



# Significance of emotional intelligence in development of human resource management practices in primary schools

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## Abstract:

This research paper delves into the significance of emotional intelligence in the development of human resource management practices in primary schools. Using a quantitative approach, data was gathered from 159 participants to investigate the role of emotional intelligence in recruitment and selection processes, conflict resolution, teacher support, school culture, and the recognition of teachers' contributions. The findings overwhelmingly support the hypothesis that emotional intelligence plays a crucial role in these areas. Moreover, teachers perceive their administrators as emotionally intelligent, highlighting the importance of these qualities in educational leadership. This research underscores the need to integrate emotional intelligence training into primary education, promoting harmonious and effective school environments.

**Keywords:** Emotional Intelligence, Primary Education, Human Resource Management, Educational Leadership, Teacher Perception, Recruitment, Conflict Resolution, School Culture, Teacher Recognition.

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## 1. Introduction

Emotional intelligence (EI) is a concept that has gained significant recognition and prominence in various fields, and its significance is particularly pronounced in the context of human resource management practices in primary schools. In this intricate landscape of education, where the growth and development of young minds are at the forefront, emotional intelligence plays a pivotal role in shaping not only the lives of students but also the working dynamics of educators, administrators, and the overall school community. This introduction elucidates the profound importance of emotional intelligence in the development of human resource management practices in primary schools, outlining the multifaceted aspects in which it influences and enhances the educational environment. Primary schools

represent a foundational stage in a student's academic journey. These formative years set the tone for the development of cognitive, social, and emotional skills that lay the groundwork for future success. To ensure that primary education is not only academically enriching but also emotionally nurturing, it is imperative that schools adopt human resource management practices that prioritize emotional intelligence. At the core of this discourse is the fundamental recognition that educational institutions are not just places of academic instruction but are also environments where emotions and social interactions play a central role in shaping the overall educational experience. Human resource management practices in primary schools encompass a wide array of responsibilities, from recruiting and retaining competent educators to fostering an inclusive



and harmonious school culture. Emotional intelligence, with its emphasis on recognizing, understanding, and managing emotions, offers a comprehensive framework to address these multifaceted aspects of school management.

One of the primary ways in which emotional intelligence impacts HR practices in primary schools is through enhanced communication and collaboration. Effective communication is the cornerstone of any successful organization, and educational institutions are no exception. School administrators and HR professionals must engage in meaningful dialogues with teachers, staff, students, and parents. The ability to perceive and comprehend emotions, both verbal and non-verbal, is critical in these interactions. Emotionally intelligent HR managers can create an atmosphere where concerns can be openly expressed, and feedback can be provided constructively. This, in turn, promotes transparency, trust, and a sense of belonging within the school community. Moreover, teachers are the heart of any educational institution, and their well-being directly impacts the quality of education they provide. Emotional intelligence comes into play as it enables HR practices that recognize and address the emotional needs of teachers. The teaching profession can be emotionally demanding, and high levels of stress and emotional exhaustion can lead to burnout. HR practices that prioritize emotional intelligence can help identify and mitigate stressors, ultimately improving teacher retention and job satisfaction. In doing so, they create an environment where educators can not only excel academically but also find fulfillment in their work. Conflict resolution is another critical aspect of HR management in primary schools. In a school setting, where diverse personalities interact on a daily basis, conflicts are inevitable. Emotional intelligence equips HR managers with the tools to mediate conflicts effectively. By empathizing with the concerns of both teachers and students, HR professionals can facilitate more equitable resolutions. This not only resolves immediate issues but also fosters an atmosphere where conflicts are

seen as opportunities for growth and learning, rather than disruptions.

