of teamwork skills was moderate. The majority of principals (59%) possessed a moderate or high degree of teamwork skills, while the remaining principals (41%) had a low degree of these skills. Findings also pointed to a low degree of enablement skills, specifically in the entrusting skill. There was, moreover, a low degree in the “planning, organizing and evaluating” skill, as well as the information management skill.

The fourth question: Are there statistically significant differences in the degree of using teamwork skills and its dimensions as a function of gender and experience in managing? Teamwork Skills as a Function of Gender

In the averages of teamwork skills between males and females, slight differences were found, most of which favored males, though they were statistically insignificant. Furthermore, regarding the secondary teamwork skills, results showed that most of the differences in averages, although favoring males, were minor. T-Test revealed that, at 2-tailed ($\alpha > 0.05$) level of significance, the differences in all skills were not significant statistically. Therefore, gender has no impact on team work and its various skills among public school principals.

Teamwork skills as a Function of Experience in Managing

As table (6) shows, differences in the averages of conflict resolution skill between the three groups were generally significant ($F(2; 50) = 4.378, \alpha = 0.018 < 0.05$). Differences in the averages of team work and the other main skills (i.e. communication skills, psychological support skills, administrative skills, and enablement skills) were not statistically significant, however.

The Bonferroni test revealed that, at ($\alpha = 0.05$) significance level, there are differences in the average of the first group (97.9 with standard deviation 11.3) and that of the second group (109.9 with standard deviation 17.9). Here, there is a 11.96 points difference favoring the second group. No significant differences were found between the third group and the other groups. The latter finding may be ascribed to the small size of the sample, which includes only 12 principals having over 20 years of experience.

Table (6): Descriptive statistics and ANOVA test of the averages of team work and its main dimensions as a function of experience in managing

Experience in Managing	10 Years or Less		10-20 Years		More than 20 Years		F Value	Sig.
Team Work and its Main Skills	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation		
Frequency	26		15		12			
Team Work	96.7	11.9	102.7	17.3	105.6	12.0	2.001	0.146
Communication Skills	99.2	11.2	103.4	17.3	108.6	10.1	2.168	0.125
Psychological Support Skills	102.4	14.8	106.2	19.2	111.2	11.7	1.338	0.272
Conflict Resolution Skills	97.9	11.3	109.9	17.9	110.2	17.6	4.378	0.018
Administrative Skills	93.8	14.4	100.3	18.2	103.8	14.9	1.908	0.159
Enablement Skills	90.0	15.8	93.6	17.0	92.4	16.8	0.249	0.781

Again, according to results, there are differences in the averages of secondary teamwork skills between the three groups that were categorized based on their members' experience in managing. However, most of these differences are not statistically significant, except for attentiveness and conversation, negotiation and meeting management skills. Findings also suggested that:

- There are statistically significant differences between the averages of attentiveness and conversation skill ($F(2; 50) = 3.85, \alpha = 0.028 < 0.05$);
- There are statistically significant differences between the averages of negotiation skill ($F(2; 50) = 3.54, \alpha = 0.037 < 0.05$);
- There are statistically significant differences between the averages of meeting management skill ($F(2; 50) = 3.24, \alpha = 0.047 < 0.05$).

- The average of attentiveness and conversation in the third group was 113.6 with standard deviation 12.5. This average score, by a 13.8 points difference and at significance level ($\alpha = 0.026 < 0.05$), is significantly greater than that in the first group (99.7 with standard deviation 13.7). Nevertheless, differences between the second group and the other groups were not significant statistically, implying that a principal with a longer experience in managing is more skilled in the art of attentiveness and conversation compared to those with a short experience in managing.
- Regarding the averages in the negotiation skill, no statistically significant differences were found between groups. There was, at significance level ($\alpha = 0.075 > 0.05$), an approximately 13 points difference between the first group and the second group, favoring the latter. Notably, the level of significance was close to 0.05, thus justifying the statistically significant differences in the averages of negotiation skill between groups. On this basis, we can argue that a principal with a long experience in managing is perhaps more skilled in negotiating.
- There are no statistically significant differences in the averages of meeting management skill between groups, except for the first and second groups. There was a 13.7 points difference between these two groups. This difference was significant at significance level ($\alpha = 0.077 > 0.05$), which is close to 0.05 and which justifies the differences in meeting management skill between groups. We can conclude that a principal with a longer experience in managing is perhaps more skilled in meeting management.

