The Relationship between Emotional Intelligence of School Principals, Psychological Climate, and Teacher Motivation

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Psychometrically sound and practical measures of emotional intelligence of school principals, psychological climate, and teacher motivation were developed. The aim of this study was to explore the relationships and effects among these variables and to compare the differences between high school and vocational high school, as well as public and private school teachers. A sample of 336 teachers was recruited from different high and vocational high schools in Taiwan. Through MANOVA and hierarchical multiple regression analyses, these measures of emotional intelligence of school principals, psychological climate, and teacher motivation were found to be reliable and valid instruments. Vocational high school teachers scored higher than high school teachers on perceived self-motivation of principals, psychological climate, and teacher motivation. Private school teachers showed higher perceived empathy and principals' relationships, as well as pressure of psychological climate, whereas public school teachers exhibited higher levels of psychological climate and intrinsic motivation. Additionally, strong positive correlations were found among all three variables, particularly, emotional intelligence of principals and psychological climate, which were found to be significant predictors of teacher motivation. The implication for school principals is that they should focus on enhancing their emotional intelligence and creating a more positive psychological climate, which in turn, promotes teacher motivation.

Keywords: emotional intelligence, psychological climate, teacher motivation, school principals, school teachers.

Introduction

Leadership is a critical aspect of organizational performance and competitiveness, and school management success is often linked to the personal characteristics of school principals. Traditional discussions of leadership

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have focused on the traits and aptitudes of principals or their abilities to achieve their desired goals in specific situations (Jumaa, 2005). However, leadership is a process of social interaction, and a principal's ability to influence the behavior of their followers can strongly influence performance outcomes (Humphrey, 2002). Leadership is embedded in a social context, and as Joseph et al. (2015) emphasized, it is crucial to incorporate emotional intelligence competencies into leadership skills to become a good and effective leader. Thus, it is important to investigate the leadership traits, such as emotional intelligence.

Emotional Intelligence

Emotional Quotient (EQ) is the degree of awareness and skills required to manage and balance emotions. Salovey & Mayer (1990) defined emotional intelligence as the capacity to monitor one's own and others' moods and emotions, to discriminate among them, and to use this information to guide one's thoughts and actions. However, it was Goleman (1995) who popularized the concept of emotional intelligence first used by Salovey & Mayer (1990). Goleman (1995) provided a definition of emotional intelligence as the ability to be aware of one's own emotions and the emotions of others, to motivate oneself, and to effectively manage emotions in oneself and in social interactions. He further developed this concept with a model consisting of five domains: self-awareness, managing emotions, self-motivation, empathy, and handling relationships.

Emotional intelligence is viewed as a key determinant of effective leadership (George, 2000). It can play a significant role in the work environment (Law et al., 2004; Wong & Law, 2002) and is necessary for workplace success and harmonious work environments (Smigla & Pastoria, 2000). James et al. (2012) found a significant correlation between emotional intelligence and three components of psychological well-being, namely coping style, life satisfaction, and self-esteem. Gomez-Leal et al. (2022) found that emotional intelligence is key factor for effective leadership and that the most commonly used components are self-awareness, self-management, and empathy. Cherniss (1998) pointed out that a successful school principal must have essentials qualities, such as establishing positive relationships with people, communicating and coordinating effectively, managing emotions, self-confidence, and emotional intelligence. Therefore, it is essential to explore the emotional intelligence of school principals in promoting effective leadership and improving organizational performance in schools.

Psychological Climate

Psychological climate is a type of climate that is measured at individual level and pertains to employees' cognitive appraisal of work environment (Toprak & Karakus, 2018). Brown & Thomas (1996) defined psychological climate based on how employees perceive aspects of the organizational environment. Martin & Bush (2006) indicated that psychological climate reflects how employees perceive the firm in terms of providing support, recognition, fairness, autonomy, trust, cohesiveness, and innovation. The construct of psychological climate has been extensively studied and has been found to be useful in capturing employees' perceptions of their work context (Denisson, 1996; Ostroff et al., 2003). Psychological climate refers to individual employees' perceptions and evaluations of their work environment, which mediate attitudinal and

behavioral responses, rather than the actual environment itself (Johns et al., 1992).