Furthermore, emotional intelligence plays a substantial role in student engagement. The emotional connection between teachers and students is a key factor in enhancing the educational experience. Educators who understand and respond to the emotional needs of their students can tailor their teaching methods to make learning more enjoyable and relevant. This, in turn, increases student motivation and academic performance. When students feel valued and understood, they are more likely to actively participate in the learning process and develop a lifelong love for learning. Leadership is yet another dimension where emotional intelligence is paramount. School administrators, who are often at the forefront of decision-making, benefit immensely from emotional intelligence. They set the tone for the entire school community and, by managing their emotions and empathizing with others, they inspire teachers and students alike. This contributes to a positive school culture and effective leadership, where administrators lead by example and prioritize the emotional well-being of all members of the school community. Moreover, emotional intelligence aligns with the overarching goals of inclusivity and diversity. In today's diverse educational landscape, schools are tasked with ensuring that every student feels included and valued. HR practices that embrace emotional intelligence can lead to inclusive hiring processes, where not only academic qualifications but also the ability to connect with students emotionally is considered. Additionally, emotional intelligence informs the development of curricula that cater to the emotional needs of all students, recognizing and celebrating their differences and creating an inclusive learning environment. Parent-teacher relations are also profoundly impacted by emotional intelligence. Effective communication and empathy are key elements in building and maintaining positive relations between parents and teachers. HR practices that emphasize emotional intelligence facilitate open and empathetic communication,

ensuring that parents feel heard and understood. This is crucial for student development, as a strong partnership between parents and teachers can greatly benefit a child's educational journey.

In conclusion, the significance of emotional intelligence in the development of human resource management practices in primary schools cannot be overstated. Educational institutions are dynamic, emotionally charged environments where nurturing the emotional well-being of teachers and students is essential. By incorporating emotional intelligence into HR practices, primary schools can create an atmosphere where communication is open, conflicts are resolved constructively, and the emotional needs of all stakeholders are recognized and valued. The result is an enriched educational experience that fosters not only academic growth but also personal and social development, laying the foundation for future success. This intricate interplay between emotional intelligence and HR practices makes it a vital component in the holistic development of primary education.

## 2. Review of Literature

Latham (2019) conducted a study that employed a mixed-methods approach to investigate the impact of emotional intelligence on teacher retention in primary schools. The research involved surveys and interviews with teachers and administrators. The findings highlighted a strong correlation between emotional intelligence, particularly in school leadership, and teacher job satisfaction. Teachers who perceived their administrators as emotionally intelligent reported higher levels of job satisfaction and were more likely to remain in their positions.

In a study by Hopkins (2018), the focus was on the role of emotional intelligence in promoting a positive school culture. This research utilized a qualitative case study methodology involving observations and in-depth interviews with school administrators and staff. The major findings underscored that emotionally intelligent administrators fostered a school culture characterized by trust, open

communication, and a sense of belonging. This, in turn, contributed to higher teacher morale and improved student outcomes.

Black (2020) explored the relationship between emotional intelligence and student engagement in primary classrooms. This study adopted a quantitative research design, involving surveys administered to both teachers and students. The research revealed that teachers with higher emotional intelligence levels were more adept at creating a classroom environment that supported student engagement. Students in these classrooms exhibited higher levels of motivation and a greater willingness to participate actively in their learning.

Davis (2017) delved into the impact of emotional intelligence on conflict resolution in primary schools. The research utilized a mixed-methods approach, combining surveys and case studies. The major findings indicated that teachers and administrators with high emotional intelligence were better equipped to handle conflicts among students and staff. They were more likely to mediate conflicts effectively and foster an atmosphere where conflicts were seen as opportunities for growth.

Adams and Evans (2016) conducted a collaborative study that examined the significance of emotional intelligence in inclusive education practices. The research methodology involved literature review, surveys, and interviews with teachers and special education coordinators. The major findings emphasized that emotional intelligence played a critical role in the successful implementation of inclusive education, creating an environment where diverse students felt valued and supported.

Anderson (2019) conducted research on emotional intelligence and teacher leadership in primary schools, utilizing a mixed-methods approach involving surveys and interviews. The findings revealed that teachers with high emotional intelligence were more likely to take on leadership roles and contribute to the overall improvement of their schools.

Wilson (2018) explored the relationship between emotional intelligence

and parental involvement in primary education. This study employed a qualitative research design, involving in-depth interviews with parents and teachers. The major findings highlighted that emotionally intelligent teachers were more effective in engaging parents and fostering collaboration between home and school.

Taylor (2020) investigated the impact of emotional intelligence on teacher-student relationships in primary classrooms, employing a quantitative research approach through surveys and classroom observations. The research demonstrated that teachers with higher emotional intelligence scores had more positive and effective relationships with their students, leading to improved academic performance.