Returning to the second hypothesis, results showed there are no significant differences in the degree of using teamwork skills by principals with different gender and experience in managing. There are exceptions in relation to conflict resolution, communication and meeting management skills, where there are significant differences favoring principals with a longer experience in managing.

The fifth question: Is there a correlational relationship between emotional intelligence and team work in public school principals?

Table (7): Correlation coefficients between emotional intelligence and team work

Correlation		Emotional Intelligence
Team Work	Pearson Correlation (r)	**0.488
	Sig. (2-tailed)	0.000
	Frequency	53

As indicated in Table (7), there exists a positive and moderate correlational relationship between principals' emotional intelligence and their teamwork skills. Pearson coefficient was 51 ((r) 51 = + 0.488), which is significant at significance level ($\alpha < 0.001$). This means that the higher the principal's emotional intelligence is, the abler he will be to use teamwork skills. In order to calculate the percentage of the difference, we squared the correlation value--r (51) = +0.488--and the result was 23.8%. To illustrate, 23.8% of the difference in averages of using teamwork skills are ascribed to the emotional intelligence variable. Findings also suggested that there is a positive and moderate correlational relationship between emotional intelligence and teamwork skills. Thus, we accept the third hypothesis of this study.

DISCUSSION

Having presented the results and data, we should of course explain them in light of the previous studies and within the theoretical framework of this study.

First: This study found that the majority of public school principals in Minieh-Danniyeh District possess a moderate level of emotional intelligence and of its scales--intrapersonal intelligence, interpersonal intelligence, stress management, adaptation and general mood. This finding is consistent with those of Frig (2009), Al-Louzi (2012), Al-Omrat (2014) and Al-Dolaimi (2013), which emphasized that school principals have a moderate average of emotional intelligence. The subscales of emotional intelligence, however, were generally found to be with moderate averages, except in relation to emotional self-awareness, assertiveness, social relationships and flexibility, where low averages were found, suggesting that these abilities need to improve more. Bar-On (2013) considered a low average in emotional self-awareness to decrease the ability to show empathy. Low emotional self-awareness breeds problems with others, too.

Assertiveness has been shown to be associated with the expression of feelings and opinions, and with asking for, and protection of, rights. We find some principals with low emotional self-expression (assertiveness) to express their emotions and opinions in a destructive manner that harms their relationships with others.

Furthermore, Bar-On emphasizes that persons weak in social relationships are shy, isolated and unfunny when interacting with others. Regarding flexibility, it should be noted that weakness in this dimension leads to opinionatedness and rigidity. Low levels in the skills elaborated on by this study suggest that there are opinionated principals who are probably autocratic in management and leadership and who work in an environment full of tension, dominance and mistrust.

The presence of such cases would, conversely, imply that principals with moderate or high levels of emotional intelligence are more effective in emotional self-awareness, empathy, flexibility, problem-solving, social competencies and self-control. This result is in agreement with what has been cited by Saied (2008) from Bar-On. Furthermore, this finding points to the fact that mutual trust, satisfaction, loyalty to institution, and dedication to work exist in the work environment of such individuals.

Second: The present study showed that gender has no impact on the level of emotional intelligence. This finding is consistent with those of Firg (2009), Saadeh (2012), and Stone, Parker and Wood (2005). This factor does not affect most of the scales and subscales of emotional intelligence, either. One exception is in relation to adaptation, where female principals are abler to adapt compared to their male counterparts; two other exceptions are in relation to self-actualization and flexibility, where females, in comparison with males, have more ability in self-actualization and are more flexible. Given the lack of previous studies on these aspects of the topic, we are unable to explain this difference. In a study by Al-Handasi (2008), females appeared to be abler in social skills compared to males--a finding that may lead us to accept that there are differences between males and females in relation to emotional intelligence scales.

Third: In this study, no significant differences were observed between the averages of emotional intelligence as a function of experience in managing—a result yielded by Frig (2009), too. This study suggested no relationship between emotional intelligence scales and subscales and experience in managing, either. Two exceptions are in relation to stress management and especially impulse control. To illustrate, experience in managing has a significant impact on these two abilities, such that a long experience in managing a school makes the principal abler to manage stress and control impulses. Conversely, new principals are less able than others to manage stress and control their emotions, thus getting less tolerate of others and less able to exercise control over anger and over themselves. This finding contradicts those of Saadeh (2012), Al-Omrat (2014) and Al-Handasi (2008) which investigated the impact of experience in managing on the average of emotional intelligence and some of its components, such as social skills. More studies may further uncover the impact of experience in managing on the principal's emotional intelligence skills.