Psychological climate has been regarded as one of the most significant contributors to an individual's motivation (James et al., 1977). The psychological climate of the school can play a significant role in shaping teachers' perceptions of their work environment and their overall job satisfaction, which can in turn influence their motivation to perform well in their job. Researchers in the field of organizational behavior have demonstrated a longstanding interest in investigating employees' perceptions of the work environment and their impact on work-related attitudes and behaviors (Johns et al., 1992). However, little work has investigated the influence of psychological climate on individual outcomes. Thus, examining the relationship between psychological climate and teacher work motivation can provide important insights into how schools can create a more positive and supportive work environment that fosters teacher motivation and ultimately, student achievement.

The school principals have a strong influence in shaping the psychological climate of their school. According to Al Shehhi et al. (2021), school principals with low emotional intelligence may not be efficient leaders since they are unable to communicate efficiently with others, foster effective cooperation, and establish a positive school climate, as suggested by Mayer et al. (2004). Although there is a relationship between the emotional intelligence of school principals and psychological climate, few empirical studies have focused on this aspect. This study attempts to explore the impact of the emotional intelligence of school principal on psychological climate and teacher motivation.

Teacher Motivation

Teacher motivation is closely related to teachers' attitude towards work and their desire to participate in the education process within the school environment. It also encompasses their interest in student discipline and classroom control. Anything that makes teachers happy, satisfied, dedicated, and committed can bring out their best in the workplace, benefitting students, parents and society as whole. Work motivation is thus an important factor that can influence a teacher's level of engagement in various activities at school, including academic and non-academic activities.

According to the study of Han &Yin (2016), factors influencing teacher motivation include intrinsic values (perceptions, expectations, responsibilities and concerns about teaching), extrinsic values (social status, job security, job transferability, time for family), teacher autonomy, and working environment (authority, leadership). Intrinsic motivation comes from the satisfaction and sense of accomplishment and self-actualization that a teacher gains from completing a task. Conversely, an extrinsically motivated teacher may carry out a task with the aim of receiving a reward, such as a salary. It is important to note that both intrinsic and extrinsic motivations are significant factors that influence a person's behavior and overall quality of life. Therefore, organizations should strive to build and enhance teachers' intrinsic motivation to teach effectively, while also providing some extrinsic motivation to improve the school (O'Neil, 1995). This study identifies teacher work motivation as consisting of two components: intrinsic motivation and extrinsic motivation.

Indeed, teacher motivation is a crucial factor in school effectiveness, improvement, and classroom effectiveness (Ofoegbu, 2004). Research has also shown that school leadership and management, particularly the principal, plays a vital role in influencing teacher motivation (Evans, 1999). The study of Eyal & Roth (2011) found that the leadership styles of school principals were associated with teacher motivation and well-being. Moreover, the emotional intelligence of principals can have impact on teacher motivation, as teachers may be more motivated to participate in school activities and initiatives if the school principal is likeable and supportive (Mayer et al., 2004).

The Current Study

The success of school management is often attributed to personal characteristics and emotional intelligence of school principals (Kerr et al. 2006). When school leaders have a high degree of emotional intelligence, they are better equipped to fulfill their leadership roles effectively. Martin & Bush (2006) identified psychological climate as reflecting employees' perceptions of the support, recognition, fairness, autonomy, trust, cohesiveness, and innovation provided by the organization. Klem & Schlechter (2008) also showed that the emotional intelligence of the school principal had a positive relationship with psychological climate. Recent studies have also shown that emotional intelligence can have an impact on teacher work outcomes, with psychological climate as the mediator (Li et al., 2021; Wang & Lin, 2020). When teachers perceive their principals as emotionally intelligent, they are more likely to feel supported, valued, and respected, fostering a positive psychological climate. This positive psychological climate can enhance teacher work motivation by promoting positive social interactions, creating a sense of belonging, and providing a sense of autonomy and control. Hence, the present study seeks to investigate the relationships among the emotional intelligence of school principals, psychological climate, and teacher motivation, exploring the impact of the principals' emotional intelligence and psychological climate perceived by teachers on teacher motivation. Accordingly, the research questions addressed are as follows:

1. Do high school and vocational high school teachers, in both public and private schools, manifest different perceived emotional intelligence of school principals, psychological climate, and teacher motivation?
2. Is the emotional intelligence of school principals related with psychological climate?
3. Are the emotional intelligence of school principals and psychological climate related with teacher motivation?