Carter (2017) conducted a study on the influence of emotional intelligence on teacher professional development in primary schools. This research utilized a mixed-methods approach, including surveys and focus group discussions. The major findings emphasized that teachers with higher emotional intelligence levels were more receptive to professional development opportunities and exhibited a greater commitment to their own growth.

Thomson (2019) explored the role of emotional intelligence in school discipline and behavior management. This research employed a case study methodology, involving observations and interviews with school administrators and teachers. The major findings highlighted that administrators with high emotional intelligence effectively managed discipline issues, creating a more positive and inclusive school environment.

Patel (2018) delved into the impact of emotional intelligence on teacher stress and burnout in primary education. The research involved a quantitative survey approach. The findings demonstrated that teachers with higher emotional intelligence levels experienced lower levels of stress and were less prone to burnout, leading to improved teacher retention.

Singh (2020) conducted research on the use of emotional intelligence in the hiring and selection of teachers in primary schools.

The study adopted a qualitative case study methodology, involving interviews with school administrators. The major findings indicated that schools that considered emotional intelligence in their hiring processes were more likely to select teachers who were effective in classroom management and student engagement.

Sinha and Gupta (2017) investigated the impact of emotional intelligence on student academic achievement in primary schools. This study utilized a quantitative research approach with student performance data and teacher surveys. The findings revealed a positive correlation between teacher emotional intelligence and student academic success.

Turner (2018) explored the relationship between emotional intelligence and teacher motivation and job satisfaction in primary schools. The research methodology included surveys and interviews. The major findings highlighted that teachers with high emotional intelligence were more motivated and satisfied with their jobs, leading to a more positive work environment.

Baker (2019) conducted a study on the role of emotional intelligence in promoting teacher collaboration and professional learning communities in primary schools. The research utilized a mixed-methods approach, combining surveys and interviews. The major findings emphasized that emotionally intelligent teachers were more willing to collaborate with their colleagues, leading to improved professional development and the sharing of best practices.

In conclusion, the extensive review of literature on the role of emotional intelligence in primary schools reveals a compelling and multifaceted relationship between emotional intelligence and various aspects of the educational environment. The studies reviewed here have provided valuable insights into how emotional intelligence influences teacher retention, school culture, student engagement, conflict resolution, inclusive education, leadership, parental involvement, teacher-student relationships, professional development, discipline management, stress reduction, teacher motivation, and

collaboration within primary schools. While the existing body of research has shed light on the positive impact of emotional intelligence in these domains, a significant research gap becomes apparent. Despite the wealth of information on the importance of emotional intelligence, there is a need for more comprehensive and interconnected studies that examine the holistic role of emotional intelligence in the primary school ecosystem. Most studies have focused on isolated aspects, and there is a lack of research that examines the interplay between emotional intelligence and its impact on multiple dimensions simultaneously. Moreover, few studies have explored the effectiveness of interventions aimed at enhancing emotional intelligence in teachers, administrators, and students and how these interventions might contribute to a more harmonious and productive educational environment. In addressing this research gap, future studies should aim to take a more holistic approach, exploring the synergies between emotional intelligence, teacher-student relationships, school culture, and student outcomes. Additionally, research that investigates the development and implementation of emotional intelligence training programs within the primary school context can provide valuable insights into practical strategies for improving the emotional climate of schools. This comprehensive approach will not only contribute to a deeper understanding of the significance of emotional intelligence in primary education but also provide actionable recommendations for schools and educators to create more supportive and effective learning environments. In essence, the existing research on emotional intelligence in primary schools lays a strong foundation for future inquiry. By bridging the research gap and exploring the interconnected nature of emotional intelligence's impact on various aspects of primary education, we can further enhance our ability to create emotionally nurturing, productive, and inclusive school environments that foster the holistic development of students and educators alike.

### 3. Objectives of the study

1. To find out if emotional intelligence plays a significant role in development of human resource management practices in primary schools in Sangli City.
2. To find out whether teachers perceive their administrators as emotionally intelligent.

### 4. Hypotheses

H1: Emotional intelligence plays a significant role in development of human resource management practices in primary schools.

H2: Teachers perceive their administrators as emotionally intelligent.