Fourth: This study revealed that the overall average of using main and secondary teamwork skills was moderate. One exception is in relation to enablement skills, especially entrusting, whose level was low. Furthermore, the planning, organizing and evaluating as well as information management skills had low levels. This finding does not fully agree with that of Tayeb and Al-Otaibi (2016), which suggested that department heads, to a high extent, use team leadership skills. The communication skills had the highest level, followed by meeting management, decision-making, motivating and, finally, conflict management. This difference may be ascribed to the different work environment, facilities, available resources and general mood. The study done by Tayeb and Al-Otaibi (2016) did not incorporate enablement, entrusting, “planning, organizing and evaluating,” and information management skills. Thus, given that there are no similar studies that investigated all teamwork skills, it is not possible to discuss the whole finding related to the level of using teamwork skills.

Fifth: Gender has no impact on performing team work and on using different teamwork skills by public school principals. Differences in the averages of performing team work were mostly minor and statistically insignificant. The reason behind this result may be that the number of male versus female principals was not the same, such that females made up only 34% (18 principals) of the sample size. There are no similar previous studies with which to compare this finding.

Sixth: The number of years of experience in managing had no impact on the overall average of using teamwork skills, but it did have an effect on some dimensions and secondary skills. To illustrate, a long experience in managing has an effect on conflict resolution, communication and meeting management skills. We can conclude that experience in managing improves conflict resolution skills and helps to improve and enhance attentiveness and conversation, negotiation, and meeting management skills. This finding is in line with that of Tayeb and Al-Otaibi (2016).

Notably, there are major and statistically significant differences between the averages of using administrative skills, especially planning, organizing and evaluating. The reason behind this may be that higher education administration performs the task of planning in order to operate the educational process. Nevertheless, this does not refrain the principal from using the planning, organizing and evaluating skills in all school activities.

In the study results, it was also notable that entrusting and information management skills had low levels. The reason why principals are weak in entrusting skills is that they prefer to perform administrative tasks by themselves. The principal, in certain cases that a task entails skills at which he is not pro, entrusts the task to one of the team members who are good at it. The principal does so also when a task is of no importance. The reason why the principal does not entrust a task is that he mistrusts the competencies of team members. In the final analysis, the principal is to activate the task entrusting skill, because it has a major positive impact on training and enabling team members to perform new tasks and, therefore, it helps them improve their abilities and competencies.

Information management skill was found to have a low level perhaps due to a lack of an effective contact between the principal and teachers as well as between the school and local community. In the majority of activities, the principal only takes a dominant role and in most cases he, or the higher administration, gives directions and orders on performing an educational task. Averages of using the other secondary teamwork skills were moderate and appropriate.

CONCLUSIONS AND RECOMMENDATIONS

Based on the conclusion of this study, some recommendations can be given to principals and others can be given to those in charge of entrusting and preparing public school principals:

(a) Recommendations in relation to principals

1. Set up workshops and arrange meetings that deal with emotional intelligence and teamwork skills, and that familiarize principals with these skills and show the latter's importance in the success of school administration;
2. Train principals to acquire and use emotional intelligence and teamwork skills, and to adopt the participatory model by encouraging and motivating workers to give their opinions and express their feelings and problems at work, through negotiating and using the appropriate problem-solving skills;
3. Develop an educational vision which is based upon participating and enabling teachers and in which teachers effectively take part in school decision-making;
4. Enable school administration to improve the skills and abilities of teachers and to train and entrust them tasks;
5. Widen the communication and contact network inside the school and in all areas.

(b) Recommendations in relation to persons in charge of entrusting and preparing public school principals

1. Consider standards and measures for emotional intelligence when choosing and designating public school principals in Lebanon;
2. Consider university courses to train principals and improve emotional intelligence and teamwork skills in them;
3. Evaluate the administrative procedures related to activating team work in public schools and secondary schools;
4. Include a guide that helps principals and workers of public schools to acquire and apply emotional intelligence abilities and teamwork skills.

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