Methodology

Participants

The participants in this study comprised 336 teachers: 108 high school teachers and 228 vocational high school teachers. Of these, 168 were public school teachers and 168 private school teachers. The participants were recruited from various high schools and vocational high schools in southern Taiwan through random sampling. A total of 6 high schools and 10 vocational high schools were selected, with each school recruiting

approximately 20 to 25 teachers based on the school population. The response rate was 84%, with 400 scales distributed across the 16 schools.

Measures

Emotional Intelligence Scale. The Emotional Intelligence Scale (EIS) was developed by the researcher based on the theoretical model of emotional intelligence by Salovey & Mayer (1990) as well as the perspectives of Goleman (1995) and Gomez-Leal et al. (2022). The scale consists of five subscales, namely self-awareness, managing emotions, self-motivation, empathy, and handling relationships, each of which includes 5 items. The 25-item responses were rated on a 5-point Likert scale, ranging 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating higher teacher-perceived emotional intelligence of principal. The scores on EIS were found to have a significant positive correlation with Wong & Law's Emotional Intelligence measure (2002) (r=.46, p<.01).

In this study, the emotional intelligence of school principals is evaluated by the teachers, and thus it is termed as perceived emotional intelligence of principals according to teachers. To ensure that EIS could be used to measure emotional intelligence of Taiwanese principals in high schools and vocational high schools, the researchers rewrote the wordings of all the items and two reviewers evaluated and suggested revisions. A pilot study was conducted using a sample of 160 teachers to evaluate the scale. The results of an exploratory factor analysis of the 25 items revealed that they loaded on five factors that accounted for 71.14% of the overall variance (Wu, 2016). Based on these results, a 25-item EIS was developed and the Cronbach alpha coefficients for the subscales ranged from .76 to .90, while the entire scale had a coefficient of .90.

Psychological Climate Scale. This scale was developed from the literature and previous studies conducted by Koys & DeCotiis (1991) and Martin & Bush (2006). The psychological climate was measured by eight components, including autonomy, trust, cohesiveness, pressure, support, recognition, fairness, and innovation. Psychological climate in this study focused on teachers' perceptions of their school environment and this scale was developed to measure teacher perception of psychological climate of the school environment. All item responses were scored on a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating a more positive views of the psychological climate.

Once the scale was developed, two reviewers evaluated the items and suggested revisions. A pilot study was then conducted using a sample of 160 teachers and through an exploratory factor analysis of the 40 items, it was found that 39 items loaded on 8 factors, accounting for 73.56% of the overall variance. One of items was removed from the analysis since it represented a smaller portion of the conceptual model (Wu, 2016). The Cronbach alpha coefficients of the eight subscales ranged from .75 to .97, and the alpha coefficient for the entire scale was .96.

Teacher Work Motivation Scale. The development of scale was based on the literature review and the studies of Ofoegbu (2004) and Han &Yin (2016). The scale measures both intrinsic and extrinsic motivation of teachers and uses a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating higher levels motivation. Once the scale was developed, two reviewers evaluated the items and

suggested revisions and subsequently, a pilot study was conducted using a sample of 160 teachers. Through an exploratory factor analysis, it was found that the 10 items were grouped into two factors, accounting for 64.44% of the overall variance (Wu, 2016). Consequently, a 10-item scale was constructed, including 5 items on intrinsic motivation and 5 items on extrinsic motivation. The Cronbach alpha coefficients for the two subscales were .89 and .81, respectively, while the overall Cronbach alpha coefficient of the entire scale was .89.