### 5. Research Methodology

Research Design: For this study, a cross-sectional research design was employed to investigate the role of emotional intelligence in the development of human resource management practices in primary schools in Sangli City, as well as to determine whether teachers perceive their administrators as emotionally intelligent.

Sample Selection: A systematic random sampling technique was used to select 159 teachers from a diverse range of privately run primary schools in Sangli City.

Data Collection: Data were collected using structured questionnaires. The questionnaire consisted of two main sections. The first section focused on assessing the role of emotional intelligence in the development of human resource management practices in primary schools. The second section aimed to determine whether teachers perceive their administrators as emotionally intelligent. The questionnaire items were developed based on existing scales related to emotional intelligence and HR practices.

Data Analysis: Quantitative data analysis was performed using statistical software. Descriptive statistics, including frequencies and percentages, were used to summarize the demographic characteristics of the participants. To test the hypotheses, inferential statistics, specifically one sample T tests were used.

Ethical Considerations: Prior to data collection, ethical approval was obtained from the relevant institutional ethics committee. Informed consent was also obtained from all

participants, ensuring that they were aware of the study's purpose and the confidentiality of their responses.

## 6. Data Analysis

**Table 1: Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	23	14.5	14.5	14.5
	Female	136	85.5	85.5	100.0
	Total	159	100.0	100.0	

In Table 1, the distribution of participants by gender is presented. Out of the total of 159 respondents, 23 were male, representing 14.5% of the sample, while the majority, 136 participants (85.5%), were female. This indicates a significant gender imbalance in the sample, with a substantial majority of female participants. The cumulative percent shows that all

respondents have been accounted for, summing up to 100%. This gender distribution is important to consider when analyzing the study's findings as it may impact the generalizability of the results and should be taken into account when drawing conclusions and making recommendations based on the data.

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**Table 2: Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30 years	13	8.2	8.2	8.2
	30-40 years	100	62.9	62.9	71.1
	40-50 years	30	18.9	18.9	89.9
	50-60 years	16	10.1	10.1	100.0
	Total	159	100.0	100.0	

Table 2 presents the age distribution of the study participants. The majority of the respondents, 100 individuals (62.9%), fall within the age range of 30-40 years. There are 30 participants (18.9%) between 40-50 years of age, followed by 16 respondents (10.1%) aged 50-60 years. A smaller group, consisting of 13 individuals (8.2%), falls within the 18-30 years age category. The cumulative percent at

each stage of the table adds up to 100%, indicating that all participants' ages have been appropriately categorized and accounted for in the analysis. This age distribution provides insights into the demographic composition of the sample, which is essential for understanding the age-related factors that may influence the study's outcomes and conclusions.

**Table 3: Role in development of human resource management practices in primary schools.**

		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	





Teachers' emotional intelligence positively influences the recruitment and selection process in our school.	9	5.7%	8	5.0%	7	4.4%	36	22.6%	99	62.3%
Emotionally intelligent administrators are better at resolving conflicts among school staff.	17	10.7%	13	8.2%	4	2.5%	37	23.3%	88	55.3%
Emotionally intelligent school leaders effectively support and motivate teachers.	14	8.8%	11	6.9%	6	3.8%	24	15.1%	104	65.4%
Emotional intelligence plays a significant role in fostering a positive school culture.	13	8.2%	9	5.7%	5	3.1%	37	23.3%	95	59.7%
Emotionally intelligent administrators are more likely to recognize and reward the contributions of teachers in our school.	11	6.9%	12	7.5%	6	3.8%	24	15.1%	106	66.7%

Table 3 presents the responses of participants regarding the role of emotional intelligence in the development of human resource management practices in primary schools. The first statement, "Teachers' emotional intelligence positively influences the recruitment and selection process in our school," garnered substantial support, with 99 respondents (62.3%) strongly agreeing and 36 participants (22.6%) agreeing. This suggests that a majority of participants believe that emotional intelligence plays a vital role in the recruitment and selection of staff in their schools. The second statement, "Emotionally intelligent administrators are better at resolving conflicts among school staff," received significant support, with 88 respondents (55.3%) strongly agreeing and 37 participants (23.3%) agreeing. This indicates a consensus among the respondents that administrators with high emotional intelligence are more effective at conflict resolution within the school staff. The third statement, "Emotionally intelligent school leaders effectively support and motivate

teachers," was also well-received, with 104 respondents (65.4%) strongly agreeing. This suggests that a significant portion of the participants believes that emotionally intelligent school leaders play a pivotal role in supporting and motivating teachers. The fourth statement, "Emotional intelligence plays a significant role in fostering a positive school culture," received support from 95 participants (59.7%) who strongly agreed and 37 respondents (23.3%) who agreed. This indicates a strong belief among the majority of participants that emotional intelligence contributes significantly to the establishment of a positive school culture.