Design and Analyses

This study initially focused on the development, design, and implementation of three psychometric instruments to assess teacher perception of principals' emotional intelligence, psychological climate, and teacher motivation. To evaluate the reliability and validity of the scales, Cronbach alpha coefficients and exploratory factor analyses were utilized, respectively. The study also employed a Multivariate Analysis of Variance (MANOVA) design to examine the differences between high school and vocational high school teachers, as well as between public and private school teachers of perceived emotional intelligence of school principals, psychological climate, and teacher motivation. The use of MANOVA requires that the assumptions of multivariate normality, homogeneity of variance, multivariate outliers should be met, but since participants in this study were randomly sampled and the sample size was 336 teachers, this study fulfilled these assumptions. Next, the intercorrelation matrices were computed to examine the relationships among the variables. Hierarchical multiple regression analyses were then conducted to determine if teachers' perceptions of principals' emotional intelligence was the strongest predictor of psychological climate and if both perceived emotional intelligence of principals and psychological climate were significant predictors of teacher motivation

Results

Differences between High School and Vocational High School Teachers

A Multivariate Analysis of Variance was conducted to compare the mean scores of two types of schools (high schools and vocational high schools) on the perceived emotional intelligence of principals, psychological climate, and teacher motivation scores. A significant result ($p < .0001$) was obtained for school type (Wilks'λ=.78, F=6.61). Subsequently, univariate F tests were conducted to identify the variables that contributed to the overall multivariate significance. Table I presents the means, standard deviations, and univariate F tests of the significant subscales and total scales of perceived emotional intelligence of principals, psychological climate, and teacher motivation among high school and vocational high school teachers. High school and vocational high school teachers significantly differed in their perceptions of principal's self-motivation, autonomy, cohesiveness, trust, support, recognition, fairness, innovation, the total scale of psychological climate, as well as intrinsic motivation, and the total scale of teacher motivation. Vocational high school teachers scored significantly higher than high school teachers on these variables.

Table I. Means, Standard Deviation, and Univariate F tests of High and Vocational High School Teachers on the three measures

Dependent Variables	High School Teachers		Vocational High School Teachers		F
	M	SD	M	SD	
Self-motivation	18.35	2.79	19.35	2.70	11.84**
Autonomy	18.99	2.94	19.74	2.54	9.90**
Cohesiveness	18.07	3.82	19.67	2.73	30.87**
Trust	16,24	4.60	18.82	3.18	55.71**
Support	16.18	3.81	18.33	3.22	33.87**
Recognition	15.92	3.57	18.05	3.05	36.78**
Fairness	15.58	3.53	17.66	3.04	35.47**
Innovation	16.03	3.87	18.09	3.14	35.07**
Total Scale of Psychological Climate	135.87	19.16	142.57	18.12	45.17**
Intrinsic Motivation	19.12	2.87	20.08	2.91	11.02**
Total Scale of Teacher Motivation	37.91	4.77	39.25	5.36	5.57*
Note: N=336 * p<.05; ** p<.01					

Differences between Public School and Private School Teachers

A Multivariate Analysis of Variance was used to compare the mean scores of two school types (public and private schools) on the perceived emotional intelligence of principals, psychological climate, and teacher motivation scores. A significant result (p < .0001) was obtained on school type (Wilks'λ=.73, F=7.76). Subsequently, univariate F tests were conducted to identify the variables that contributed to the overall multivariate significance. Table II presents the means, standard deviations, and univariate F tests of the significant subscales and total scales of the perceived emotional intelligence of principals, psychological climate, and teacher motivation among public and private school teachers. Public and private school teachers significantly differed in their perceptions of principal's empathy and handling of relationships, autonomy, cohesiveness, trust, pressure, support, recognition, fairness, innovation, the total scale of psychological climate, as well as intrinsic motivation. Private school teachers demonstrated higher scores on perceived empathy and handing relationships of principals as well as pressure, whereas public school teachers scored higher on autonomy, cohesiveness, trust, support, recognition, fairness, innovation, the total scale of psychological climate, and intrinsic motivation.

Table II. Means, Standard Deviation, and Univariate F tests of Public and Private School Teachers on the three measures

Dependent Variables	Public School Teachers		Private School Teachers		F
	M	*SD*	*M*	*SD*	
Empathy	19.87	2.29	20.43	2.18	4.84*
Handling Relationships	18.65	2.90	19.58	2.70	16.03**
Autonomy	19.89	2.27	19.11	3.02	15.13**
Cohesiveness	19.50	2.50	18.82	3.76	22.08**
Trust	18.24	3.22	17.74	4.44	23.24**
Pressure	13.20	2.81	14.14	2.90	26.48**
Support	17.70	3.38	17.57	3.74	4.33*
Recognition	17.49	3.24	17.23	3.50	5.09*
Fairness	17.20	3.17	16.79	3.51	6.16**
Innovation	17.65	3.24	17.21	3.77	10.15**
Total Scale of Psychological Climate	140.87	18.16	138.60	21.54	10.22**
Intrinsic Motivation	19.92	2.58	19.63	3.24	5.32*
Note: N=336 * p<.05; ** p<.01					

Correlations among Emotional Intelligence of Principals and Psychological Climate, and Teacher Motivation
To examine the relationships among perceived emotional intelligence of principals, psychological climate, and teacher motivation, both correlational and hierarchical multiple regression analyses were conducted. Table III presents the correlation between perceived emotional intelligence of principals and psychological climate. The results indicated that most of the variables had statistically significant positive correlations, except for pressure. Pressure was not significantly correlated with self-awareness, managing emotions, and self-motivation, but was significantly related with empathy, handling relationships, and total emotional intelligence.

Table III. Correlation between Emotional Intelligence of Principals and Psychological Climate.

Variables	Self-Awareness	Managing Emotions	Self-Motivation	Empathy	Handling Relationships	Total Scale of Emotional Intelligence
Autonomy	.22**	.30**	.46**	,36**	.28**	.45**
Cohesiveness	.21**	.35**	.43**	.35**	.27**	.45**
Trust	.16**	.20**	.45**	.27**	.20**	.35**
Pressure	- .01	.03	.03	.19**	.28**	.14**
Support	.16**	.22**	.39**	.28**	.23**	.35**
Recognition	.13*	.20**	.42**	.26**	.29**	.36**
Fairness	.07	.21**	.33**	.22**	.26**	.31**
Innovation	.12*	.20**	.34**	.23**	.24**	.31**
Total Scale of Psychological Climate	.18**	.28**	.48**	.36**	.34**	.45**
*Note. * p<.05; ** p<.01*						

The correlations of teacher motivation with emotional intelligence of principals and psychological climate are presented in Table IV. Results showed that emotional intelligence of principals was significantly positively correlated with teacher motivation. With respect to psychological climate, all variables except pressure showed significant positive correlations with teacher motivation. Pressure was only found to be related to extrinsic motivation.

Table IV. Correlations of Teacher Work Motivation with Emotional Intelligence and Psychological Climate

Variables	Intrinsic Motivation	Extrinsic Motivation	Total Scale of Teacher Motivation
Self-awareness	.23**	.21**	.25**
Managing Emotions	.23**	.11*	.19**
Self-motivation	.40**	.31**	.40**
Empathy	.34**	.29**	.36**
Handling Relationships	.19**	.30**	.28**
Total Scale of Emotional Intelligence	.38**	.31**	.40**
Autonomy	.48**	.31**	.45**
Cohesiveness	.48**	.26**	.42**
Trust	.43**	.24**	.38**
Pressure	-.04	.22**	.10
Support	.49**	.30**	.45**
Recognition	.46**	.36**	.46**
Fairness	.38**	.29**	.38**
Innovation	.48**	.33**	.46**
Total Scale of Psychological Climate	.53**	.53**	.52**
Note. * $p<.05$; ** $p<.01$			

Hierarchical multiple regression analyses were conducted to determine if emotional intelligence of principals was the significant predictor of psychological climate and whether both emotional intelligence of principals and psychological climate were significant predictors of teacher motivation. Table V summarizes the results of the analyses predicting psychological climate, using five dimensions of emotional intelligence as predictors. The eight dimensions of psychological climate were used as criterion variables. The results indicated that self-motivation, managing emotions, and empathy significantly predicted autonomy and cohesiveness, while only self-motivation significantly predicted trust and support. Besides, self-motivation and handling relationships combined to predict recognition, fairness, and innovation, whereas handling relationships and self-awareness significantly predicted pressure. All the correlations between emotional intelligence of principals and psychological climate ranged from - .01 to .48, which indicated no multicollinearity.