The fifth statement, "Emotionally intelligent administrators are more likely to recognize and reward the contributions of teachers in our school," was strongly supported, with 106 participants (66.7%) strongly agreeing. This reflects a consensus among the respondents that administrators with high emotional intelligence are more inclined to acknowledge and reward the contributions of teachers in their schools. In

summary, the responses to these statements collectively highlight the perceived importance of emotional intelligence in various aspects of human resource management practices in primary schools, as

well as the positive role administrators and teachers play in fostering an emotionally supportive and motivating school environment.

**Table 4:** Perception about administrators

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
	I believe that our school administrators are empathetic towards the needs and concerns of teachers.	15	9.4%	11	6.9%	9	5.7%	49	30.8%	75
Administrators in our school effectively communicate and build trust with teachers.	16	10.1%	11	6.9%	5	3.1%	25	15.7%	102	64.2%
I feel that our school administrators are approachable and understanding of teachers' emotions.	9	5.7%	18	11.3%	11	6.9%	51	32.1%	70	44.0%
I perceive that our school administrators value and respect the emotional well-being of teachers.	14	8.8%	11	6.9%	9	5.7%	38	23.9%	87	54.7%
I believe that our school administrators demonstrate emotional intelligence in their interactions with teachers.	11	6.9%	12	7.5%	9	5.7%	23	14.5%	104	65.4%

Table 4 provides insights into the participants' perceptions regarding the administrators in their schools. The first statement, "I believe that our school administrators are empathetic towards the needs and concerns of teachers," reflects that a majority of participants share a positive perception, with 75 respondents (47.2%) strongly agreeing and 49 participants (30.8%) agreeing. This suggests that a substantial portion of the sample perceives their school administrators as empathetic toward teachers' needs and concerns. The second statement, "Administrators in our school effectively communicate and build trust with teachers," received strong support, with 102 participants (64.2%) strongly agreeing. This implies that the majority of respondents believe that administrators in their schools effectively communicate and build trust with

teachers. The third statement, "I feel that our school administrators are approachable and understanding of teachers' emotions," also gained significant support, with 70 participants (44.0%) strongly agreeing and 51 respondents (32.1%) agreeing. This indicates that a substantial proportion of participants views their school administrators as approachable and understanding of teachers' emotions. The fourth statement, "I perceive that our school administrators value and respect the emotional well-being of teachers," was well-received, with 87 participants (54.7%) strongly agreeing and 38 respondents (23.9%) agreeing. This suggests that a majority of participants perceive their school administrators as valuing and respecting the emotional well-being of teachers. The fifth statement, "I believe that our school administrators demonstrate emotional





intelligence in their interactions with teachers," was strongly supported, with 104 participants (65.4%) strongly agreeing. This reflects a consensus among the respondents that their school administrators demonstrate emotional intelligence in their interactions with teachers. In summary, the responses to these statements collectively indicate that a significant portion of the participants holds positive perceptions of their school administrators, viewing them as empathetic,

effective communicators, approachable, understanding of teachers' emotions, and demonstrating emotional intelligence in their interactions. These positive perceptions are valuable for fostering a supportive and emotionally nurturing school environment.

H1: Emotional intelligence plays a significant role in development of human resource management practices in primary schools.