Table V. Summary of Hierarchical Multiple Regression for Emotional Intelligence Predicting Psychological Climate.

Criterion Variables	Predictor Variables	Beta	Multiple R	Multiple R^2	t
Autonomy	Self-motivation	.33	.46	.21	5.53**
	Empathy	.16	.48	.23	2.99**
	Managing Emotions	.11	.49	.24	2.06*
Cohesiveness	Self-motivation	.26	.43	.18	4.28**
	Managing Emotions	.18	.46	.21	3.39**
	Empathy	.18	.49	.24	3.23**
Trust	Self-motivation	.45	.45	.21	9.31**
Pressure	Handling Relationships	.32	.28	.08	5.78**
	Self-awareness	-.11	.30	.09	- 2.08*
Support	Self-motivation	.39	.39	.15	7.72**
Recognition	Self-motivation	.37	.42	.18	6.79**
	Handling Relationships	.04	.44	.19	2.52**
Fairness	Self-motivation	.27	.33	.11	4.83**
	Handling Relationships	.15	.36	.13	2.62**
Innovation	Self-motivation	.29	.34	.12	5.21**
	Handling Relationships	.12	.36	.13	2.11*
Note. Multiple R and Multiple R^2 (cumulative values); * $p<.05$; ** $p<.01$					

Table VI summarizes the results of hierarchical multiple regression analyses predicting teacher motivation. Two types of criterion variables were entered separately. The first type of predictors was five dimensions of emotional intelligence of principals and eight dimensions of psychological climate and the criterion variables included two dimensions of teacher motivation. The second type of predictors was the total scale of emotional intelligence of principals and psychological climate and the criterion variable was the total scale of teacher motivation. The results showed that three dimensions of emotional intelligence, -self-motivation, empathy, handling relationships- combined with four dimensions of psychological climate, -autonomy, support, fairness, innovation-, to predict intrinsic motivation. Self-awareness, handing relationships, autonomy, pressure, and recognition significantly predicted extrinsic motivation. Both the total scale of emotional intelligence and psychological climate were significant predictors of the total scale of teacher motivation. Based on Variance Inflation Factor (VIF), they were all less than 5, indicating no multicollinearity. As shown in Table VI, high perceived emotional intelligence of principals and a more positive psychological climate were associated with high teacher motivation.

Table VI. Hierarchical Multiple Regression for Emotional Intelligence and Psychological Climate
Predicting Teacher Motivation.

Criterion Variables	Predictor Variables	*Beta*	Multiple R	Multiple R²	*t*
Intrinsic Motivation	Support	.21	.49	.24	2.54**
	Autonomy	.24	.57	.33	4.53**
	Empathy	.17	.59	.35	3.01**
	Innovation	.29	.60	.36	3.45**
	Fairness	-.16	.61	.37	- 1.95*
	Self-motivation	.13	.62	.38	2.33*
	Handling Relationships	-.11	.63	.39	- 2.02*
Extrinsic Motivation	Recognition	.22	.36	.13	4.02**
	Handing Relationships	.11	.41	.17	1.88*
	Pressure	.18	.43	.19	3.46**
	Autonomy	.17	.46	.21	2.96**
	Self-awareness	.11	.47	.22	2.08*
Total Scale of Teacher Work Motivation	Total Scale of Psychological Climate	.43	.52	.27	8.31**
	Total Scale of EQ	.21	.55	.32	4.08**
Note. Multiple *R* and Multiple *R²* (cumulative values) * *p*<.05; ** *p*<.01					

Discussion

This study compared the differences between high school and vocational high school teachers, as well as public and private school teachers on teacher perceived emotional intelligence of principals, psychological climate, and teacher motivation, Prior to these analyses, reliability and validity tests were conducted on the developed measures of emotional intelligence of principals, psychological climate, and teacher motivation. A pilot study was conducted using a sample of 160 teachers to evaluate the scales. Exploratory factor analysis showed that the three scales and their respective subscales were found to be reliable.

Vocational high school teachers showed higher scores than high school teachers on perceived self-motivation of principals, positive psychological climate, and teacher motivation. Additionally, private school teachers exhibited higher scores on perceived empathy and handing relationships of principals and greater pressure, whereas public school teachers demonstrated higher scores on psychological climate and intrinsic motivation.

Furthermore, the results revealed strong positive correlations among emotional intelligence of principals, psychological climate, and teacher motivation. Specifically, perceived emotional intelligence of principals was highly associated with psychological climate, and both perceived emotional intelligence of principals and psychological climate were strongly related to teacher motivation. To summarize, the findings suggest that school principals who demonstrate higher emotional intelligence are more likely to create a positive psychological climate within the school. Both perceived emotional intelligence of the principals and psychological climate were significant predictors of teacher motivation, suggesting that a positive

psychological climate created by emotionally intelligent principals is associated with higher levels of teacher motivation. Overall, these findings highlight the importance of promoting emotional intelligence among school leaders and creating a positive work environment that fosters teacher motivation.

It has been frequently reported in research that teachers tend to exhibit lower levels of motivation and higher levels of stress compared to other professional groups (Lens & Jesur, 1999; Pithers & Fogarty, 1995). As expected, both high and high vocational schools encounter various challenges and pressures, but due to the stiff competition of entrance examination in high schools, high school principals and teachers face greater stress than their counterparts in vocational high schools. Consequently, these can lead to lower levels of emotional intelligence amongst high school principals and lower motivation and less positive psychological climate among high school teachers. These findings are consistent with the study of Pihie & Elias (2004), which identified factors such as workload, pressure, and unsatisfactory leadership as reasons for teachers' negative attitudes towards the teaching profession. Additionally, effective leadership has been recognized as a key factor in improving teacher motivation. The implication for principals in high schools is that they should strive to promote their emotional intelligence and create a more positive psychological climate for their teachers, which in turn, leads to enhanced teacher motivation and ultimately improves the overall quality of education in their schools.

Both private high and vocational school principals exhibited higher empathy and handing relationships. Since they face more stress due to school competition compared to public schools, maintaining good relationships with teachers becomes crucial to promote school performance. Public school teachers expressed a more positive psychological climate and higher intrinsic motivation, likely due to feeling less pressurized than peers in private schools. According to Barmby (2006), teachers perform their tasks effectively for three main reasons: altruistic, intrinsic, and extrinsic reasons. Thus, public school teachers, with more intrinsic motivation, may perform better at work than private school teachers. Another implication for private school principals is to strengthen psychological climate and intrinsic motivation of teacher, whereas public school principals need to enhance their emotional intelligence.

Consistent with the present study's hypothesis, the perceived emotional intelligence of principals and psychological climate were found to mutually correlate with each other, supporting the idea that higher emotional intelligence of principals tends to shape a more positive psychological climate. This finding is similar to the study of Klem & Schlechter (2008) that emotional intelligence of principals and psychological climate are interrelated. The implication of this finding is to promote the emotional intelligence of principals to enhance the school's psychological climate. Moreover, both the perceived emotional intelligence of principals and psychological climate were strongly related to teacher motivation. Higher emotional intelligence of principals and a positive psychological climate corresponded with higher teacher motivation, supporting the findings of a prior study (Woodard et al., 1994). Overall, the findings highlight the significance of fostering the emotional intelligence of principals and the creation of a positive work environment in promoting teacher motivation.

While the present study included a sample size of 336 teachers, future studies may benefit from extending the sample size to improve external validity. Additionally, the current study provides self-report measures of perceived emotional intelligence of principals, psychological climate, and teacher motivation. Future research may also consider exploring other measures of reliability and validity such as confirmatory factor analysis to further establish the robustness of measures and consequently the findings. Overall, these efforts may contribute to a better understanding of the relationships among emotional intelligence of principals, psychological climate, and teacher motivation, and provide the development of effective strategies for improving teacher motivation in schools and ultimately enhancing the quality of education.

Disclosure

The author has no conflicts of interest to disclose.

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