**Table 5: One-Sample Test**

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Teachers' emotional intelligence positively influences the recruitment and selection process in our school.	14.521	158	.000	1.30818	1.1302	1.4861
Emotionally intelligent administrators are better at resolving conflicts among school staff.	9.607	158	.000	1.04403	.8294	1.2587
Emotionally intelligent school leaders effectively support and motivate teachers.	11.650	158	.000	1.21384	1.0080	1.4196
Emotional intelligence plays a significant role in fostering a positive school culture.	12.199	158	.000	1.20755	1.0120	1.4031
Emotionally intelligent administrators are more likely to recognize and reward the contributions of teachers in our school.	12.803	158	.000	1.27044	1.0744	1.4664

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The results presented in Table 5 provide valuable insights into the relationship between emotional intelligence and the development of human resource management practices in primary schools, supporting Hypothesis 1, which posits that emotional intelligence plays a significant role in this context. The first statement, "Teachers' emotional intelligence positively influences the recruitment and selection process in our school," revealed a significant mean difference of 1.30818, with a t-value of 14.521 ( $p < .001$ ). These findings strongly support Hypothesis 1, indicating that participants in the study strongly believe that teachers'

emotional intelligence indeed has a substantial impact on the recruitment and selection processes within their schools. The second statement, "Emotionally intelligent administrators are better at resolving conflicts among school staff," also showed a significant mean difference of 1.04403, with a t-value of 9.607 ( $p < .001$ ). This finding further supports Hypothesis 1, suggesting that participants strongly agree that emotionally intelligent administrators play a pivotal role in effectively resolving conflicts among school staff. The third statement, "Emotionally intelligent school leaders effectively support and motivate teachers," yielded a substantial



mean difference of 1.21384, with a t-value of 11.650 ( $p < .001$ ). This result reinforces Hypothesis 1, indicating that participants strongly believe that emotionally intelligent school leaders are indeed effective in supporting and motivating teachers. The fourth statement, "Emotional intelligence plays a significant role in fostering a positive school culture," demonstrated a significant mean difference of 1.20755, with a t-value of 12.199 ( $p < .001$ ). This finding provides further support for Hypothesis 1, suggesting that participants strongly agree that emotional intelligence is a significant factor in the creation of a positive school culture. The fifth statement, "Emotionally intelligent administrators are more likely to recognize and reward the contributions of teachers in our school," exhibited a significant mean difference of 1.27044, with a t-value of 12.803 ( $p < .001$ ). These results align with Hypothesis 1, emphasizing that participants strongly

believe that administrators with high emotional intelligence are more inclined to acknowledge and reward teachers' contributions in their schools. In conclusion, the results of the one-sample t-tests confirm that emotional intelligence plays a substantial and significant role in various aspects of human resource management practices in primary schools, consistent with the hypothesis. Participants in the study overwhelmingly believe in the positive impact of emotional intelligence on recruitment, conflict resolution, teacher support, school culture, and recognition of teachers' contributions, underscoring its importance in the development of HR practices in primary education.

H2: Teachers perceive their administrators as emotionally intelligent.

**Table 6: One-Sample Test**

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
I believe that our school administrators are empathetic towards the needs and concerns of teachers.	9.712	158	.000	.99371	.7916	1.1958
Administrators in our school effectively communicate and build trust with teachers.	10.880	158	.000	1.16981	.9575	1.3822
I feel that our school administrators are approachable and understanding of teachers' emotions.	10.103	158	.000	.97484	.7843	1.1654
I perceive that our school administrators value and respect the emotional well-being of teachers.	10.598	158	.000	1.08805	.8853	1.2908
I believe that our school administrators demonstrate emotional intelligence in their interactions with teachers.	12.397	158	.000	1.23899	1.0416	1.4364

The results presented in Table 6 shed light on teachers' perceptions of their

administrators' emotional intelligence, providing strong support for Hypothesis 2,



which posits that teachers perceive their administrators as emotionally intelligent. The first statement, "I believe that our school administrators are empathetic towards the needs and concerns of teachers," revealed a significant mean difference of .99371, with a t-value of 9.712 ( $p < .001$ ). These findings strongly support Hypothesis 2, indicating that participants overwhelmingly believe that their school administrators are indeed empathetic towards the needs and concerns of teachers. The second statement, "Administrators in our school effectively communicate and build trust with teachers," exhibited a significant mean difference of 1.16981, with a t-value of 10.880 ( $p < .001$ ). This result provides robust support for Hypothesis 2, suggesting that participants overwhelmingly perceive that administrators in their school effectively communicate and build trust with teachers. The third statement, "I feel that our school administrators are approachable and understanding of teachers' emotions," demonstrated a significant mean difference of .97484, with a t-value of 10.103 ( $p < .001$ ). This finding reinforces Hypothesis 2, indicating that participants overwhelmingly feel that their school administrators are indeed approachable and understanding of teachers' emotions. The fourth statement, "I perceive that our school administrators value and respect the emotional well-being of teachers," yielded a significant mean difference of 1.08805, with a t-value of 10.598 ( $p < .001$ ). This result strongly aligns with Hypothesis 2, emphasizing that participants overwhelmingly perceive their school administrators as valuing and respecting the emotional well-being of teachers. The fifth statement, "I believe that our school administrators demonstrate emotional intelligence in their interactions with teachers," exhibited a significant mean difference of 1.23899, with a t-value of 12.397 ( $p < .001$ ). These results provide robust support for Hypothesis 2, indicating that participants overwhelmingly believe that their school administrators demonstrate emotional intelligence in their interactions with teachers. In conclusion, the results of the one-sample t-tests confirm that teachers

overwhelmingly perceive their administrators as emotionally intelligent, supporting Hypothesis 2. The participants' strong beliefs and perceptions regarding administrators' empathetic, communicative, approachable, and emotionally intelligent qualities highlight the positive relationships between teachers and their school leaders, underlining the significance of emotional intelligence in educational leadership.

## 7. Findings

The findings of this study are as follows:

Hypothesis 1: Emotional intelligence plays a significant role in the development of human resource management practices in primary schools - The results of the study strongly support Hypothesis 1. Participants overwhelmingly believe that emotional intelligence significantly influences various aspects of human resource management practices in primary schools. Specifically, they perceive that emotional intelligence positively impacts the recruitment and selection process, conflict resolution, teacher support, the creation of a positive school culture, and the recognition and reward of teachers' contributions.

Hypothesis 2: Teachers perceive their administrators as emotionally intelligent - The findings provide robust support for Hypothesis 2. Teachers overwhelmingly perceive their school administrators as emotionally intelligent. Participants strongly believe that administrators are empathetic toward teachers' needs and concerns, effectively communicate and build trust, are approachable and understanding of teachers' emotions, value and respect teachers' emotional well-being, and demonstrate emotional intelligence in their interactions with teachers.

In summary, the study's findings underscore the vital role of emotional intelligence in the context of primary education. Teachers and administrators alike recognize the significant impact of emotional intelligence on various aspects of human resource management practices and acknowledge the emotionally intelligent qualities of school administrators. These

findings emphasize the importance of fostering emotional intelligence in educational leadership and practice to create a supportive and nurturing school environment.

## 8. Conclusion

The study's findings provide robust evidence supporting the critical role of emotional intelligence in the realm of primary education. The strong agreement among participants that emotional intelligence significantly influences human resource management practices in primary schools underscores its relevance in recruitment, conflict resolution, teacher support, school culture, and recognition of teachers' contributions. Furthermore, the overwhelmingly positive perceptions of teachers regarding their administrators' emotional intelligence highlight the significance of these qualities in educational leadership. These conclusions emphasize the importance of integrating emotional intelligence into training programs for both teachers and administrators to enhance their effectiveness in the primary school environment.

The implications of this study are far-reaching for primary education. By recognizing the importance of emotional intelligence, educational institutions can focus on fostering these skills in both teachers and administrators. This can lead to improved recruitment processes, more effective conflict resolution, enhanced teacher support, the creation of positive school cultures, and the acknowledgment of teachers' contributions. In practical terms, schools can incorporate emotional intelligence training and development programs into their professional development initiatives. Administrators can prioritize building emotionally supportive relationships with their teaching staff, resulting in a more harmonious and productive educational environment.

For future research, it would be beneficial to conduct longitudinal studies to assess the long-term impact of emotional intelligence training on both teachers and administrators. Additionally, investigating the specific mechanisms through which emotional

intelligence influences HR practices, such as the impact on teacher retention and student outcomes, would provide deeper insights. Exploring the relationship between emotional intelligence and different school contexts, such as urban versus rural schools, could reveal variations in the significance of emotional intelligence. Lastly, future research could delve into the development of targeted emotional intelligence interventions tailored to the unique needs of primary education, thereby optimizing the practical application of these findings.

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